



▼ 🏛️ Dept - (SSH) Administration of Justice



Program Mission Statement: PLO #1: Students will identify the responsibilities of each component of the criminal justice system.

PLO#2: Students will analyze the issues and theories of ethical standards and unethical conduct that are unique to the criminal justice system.

PLO#3: Students will construct a professional report of a crime utilizing report criteria.

The PLOs address and involve students in the college Mission and ICC by engaging them in analyzing and evaluating local, national, and global criminal and social justice issues. Students accomplish these goals through personal introspection and research utilizing critical thinking processes and expression.

I.A.1 What is the Primary Focus of Your Program?: Career/Technical

I.A.2 Choose a Secondary Focus of Your Program?: Transfer

I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 25

I.B.4 # AA and/or AS Degrees Awarded: 12

I.C.1. CTE Programs: Impact of External Trends: *Trend in the various aspects of the administration of justice field is for expansion of job opportunities. Calif. government labor market information estimates for law enforcement a state-wide 7.3% growth (5,000) from 2014-2024. Regional growth is 2.4% (191)

*Corrections/Probation Officers will also see a state-wide increase of 7.4% (2,600) and regional increase of 2.9% (10) respectively.

* Private security state-wide increase of 8.4% (710).

* AOJ program is looking to enhance the curriculum content with an ethics/critical thinking course and an additional A.A. degree in Homeland Security; a Certificate of Achievement-Advanced in Criminal Forensics and Investigation is in the submittal process.

* The ethics/critical thinking course is in progress.

* The AOJ program is partnered with a state-wide consortium of colleges developing a K-12 through Phd. Homeland Security curriculum; our program is centering in the community college level.

*The A.A. in Homeland Security will offer a career path to those students who desire to have a career outside of traditional policing.

* The A.A.-T Degree does not require completion of a police report writing course but the A.A. Degree has this requirement. The belief is that this has decreased the enrollment in the report class.

I.C.2 CTE Programs: Advisory Board Input: *The AOJ Advisory Board strongly recommends the addition of a stand-alone ethics/critical thinking course.

* The Board additionally agreed with the development of a Forensics/Investigation Certificate and expansion of the A.A. degree into Homeland Security.

* The AOJ Program is currently developing a partnership with the English Dept. to co-teach English

fundamentals aimed specially at AOJ students due to the unique aspects of criminal justice reports.

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 4.1

I.E.2 #Student Employees:

I.E.3 % Full-time : *Full time ratio was 28.5% in 2014-15 and 35.9% in 2015-16 for an increase of 7.4%

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: *Enrollment in the AOJ program decreased from 1646 in 2013-14 to 1536 in 2014-15 and increased slightly to 1546 in 2015-16 .

*A significant change occurred course offerings during this period. The program had 96 offerings in 2013-14, dropped to 63 for 2014-15 and 57 in 2015-16 for a 3 year drop of 39 academic year offerings. And yet the enrollment remained strong for the number of courses offered.

II.B.1 Overall Success Rate: *Both the targeted groups (average of 67.6 % for the 3 year period (2013-16), down from 68%) and the non-targeted groups (average of 78.3 % , up from 76% for the 3 yr period) maintained a steady percentage.

* The faculty is also aware and concerned about the "Withdrew" rates as that is also view as a possible Non-Success indicator.

*The "Withdrew" rates have increased (5% to 13%) for African-American, remained within 2% range for Latino/a between 8-10%, and decreased for Filipino from 11% to 6% . The question remains why the rate for African American was 5% in 2013-14 increased in 2014-15 and 2015-16 to 13%).

II.B.2 Plan if Success Rate of Program is Below 60%: * The success rates for targeted and non-targeted groups have been safely above 60% for the last 3 years. However, in 2014-15 the rate for African American students dropped to 58% but rose to 67% in 2015-16.

II.C Changes Imposed by Internal/External Regulations: *The loss of 2 part-time instructors without replacements has impacted the number of course offerings. The reduction in offerings equates to a reduction in enrollment and faculty support time for students.

III.A Growth and Decline of Targeted Student Populations: Enrollment for African-American rose slightly from 96 (2013-14) to 100 (2014-15) and dropped 5% to 84 (2015-16). Filipino basically remained the same (100-98) in the same period. Latino/a went from 753 (2013-14) to 756 (2014-15) and then decreased to 740 (2015-16)

III.B Closing the Student Equity Gap: *With the addition of the first full-time AOJ faculty position in almost 25 years in 2013, faculty availability has increased greatly for counseling, mentoring, and academic intervention.

* The Dean of social Science & Humanities instituted a program to attempt to address the equity gap concern (C.A.R.). The AOJ faculty conducted a blind survey in 2014-15 of 264 students which identified out-of-class factors that affect a student's retention and success. The results enhanced faculty awareness of challenges students face to stay in college and to assist them to be successful.



III.C Plan if Success Rate of Targeted Group(s) is Below 60%: * The success rates for targeted and non-targeted groups have been safely above 60% for the last 3 years. However, in 2014-15 the rate for African American students dropped to 58% but rose to 67% in 2015-16.

* During the years (2015-17), faculty have been keenly aware of performance in courses to identify those students in need of support and guidance at an early stage to attempt to reverse negative trends.

III.D Departmental Equity Planning and Progress: * AOJ Dept. faculty discussed the equity gap concerns for students; primarily of the Targeted populations. To gain a more comprehensive understanding of the challenges facing students, a student success survey was conducted.

* Results showed that employment/family requirements and college preparation were major issues among others.

* Faculty are utilizing this information to better support students and address equity gap issues.

* Faculty are committed to address issues through course presentation methods and student support (specifically at-risk students).

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): *PLO assessments are not up to schedule due to class load and projects. Assessments resume in Spring 2017. – 0%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): *SLO assessments are not up to schedule due to class load and projects. Assessments resume in Spring 2017. – 0%

V.A Budget Trends: * The AOJ program is the recipient of Perkins Grant /Strong Workforce grant funding. Due to this funding the students have benefited directly by the acquisition of instructional materials and course supplies for investigative and forensic courses.

*Faculty have attended professional development seminars to acquire up-dated knowledge related to criminal justice and best practices.

V.B Funding Impact on Enrollment Trends: * Increased funding has allowed the program to obtain a full-time faculty position. This position provides students with enhanced opportunity for faculty contact, academic support and career consultation.

*There are 2 part-time vacancies have existed from 2 years. This loss has resulted in a dramatic reduction in course offerings and student support availability of instructors.

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): *The program has lost two part-time faculty in the last two years. This greatly impacted the number of course offerings and the available to students for assistance. This would bring the program up to the previous level to improve the course offerings, availability to students, enhance the learning opportunity, close the equity gap, and improve student success.

* This is not growth but replacement to the previous level.

V.D.1 Staff Position(s) Needed:

V.D.2 Justification for Staff Position(s): N/A

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: *The AOJ program is in the process of requesting a classroom be reconfigured into a criminal forensic/investigation classroom/lab with appropriate storage capabilities for supplies and equipment. The cost to accomplish this, if approved, is unknown but a rough estimate would be \$100,000. No request for funding at this time.

V.E.3 Equipment Justification: N/A Refer to V.E.2 above.

* A new lab would expand and enhance the investigative skills, promote employment success, and



expand career paths for a wider range of students into more diverse job options.

V.F.1 Facility Request: * Refer to V.E.2 above.

*AOJ has one class room identified for primary use.

*Program has physical equipment that is vital to instruction and student use for investigative courses.

* Request is for some storage space on campus.

V.F.2 Facility Justification: *In the single classroom designated for AOJ, there are 4 large 6 ft. x 3 ft storage cabinets storing equipment and supplies. These cabinets take up the space of an entire row of student chairs. So classes with 40-50 students have 40 chairs in a space for 35.

*Students are sitting on folding chairs at the front of the class making it hard to see the projection screen or on the floor due to a lack of seating.

* Gaining space with the removal of the cabinets would enhance the learning environment for students and faculty.

* This environment has been brought to the attention of the AOJ Advisory Board which supported the concept.

V.G Equity Planning and Support: No request for resources at this time.

V.H.1 Other Needed Resources: * Counselors interacting with AOJ faculty to be aware of the unique aspects of the career path.

* Funding to enable students with financial needs to purchase text.

V.H.2 Other Needed Resources Justification: N/A

V.J. "B" Budget Augmentation: Please refer to the Dean's summary.

V.K.1 Staff Development Needs: N/A

V.K.2 Staff Development Needs Justification: N/A

V.L Closing the Loop: N/A

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Last Updated: 03/24/2017

APRU Complete for 2016-17: Yes

#SLO STATEMENTS Archived from ECMS: 0

