Dept - (SSH) Administration of Justice

1. **2018-19 Annual Program Review Update Submitted By:** James Suits, suitsjames@fhda.edu, ext. 8553

2. **APRU Complete for:** 2018-19

3. **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.

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

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

6. **I.B.1 Number Certificates of Achievment Awarded:**

7. **I.B.2 Number Certif of Achievment-Advanced Awarded:**

8. **I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:** 48

9. **I.B.4 # AA and/or AS Degrees Awarded:** 21

10. **I.B.5 Strategies to Increase Awards :** 1. Instructors discuss the changing dynamics of the criminal justice system that are rapidly requiring advanced degrees, Bachelors and Masters degrees, in a wide range of disciplines. Criminal justices agencies are starting to require advanced degrees for promotion to supervision and management positions and the financial advantages of advanced degrees over a working life-
    time.   2. Higher success rate of obtaining advanced degrees prior to acquiring familial and career obligations.

11. **I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:** 1. Trend in the various aspects of the administration of justice field is for expansion of job opportunities. Calif. government labor market information estimates are for a law enforcement state-wide 5% growth (3,500) from 2016-2026 with annual average openings of 4,860. Regional growth is 2.4% (131) with annual average openings of 1,510.
    2. Corrections/Probation Officers will also see a state-wide decrease of -10.9% (500) and regional increase of 36.8% (70) with additional 60 positions respectively for 2014-2024, data has not been updated for the 2016-18 year.
    3. Private security state-wide increase of approximately 1% (880) during 2016-26 with state-wide jobs of 151,110.

4. AOJ program has enhanced the curriculum content with the addition in Fall Quarter 2018 of a new Certificate of Achievement-Advanced in Cyber Forensics and Investigation.   5. Under development for approval is a Certificate of Achievement-Advanced for Community Service Officer (an expanding career opportunity in numerous law enforcement agencies; this certificate has been recommended by the Administration of Justice Advisory Committee and the South Bay Regional Public Safety Training Academy.   6. The program is also in the development for approval of a new A.A. degree for Law, Public Policy and Society.

                                        7. The development of an Ethics/Critical Thinking/ Leadership course and an Introduction to Corrections course..   8. An additional A.A. degree in Homeland Security are still being considered for future development. 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.

9. The A.A.-T in Law Enforcement 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.

10. College Core Indicator Data show that the program continues to be strong in preparing students for being awarded A.A. degrees and certificates. The A.S.-T degree is even stronger as evidence in the number awarded. A clear indication that an increasing number of students are transferring to advanced degree institutions. The strongest data are in the economically disadvantaged category for Indicators 2,3,4,5a, and 5b.

The program, based on the data, needs to address negative numbers in Indicator 1 (Technical Skill Attainment). It has been recognized for some time by faculty that this area is in need of support. Having only 1 full-time instructor, and half of the part-time instructor also being fully employed in the field, limits the amount of support time that can be provided to students. Faculty do make themselves available within their time schedules to offer course support, career guidance, and counseling for students who are at-risk for persistence and completion.

Referring back to Core Indicators 2,3,4, 5a, and 5b, several of the student categories in all these indicators are in the 13-22% positive range, again mainly in the economically disadvantaged category, which is proof that the program is providing students with academic preparation for CTE and advanced degree opportunities for employment in the field (20.1-21.5%).

The program has developed an advance state-of-the-art crime lab program, cyber-forensic investigation certificate, and a community service officer certificate in the approval process. These

new enhancements will benefit many of the student demographics coming to the program whose goal is non-traditional criminal justice employment.

12. **I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::** 1. The AOJ Advisory Board strongly recommends the addition of a stand-alone ethics/critical thinking course.
2. The Board additionally agreed with the expansion of the A.A. degree into Homeland Security.

13. **I.D.1 Academic Services & Learning Resources: #Faculty served:**
14. **I.D.2 Academic Services & Learning Resources: #Students served:**
15. **I.D.3 Academic Services & Learning Resources: #Staff Served:**
16. **I.E.1 Full time faculty (FTEF):** 3.9
17. **I.E.2 #Student Employees:**
18. **I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching:** *Full time ratio was 33.1% in 2016-17 and 33.3% in 2017-18 for an increase of 0.2%
19. **I.E.4 # Staff Employees:**
20. **I.E.4 #Staff Employees:**
21. **I.E.5 Changes in Employees/Resources:** One new part-time instructor began teaching in Fall Qt. 2018 and a second new part-time instructor began teaching in Winter Qt. 2019. This helped to fill the gap of one part-time instructor who has taken a hiatus from teaching starting in Fall Qt. 2018.
22. **II.A Enrollment Trends:** 1. Enrollment in the AOJ program decreased from 1546 in 2016-17 to 1280 in 2017-18.
2. Sections increased from 58 in 2016-17 to 69 in for 2017-18. The enrollment decreased but statistics revealed that enrollment decreased dramatically across all community colleges and most universities during this period..
23. **II.B Overall Success Rate:** 1. Course success rates for the general student population increased from 76% in 2016-17 to 78% in 2017-18 2. The targeted groups success rate increased with an average of 70% for the 3-year period 2015-16 to 75% 2017-18. The non-targeted groups maintained an average of 82% for the same 3-year period.
3. The faculty is also aware and concerned about the "Withdrew" rates for the 3-year period, which remained steady in the 7-8% range, however the percentage of students withdrawing from the program, especially from targeted groups, is also a possible indicator of a weak success rate. .
4.The "Withdrew" rates have increased 5% to 11% for African-American in 2016-18, decreased from 8% to 6% for Latino/a and decreased for Filipino from 12% to 5% within the same time period.
24. **II.C Changes Imposed by Internal/External Regulations:** 1.Multiple faculty have also voiced, with great concern, opinions that the college policy of early course cancellations for low enrolled classes has negatively affected overall college enrollment as well as AOJ courses. 2. The college

imposed number for student enrollment per class puts lower enrolled courses at risk and even cancelled. This impacts student completion schedules and directs students to other colleges for courses leading reduced a lower enrollment cycle in other courses.

25. **III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment:** Enrollment for African-American students decreased from 84 (2016-17) to 80 (2017-18) for 6%. Filipinx decreased from 98 in 2016-17 to 74 in 2017-18) for 6%. Latino/a went from 740 (2016-17) to 666 (2017-18) for 52%. Pacific Islander decreased from 26 (2016-17 to 15 (2017-218) for 1%.

26. **III.A.2 Targeted Student Populations: Growth and Decline:** Enrollment trends within the last 5 years: African-American up or down each year between 6% in 2013-14 to 6% in 2017-18. Latinx increase from 46% in 2013-14 to 52% in 2017-18. Filipinx steady 6% in 2013-14 to 6% 2017-18. Pacific Islander was 1% in 2013-15, went up to 2% 2015-17, and down to 1% 2017-18. Except for the Latinx with an increase of 6% within the 2013-18 period, the other student communities have been historically steady in their percentages of the total college population.

27. **III.B.1 Closing the Student Equity Gap: Success Rates:** African-American: 69% / Latinx: 75% / Filipinx: 80% / Pacific Islander: 67% / Asian: 80% / White: 86%

28. **III.B.2 Closing the Student Equity Gap: Withdrawal Rates:** African-American: 11% / Latinx: 6% / Filipinx: 5% / Pacific Islander: 20% / Asian: 6% / White: 5%

29. **III.B.3 Closing the Student Equity Gap: 2017-18 Gap:** 2013-14: 70% v 79% / 2014-2015: 65% v75% / 2015-2016: 74% v 82% / 2016-2017: 68% v 80% / 2017-2018: 73% v 83%

30. **III.C Action Plan for Targeted Group(s):**

    1. Instructors each have a strategy with appropriate activities for the specific course they are teaching. Not all of these are the same as the needs differ.

    2. Instructors have recognized the low degree of preparedness that a large percentage of students have for college level academic work. This is especially true in English capabilities of reading at a college level and composition of work assignments. Another area is critical thinking and the skill to analyze concepts and ideas.

    3. The student groups most affected by remedial support are African-Americans, Latinx, and Pacific Islander; Filipinx to a lesser degree. Asians do fall into the need category if they are foreign exchange students.

    4. Since the AOJ Dept. only has 1 full-time instructor the "point person" would be the Dept. Chair. All part-time instructor realize the need for student support in these areas and provide assistance as they can.

    5. These remedial areas should not fall completely under the responsibility of the dept. instructors as they are weaknesses that affect the general student population and a resolution is a college-wide concern that should be handled by those depts. that have the experience and expertise to address them more effectively.

6. AOJ instructors do reach out to students they have identified as at-risk however those student do not always respond to support such as office hours, mentoring, and direction to student support services.

31. **III.D Departmental Equity Planning and Progress:** 1. Enhanced support for students mainly in the English skills and critical thinking abilities areas. Also, students do not come to college with the skills to navigate the academic process. A required quarter long college acclimatization course would help students to comprehend the environment and acquire skills.
2. Professional development opportunities for instructors have been discussed. Half of the part-time instructor also have full-time jobs outside of campus which eliminates availability for development. The one full-time instructor has identified development opportunities however class requirements and administrative project requirements do not fit into most scheduled development offerings.

32. **III.E Assistance Needed to close Equity Gap:** Yes

33. **III.F Integrated Plan goals: current student equity data and action plan:** 5. Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students

34. **IV.A Cycle 2 PLOAC Summary (since June 30, 2014):** Assessment summaries for 2017-18: 0%

35. **IV.B Cycle 2 SLOAC Summary (since June 30, 2014):** Courses: 22. Courses assess in reporting year: 7 (2016-17: 5 and 2017-18: 2) Courses assessed to date: 31.8%

36. **V.A Budget Trends:** 1. The AOJ program is the recipient of Perkins Grant /Strong Workforce grant funding for 3 years. Due to this funding the students have benefited directly by the acquisition of instructional materials and course supplies for the establishment of a state-of-the-art laboratory for the Criminal Investigation and Forensic Science courses.
2. The laboratory will be enhanced with additional equipment to be purchases with Perkins Grant/Strong Work Force grant funds in the coming year.
3. Faculty have attended professional development seminars to acquire up-dated knowledge related to criminal justice and best practices.

37. **V.B Funding Impact on Enrollment Trends:** 1. Increased college funding 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.
2. Two part-time vacancies have been filled within the last year. Additional instructors has resulted in a stabilization of offerings and increase in student support availability of instructors. This has also guaranteed instructor availability when an instructor is absent resulting in class days not being lost.

38. **V.C.1 Faculty Position(s) Needed:** None Needed Unless Vacancy

39. **V.C.2 Justification for Faculty Position(s):**

40. **V.D.1 Staff Position(s) Needed:** Growth position

41. **V.D.2 Justification for Staff Position(s)::** This position would be a part-time Instructional Aide for the Crime Lab/Instructor. This aide would assist in setting up class equipment, projects, crime scenes, and other assignments as needed for the class/instructor in order to eliminate time taken away from instruction. This aide would be a person with course knowledge from career experience. The funding for this position would come from either Perkins or Strong Workforce grant funds.

42. **V.E.1 Equipment Requests:** Over $1,000

43. **V.E.2 Equipment Title, Description, and Quantity:** A classroom with secure storage cabinets has been obtained for a criminal forensic investigation lab. With grant funding from Perkins and Strong Workforce approximately 2/3 of the required equipment has been purchased. An additional $11,000 in Perkins funding and $45,000 in Strong Work Force grant funding has recently been awarded to the program to purchase remaining critical lab items that are needed to make the lab a state-of-the-art facility. Crime-Lite Infrared Light Source Imaging System (IR Visible Spectrum) search kit with computer and accessories, Object Standard Plan Outfit (students and teacher) with accessories, Deluxe Photo Documentation Kits, ductless fume hood, self-contained sink, lab coats, Cast-Pro buff dental stone, wide-span storage racks, equipment transport cart , latex gloves, Hemastix, eye flushing stations, support table/stand for fluming chamber, and first-aid kit. Major items are all new and do not replace existing similar equipment; no infrastructure has to be removed, altered, or installed. Some minor cost items refill vital safety equipment and instructional equipment.

44. **V.E.3 Equipment Justification:** The 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. This facility would supply career paths for students interested in non-traditional criminal justice employment in addition to currently employed law enforcement officers who strive to expand and enhance their skills and for career advancement. Research has shown that no community college or CSU in the Bay Area has a criminal investigation lab. Without the equipment, the program would not be able to offer the skills and knowledge needed for advanced crime scene investigation. The life expectancy of a majority of the equipment, specially the advanced scientific equipment, would be 7-10 years under normal use. One of the main purposes and goals of the college is to prepare students for entry into the workforce with an A.A. degree; The lab with expand and enhance career opportunities in a wide variety of employment options. The establishment of the crime lab facility has the strong support and recommendation of the AOJ Advisory Board.

45. **V.F.1 Facility Request:** 1. AOJ has one class room identified for primary use, however secure storage for several expensive, large pieces of equipment is very limited. Several items have to be stored in the Dept. Chair's office or the Division conference room (which is not secured)

2. Program has state-of-the-art physical equipment that is vital to instruction and student use for investigative courses. Additional equipment due to arrive which will require additional storage space.

46. **V.F.2 Facility Justification:** 1. For proper secure storage of additional equipment, to be purchased this year, a larger storage room would enhance the secure storage of equipment and instruction capabilities of the instructor and students.

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

47. **V.G Equity Planning and Support:** 1. $1,000 to purchase course text to be on reserve in the college library for student use. These text would be a vital resourse for students who are unable to purchase text.

48. **V.H.1 Other Needed Resources:** 1. Counselors interacting with AOJ faculty to be aware of the unique aspects of the career path and to provide 4-year institution transfer information on course requirements.

   2. Funding to enable students with financial needs to purchase text. The inability of numerous of students in AOJ classes, who come from low income families, experience a lack of funding to purchase required course text. This issue degrades the learning capability of the student in preparation of assignments and preparation for examinations.

49. **V.H.2 Other Needed Resources Justification:** No specific official data on the inability of students to purchase texts is available. This assessment is based on personal knowledge and information from other instructors who have been informed of this issue by students. Many of these "students-in need" have funding for other college expenses but not texts and so do not qualify for financial aid to resolve this specific need.

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

51. **V.K.1 Staff Development Needs:**

52. **V.K.2 Staff Development Needs Justification:**

53. **V.L Closing the Loop:**

54. **Last Updated:** 03/26/2019

   55. **#SLO STATEMENTS Archived from ECMS:** 12