



Administration of Justice

Program Review

2018 – 2019



Cindy R. Bevan
Preparer



Table of Contents

Evergreen Valley College’s Mission	4
Strategic Initiatives	4
General Information	4
Overview of the Program	5
1. Summary of the program: Brief History, Important Factors.....	5
2. Update on Program Progress and Achieving Goals	6
3. Recent Accomplishments and Program Connection to College Mission.....	8
4. Resource Allocation since Last Program Review	9
5. Future of the Program and Support of the College Mission and Success.....	10
PART A: Program Effectiveness and Student Success	10
1. Program Set Standard and Defining Effectiveness	10
1a. Student Success Rate compared to the College	11
1b. Analysis of Student Success Rate and Strategies to Address Gaps	11
1c. Student Rate versus Set Standard	11
1d. Gap between Program and Program Success Goal	11
1e. Currency and Accuracy of Program Set Standard/Success Goal Measures	12
2. Success Rate (“C” or better)-average F14-Fall 17	12
2a. Equity Gaps using Disaggregated Data and Intended Interventions.....	13
2a-1. Success Rates-Measures by IPEDs Race/Ethnicity	13
2a-2. Success Rates-Measures by Gender.....	13
2a-3. Success Rates-Measures by Age	13
2b. Analysis of Disaggregated Data and Performance of Success Goals... ..	14
2c. Differences between Fully Online and Classroom Courses	15
3. Program Awards	15
4. Student Enrollment Types	15
4a. Discussion and Analysis of Program Enrollment Types	16
5. Student Demographics	17
5a. Program Headcount, Pct of Change, Growth Analysis	17
5b. Enrollment Gaps.....	18
5c. Necessary Intervention Strategies.....	19
6. Instructional Effectiveness.....	19
Cap and Productivity	19
PART B: Curriculum	20
1. Curriculum Updates since Last Program Review and Timeline	20
2. Courses Offered, Relevancy to Student Need, and Real-Life Experiences	20
2a. Courses.....	20
2b. Relevancy to Student Need, and Real-Life Experiences	32
3. Program Degrees, Certificates, and Guided Pathways	33
4. Innovative Pedagogy to Maximize Student Learning	36
5. Future Curricular Development Plans and/or Program Modifications.....	36
6. Articulation with High School Districts and Four Year Institutions.....	36
7. External Accreditation or Certification if Required.....	37
PART C: Student Learning Outcomes and Assessment.....	37
1. Program Learning Outcomes, Relation to GE/ILOs, and Mapping	37
2. SLO Assessment Summary Results	42



Table of Contents

3. Identified and Implemented Plans to address Program and Course Assessment Deficiencies	44
PART D: Faculty and Staff	45
1. Current Faculty List	45
2. Professional Development Activities completed by Faculty and Staff	47
PART E: Budget and Planning	47
1. Review of Department Fund 10 Budget with Dean and Discuss Needs	47
2. Identify External Funding Received	48
PART F Technology and Equipment	48
1. Current Department Technology and Equipment Needs	48
PART G: Additional Information	48
1. Pertinent Information about the Program Not Covered	48
2. Careers and Opportunities: Projected Employment and Wages	49
2a. Projected Employment	49
2b. Police Salaries and Wages	53
PART H: Future Needs and Resource Allocation Requests	55
Faculty and Staffing Requests	55
Facilities	55
Technology Considerations	55
Equipment/Supplies	55
PART I: Program Summary and Conclusion	56



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: 2016-17

Current Year: 2018-19

Preparer's Name: Cindy Bevan, Faculty

Area Dean: Sean Abel, Interim Dean, SSHAPE Division



Overview of the Program:

1. *Summary of the Program: Brief History and Factors Important to the Program's Development*

The Administration of Justice Program (Program) is a unique educational program emphasizing both academic and career technical educational (CTE) pathways for diverse 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 support of these pathways as well. While academic preparedness in the criminal justice field is a primary focus, the program strives to foster a holistic learning experience emphasizing core competencies through Program Learning Outcomes (PLOs) in effective communication, critical inquiry, information literacy, social and cultural competency, and ethical intelligence. It is through these PLOs that we believe students will best be prepared to meet educational and workforce demands in the 21st century.

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 in the criminal justice fields. For students already employed, the mission is to provide broad opportunities to enhance skills for existing careers, desired promotions, and positions of greater responsibility. For all students, the mission is to provide the necessary knowledge to be well-informed citizens while imparting justice studies education that will fulfill academic, employment, and life-long learning goals.

Historically speaking, the program was established 43 years ago in 1975 when the college first opened its doors; and today serves an average of 635 students each year while producing an annual average Full Time Equivalent Students (FTES) of 78.56. With over thirteen feeder high schools from East San Jose Union High School District to San Jose Unified School District, the program has a large contingent of young adult learners. The program offers 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 of study. Students with an academic-focus 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 tailored toward students seeking a career in law enforcement, corrections, or other criminal justice career field. The A.S. degree is aligned with the California Peace Officer Standards and Training ("POST") Basic Academy and/or Basic Modular Academy and is intended to meet the needs of the more technical "hands-on" student who prefers to receive state law enforcement certification concurrent or consecutive to 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 who wish to accelerate their career preference and earn both an Associate degree and California State Peace Officer Certification. Regardless of the degree option students choose, the program encourages all students to earn a college degree, as this improves success of employment and career opportunities.

The program is fully supported by the entire campus community. Students in the program are eligible for campus-wide services in areas of health, psychological, educational, and financial-aid; and many students receive exceptional assistance from college personnel. Students are also encouraged to participate in various student clubs and activities where they receive support and can actively engage in student-life during their time at the college.



2. Update on Program Progress and Achieving Goals

Since the last program review two years ago, the program has continued its progress in many areas. Some perpetual goals include developing and assuring quality measures for instructional methodology, updating and maintaining curricular standards, and ensuring student learning and course level outcome metrics are met. The program generates specific initiatives related to improvement and accomplishment through its stated goals. Stated goals (previously referred to as CTAs “Calls to Action in prior program reviews) help guide the program’s progress in terms of mission, objectives, and future success. Stated goals also assure the program’s mission is aligned with the college mission to promote student success. When the program completes its Stated Goals, it realizes genuine advancement and accomplishment of both program and college mission-centric initiatives.

Refer to the Stated Goals Report and Analysis chart below for a summary of program accomplishments in terms of completed goals, in-process goals, and new goals. The chart provides comparison and update between the last program review (2016/17) and this program review (2018/19).

Stated Goals 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: 2016/17	Program Review: 2018/19
<ol style="list-style-type: none"> 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-19 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 determine the possibility of realignment, and was moved. This SLO will be assessed in Fall 2016 in our AJ—011 course. 4. New Goal: 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 	<ol style="list-style-type: none"> 1. In Process: A new probation course is still in process and subject matter experts are weighing in on the design and offering of the course. AJ 19 has not been approved for online offering and evaluation for online suitability is still ongoing. We plan to first offer AJ 19 in traditional classroom format this academic year to gauge interest. 2. Completed: During this rating period, several courses (15 of 15) underwent revision and curriculum approval. This revision also included a complete rewrite of the SLOs for each course. 17 of the new 73 SLOs (23%) have been assessed to date and reported to the SLO Coordinator. It should be noted that the 17 SLO assessments are specific to 5 courses (AJ 10, 11, 14, 15, and 110). This equates to assessment of 17/25 of the new SLOs (68%). In-Process: All 25 SLO assessments for courses 10, 11, 14, 15, and 110 will be complete by Fall 2018. This will meet the 100% SLO assessment target for these classes. In-Process: Little improvement was made regarding SLO assessments for regularly offered courses AJ13, 111 and 115 and no improvement of semi-regular or non-offered courses AJ-19, 112, 113, 114, 116, 117, or 123. On-going discussions at the division level are taking place regarding how best to ensure assessment of courses taught by adjunct faculty and this is likely to be addressed soon.



<p>Standards and Training initiatives.</p>	<ol style="list-style-type: none"> 3. Completed: PLO assessment continues. All PLOs (100% or 5/5) have been assessed at least three times since the inception of assessment in 2011/12. 4. In-Process: Potential textbooks and course outlines for a new Ethics in Policing course have been assessed during this review period. This goal is still in the evaluation and planning phase. 5. New Goal: A new course schedule was proposed at the request of the division dean. The goal of the new schedule is to identify all offerings at least two years in advance and to begin to map courses to support the Guided Pathways initiative. This is an ongoing Stated Goal that will be evaluated and revised as needed. 6. New Goal: A new course was added to the program, AJ-139, Introduction to Public Safety Community Service Officer. The course has been launched in the CurriQunet system.
<p>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</p>	
<ol style="list-style-type: none"> 1. Completed: Attended career day at Overfelt High school. 100 students attended the event and the community engagement effort was very successful. New Goal: Continue community outreach 2. Completed: "Student-2-Student" a specialty assignment designed to connect EVC students with local high schools is designed to meet this goal. 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 Goal: The program is in the process 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. 	<ol style="list-style-type: none"> 1. Completed: Attended the annual career day at Overfelt High School, one of our feeder schools. 100-200 students attended the event. In-Process: Reached out to several organizations to provide recruitment opportunities for students. 2. Completed: Student-2-Student continues to be a positive way the program engages our students with students from local feeder schools. Approx. 35 students have completed this assignment. The program continues to receive information regarding internships, employment and volunteer positions from EVC EOPS. 3. Not Completed: At this time, the dedicated AJ Webpage is suspended at this time. 4. Not Completed: While there was an effort to communicate and meet with CCOC personnel, there has been no progress on this Stated Goal to date. 5. New Goal: Several new opportunities were created for students interested in justice careers and employment. For example, recruiters were scheduled to meet with students on campus. As a result, several students were hired to work in private security. These efforts will continue.



<p>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</p>	
<ol style="list-style-type: none"> 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 Goal: 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 Goal: 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. 	<ol style="list-style-type: none"> 1. Completed/In Process: As of this review, 12 of 15 courses (AJ 10, 11, 14, 15, 19, 110, 111, 112, 113, 114, 115, and 116) are current per CTE requirements. Courses were last updated in 2016 and are due for revision in 2018. These courses will be revised in 2018 for approval in 2019 per schedule. Completed/In-Process: Three courses (AJ 13, 117, and 123) were outside the two year CTE update requirement. These courses (AJ 13, 117, and 123) were revised (summer 2018) including a complete update of all SLOs. These courses are currently in the college curriculum approval process. 2. In-Process: As stated, 12 courses due for revision per CTE guidelines will be submitted in 2018. 3. Completed: Several students attend the EVC tutoring center and at least four students have served as paid tutors for AJ students. 4. In-Process: The Advisory Committee Goal is in process – with no agreement in place with SJCC. It should be noted the program has several advisory networks including subject matter experts, faculty, and community members who help guide curriculum and course decisions. 5. New Goal/Completed: Ensure curriculum revisions and SLO matrix forms are aligned. All 15 courses have been reviewed to ensure SLOs and associated material is properly aligned. Meeting this Goal requires a complete update of SLOs with new curriculum, as well as a rewrite of each SLO matrix form to match. 6. New Goal: Identify community guests that are willing to speak to students on issues including employment, career development, social and cultural issues facing our community.

3. Recent Accomplishments and Connection to the College’s Mission and Success

As described above, the Stated Goals serve to guide the program and to ensure it is connected to the college’s broader mission and strategic success. Like the college, the program focuses on student success in all areas of instruction and delivery and regularly assesses the meeting of these goals. Recent goals were accomplished in all three strategic areas of student success, community engagement, and organizational transformation. Specific accomplishments are described above in section 2, and are briefly mentioned below:



Student Success:

- ✦ 15 of the 15 courses in the program underwent revision. This included complete revision and creation of 73 new SLOs. The reason for the revision was to upgrade curriculum to currency and relevancy and to pare SLOs down to manageable levels while more appropriately addressing learning competencies. While many SLOs were already assessed and archived, the program has now begun the assessment process of the new SLOs to correspond with the revisions. Five courses, AJ 10, 11, 14, 15, and 110, will achieve 100% SLO assessment of all new SLOs by the end of F2018. A new course was added to the program in F2018, bringing the total number of courses to 16. AJ-139, was added at the request of Dean Sean Abel and Lt. Michael Dziuba to fill a campus need. The course will also serve as an elective class for students who are interested in support staff roles in law enforcement.
- ✦ All PLOs are in compliance with assessment standards (i.e. mapping, etc) with full assessment complete. In fact, several PLOs have been assessed three times since 2012, exceeding the timeline of assessment set by the college.

Community Engagement:

- ✦ Faculty participated in a career fair at Overfelt High School, one of our feeder high schools. Approximately 100-200 students attended the fair to learn about careers in criminal justice and about the college in general.
- ✦ Worked with an international security organization, Security Industry Specialists, to support several recruitment presentations on campus. To date, approximately 10 AJ students are actively employed by the company.

Organizational Transformation:

- ✦ Updated and received curriculum approval for 12 out of 15 courses in compliance with the CTE two-year update rule. Three courses (AJ13, 117, and 123) were updated and launched in September 2018. The remaining 12 courses (AJ 10, 11, 14, 15, 19, 110, 111, 112, 113, 114, 115, and 116) are again scheduled for update with completion projected by the end of F2018. A new course (AJ 139) was created and launched in November 2018 with a projected offering in S2019.
- ✦ Promoted the tutoring center by recruiting AJ students to work as volunteers in the center to assist students in the program. To date, several students have been hired to work in the center and this is a source of tremendous benefit for our students.

4. Resource Allocation since Last Program Review

The last program review called attention to the growing amount of administrative duties required of the program and its staff. Excerpts from the previous program review read, in part, 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.”* This was discussed in the report because the AJ program has one full time faculty member to meet all administrative duties. As stated, AJ is a CTE program, and as such certain requirements attach to the program including program review and update/revision of curricula every two years. With the added requirement of SLO and PLO assessment since 2011-12, combined with program review and curricula revision every two years, the burdened placed on program staff has become extremely difficult. With one full-time faculty member, there is little time left to participate on committees, administrate, plan, research, and grow the program. These onerous administrative duties adversely impact learning and instruction, as valuable time is dedicated to paperwork rather than enhancing new teaching and learning settings, upgrading lesson plans, etc. The program and its staff remain committed to juggling the workload, but this real challenge for AJ staff should be a source of critical examination by college administration.



5. Future of the Program and Support of the College Mission and Success

The program enjoys a robust and diverse student population, and based on past performance, should continue a positive trajectory. The program is expected to remain steady and perhaps grow in areas of instruction, curricula, administration, and assessment. For example, instruction and the current suite of courses will continue to meet the demand of diverse learners, however new courses will be evaluated for offering as well. Curricular delivery will continue to meet CTE course requirements, which are heavily replete with administrative functions. All courses will maintain proper alignment with transfer guidelines and career standards while ensuring compliance with CTE mandates and state transfer conditions. It is paramount that program courses that comprise the three degrees translate into something of value for the student – whether transfer or vocational paths are desired. As such, courses and degrees will continue to meet requirements of educational institutions, career technical institutes, and minimum standards for jobs in the justice field.

The program should remain stable and/or improve in success categories including student learning, retention, and graduation rates. Continued performance and growth is anticipated in areas that fulfill and meet the college's mission with regard to equity, access, and success. When the college advances growth ideas and initiatives, the program will support those initiatives and determine how best to weave them into the program. One such initiative, Guided Pathways, is an example of how the program will consider and champion efforts of the college thus actively supporting the college mission and success goals. Finally, assessment of the program, its courses, and its students will continue on a regular basis and all relevant data will be used to better understand program efficacy, gaps in quality, equity divides, and will serve to inform future initiatives.

PART A: Program Effectiveness and Student Success

1. Program Set Standards and Defining Effectiveness

The program gauges effectiveness using various metrics including assessment of program learning outcomes (PLOs), assessment of student learning outcomes (SLOs), letter grade outcomes, success rates of completion, awarding of degrees, student transfers to universities and colleges, job placement, student and community feedback, and faculty evaluation. PLOs and SLOs are the primary method of measuring and appraising program effectiveness in the classroom. Success Rate, or completion with a grade "C" or better is another metric the program uses to evaluate effectiveness. It is extremely important that our students are not only meeting classroom learning competencies through assessment, but are earning grades and units that ultimately lead to successful completion of the program itself. At the last program review, the program adopted the institution set standard of 64% to measure and gauge program success as it relates to course success/completion rates. This set standard was consistent with the standard used by the college at the time to evaluate performance, and it was reasonable to expect that students in the program would perform similar to the college population.

After reviewing the new college program review template, the program will adjust to a new program success goal of 65% in the future and an aspirational goal of 70% for student success. This new program set standard more closely aligns to new guidelines and goals set by the college. Because this is a new goal of gauging and measuring success, and the college recently raised their set standard, the program will monitor the new set goal closely to determine adjustments in the future. That said, the new set standard is higher than the last Program Review and now includes an aspirational goal as well, which closely resembles the college.



Please refer to the chart below for an overview of program success rate from 2014-2017 and a general comparison to the college’s overall success rate:

Success Rate (completion w/ “C” or better)	Program	EVC	Program Set (Established during last PR)	Program Success Goal (New)
F’14 –F’17 average	67.48%	71.23%	64%	65%

1a.) Student Success Rate Compared to the Campus

Current Goals:	Program	Compared to College
Aspirational Goal: 64%	Higher (+3.48)	Lower (-3.75)
Set Goal: 64%	Higher (+3.48)	Higher (+3.48)
Future Set Goal: 65%	Higher (+2.48%)	Higher (+1.00)
Future Aspirational Goal: 70%	Lower (-2.52)	Lower (-1.23)

1b.) Analysis of Success Rate and Strategies to Address the Rate of Success

The program has maintained an average student success rate of 67.48% from 2014 to 2017 with a high of 70.86% in S2017 and a low of 65.54% in F2017. The program met the 64% set standard goal in every semester by a range of 1.54% to 6.86%. When data is disaggregated, it appears “age” is strongly influenced and linked to student success outcome. For example, the highest performing sub-groups, 25 to 39 year olds and over 40 year olds, had an average success rate of 79.32%, 11.84% above the program success rate and 8% above the college success rate. However, the lowest performing sub-group, those under the age of 17, had an average success rate of 48.54%, 18.45% below the program success rate and 22.69% below the college success rate. The majority of enrolled students (approximately 78%) are in the 18-24 year old sub-group and they achieved a success rate of 64.80%, which is slightly below the program average by 3.2% and 6.43% below the college success rate. Also worth noting, the under 17 year old category includes a small number in comparison to other categories and this may have influenced the data unfavorably. It is clear from the data that older students do better in the program than younger students for reasons not completely verified at this time.

In conclusion, the program’s average success rate of 67.48% exceeds the set program standard of 64% by +3.48%. This means the program not only met its target, but exceeded it during this review period. However, the program will have to do better in the future if it wants to meet the Aspirational Goal of 70%, as it is currently 2.52% below that target. The program will work to close this small gap.

1c.) Success Rate versus Program Set Standard:

As stated, the current program’s success rate set goal is 67.48%, which exceeds the program set goal standard of 64% (+3.48%) established at the last program review.

1d.) Gap between Program and Program Success Goal:

The program exceeded the success rate set goal of 64% by +3.48%. However, the program will adopt a new success set goal of 65% to be used at the next program review. Given this new benchmark, the current success rate is still slightly above the new 65% program set standard by +2.58%.



1e.) Currency and Accuracy of Program Set/Success Goal Measures

The program has elected to reset the program success goal from 64% to 65% and will formally use the new program set success goal for the next program review. All measures are current and accurate as of this writing.

2. Success Rate (“C” or better)-average F14-Fall 17

As stated, letter grades are another metric in the calculus of student success, however it is important not to rely solely on this factor because it does not take into account the many nuisances in grade assignment. In addition, the program tends to attract many people who underestimate the rigors of AJ study, the personal attributes necessary of justice-field professions, and the overall commitment to a long semester. While these factors will continue to influence the program, it is the program’s goal to properly prepare students, and grade achievement is a marker of that success. The program will continue to support initiatives to assist students in their college success including, but not limited to, tutoring services, health and wellness support, and opportunities to strengthen their skills to achieve grades indicative of success.

The tables below show success rates relative to grade distribution measured by race/ethnicity, gender, and age: Each category is listed in comparison to the college for a side-by-side analysis. The color blue denotes the higher achieving category between the program and the college.

<i>Success Rates: Measures by IPEDs Race/Ethnicity</i>	Program (average total enrolled students/Success Rate)		College	
	American Indian	2	70%	131
Asian	69	68.19%	9,166	77.1%
Black or African American	12	66.49%	532	61.3%
Hawaiian/Pacific Islander	2	63.33%	98	66.9%
Hispanic	247	65.81%	8,737	63.7%
Two or More Races	10	78.10%	615	68.4%
Unknown	37	67.63%	2,138	71.6%
White	19	77.12%	1,385	73.3%
<i>Success Rates: Measures by Gender</i>	Program (average total enrolled students/Success Rate)		College	
	Female	182	67.84%	12,211
Male	214	67.17%	10,518	68.4%
No Value Entered	1	25.00%	73	71.8%
<i>Success Rates: Measures by Age</i>	Program (average total enrolled students/Success Rate)		College	
	17 & Below	6	48.54%	562
18-24	312	64.80%	15,132	67.7%
25-39	65	78.11%	4,735	74.0%
40 & Over	14	80.54%	2,346	79.6%
Unknown	1	50.00%	27	66.5%

2a.) Equity Gaps using Disaggregated Data and Intended Intervention Strategies of the Program

2a-1) **Success Rates: Measures by IPEDs Race/Ethnicity**

The program's aggregate average for all Success Rates – Measures by IPED's Race/Ethnicity is 69.58%. This is slightly below the aggregate average college success rate of 70.02% (-.45). When the data is more closely analyzed, the program performs close, if not on balance, to the college. For example, the program performs better with Black/African American students (+5.12%), Hispanic students (+2.11%), Two or more race identified students (+9.7%), and White students (+3.82%). Conversely, the program lags behind the college in four out of eight categories including American Indian students (-7.9%), Asian students (-8.9%), Hawaiian/Pacific Islander students (-3.57%) and Unknown students (-3.97%).

Based on data provided, it appears the program is doing quite well in all categories and is performing within tolerance standards of the college, outperforming in four categories and underperforming in four categories. Some categories in which the program lags slightly behind the college include those categories with small sample sizes (e.g. American Indian and Hawaiian/Pacific Islander categories each have 2 students respectively). Such small sample sizes can favorably or unfavorably skew data, therefore more information is needed to adequately understand success in these categories. However, by all accounts the program is performing similar to the college.

2a-2.) **Success Rates: Measures by Gender**

The program's average for Success Rates – Measures by Gender was 67.84% for female students and 67.17% for male students. This was slightly below the college average of 72.7% (-4.66%) for female students and 68.40% (-1.23%) for male students. The program's aggregate average of 67.50% was slightly below the college aggregate average of 70.45% (-2.95%) and is within tolerance with no statistical difference noted.

2a-3.) **Success Rates: Measures by Age**

The program's average for all Success Rates – Measures by age was 64.4%. This was below the college average success rate of 73.8% by -9.38%. When the data is disaggregated, the program outperformed the college in two age categories including 25-39 year olds where the program outpaced the college by +4.0% and 40 and older students where the program outpaced the college by +.94%. The program lagged behind the college in three of five categories including under 17 year olds (-32.56%), 18-24 year olds (-2.9%) and the unknown category (-16.5%). When we adjust for the unknown category, the program closes the success performance gap by 2.6 percentage points (Program – 68% versus college – 75% or a -7.61 difference).

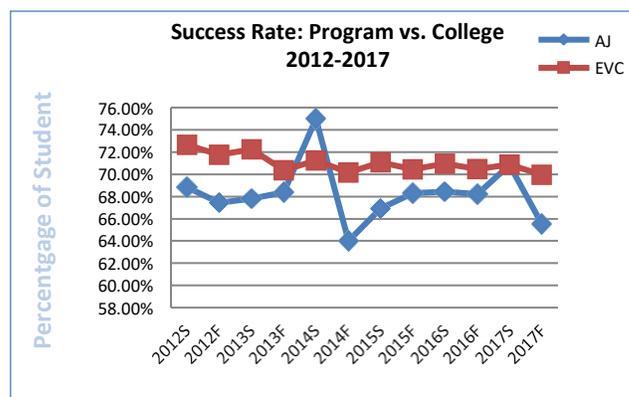
The program's under 17 year old category significantly underperformed the college. The program achieved a success rate in this age group of 48.54% versus 81% for the college, a significant difference of -32.56%. As stated, the program requires a mature learner who can meet the rigorous demands of justice field studies. In general, the program serves very few students in the under 17 year old category where data shows the program saw just 2% of its students (6 students) in this age group.

Therefore, this small sample size may explain the significant divide between the program and the college. In addition, younger students sometimes underestimate the demands of a program like AJ. They are generally less mature, may not be ready for

the rigors of an intense program, and may not have the mentoring in place to assist with matching program criteria to transfer goals or job opportunities. That said, the program will explore ways to enhance communication about the profession, the rigorous course of study, and the challenges associated with justice field work to its younger students. This is an area the program will consider for more targeted intervention once a larger student sample size becomes known.

2b.) Analysis of Disaggregated Data and Performance of Success

As stated, the program's success rate and the college's success rate are on balance. The aggregate average from 2012 to 2017 shows the college outperformed the program by 2.7% (71.02% to 68.32%). When data is disaggregated, the program outperforms the college in several categories except American Indian, Asian, and Unknown students and Under 17 year olds, 18-24 year olds, and unknown age groups. The program met its program set standard in all Measures by IPEDs Race/Ethnicity with the exception of American Indians (56%). The program exceeded its program set standard in Measures by Gender by 3.5%, slightly underperforming the college's success rate in this category by -2.95%. In terms of Measures by Age, the program only slightly reached the program set success standard by .4%. While the program did reach the aggregate benchmark, it exceeded the set success standard in three of five categories. It did underperform with students in the under 17 year old category (48.54%), which was -32.56 under the college success rate, and this is quite significant. The reason for this underperformance is not exactly known, however, it is safe to say that the mature student, given content matter and vocational skills training aspirations, do much better overall than does the younger student not yet set on a justice study career. The unknown field and small sample size in some categories may also skew the data set and subsequent success rates as well.



When the three success groups (Race, Gender, and Age) are aggregated, and categories that skew data are removed (e.g. no value and unknown), the program does quite well. For example, the average success rate for all combined categories minus the unknown categories was 68.36, or +4.36% better than the 64% program success rate. In addition, when grades are factored using a similar formula, such as removing "W" and "FW" grades, the data is even more favorable. For example, students earning a letter grade "C" or better minus "W" and "FW" grades was 86%, which is quite remarkable. If we look at all grades minus "W" notations, the number is actually 77%, which is still excellent. Based on the analysis of grades minus "W" grades, the success rate of 77% is well within any tolerance level, and actually quite exceptional.

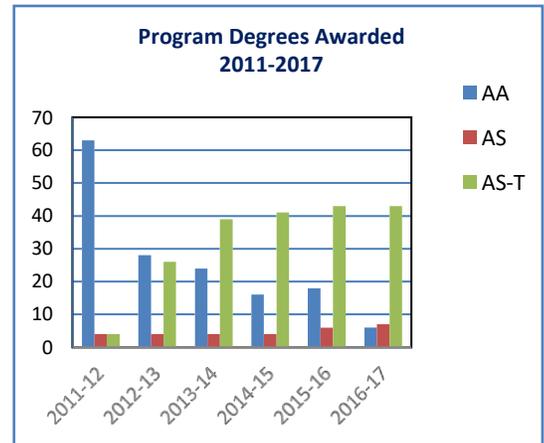
Therefore, the program is doing quite well in success rates and is meeting student success goals at this time. There are certainly areas of improvement that the program can focus on, such as the under 17 year old category, and as more data is known, the program will make the appropriate adjustments.

2c.) Differences between fully online and classroom courses

Not applicable to the program.

3. Program Awards

Another metric to validate program quality and efficacy is the awarding of degrees to students in the program. This is perhaps one of the most important measures because the program’s primary goal is to graduate students. 196 degrees were awarded from 2011-2014 and 184 degrees were awarded from 2014 to 2017, a combined total of 380 degrees during this six year period. Based on this data, the program awards about 63 degrees per year. It issued 12 fewer degrees (-6%) from 2014-2017 compared to 2011-2014. This number is not statistically significant as trends do ebb and flow based on factors such as enrollment, the economy, and local influences. That said, about 16% of students in the program go on to earn a degree in AJ. This is not to say that only 16% of students taking AJ classes earn a terminable degree because many students are not majoring in AJ and go on to earn degrees in other courses of study.



One obvious trend during the six year data set is the inverse effect in the awarding of AA degrees versus AS-T degrees. During 2011-2014, the program awarded 40% AA degrees and 52% AS-T degrees, however from 2014-2017, the program awarded 22% AA degrees and 70% AS-T degrees. The AS-T degree is currently the most popular degree the program offers, and its increased popularity directly correlates with the creation of the transfer degree option in 2011.

Program Awards by Degree

Degree Type	Number of Awards 2014-2015	Number of Awards 2015-16	Number of Awards 2016-17
AA	16	18	6
AS	4	6	7
AS-T	41	43	43
AA-T	N/A	N/A	N/A
Certificate 12-18 units	N/A	N/A	N/A
Certificate less than 12 units	N/A	N/A	N/A
Total	61	67	56

4. Student Enrollment Types:

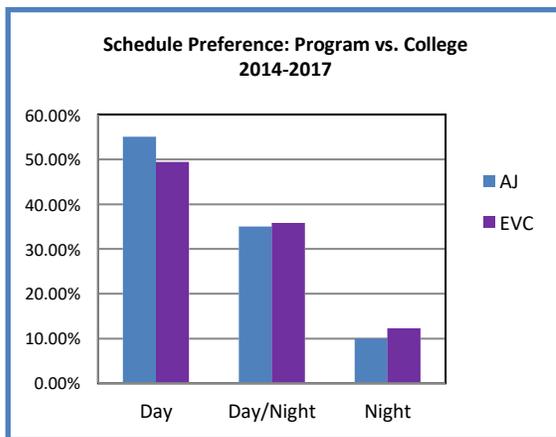
Students attend the program at various times, days, and duration. Some are full time students and some take a modified unit load based on several factors. The reasons behind the data are largely unknown as there is no mechanism in place to query student’s decisions with respect to schedule preference. Refer to the chart below for an average (F14-17) breakdown of schedule and unit load for students in the program versus the college. The color blue denotes the higher achieving category for comparison.

Day or Evening Student	Program Average Headcount	Pct of Total Program	College Average Headcount	Pct of Total College
Day	1236	55%	4390	49.4%
Day & Evening	772	35%	3178	35.8%
Evening	216	10%	1089	12.3%
Unknown	0	0	221	2.5%

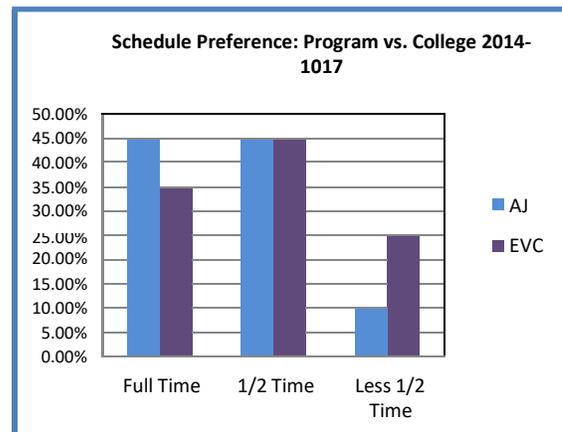
Academic Load	Program Average Headcount	Pct of Total Program	College Average Headcount	Pct of Total College
Full Time (12 or more units)	994	44.5%	2993	33.5%
Half Time(6 to 11 units)	1002	45%	3757	42.0%
Less than half time (0 to 5 units)	216	10%	2153	24.1%
Overload	12	.5%		

4a.) Discussion and Analysis of Program Enrollment Types

The majority of students in the program prefer to attend classes in the day (55%). The second most preferred schedule is a combination of day/evening classes (35%), followed by evening classes (10%). This essentially mirrors the college schedule preference with the exception of day classes, where the program serves slightly more students (+5.9%) than the college. Schedule preferences have remained constant over the years with no significant shift in attendance trends. For example, 2012 to 2015 saw almost identical numbers with 48.5% of students preferring day classes, 41.24% preferring day/evening classes, and 9.86% preferring evening classes.



Many students attend the program to earn the minimum number of units to apply for employment. Others are earning degrees to improve marketability in the industry and/or to transfer to four year institutions. As such, 89.5% of students are taking at least 6 units. A fairly large number (44.5%) of students in the program are taking 12 or more units, which represents a higher number (+11%) than the college. Based on data analysis, it is clear the program is serving more full time students compared to the college. In contrast, the



college serves more students attending less than half time. When data is aggregated and compared, the program is on balance with the college, and there are no significant statistical differences or anomalies.

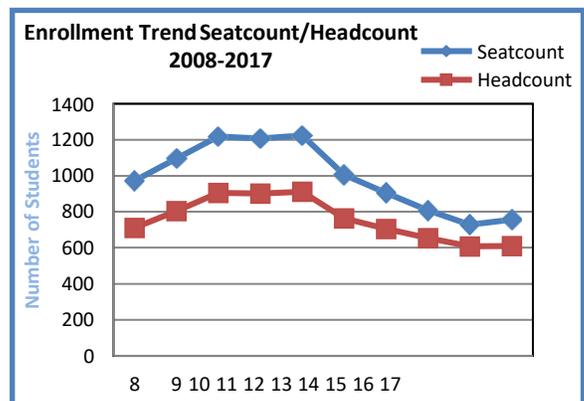
5. Student Demographics- Headcount (average F14-F17)

Program Total Headcount	Headcount	Pct of Total	Headcount	Pct of Total
Gender	Program		College	
Female	146	45.76%	4790	54.0%
Male	171	54%	4054	45.7%
No Value Entered	71	.24%	33	0.4%
Age	Program		College	
17 & Below	14	4.36%	498	5.6%
18-24	250	78.8%	5341	60.1%
25-39	45	14%	2072	23.3%
40 & Over	9	2.8%	961	10.8%
Unknown	1	.04%	11	0.1%
Race/Ethnicity (IPEDS Classification)	Program		College	
American Indian	1.14	.36%	51	0.6%
Asian	51	16%	3475	39.1%
Black or African American	7.8	2.45%	224	2.5%
Hawaiian/Pacific Islander	2	.69%	38	0.4%
Hispanic	201	63%	3463	39.0%
Two or More Races	7	2.35%	239	2.7%
Unknown	31	10%	806	9.1%
White	14	4.52%	583	6.6%

5a.) Program Headcount, Pct of Change, and Growth Analysis

The program’s headcount has fluctuated over the last ten years from a high of 911 in 2012 to a low of 608 in 2016, a 33% decrease. The program hit its peak in headcount from 2010 to 2012, where it averaged a headcount of 905. During the last three years, the program has averaged a headcount of 623, a decrease of about 31%.

Historically speaking, the program realized a sharp 27% increase in headcount from 2008 to 2010. From 2010 to 2012, headcount remained steady, and from 2012 to 2017 the program saw a steady decline of about 33% from the peak. There are likely several explanations for the swing in headcount including influences of the Great Recession of 2008. It is likely the program did not feel the effects of the recession





immediately, but rather realized steady decline over the ensuing few years. For example, as the college, and likewise the program, saw fewer students, class size and student enrollment negatively correlated to headcount. It is reasonable to assume that the effects of the financial crisis impacted the program in similar ways as it did the college. Subsequently, the program's decline is believed, in part, to be attributed to the financial crisis and resulting decrease in state funding associated with low enrollment. The program appears to be coming out of this decline as it saw a 10% increase in F2017.

In conclusion, there has been notable fluctuation over the last ten years, and as such, the program has realized an aggregate decline of approximately 21%. According to an article in Inside Higher Education, "Two-year colleges have been coping with declining enrollments since around 2010, when the Great Recession ended and the national unemployment rate began falling from about 10 percent to 5 percent." In addition, "researchers are warning colleges that future declines are only expected to get worse amid cuts in state funding and more pressure on institutions to produce measurable outcomes."¹ This projection of loss of state funding is not likely to impact the college, or likewise the program, because of the college's basic-aid status. In fact, current data suggests the program is moving in a positive trajectory with expected gains in enrollment to follow. Given overall trending, it appears the program essentially mirrors the college for the most part. By all accounts, the program should see gains in the future as enrollment is clearly improving likely as a result of a more favorable economy.

5b.) Enrollment Gaps, Comparison Analysis with the College, and Demographic Proportion Differences

There are no significant enrollment gaps in the program when analyzed and compared to the college. Subtle differences do exist across various categories, however no concerns or trends indicate the program is not aligned to the college enrollment data. In terms of schedule preference, the program has more day students compared to the college (10%), while the college has slightly more evening students (2.3%). Both are about equal with students preferring a combination of day/evening classes. In terms of units taken, the program has more full-time students (11%) and half/full time students (3%) compared to the college. The college has more students taking less than a half time load (11%) compared to the program.

In terms of demographic data, the college serves slightly more female students (8.25%) than the program, while the program serves slightly more male students (8.3%) compared to the college. Enrollment data based on race and ethnicity between the program and the college is also balanced. The biggest difference is that the program serves more Hispanic students (29%) compared to the college, while the college serves more Asian students (24%) compared to the program. In conclusion there are no major enrollment gaps identified in the program.

5c.) Necessary Interventions to Address Enrollment and Demographic Gaps

There are no enrollment and/or demographic gaps that require intervention at this writing.

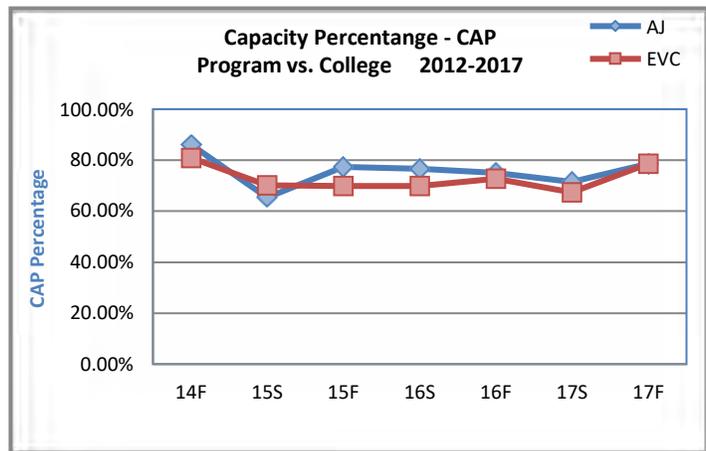
1. No Bottom Yet in 2-Year College Enrollments, Ashley Smith June 21, 2018. <https://www.insidehighered.com>

6. Institutional Effectiveness (5 Year Average)

	Program	College
Capacity	75.80%	72.78%
Productivity (goal 16)	18.06	15.05
Is your capacity rate higher or lower than the campus?	Higher by 3.02%	
Is your productivity goal higher or lower than the campus?	Higher by 3.01%	
If the program capacity and/or productivity is lower than the campus, please provide rationale: N/A		

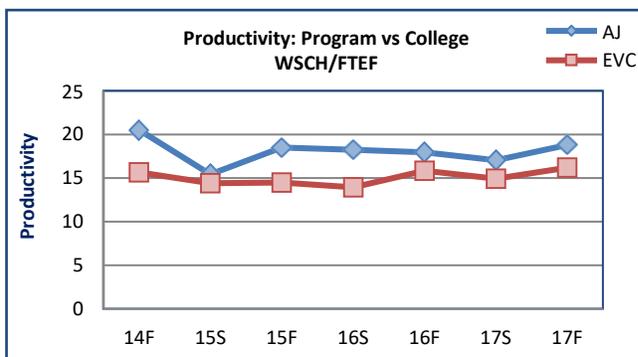
Capacity - CAP

The program has maintained an average Capacity Percentage (CAP) of 75.80% from 2014 to 2017. This four year average is 3.02% above the college average of 72.78%. There was a marked 20% decline from F2014 to S2015, however an equally sharp increase in F2015 allowed the program to regain CAP loss quickly. Since this rebound, the program has maintained good numbers since, which were above or equal to the college. The program outperformed the college in six out of seven semesters, and is within or above college performance statistically.



Productivity

The program is one of the more productive CTE programs at the college. The College strives for an overall WSCH/FTEF ratio of 525 or productivity of 15. In general, CTE classes tend to burden this target, while general education classes typically surpass it. The program consistently exceeds the



benchmark productivity goal of 15, and the last four years was no different. With an average productivity of 18.06, the program outperformed the college by 3.01 points. The program had a high of 21.51 in F2014 and a low of 15.42 in S2015. This sharp decline of 6.09 in productivity is related to the sharp decline in CAP the program experienced between F2014 and S2015 semesters. The program rebounded the following semester (F2015)

increasing productivity to 18.48 and has since maintained a constant level of productivity performance above the college. Both the program and the college saw an increase in productivity in F2017, and while the program's gains are not quite up to its high of 20.51 in F2014, it is only 1.71 off that mark. Current numbers appear to be trending upward, which is favorable for the program.



In summary, the program experienced a 25% decline in productivity from 2008 to 2017. While the sharpest decline occurred from 2012 to 2015 (21%), the program leveled out - experiencing less decline (-4.8%) from 2015 to 2017. The decline in productivity is directly related to enrollment and CAP, where those numbers mirror productivity performance. As those numbers improve, which data suggests is moving in that direction, overall program productivity will also improve. Program productivity does fluctuate, at times, more severely than the college which indicates the program is

more sensitive to enrollment and economical trends than the college. However, given the data, the program continues to be a top CTE performer for the college. There are no anomalies or concerns with program capacity (CAP) or productivity given the data presented.

AJ Program Productivity	2016-2018
WSCH/FEF	580.03
AJ Program Productivity	2016-2017
WSCH/FEF	580.27
AJ Program Productivity	2012-2015
WSCH/FEF	609.62
AJ Program Productivity	2008-2012
WSCH/FEF	774.5

PART B: Curriculum

1. Curriculum Updates Since Last Program Review and Timeline

The program maintains 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.). As a CTE program, courses must be updated every two years. Three courses (AJ 13, 117, and 123) were updated in the summer of 2018 and are proceeding through the college curriculum approval process. The remaining 12 courses, which are due for update, will be forwarded to the college curriculum process in F2018. It takes several months for approval, and it is anticipated that all courses will be reviewed and approved in early to late 2019. A new course, AJ 139, was recently added and is also in the curriculum approval process with an anticipated offering for F2019 or S2020. The program will have 16 active courses once AJ 139 is approved.

2. Courses Offered, Relevancy to Student Need, and Real-Life Experiences

2a. Courses Offered and Course Descriptions:

AJ-010 Introduction to Administration of Justice

Units: 3

Students examine the characteristics of the criminal justice system in the United States. Components of law enforcement, the courts, and corrections in terms of history, crime measurements, responses to crime, and the role of the justice system in a pluralistic society are explored. Students study the role and responsibility of criminal justice agents, the



structure and function of U.S. police, courts, and corrections, and current institutional challenges. Students are also introduced to the origins and development of criminal law, legal process and framework, crime causation, and sentencing and incarceration policies.

Lecture Hours: 3 Lab Hours: None Grading: L

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00 Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer to UC, CSU

Student Learning Outcomes:

1. Examine characteristics of the U.S. justice system and analyze components of law enforcement, the courts, and corrections.
2. Analyze the role of the U.S. justice system, including general concepts of crime causation, crime reduction strategies, and social implications of crime on individuals and society.
3. Examine federal, state, and local justice agencies including organizational structure, training and education requirements, and role and responsibility in a pluralistic society.
4. Evaluate legal practices, sources of law, elements of crime, and institutional procedures of law enforcement, the courts, and correctional systems.
5. Identify issues facing the U.S. justice system and analyze strategies to improve the interrelationship between the institution and society.

AJ0-11 Criminal Law

Units: 3

Students analyze the doctrines of criminal law in the United States and the classification of crimes against persons, property, and public morals and welfare. Emphasis is placed on the history and structure of law, classification of crimes, general elements of crime, and constitutional law as it relates to criminal law today. Students examine landmark case law rulings and how these rulings have impacted the U.S. justice system, the offender, and society. The legal system, framework of the courts, defenses to crime, and criminal culpability are also explored.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer to UC, CSU

Student Learning Outcomes:

1. Explain the philosophical and historical evolution of the law and identify sources of law in the United States.
2. Examine components and procedures of the dual court system, and the role and responsibility of state and federal court personnel.

3. Analyze sources of law in the United States including statutory, case, and constitutional law to determine legal and social relevance, crime classification, and criminal elements.
4. Examine the legal structure of criminal intent, parties to crimes, criminal versus civil law; and analyze defenses of crimes to determine criminal culpability.
5. Analyze effects the legal system has had on individuals based on race, ethnicity, socioeconomic status, gender, sexual orientation, gender identity, disability, age, and/or religious/political affiliation.

AJ-013 Criminal Procedures

Units: 3

Students analyze legal process in criminal proceedings from pre-arrest through appeal. Constitutional guidelines, interpretation of statutory and case law precedents, legal aspects of evidence, due process standards, and rules governing arrest and search and seizure are examined. Students also consider institutional responsibilities, process, and procedures of the U.S. justice system within a multicultural society.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer to UC, CSU

Student Learning Outcomes:

1. Examine the development of law, legal interpretations of significant case law, and the criminal justice process from pre-arrest to appeal.
2. Evaluate legal procedures that relate to constitutional protections including obtaining information through confessions and statements, and the right to counsel, bail, and due process.
3. Analyze statutory and case law that governs the power of arrest, search and seizure, and the exclusionary rule doctrine.
4. Evaluate U.S Constitutional rights that are guaranteed to the accused and compare these rights against procedural efficiency, legal frameworks, ethical considerations, and moral obligations.
5. Compare and contrast legal procedure and case law related to police-community interactions such as contacts, detentions, and arrests.

AJ-014 Contemporary Police Issues

Units: 3

Students examine the evolution of law enforcement in American society including federal, state, and local levels of policing. Emphasis is placed on hiring and training procedures, demands of the job, institutional ethics, contemporary policing strategies, diversity in law enforcement, and the role of discretion. Students also examine police-community relations, institutional accountability, and the challenges and trends of administering justice in a pluralistic society.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00



- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer to UC, CSU

Student Learning Outcomes:

1. Examine the evolution of policing and identify common strategies for effectively delivering services in a diverse community.
2. Analyze the importance of community policing strategies and examine how specific community oriented policing programs enhance police-community relations and reduce crime.
3. Compare and contrast law enforcement employment guidelines of federal, state, and local law enforcement and describe the value of a diverse workforce to the profession and the community.
4. Evaluate contemporary challenges in law enforcement including policing strategies, police ethics, police corruption, and institutional accountability.
5. Examine the responsibilities of state police, state highway patrol, municipal police, sheriff's departments, and federal law enforcement agencies.

AJ-015 Introduction to Criminal Investigation

Units: 3

Students analyze principles, procedures, and ethical considerations in the investigation of crime, including organization of the investigative process, crime scene searches, interview and interrogation strategies, and rules of evidence. Students also examine sources of information, crime scene management techniques, modus operandi, documentation methods, and investigative techniques and challenges related to person and property crimes.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer CSU

Student Learning Outcomes:

1. Identify personal characteristics, investigative challenges, and basic responsibilities of a criminal investigator.
2. Apply methods used for obtaining criminal information such as note taking, police-crime reports, and interviewing and interrogation strategies.
3. Evaluate common investigative search techniques, standard investigative procedures, and the role of physical evidence at a crime scene involving property and person crimes.



4. Demonstrate proper steps of a preliminary criminal investigation such as initial response, scene management, evidence collection, sketching, and types of documentation.
5. Examine legal standards related to criminal investigations including the rules of evidence, search and seizure requirements, the role of documentation, and ethical considerations during the investigative process.

AJ-019 Law Enforcement in a Multicultural Society

Units: 3

Students examine the complex and fluid relationship between communities and the U.S. justice system in addressing crime and conflict. An emphasis is placed on the challenges and prospects of administering justice within a diverse multicultural population. Police-community relations, consensus and conflicting values in cultural, religion, and law, and strategies of conflict resolution are examined.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours:
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer UC,CSU

Student Learning Outcomes:

1. Examine the evolution of multiculturalism in the U.S. and the challenges and prospects of providing justice in a multicultural society.
2. Identify areas of potential conflict and unity between the U.S. justice system and diverse communities including race, age, religion, disability, sexual orientation, gender identification, and socio-economic status.
3. Analyze strategies that enhance the administration of justice in a multicultural society including police-community relations, cultural competence, and ethical accountability.
4. Examine strategies used by the justice system for facilitating conflict resolution and managing discord in a multicultural society.

AJ-110 Narcotics and Drug Abuse

Units: 3

Students examine the history, evolution, classification, and physical effects of legal and illegal psychoactive drugs. Federal and state drug regulations, U.S. responses to the drug dilemma, and trends related to prevention and reduction efforts of drugs are also explored. Students also examine the relationship between drugs and different social conditions in the U.S., such as violence, education, poverty, and health.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:

- Repeatability: 00
- Transfer Status: Transfer CSU

Student Learning Outcomes:

1. Examine the history, evolution, classifications, and common names of legal and illegal psychoactive drugs.
2. Recognize common methods of drug use and identify how the route of drug transmission induces physical symptoms, health consequences, and long term effects.
3. Compare and contrast the relationship between drug use and crime, violence, education, socioeconomic status, and health.
4. Examine the physical, behavioral, and mental effects psychoactive drugs have on the body through casual use, chronic use, tolerance, dependence, abuse, and addiction.
5. Compare and contrast federal, state, and local prevention and intervention drug programs within the primary, secondary and tertiary levels.

AJ-111 Juvenile Law and Procedures

Units: 3

Students examine the origin, development, and organization of the Juvenile Justice System as it has evolved in the American Justice System. Students explore theories of juvenile delinquency, the function and jurisdiction of juvenile justice agencies, common juvenile statutes, and juvenile court procedures. Particular focus is placed on the role of law enforcement, probation, schools, resources, and parents/guardians to address juvenile delinquency. The rights of juveniles, constitutional cases, and juvenile victimization are also analyzed.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer to UC, CSU

Student Learning Outcomes:

1. Examine the history, origin, and organization of the juvenile justice system and the juvenile as a legal status.
2. Compare and contrast fundamental differences between juveniles and adults related to U.S. Constitutional rights, court process, procedures, and due process.
3. Describe the role and responsibility of the justice system in handling status offenders, juvenile crimes, mentally ill juveniles, abused and neglected children, and applying discretion.
4. Evaluate U.S. justice system strategies pertaining to juvenile delinquency including federal and local statutes, jurisdiction rules, legal process, juvenile rights, stages of disposition, and confinement.
5. Analyze the risk factors of delinquency and identify effective practices including ethical considerations, the role of the family, treatment, prevention, and confinement to address delinquency.



AJ-112 Introduction to Evidence

Units 3

Students examine the categories of evidence and legal and ethical rules governing its admission and exclusion in the criminal justice process. Emphasis is placed on legal standards, rules of evidence including burden of proof, admissibility, hearsay, relevance, and types of evidence. Students will also explore judicial considerations, documentary evidence, and issues relating to witness examination, competency, and special privileges.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer CSU

Student Learning Outcomes:

1. Analyze U.S. jurisprudence rules of evidence including constitutional protections, admissibility standards, case law, and federal and state law.
2. Evaluate how judicial notice, courtroom procedures, legal criteria, and relevance and materiality standards impact U.S. jurisprudence rules of evidence.
3. Evaluate how burden of proof standards, witness testimony, special privileges, hearsay, and legal presumptions and stipulations relate to criminal and civil jurisprudence.
4. Compare and contrast forms of evidence including real, testimonial, documentary, expert witness, and competency.
5. Analyze constitutional and case law involving the rules of evidence related to searches, seizures, and due process.

AJ-113 Crime and Violence in America

Units: 3

Students examine theories and predictors of violence and the role of victims in the U.S. justice system. Crimes including homicide, sexual violence, domestic violence, gang and hate crimes, and elder abuse are explored. Students also consider the legal and social impact of violence on quality-of-life as well as crime prevention, intervention, and treatment strategies for victims of crime.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer to UC, CSU

Student Learning Outcomes:

1. Examine theories, concepts, and predictors of violence that lead to crime and the role of the U.S. Justice system in responding to crime and violence.



2. Identify federal, state, and local legal protections that provide for the assistance to victims of crime including laws, prevention, intervention, and treatment.
3. Examine legal and social characteristics of violence on quality of life, victims of crime, and crime measurements including how people of diverse populations are disproportionately affected by crime and violence.
4. Evaluate the impact of homicide, domestic violence, child crimes, sex crimes, gang and hate crimes, and elder abuse on victims and how the U.S. justice system supports victims of these crimes.
5. Analyze physical, financial, and emotional consequences of victimization, and the social and moral considerations when responding to or reporting crime.

AJ-114 Terrorism

Units: 3

Students examine the evolution of law enforcement in American society including federal, state, and local levels of policing. Emphasis is placed on hiring and training procedures, demands of the job, institutional ethics, contemporary policing strategies, diversity in law enforcement, and the role of discretion. Students also examine police-community relations, institutional accountability, and the challenges and trends of administering justice in a pluralistic society.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer to UC, CSU

Student Learning Outcomes:

1. Examine the evolution of policing and identify common strategies for effectively delivering services in a diverse community.
2. Analyze the importance of community policing strategies and examine how specific community oriented policing programs enhance police-community relations and reduce crime.
3. Compare and contrast law enforcement employment guidelines of federal, state, and local law enforcement and describe the value of a diverse workforce to the profession and the community.
4. Evaluate contemporary challenges in law enforcement including policing strategies, police ethics, police corruption, and institutional accountability.
5. Examine the responsibilities of state police, state highway patrol, municipal police, sheriff's departments, and federal law enforcement agencies.

AJ-115 Introduction to Forensic Science

Units: 3

Students analyze principles, procedures, and ethical considerations in the investigation of crime, including organization of the investigative process, crime scene searches, interview and interrogation strategies, and rules of evidence. Students also examine sources of information, crime scene management techniques, modus operandi, documentation



methods, and investigative techniques and challenges related to person and property crimes.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer UC, CSU

Student Learning Outcomes:

1. Identify personal characteristics, investigative challenges, and basic responsibilities of a criminal investigator.
2. Apply methods used for obtaining criminal information such as note taking, police-crime reports, and interviewing and interrogation strategies.
3. Evaluate common investigative search techniques, standard investigative procedures, and the role of physical evidence at a crime scene involving property and person crimes.
4. Demonstrate proper steps of a preliminary criminal investigation such as initial response, scene management, evidence collection, sketching, and types of documentation.
5. Examine legal standards related to criminal investigations including the rules of evidence, search and seizure requirements, the role of documentation, and ethical considerations during the investigative process.

AJ-116 Introduction to Corrections

Units: 3

Students examine the history, theory, and practice of the correctional system in America with critical analysis of adult and juvenile correctional institutions, punishment, and community-based corrections. Emphasis is placed on the correctional process, human rights, constitutional protections, effects of institutionalization, cost, and overcrowding. Ethnicity, gender, and aging populations are also explored.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer to UC, CSU

Student Learning Outcomes:

1. Explain the history, theory, and practice of corrections as a component of the U.S. justice system including federal, state, and local incarceration, legal standards, institutional requirements, and community-based alternatives to incarceration.



2. Analyze the theory of punishment, the legal and moral aspects of the death penalty, and various types of punishment from community-based alternatives to the death penalty.
3. Examine fundamental rights guaranteed to offenders under the U.S. Constitution's 1st, 4th, 5th, 8th, 13th, and 14th Amendments and how these rights apply to the correctional system.
4. Describe special issues plaguing American prisons such as overcrowding, aging, race, gender, cost, supervision, and medical care.
5. Compare and contrast common legal, social, and moral inequities found in the correctional system related to punishment disparity, the impact of poverty, and institutional bias.

AJ-117 Introduction to Cybercrime

Units: 3

This course introduces students to the origin and emerging trends of computer-related crimes and the common investigative procedures used in collection, documentation, and presentation of cyber-evidence on a domestic and global scale. The course examines federal and state computer crime statutes and common computer crimes including identify theft, computer-persons crimes, financial fraud, and cyberstalking.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer CSU

Student Learning Outcomes:

1. Discuss the history, evolution, and terminology of high-technology crimes and identify common cybercrimes including hacking, identity theft, high-tech person and property crimes, financial fraud, online harassment, and intellectual property theft.
2. Analyze federal and state statutes and policies that address computer crimes including general crimes, cyberstalking, hacking, and privacy.
3. Compare and contrast techniques used by law enforcement to identify, investigate, and respond to computer crimes including special training, investigative challenges, and jurisdictional concerns.
4. Analyze legal and ethical concerns related to search warrants, seizures, preservation, admissibility, and presentation of digital evidence in court.
5. Analyze current and emerging trends such as cyber-terrorism, challenges investigating the Internet, and Internet piracy, and discuss ways of securing computers from attack.



AJ-123 Woman and Criminal Justice

Units: 3

Students examine the history, influence, and barriers women experience in the criminal justice system as offenders, victims, and workers. Theories of crime and violence, employment, victimology, and justice and punishment as well as contributions and challenges women experience in the criminal justice system are examined

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer to UC, CSU

Student Learning Outcomes:

1. Examine the history and influence of women in the criminal justice system including challenges, experiences, and barriers related to offenders, victims, and criminal justice professionals.
2. Compare and contrast causes and theories of crime as it relates to gender, and analyze external and internal differences of female offenders and victims of crime.
3. Recognize the cycles of offending including common violence theories, and critique strategies and services provided by federal, state, and local criminal justice agencies to address these societal issues.
4. Assess the criminal justice system's response in intervention, treatment, education, mental health services, confinement, recidivism, and working with women and minorities
5. Analyze legal, moral, and ethical structures that relate to women as offenders, victims, and/or professionals working in the criminal justice system; and evaluate how such structures directly improve quality of life, benefit to the community, or meet due process standards.

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.

Transfer Status: None

AJ-139 Introduction to Public Safety Community Service Officer
(Pending/Approval Process)

3 Units

Students prepare for public safety professional support careers including Community Service Officer, Explorer, and other ancillary-support functions. Role and responsibility of law enforcement support staff and basic duties including crime reporting, investigations, parking enforcement, integrity of evidence, and interacting with a diverse community will be explored.

- Instruction Methodology: Lecture and/or Discussion
- Lecture Hours: 3.00
- Lab Hours: 0.00
- Total Contact Hours: 54.000
- Grading: Letter Grade Only
- Course Prerequisite:
- Course Corequisite:
- Repeatability: 00
- Transfer Status: Transfer to CSU

Student Learning Outcomes:

1. Explain First Responder responsibilities for crimes in progress, traffic control, unusual occurrences, hazardous materials, and other critical incidents and examine risks associated with these responsibilities.
2. Assess legal responsibilities, procedures, and techniques where community service officers might respond including assisting the mentally ill, persons with disabilities, and victims
3. Document non-injury traffic accidents, missing persons, parking violations, and common crimes according to standard requirements and using proper investigative techniques.
4. Assess types of communication with public safety personnel and demonstrate effective communication strategies with people of culturally diverse backgrounds

2b. Relevancy to Student Need and Real-Life Experiences

Since the last program review, 15 courses were revised and a new course was added bringing the total offerings to 16 courses. Many of the courses are district courses, and require review and approval from our sister college SJCC. In addition to general course revision in compliance with the CTE two-year requirement, the program underwent revision of its three degrees as well. The program regularly offers its core courses: AJ-010, AJ-011, AJ-013, AJ-014, and AJ-015. Concurrently, several courses are offered throughout the academic year including AJ-110, AJ-111, AJ-115, and AJ-116. Although AJ-019 has not been offered to date, it is scheduled for offering in academic year 2018/19 as it is one of the required elective courses for the AS-T degree. AJ-123 has been scheduled for offering, but due to low enrollment was canceled. It is scheduled for another offering this academic year 2018/19. AJ 139, Introduction to Public Safety Community Service Officer, was created and is projected for offering in 2019. This course will help fulfill a campus need for paid CSOs and will also serve as an elective option for students interested in careers in public safety support functions.

A new AJ schedule was developed in 2018 to support Guided Pathways and to ensure all courses in the program are offered within a two-year cycle. Courses that have not been offered including AJ-112, AJ-113, AJ-116, and AJ-117 are scheduled for periodic offering and will commence this academic year. We will determine if these courses will remain part of the program or will be deactivated due to low interest.



As the major requirements suggest, the program has five required courses. Beyond the required courses, students may choose to acquire more strategic 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 required unit total. 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. All courses are relevant to the program and support the basis of requisite knowledge for justice field careers. These courses support real-life experience as many of the program’s students are taking classes to ready themselves for a career in criminal justice.

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	3/23/17	Pending/Approval Process
AJ-011 Criminal Law	3/23/17	Pending/Approval Process
AJ-013 Criminal Procedures	3/23/17	Updated/Approval Process
AJ-014 Contemporary Police Issues	4/27/17	Pending/Approval Process
AJ-015 Introduction to Criminal Investigation	4/27/17	Pending/Approval Process
AJ-019 Law Enforcement in a Multicultural Society	4/27/17	Pending /Approval Process
AJ-110 Narcotics and Drug Abuse	4/27/17	Pending/Approval Process
AJ-111 Juvenile Law and Procedures	4/27/17	Pending/Approval Process
AJ-112 Introduction to Evidence	4/27/17	Pending /Approval Process
AJ-113 Crime and Violence in America	3/23/17	Pending /Approval Process
AJ-114 Terrorism	5/11/17	Pending /Approval Process
AJ-115 Introduction to Forensic Science	5/11/17	Pending /Approval Process
AJ-116 Introduction to Corrections	10/26/17	Pending /Approval Process
AJ-117 Introduction to Cybercrime	2018	Updated/Approval Process
AJ-123 Women and Criminal Justice System	2018	Updated/Approval Process
AJ-139 Introduction to Public Safety Community Service Officer	2018	New Course/Approval Process

3. Program Degrees, Certificates, and Guided Pathways.

Degrees and Certificates

The program maintains three degrees that identify the courses that must be satisfied to earn the respective degree. Each degree also describes the program’s learning objectives, minimum grade requirement, and elective courses. The program does not maintain any specialized certificates. Students can review the program degree and it is clear what classes are needed to satisfy degree requirements.



Program Descriptions for Each Degree:

ASSOCIATE IN ARTS DEGREE ADMINISTRATION OF JUSTICE 2018-19

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.

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-019, 110, 111, 112, 113, 114, 115, 116, 117, 123, PHIL 060, 065, PSYCH 020, 026, 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 2018-19

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 A: Select 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

AJ019 Law Enforcement in Multicultural Communities 3.0 Units

AJ 112 Introduction to Evidence 3.0 Units

AJ 111 Juvenile Law and Procedures 3.0 Units

AJ 115 Introduction to Forensic Science 3.0 Units

AJ 116 Introduction to Corrections 3.0 Units

List B: Select 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 or BUS 060 3.0 Units

Major Requirements 18.0

Completion of CSU GE-B or IGETC 37-39

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, as determined by the community college district.
 - 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.



ASSOCIATE IN SCIENCE DEGREE ADMINISTRATION OF JUSTICE 2018-19

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.

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

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 Criminal Investigation	3.0 Units

Major Electives

20 units from the following: 20.0

AJ 019, 110, 111, 112, 113, 114, 115, 116, 117, 123, PHIL 060, 065, PSYCH 020, 026, SOC 010, 011, BIOL 025, MATH 063, BIS 039, Foreign Language (including sign language and conversational)

OR California Peace Officer Standards and Training College; Accredited Regular Basic Police Academy; or Regular Basic Police Academy Modular Course.

Core Requirements: 15.0

Major Electives: 20.0

G.E. Requirements: 24.0

Physical Activity: 1.0

Total Units: 60

Approved Courses and Major Requirements for all Three Degrees:

Major Requirements

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 Criminal Investigation	3.0 Units



Specialty Courses/Electives

AJ 110	Narcotics and Drug Abuse	3.0 Units
AJ 111	Juvenile Law and Procedures	3.0 Units
AJ 112	Introduction to Evidence	3.0 Units
AJ 113	Crime and Violence in America	3.0 Units
AJ 114	Terrorism	3.0 Units
AJ 115	Introduction to Forensic Science	3.0 Units
AJ 116	Introduction to Corrections	3.0 Units
AJ 117	Introduction to Cybercrime	3.0 Units
AJ119	Law Enforcement in a Multicultural Society	3.0 Units
AJ123	Woman in the Criminal Justice System	3.0 Units

Guided Pathways

The program does not currently have a Guided Pathways roadmap or illustrative guide to assist students, however, all relevant and required information is listed on each degree description. The program will begin working on a more user-friendly guide to illustrate courses that must be taken in a two year period to satisfy the degree requirement.

4. *Innovative Pedagogy to Maximize Student Learning and Success*

The program and its staff use contemporary teaching methodologies and strategies whether through technology, problem-based approaches or other current deliveries. To meet the needs of diverse learners, faculty regularly utilize technologically-driven instruction including power point, prezi-presentations, embedded video and critical-thinking scenarios. For example, several classes such as AJ-011 Criminal Law and AJ-015 Introduction to Criminal Investigations use problem-based learning approaches such as mock court trials, debates, and mock crime scenes. Mock crime scenes elevate classroom instruction to real-life learning. These hands-on learning environments take static curriculum to the next level to challenge students to apply what they learn in the classroom.

5. **Future Curricular Development and/or Program Modification**

The program will grow as needed including offering specialty courses to meet the demands of the industry. While faculty is always assessing the value of new courses, the program already has a solid foundation of courses required for the field. A new course, AJ-139-Introduction to Public Safety Community Service Officer, was created and will be scheduled for offering in 2020.

6. **Articulation with High School Districts 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 degrees 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 accepted 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, and continues to benefit student transfers.



There are also students who attend the program who are concurrently enrolled in local high schools, and the college has articulation agreements in place with institutions to accommodate student interests and academic needs.

7. External Accreditation or Certification Requirement

No external accreditation or certification is required.

PART C: Student Learning Outcomes and Assessment

1. Program Learning Outcomes, Relation to GE/ILOs, and Mapping

Program Learning Outcomes “PLOs” are another method for measuring and appraising program effectiveness. PLOs were created in 2011-12 to promote and build over-arching student learning competencies. The PLOs are measured and assessed in the core major courses per the college matrix. An example of how PLOs are measured and assessed can be found on the college website at <http://www.evc.edu/slo/index.htm>.

Five (5) PLOs were developed for the program and were mapped to align with each course leading to one of the three terminating degrees; the A.A., A.S. and the A.S.T. These five PLOs are also aligned and mapped with the college’s ILOs. The program uses a set standard goal of 70% for PLO assessment. The minimum set standard is a reasonable benchmark to meet student readiness for transfer to four year institutions, workforce demands, and life-long learner objectives. While the goal is to attain this standard, the program endeavors to exceed this minimum set standard, and has been quite successful in doing so. Since the last program review in 2014, five out of five PLOs have been assessed with some PLOs achieving multiple assessments.

Program PLOs

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

PLO Core Competency with Corresponding Learning Outcome: At the completion of the program, students will be able to:		
PLO		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 Learning Outcomes (PLOs):

1. Communication

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

PLO #1 aligns with ILO #1 (Communication)

PLO #1 is introduced and developed in every core course and formally assessed for mastery in AJ-015 Introduction to Criminal Investigation.

Written assignments are incorporated in program core and elective 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 PLO was first assessed in 2012 and then again in 2015. Although the PLO was above the target 70% benchmark, it was identified for intervention due to the 73% result. The PLO was reassessed in 2018 with the success rate rising to 81%. To date, 134 students have completed assessment (2012, 2015, and 2018) with an aggregate average score of 75%, which exceeds the set standard goal of 70% by +5%.

Example of PLO #1 Communication: See Below.

Example of Matrix, Mapping, and Assessment of PLO #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. ILO# Communication	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
		I	D	D	D	M	



							<p>below 70%. This, in part, is due to several students not completing the rewrite assignment.</p> <p>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.</p> <p>May 2018: 47 students completed an in-class police report. The average score was 81% (range: 60%-100%), which is +8% better than the last assessment. 89% of students scored above the 70% target, which is exceptional given the level of difficulty of this assignment. This assignment requires students apply interviewing skills, note taking, and report writing in one class session.</p> <p>Action Plan: No action or intervention is recommended at this time.</p>
--	--	--	--	--	--	--	--

2. Critical Inquiry

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

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

PLO#2 is introduced and developed throughout the program, and formally assessed for mastery in AJ-011 Criminal Law.

Critical and analytical thinking components are embedded in all courses. To date, 108 students completed assessment on this PLO (2016, and 2018) with an aggregate average score of 74.5%. This result exceeds the program set standard goal of 70% by +4.5%.

3. Information Literacy

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

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

PLO#3 is introduced and developed throughout the program, and is formally assessed for mastery in AJ-010 Introduction to Administration of Justice.

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. To date, 98 students have completed assessment of this PLO in 2012, 2015, and 2018, with an aggregate average score of 79.5%, which exceeds the program set standard goal of 70% by +9.5%.

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

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

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

The program promotes social and cultural competence, 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 information on how to become a peace officer, types of AJ careers, and information about the college. This PLO is also formally assessed through exams and assignments. To date, 58 students have completed assessment of this PLO in 2012 and 2018 earning an aggregate average score of 70.5%. While this result exceeds the program set goal of 70%, it does so only slightly. This PLO will be monitored with intervention considered as more data is available.

5. Ethical Intelligence

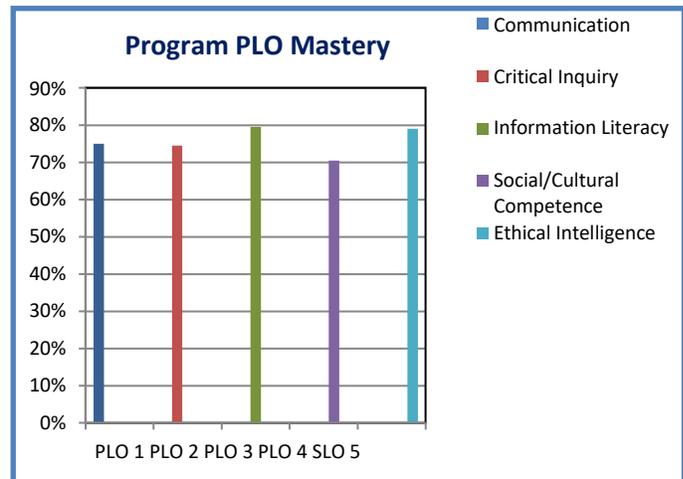
Analyze and consider decisions and ideas based on civility, civic responsibility, and aesthetics

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

PLO#5 is introduced and developed throughout the program, and is formally assessed for mastery in AJ-014 Contemporary Police Issues

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 PLO and/or SLO assessment. To date, 98 students completed assessment of this PLO in 2012 and 2018 earning a combined average of 79%, which exceeds the program standard by +9%.

In summary, PLO assessment for the program began formally in 2011-12 with the creation of PLOs and the alignment of those PLOs with college ILOs. The last program review in 2016 noted a deficiency with non assessment of PLO 2. As such, the PLO was realigned to another core course, the PLO matrix was updated, and the PLO was assessed. To date, all five (100%) of the program’s PLOs have been assessed as of 2018. The aggregate average score for all five PLOs is 75.7% with all five assessment results above the 70% program set standard goal.



2. SLO Assessment Summary Results

Student Learning Outcomes “SLOs” are another metric for appraising program and course efficacy. SLO creation and assessment began in 2011-12 to promote learning competencies and to assess instructional effectiveness. SLOs are scheduled to be assessed in all courses per the SLO college matrix. An example of ongoing SLOs measurements and assessments can be found on the website at: <http://www.evc.edu/slo/index.htm>. Each SLO aligns to course curriculum, is mapped to the PLO, 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 academic standards. SLOs ultimately lead to the program’s terminating degrees; the A.A., the A.S., and the A.S.T.

A matrix outlining each SLO, corresponding assessment, and timeline schedule is complete for all courses. Five courses: AJ 10, 11, 14, 15, and 110 have assessment tools and timelines in place for 100% of the SLOs identified. Prior to this review, 38 of 38 (100%) of course SLOs were assessed with some SLOs having completed two to three assessment cycles. In 2014, all courses underwent full curriculum revision and update, and as a result, all SLOs were modified to align with these updates. The SLO college matrix was also updated to reflect these changes. There are currently 73 SLOs identified for the fifteen courses and each course was forced to restart the SLO assessment process. To date, 17/73 SLOs have been assessed. Five courses, AJ-010, AJ-011, AJ-014, AJ-015, and AJ-110 have completed regular assessments since the course revisions. For example, 17/25 SLOs (68%) have been assessed, and all SLOs (100%) will be assessed by the end of F2018. The new AJ-139 course brings the total offering to 16 courses and 77 SLOs.

While SLO college matrix forms are complete, two courses that are offered regularly, AJ-013 and AJ-111, have not been assessed. Eight courses, which have been offered minimally since the last program review, AJ-115 and AJ-116 have also not been assessed. Six courses, AJ 019, AJ-112, AJ-113, AJ-114, AJ-117, and AJ-123 have not been offered since the last program review and several have not been offered in many years. These courses have not been assessed to date because they are not offered. A new AJ schedule was created in S2018, and it is anticipated that some of these courses will be offered in the near future. Student interest and enrollment numbers will help guide whether these courses will remain in the suite of course offerings catalog or will be deactivated.

While several courses have been assessed, the lack of assessment in many courses is directly related to teaching assignment and schedule. Currently, there is no administrative mechanism to ensure assessment is administered, assessed, and reported by adjunct faculty. Full time faculty does not hire, supervise, or instruct adjunct faculty and therefore is not in a position to oversee this important function. Division meetings are not mandatory for adjunct faculty and there are no required department meetings. SLO assessment is best accomplished by the instructor who is directly teaching the student, and it is their



responsibility to report these assessments much in the same way as creating a syllabus, developing a lesson plan, grading student work, etc. One of the main challenges is communication. Often times, adjunct faculty receive limited information at boarding and many are unfamiliar with the SLO requirement. In addition, many adjunct faculty have not received instruction on their role in the SLO process, and may not know this is a teaching requirement. Therefore, it rests with the administration at hire to include a discussion or orientation about the role and responsibility of adjunct faculty to assesses and report SLOs. It is recommended that the teaching assignment be fully discussed with all faculty members to ensure they understand the SLO requirement when accepting a teaching contract. Additionally, administration must provide an explicit level of support and assistance to assure this function is understood and ultimately fulfilled. Full-time faculty can then mentor and assist adjunct faculty as needed to contribute to this function being completed.

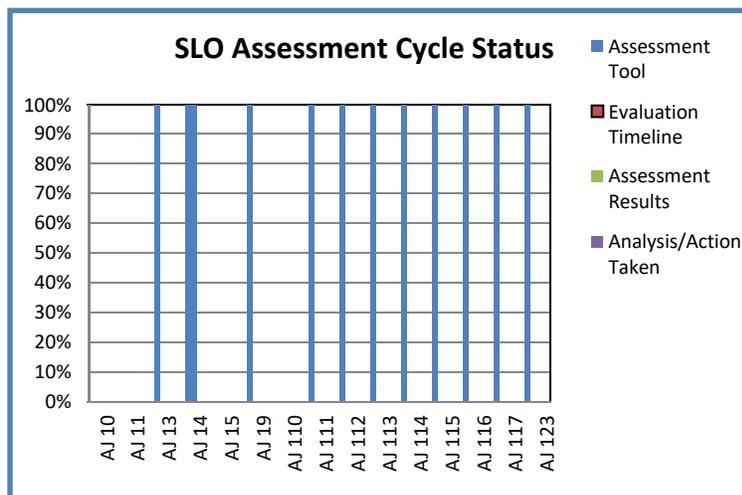
Sample Matrix with Assessment Results for AJ-010 Administration of Justice

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
<p>1 Examine characteristics of the U.S. justice system and analyze components of Law Enforcement, the Courts, and Corrections.</p> <p>PLO #3 Information Literacy ILO #3 Information Competency</p>	<p>Embedded question(s) on final exam</p>	<p>2018</p>	<p>Spring 2018- 66 respondents from two sections were assessed at the final exam. The aggregate score on questions 12, 24, and 30 was 89%. Each section scored above the 70% target on each question (range 70% to 100%) which indicates consistency of instruction.</p>	<p>This SLO will be monitored as more data becomes available. However, at this time, homework, in-class assignments, and instruction is addressing this outcome.</p>
<p>2 Analyze the role of the U.S. justice system, including general concepts of crime causation, crime reduction strategies, and social implications of crime on individuals and society.</p> <p>PLO#2 Critical Inquiry ILO #2 Inquiry and Reasoning</p>	<p>Embedded question(s) on final Exam</p>	<p>2018</p>	<p>Spring 2018- 66 respondents from two sections were assessed at the final exam. The aggregate score on questions 9, 28, and 76 was 93%. Each section scored above the 70% target (range 79% to 97%). One section did outperform the other section by 8 points (97% to 89%). Both are well above the 70% target.</p>	<p>This SLO will be monitored as more data becomes available. However, at this time, homework, in-class assignments, and instruction is addressing this outcome.</p>
<p>3 Analyze the role of the U.S. justice system, including general concepts of crime causation,</p>	<p>Oral Presentation- Rubric</p>	<p>2018</p>	<p>Data collected from 47 students from the Final Exam. Six questions were analyzed for this SLO. The combined average was 89% (High 96%</p>	<p>This SLO will be monitored as more data becomes available. However, at this time, homework, in-class assignments, and</p>



	<p>crime reduction strategies, and social implications of crime on individuals and society.</p> <p>PLO#2 Critical Inquiry ILO #2 Inquiry and Reasoning</p>			<p>Low 76%). All questions were above the targeted 70% minimum proficiency.</p>	<p>instruction is addressing this outcome.</p>
4	<p>Evaluate legal practices, sources of law, elements of crime, and institutional procedures of law enforcement, the courts, and correctional systems.</p> <p>PLO #3 Information Literacy ILO #3 Information Competency</p>	<p>Embedded question(s) on final exam</p>	<p>2018</p>	<p>Spring 2018- 66 respondents from two sections were assessed at the final exam. The aggregate score on questions 10,16, 17, 18, and 49 was 74% (range: 55% to 97%) Three questions scored below the 70% target: Q10-55%, Q16-67%, and Q49-64%. One section outperformed the other section by 4 percentage points (76% to 72%). Both are still above the 70% target.</p>	<p>This SLO will be monitored as more data becomes available. In particular, although the total assessment was above the 70% target, the lower performing questions (10, 16 and 49) will be reinforced through instruction and activities.</p>
5	<p>Identify issues facing the U.S. justice system and analyze strategies to improve the interrelationship between the institution and society.</p> <p>PLO#1 Communication ILO #1 Communication</p> <p>PLO #4 Social and Cultural Awareness ILO #4 Social Responsibility</p> <p>PLO #5 Ethical Intelligence ILO #5 Personal Development</p>	<p>Critical Research Paper-Rubric</p>	<p>2018</p>		

In summary, SLO assessment for courses within the program is progressing, with the exception of courses identified. Because SLOs were revised at the last program review in 2016, many courses are



catching up to levels before the change. For instance, prior to the last program review, AJ-010 achieved 100% assessment, but current assessment is complete at 80% due to the revision of SLOs. It is expected that five courses, AJ-010, AJ-011, AJ-014, AJ-015, and AJ-110 will be 100% assessed by the end of F2018. The program will need to do better on assessment in the remaining courses and efforts are underway as to how best to accomplish this. It is the hope that all courses will begin SLO assessment this semester or soon thereafter. Once adjunct faculty are fully aware of their responsibility, and are properly trained

on college technology systems, they are very likely to fulfill their role. The goal will be to ensure adjunct faculty has the necessary support including communication and training to complete their responsibility. As of this writing, the college SLOAC Coordinator has been working with adjunct faculty to accomplish this goal.

3. Identified Plans of Improvement as a Result of Assessment

Program assessment of PLOs and SLOs is in its sixth year with considerable effort devoted to administrative management including development and revision of PLOs/SLOs, assessment timelines, administering assessments, and analyzing and creating action plans to address low performing PLOs and SLOs. This has become a standard and perpetual responsibility for faculty, and is exacerbated by a two-year timeline mandate that requires faculty to operate in a constant cycle of update and reporting. Essentially, faculty is working on total course revision and program review every other year, and assessment of some 77 SLOs and 5 PLOs every semester to also comply with the two year requirement. The sheer amount of administrative paperwork required of faculty virtually leaves little time to plan, create, and deliver innovative teaching and learning to students.

That said, students are doing quite well in the five courses (AJ-010, AJ-011, AJ-014, AJ-015, and AJ-110) that are regularly assessed based on SLO and PLO assessment results. For example, the average aggregate score for all SLOs in AJ-010 is 85.25%, AJ-011 is 76.25%, AJ-014 is 76%, AJ-015 is 83.20%, and AJ-110 is 78.75%. 23/25 SLOs for these courses exceeded the 70% program set standard goal. One SLO in AJ-110 and one SLO in AJ-014 did score below the 70% set standard for success by -3% at 67% and -7% at 63% respectively. These SLO's were targeted for intervention including added classroom instruction, EVC tutoring connection, and peer support. The SLOs are under monitor and will be evaluated in 2019 to determine the impact of intervention.



PART D: Faculty and Staff

1. *Current Faculty 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 four part-time faculty members at this writing. The program usually fluctuates between four to seven adjunct faculty members. Faculty members are 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
5	1	4	1	2	4	4
Total	1	4	25%	50%	100%	100%

Full-Time Faculty

Cindy Bevan

Cindy Bevan has 34 years of public safety experience as a practitioner, administrator, trainer, and educator. She has worked at Evergreen Valley College for eighteen years, nine 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 roles including Instructor, police 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, the California Peace Officer Standards and Training (POST), Standards for Training in Corrections (STC), and California State Fire. Cindy also worked for Santa Clara Police Department as a police officer.

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 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 and advisor 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. She holds several professional certificates in public safety training, education, and public 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.

Opritsa Miller

Opritsa Miller has been teaching Introduction to Forensic Science/ Criminal Investigations at Evergreen Valley College since 2008 and currently works at the Santa Clara County Crime Lab as a Criminalist III in the Forensic Biology Unit. She has been with the Santa Clara County Crime Laboratory for over 17 years and working in the field of Forensic Science for 20 years.

Virginia Montelongo

Ms. Virginia Montelongo has worked for the Santa Clara County Probation Department for 29.8 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 worked 20 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 and Criminal Justice. 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.

Shaneel Pretap

Shaneel Pratap has twelve years experience working as a Youth Correctional Officer at a Youth Detention Facility. Prior to working as a Youth Correctional Officer, he interned with the Federal Government in San Francisco.



Shaneel teaches Sociology and Administrative of Justice at Evergreen Valley College and San Jose City College/Milpitas Campus. In addition, he is a Doctoral student at University of San Francisco's Education (Ed.D.) in Organization and Leadership Program. He earned a Master of Arts in Sociology and Women's Studies from New Mexico State University and a Bachelor of Science in Criminal Justice/Sociology from California State University, Hayward.

2. Professional Development Activities Completed by Faculty and Staff

AJ faculty and staff are highly trained and all are either current or retired public safety professionals with many years of service. Agency-employed faculty members routinely attend professional development as an annual education and training requirement of their job. Full-time and part-time faculty members also attend professional workshops and training seminars including workshops offered through Professional Development at Evergreen, plus other related seminars.

Faculty Professional Development during this rating period

Cindy Bevan completed four courses in emergency management during this review:

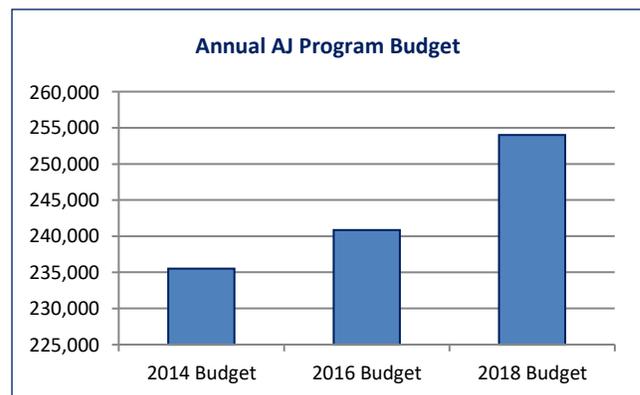
1. Standardized Emergency Management System (SEMS) & Introduction to the Incident Command System for Higher Education (ICS-100.HE) April 2, 2018
2. Incident Command System for Single Resources and Initial Action Incidents (ICS-200.B) April 4, 2018
3. National Response Framework, An Introduction (IS-800.B) April 6, 2018
4. National Incident Management System, An Introduction (IS-700.A) April 6, 2018

PART E: Budget and Planning

1. Current Budget

1. Budget currently allocated for the department/program through the division budget (fund 10). Discuss its adequacy in meeting your program's needs.

The current 2018 AJ budget is \$254,000 and is allocated to the program through Fund 10 for instructional salaries. The budget in 2016 was \$240,860, a difference of -\$13,140 and \$235,514 in 2014, a difference of -\$18,486.



This fiscal/budget growth today (\$18,486) is solely related to salaries and benefits of faculty and staff. In terms of program efficiency, the program serves between 608-911 students annually, and generates approximately 70-90 FTES. Based on current data, the actualized annual revenue using approximate values for FTES state funding is roughly \$350,000 to \$450,000 (Low FTES@\$5,000). Since the last program review in 2014, the program has served an average of 635 students and 78.56 FTES. All information suggests the program is operating in a position of surplus and has consistently done so since 2011. For example, using an approximate FTES factor of \$5,000, and the program average FTES of 78.56, the program operated in a revenue surplus of \$138,800. This conservative calculation clearly shows the program is not a drain on college resources, and is actually financially benefiting the college and its other educational programs.



2. External (fund 17) funding the department/program receives, and describe its primary use.

None

3. Grants explanation or other external funding sources (partnerships) for which your program is benefiting from.

None

PART F: Technology and Equipment

1. Current Technology and Equipment Needs

Presently, the program does not have any identified unmet technology or equipment needs.

PART G: Additional Information

As a CTE program, AJ is required to discuss demonstrated need and workforce projections. Refer to the section below that details labor market analysis, employment projections, and workforce need in the college's service area.

1. Pertinent information about the program that was not addressed

The program is a successful CTE program, and clearly meets the CTE requirement of industry and student need. Its degrees prepare students for professional-level jobs in a career field that continues to expand and is projected by the U.S. Department of Labor's Bureau of Labor Statistics to continue positive growth in the future. 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 the campus.

2. Careers and Opportunities: Projected Employment and Wages

The program has historically served 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 attend 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. The last program review identified that jobs are available at the local, state, and federal levels, and in both public and private sectors. Because the last program review included a comprehensive review of employment data projections, this program review will not provide a comprehensive data report, but will update some current employment projections and important changes.



2a. Projected Employment

According to the U.S. Department of Labor, Bureau of Labor Statistics (BLS), “Employment of police and detectives is projected to grow 7 percent from 2016 to 2026, about as fast as the average for all occupations.” Projections further indicate that, “While a continued desire for public safety is expected to result in a need for more officers, demand for employment is expected to vary depending on location, driven largely by local and state budgets. Even with crime rates falling in recent years, demand for police services to maintain and improve public safety is expected to continue.”¹

The BLS’s recently updated their projections for police and detective jobs growth to 7%, which is now on pace with the 7% overall national jobs growth. This is noteworthy because the last program review (2016) showed the BLS predicted police and sheriff jobs to only grow 4%, which was 3% slower than the national jobs growth. It now appears police and sheriff jobs are in step with the overall national jobs growth projections and this is good news for our students. In comparison, the California Employment Development Department (EDD) indicates police and sheriff jobs will grow at 7.3%, and while this is slightly better than the national average, California expects police and sheriff jobs to lag slightly behind the state’s overall jobs growth for all occupations. That said, the EDD jobs growth projection of 7.3% is still 1% better than projections from the last program review just two years ago. See table below for the BLS projections at the national level:

U.S. Police and Detective Summary		
2017 Median Pay	\$30.27 per hour	\$62,270 per year
Number of Jobs, 2014	806,400	
Job Outlook , 2014	7% (As fast as average)	
Employment Change, 2016 -26	53,400	

According to BLS, employment opportunities are significantly higher in local government sector jobs, where roughly 565,470 out of the 656,560 (86%) projected openings will reside. While local jobs clearly make up the bulk of available jobs, there are also job openings projected in federal, state, and other sectors as well. In addition to job opportunity, state and local sector jobs pay about \$3.73 to \$7.09 dollars an hour better than federal jobs. See chart below for a comparison breakdown.

1. <https://www.bls.gov/ooh/protective-service/police-and-detectives.htm#tab-6>



Industries with the highest concentration of employment in this occupation:

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Local Government, excluding schools and hospitals (OES Designation)	565,470	10.37	\$30.95	\$64,380
State Government, excluding schools and hospitals (OES Designation)	59,430	2.72	\$34.31	\$71,370
Colleges, Universities, and Professional Schools	14,380	0.48	\$26.24	\$54,570
Federal Executive Branch (OES Designation)	12,350	0.61	\$27.22	\$56,620
Elementary and Secondary Schools	4,930	0.06	\$26.22	\$54,530

<https://www.bls.gov/oes/current/oes333051.htm#st>

In terms of California, the EDD had this to say regarding police and sheriff jobs, “In California, the number of Police and Sheriff Patrol Officers is expected to grow slower than average growth rate for all occupations. Jobs for Police and Sheriff Patrol Officers are expected to increase by 7.3 percent, or 5,000 jobs between 2014 and 2024.” “In California, an average of 510 new job openings per year is expected for Police and Sheriff Patrol Officers, plus an additional 2,260 job openings due to net replacement needs, resulting in a total of 2,770 job openings.” “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.” ²

Although California job projections are expected to lag behind federal projections, they have improved since the last program review. For example in 2012-2022, EDD projected 4600 new jobs during this period and current projections are 5000, a 400 “numeric change” increase to handle demand. This also represents a .5% increase in projected jobs openings in general. However, it is important to consider *new jobs growth versus additional jobs due to net replacements*. As indicated in the last program review, this area is perhaps the strongest jobs picture for our students because California EDD numbers, while still stable, may actually be under-projected due to attrition and retirements.

In addition, California leads the nation with respect to the highest level of employment and competitive salaries. All of these factors continue to support a strong labor market with ample jobs in all sectors for our students. Furthermore, the EDD rightly points out that candidates who have earned a college degree or who have college education will be best qualified and in demand for these positions. Refer to the charts below for employment data based on state and local factors:

2. <http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=333051&geography=0604000019>



States with the highest employment level in this occupation:

State	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
California	73,000	4.37	0.94	\$48.12	\$100,090
Texas	63,380	5.33	1.15	\$30.01	\$62,430
New York	46,940	5.10	1.10	\$35.10	\$73,000
Florida	38,770	4.61	0.99	\$28.08	\$58,400
Illinois	31,430	5.30	1.14	\$35.52	\$73,870

<https://www.bls.gov/oes/current/oes333051.htm#st>

Estimated Employment and Projected Growth Police and Sheriff Patrol Officers (2014-2024)					
Geographic Area (Estimated Year- Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California	68,700	73,700	5,000	7.3%	22,600
Change from last Program Review (2014)	+1400	+1800	+400	+05%	1500
San Benito and Santa Clara Counties	3700	3790	90	2.4	1220
Change from last Program Review (2014)	460	450	-10	-.7	200

<http://www.labormarketinfo.edd.ca.gov/aspdotnet/SupportPage/AllOccPrj.aspx?soccode=333051>

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/cgi/databrowsing/occxplorerqsselection.asp?menuchoice=occxplorer>

In conclusion, current data and trends support the finding that there will be plenty of police and sheriff jobs available. In fact, research suggests that departments are actually experiencing challenges in hiring qualified applicants for vacant job openings. While this has been a historic problem in the industry, a recent article in Police Chief Magazine in 2018 corroborated this by saying, “many law enforcement agencies around the United States are facing staffing shortages. In 2006, it was estimated that more than 80 percent of U.S. law enforcement agencies had sworn positions they were unable to fill. In 2007, vacancies were still high for many departments with the average large department (at least 300 sworn officers) having 73 vacant openings.”³

Additionally, “The Los Angeles Police Department was short of nearly 100 officers as of mid-December—only 1% of its total workforce, but still enough to be felt on the ground, says Captain Alan Hamilton, who runs recruitment for the department. Philadelphia had 350 vacancies, largely due to a spate of retirements. Last spring, Dallas cancelled two academy classes for lack of applicants; its preliminary applications dropped by over 30% between 2010 and 2015. In 2012, the ratio of police officers to population hit its lowest level since 1997, according to Uniform Crime Reporting Program data published by the FBI.”⁴

Therefore, all indicators suggest that law enforcement jobs will be available, in part, because the industry is unable to fill the vacancies it has with qualified applicants. Moreover, candidates who possess a college degree or possess college education will be best positioned for these jobs. As stated in the last program review, 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, and law enforcement also benefits from a diverse range of officers who bring their cultures, languages, and life experiences to policing.”⁵ 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.

3. Jeremy M. Wilson, Bernard D. Rostker, Cha-Chi Fan, *Recruiting and Retaining America’s Finest: Evidence Based Lessons for Police Workforce Planning* (Santa Monica, CA: Rand, 2010).

4. <https://www.economist.com/united-states/2017/01/05/police-departments-struggle-to-recruit-enough-officers>

5. https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf



2b. Police and Sheriff Wages

Salaries and wages can vary greatly between police and sheriff departments due to differences in base pay, benefit packages, education incentives, and assignment differentials. Without question, salaries in California, and in particular the Bay Area, are substantially higher than national salaries, and to a lesser extent state salaries. In general, salaries and benefits for peace officers are quite respectable in California. In the Bay Area specifically, salaries 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 was \$96,763 annually or \$46.52 hourly. The median wage for police and sheriff patrol officers in San Benito - Santa Clara Counties is \$117,647 annually or \$56.56 hourly, which is \$20,884 higher than the state average. (See chart below). ⁶ In 2016, peace officers in California earned a median wage of \$96,763, approximately \$36,493 more than the national average of \$60,270.

Wages and benefits in 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 \$95,894, which is \$8,718 higher than the last program review. The annual top step for a San Jose Police Officer is \$152,415 well above the 75th percentile of all agencies in Santa Clara County per EDD. ⁷ This is noteworthy because the last program review showed SJPD \$30,471 below the EDD Santa Clara-San Benito Counties median 50th percentile and indicates a substantial turnaround in salary.

By comparison, the City of Santa Clara police officer starting salary is \$125,052 with a top step of \$177,936 and is significantly above the state and local EDD 75th percentile range by \$45,441. Again, this is notable as salaries for both these agencies have increased significantly. It is worth stating that most, if not all, agencies in Santa Clara County are at or above the 75th percentile and this bodes well for our students who wish to remain in the area for employment.⁸

Annual Wages for 2016	Low 25 th Percentile	Median 50 th Percentile	High 75 th 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.

National data also supports that California is a highly competitive state for police and sheriff wages. In fact, although BLS and EDD data differs slightly, there is no question California is the top state in the nation for wage earners in this field. Examining data even further, the Bay Area and our county in particular, is \$23,810 higher than the state mean. When we compare Santa Clara to this data, we see that the agency is \$77,939 (top step) over the state mean. This suggests that salaries in Santa Clara County are highly competitive when compared to the cost of living in the overall area and this too benefits our students who wish to work in the area in which they live.

6. <http://www.labormarketinfo.edd.ca.gov/OccGuides/detail.aspx?Soccode=333051&Geography=0604000085>

7. <http://www.sjpd.org/JoinSJPDBlue/SalaryBenefits.html>

8. <http://santaclaraca.gov/home/showdocument?id=14847>



Top paying States for this occupation:

State	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
California	73,000	4.37	0.94	\$48.12	\$100,090
New Jersey	19,580	4.89	1.05	\$40.18	\$83,570
Alaska	1,070	3.35	0.72	\$39.41	\$81,980
Washington	9,610	3.02	0.65	\$37.79	\$78,600
District of Columbia	5,140	7.26	1.56	\$36.23	\$75,360

Top paying metropolitan areas for this occupation:

Metropolitan area	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
San Jose-Sunnyvale-Santa Clara, CA	3,810	3.50	0.75	\$59.53	\$123,810
San Francisco-Redwood City-South San Francisco, CA Metropolitan Division	4,610	4.13	0.89	\$54.94	\$114,280
Vallejo-Fairfield, CA	680	4.99	1.07	\$53.39	\$111,050
Napa, CA	240	3.36	0.72	\$52.61	\$109,430
Oxnard-Thousand Oaks-Ventura, CA	1,340	4.32	0.93	\$52.35	\$108,890
Santa Rosa, CA	630	3.09	0.66	\$51.99	\$108,130
Santa Cruz-Watsonville, CA	430	4.39	0.94	\$51.62	\$107,370
Anaheim-Santa Ana-Irvine, CA Metropolitan Division	4,360	2.70	0.58	\$51.04	\$106,160
Oakland-Hayward-Berkeley, CA Metropolitan Division	4,770	4.19	0.90	\$50.96	\$106,000
Los Angeles-Long Beach-Glendale, CA Metropolitan Division	26,050	5.88	1.27	\$49.67	\$103,320

<https://www.bls.gov/oes/current/oes333051.htm#st>



In conclusion, it is safe to say 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 acquire the requisite units or when they graduate with a degree. All data suggests that students with college education and/or degree completion will be in high demand by agencies needing to fill vacancies at the federal, state, and local levels. Local agencies will remain poised to offer the most opportunity for graduates as they have many more jobs to fill. 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.

PART H: Future Needs and Resource Allocation Request

General Area	Need	Rationale
Faculty and Staffing Requests	Ongoing Budget Needs	Support is needed to assist faculty with the volume of administrative duties required of this program as evidenced in this report. These duties directly relate to state/college accreditation, SLO/PLO management, curriculum, and college strategic initiatives.
	.10 to .20 load consideration to be used for salary for assistance and completion of program administrative duties	
	One-time Expenditure	
	See above	
Facilities	Ongoing Budget Needs	
	None at this time	
	One-time Expenditure	
	None at this time	
Technology	Ongoing Budget Needs	
	None at this time	
	One-time Expenditure	
	None at this time	
Equipment/Supplies	Ongoing Budget Needs	1. Goggles for use in AJ-110 Narcotics and Drug Abuse, and other classes to demonstrate the effects of alcohol and/or drug impairments. 2. Fingerprinting material for use in AJ 15 Introduction to Criminal Investigation and AJ115, Introduction to Forensics. Material will allow hands-on instruction to elevate learning. Both courses are part of the major and support the college mission of student success and equity
	None at this time	
	One-time Expenditure	
	1. Fatal Vision Goggles \$180.00 x 2 Total: \$360.00 2. Fingerprint kits and/or supplies. Total: \$2,500.00 3. Misc Videos \$400.00 4. All-purpose manikin \$225.00 5. Miscellaneous criminal activity supplies	



	<p>including evidence tape, microscope, and Posters. \$400.00</p> <p>Total Cost: \$3,885.00</p>	<p>through innovative learning.</p> <p>3. Videos are not available on line and are needed across all courses in the major.</p> <p>4. Manikin is needed for crime scene activities and are specifically connected to SLOs in AJ 15 and AJ 115.</p> <p>5. Miscellaneous supplies requested by faculty in courses across the discipline. Equipment is connected to SLOs in several courses and can be used in various courses.</p>
--	--	---

PART I: Program Summary and Conclusion

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.

Item Title	Response																											
<p>Productivity (WSCH/FTEF)</p>	<p>580.03 18.06 High: 21.51 Low: 15.41</p>																											
<p>Program Set Goal (Success)</p>	<p>Set Goal: 64% Achieved: 67.48% New Set Goal: 65%</p>																											
<p>Number of class sections offered</p> <div data-bbox="191 1409 813 1835"> <table border="1"> <caption>AJ Sections and Courses</caption> <thead> <tr> <th>Semester</th> <th>Sections</th> <th>Courses</th> </tr> </thead> <tbody> <tr><td>2012S</td><td>17</td><td>10</td></tr> <tr><td>2012F</td><td>14</td><td>8</td></tr> <tr><td>2013S</td><td>17</td><td>9</td></tr> <tr><td>2013F</td><td>11</td><td>7</td></tr> <tr><td>2014S</td><td>12</td><td>8</td></tr> <tr><td>2014F</td><td>11</td><td>7</td></tr> <tr><td>2015S</td><td>14</td><td>10</td></tr> <tr><td>2015F</td><td>12</td><td>8</td></tr> </tbody> </table> </div>	Semester	Sections	Courses	2012S	17	10	2012F	14	8	2013S	17	9	2013F	11	7	2014S	12	8	2014F	11	7	2015S	14	10	2015F	12	8	<p>21 (2018) 27 (2015) -22% Decline</p> <p>Average Sections 10 (2016-2018) Average Sections 14 (2012-2015) -28% Decline</p> <p>Average Courses 7 (2016-2018) Average Courses 8.37 (2012-2015) -16% Decline</p>
Semester	Sections	Courses																										
2012S	17	10																										
2012F	14	8																										
2013S	17	9																										
2013F	11	7																										
2014S	12	8																										
2014F	11	7																										
2015S	14	10																										
2015F	12	8																										



Changes in enrollment	-24% (since 2008-2011)
Current Budget	\$254,000 (Current) \$240,860 (Last PR-2014) Increase: (+\$13,140)
FTES Productivity	FTES Average: 78.56 FTES Average Productivity: 18.06 High: 21.51 Low: 15.42
External funding:	\$ 0
Future Needs/Additional Costs:	None Required

End of Report