

## Why Conduct a Program Review?

Program review is a process that asks members of a department to critically assess their programs, identify necessary adjustments and design a mechanism to institute and evaluate proposed changes. It is not a “necessary evil” but a process that will help faculty clarify and achieve program goals. This is no different than how we tell our students to utilize the results of the various forms of assessment we use in class to see where their strengths and weaknesses are and where they need to take some time to strengthen their weakest areas.

To ensure that program review achieves its goals, it should be designed to ensure that there are appropriate linkages with educational planning including curriculum, budgetary processes, and accreditation. An area’s program review should feed into the college’s planning and budgeting processes in order to:

- evaluate how well a program functions in relation to its objectives, the mission of the\* college, the college’s institutional goals and priorities, and the needs of the community./
- strengthen planning, decision-making, and scheduling.
- encourage program development and improvement.
- improve the use of college resources.
- comply with Title 5, accreditation, and other mandated reviews.

## Program Review Process and Timeline

It is expected that the normal time frame for the review process will be one academic year and will be on a six-year cycle. The process consists of the following steps:

**Initial planning** – A workshop will be held for representatives of the programs scheduled for review during the preceding spring semester and should include as many of the members of the units as possible. The meeting will cover an orientation to the process, dissemination of basic research data, discussion of the timelines and expectations, and provide answers to any questions representatives have. Each program under review will select two representatives, where feasible, to oversee the review process.

**Program Review** – During the fall semester, department members will design and conduct, with the assistance of Institutional Research, surveys for additional information needed to complete their report. A draft of the report should be ready in early December for review and comment by the department members to identify areas that need further attention. The report will be submitted to Academic Affairs at the end of March.

**Acceptance** – In April, the chairs of the review committees will present their reports to a committee comprised of representatives of the Academic Senate and Academic Affairs. This committee will grant either full or conditional approval of the program review. Conditional approval will require the area to make the necessary revisions to the report to gain full approval.

**Dissemination** – Approved program reviews will be available in the library and posted on the web if possible. Additional reports will be provided to Cabinet and the Board of Trustees.

### **Notes for Using Program Review Format**

Throughout the design of the process, the Program Review Task Force kept the following questions in mind:

- Where are we now?
- Where do we want to be?
- What do we need to do to get there?
- What evidence do we need to track our progress?

#### **Overview –**

*Program Description:* Provide a brief description of the program including the objectives. Comment on how the activities of your program support the mission and institutional goals of the College.

*Status of Previous Recommendations:* This represents a history since the last review. Examine previous recommendations and area's responses. What are the relevant institutional issues that impacted the program?

#### **Program Statistics –**

This area focuses on basic trends in the areas of *demand, offerings, scheduling, retention and success*, and the impact of these on the program. Normally a three-year cycle is used, but it is recognized that in some disciplines, the cycle may be longer due to fluctuations in the market. Also some areas like Fine Arts and Industry and Technology may want to group types of similar courses like studio art rather than list them individually.

#### **Curriculum –**

*Course and Content* – Examines the current status of the curriculum of a program. Is it in line with current practice in the field? Are there courses that are obsolete? Missing? What is the status of conditions of enrollment?

*Articulation* – Examines current status of courses with regards to articulation and identifies any problem areas.

*Instruction and Assessment* – Examines two areas, learning methods and assessment. The focus on learning methods assists in identifying the types of student-centered learning that are occurring on campus. Examples of learning methods include collaborative learning, classroom-based research, student-conducted research, Socratic method, supplemental instruction, and learning communities. Examples of assessment include evaluation of whether the learning objectives, skills, and competencies are being met and how the information gathered in this evaluation is used to improve student learning and the overall quality of the program. This is an appropriate area in which to discuss how learning objectives of the program are reviewed and kept current.

### **Program Requirements –**

This area is a combination of looking at resources such as staffing and facilities and planning.

*Instructional support* – What other areas impact your program? Student success? What are your needs in this area?

*Facilities and Equipment* – Comment on facilities the program uses, their adequacy, your immediate needs and long-range needs. What is currency of equipment and technology in the program? How does this impact the program?

*Staffing* – Examine current staffing. Describe the strengths and weaknesses of staff as appropriate to the program's current status and future development.

*Planning* - Look both externally and internally to see what changes or trends will impact your program in the next 5 years. What changes in the discipline will impact your program? Where do you want the program to be in five years? What goals and objectives will your program set in relation to the district's mission and goals?

### **Conclusion –**

Not quite an executive summary but asks that recommendations identified throughout the review be prioritized. In addition to the recommendation, major needs are identified and strategies developed to implement recommendations and needs are to be in the conclusions.

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## I. Overview

### A. Description of Program

The administration of justice degree or certificate prepares students for a career in criminal justice or related fields in both public and private sectors. By completing the degree or certificate requirements, the student will gain the ability to apply principles of the justice system, consistent with institutional and procedural considerations in arrest, search and seizure issues, human relations and concepts of criminal law as well as demonstrate proficiency in report writing and record keeping. Administration of justice students tracking in transfer programs will be prepared to successfully complete upper division courses leading to four year degrees in criminal justice and related disciplines. Additionally, the program supports the college's core competencies in the following ways:

#### I Content knowledge

Successful administration of justice students will be able to acquire and use specific knowledge and skills related to the criminal justice discipline and apply those skills to specific job requirements.

#### II Critical, Creative and Analytical Thinking

These skills are essential for effective performance in the criminal justice field. Students in administration of justice courses are taught problem solving skills, from legal issues, human relations issues to investigatory issues. Preliminary and follow up criminal investigators must be able to sort through facts gleaned from crime scenes and from witness statements, and through the process of inductive and deductive reasoning, arrive at investigative conclusions. Successful students will apply these skills in real-time job related situations.

#### III Communication and Comprehension:

Administration of justice students are required to be able to effectively communicate both verbally and in writing. Program faculty requires students to prepare written reports, conduct research and make oral presentations, employing logic and argument to support conclusions. These are real world requirements, as police officers must be effective communicators to obtain accurate factual information for reports and later court room testimony.

#### IV Professional and Personal Growth

Administration of justice students are instructed in ethical decision making in problem solving and are expected to exhibit ethical values and take personal responsibility in coursework attempted.

Faculty with many years of experience maintain professional contacts with industry representatives and are able to channel motivated and qualified students into internships in which classroom theory can be applied in real world situations. Moreover, students are encouraged to challenge themselves by competing in selection processes for positions in the criminal justice field, often receiving personal mentoring from faculty members.

**V Community and Collaboration**

Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. El Camino College is rich in diversity which is reflected in administration of justice courses. Many of the program courses require collaborative problem solving creating opportunities for students to become enriched by learning and exchanging viewpoints from perspectives different from their own.

**B. Status of Previous Recommendations\**

The Administration of Justice Department did not submit a program review report during the last cycle (2000). The last program review was completed in 1995. However, in reviewing recommendations made in that program review report, a follow-up to recommendations made in that report was submitted in June, 1998. Those recommendations and follow-up status are reviewed below:

**I. Purchase of Reference Materials for Student Use**

It is unknown if this was accomplished. Reference materials are available in the faculty office, the division office and in the library. From time to time, students borrow such materials for use in classroom assignments.

**II. Hiring of Additional full-time Faculty Member to Replace Existing Vacancy**

This was accomplished.

**III Improved Evaluation Instruments in Reserve Police Officer Academy**

This became a fait accompli when the state Peace Officer Standards and Training division standardized training throughout California and created modular “learning domains” that are in use state-wide. These learning domains included structured curricula including examinations. This process is in current use at El Camino College in the police academy.

**III. Consideration for the Addition of Two Behavioral Science Courses: Abnormal Psychology and Social Problems**

This has not been accomplished. A course in Social Problems already exists in the Behavioral and Social Sciences Division. Additionally, aspects of criminology and crime causation are taught in AJ 100, Introduction to Administration of Justice, and AJ 115 Human Behavior in Communities. Abnormal Psychology also is offered through that division as Psych 15.

**IV Diversity in Hiring of Adjunct Faculty**

An affirmative action liaison always participates in hiring processes as part of the college’s standard employment practices. Efforts are made to give full consideration to ethnically disadvantaged candidate pools as well as females, since law enforcement, in its past, was considered a traditionally male occupation. Over the last 10 years, 3 African-American instructors and three female instructors were added to the Administration of Justice Faculty, as well as two Hispanic adjunct faculty members. One of the two full-

time faculty members is Hispanic. The Associate Dean is African-American. A previous division dean was female. The police academy staff currently contains an Asian coordinator/instructor, two female instructors and two African American instructors.

**V Networking and Collaborating with Los Angeles County Sheriff's Department**

From time to time, communication occurs between the college and the Sheriff's Training Bureau regarding collaborative efforts. These communications have included discussions regarding a Level I police academy. To this point, discussions on this issue have been preliminary. On-going contact is maintained with the Sheriff's Department through the Advisory Committee. The Sheriff's Department's Lomita Station Commander is regularly included on Administration of Justice Advisory Committee's distribution list.

**VI Purchase of Video Equipment**

This has been accomplished. Since the submission of this recommendation, lap top computers and high density projectors for VHS and DVD's have been added to the division's equipment inventory and distributed to the departments including Administration of Justice. *Additional equipment needs to be purchased and permanently installed in rooms used by adjunct faculty members. In a recently completed survey, (see appendix), adjunct faculty members still find equipment unavailable or mechanically inoperable.*

**VII Construction of On Campus Firing Range**

This recommendation was largely made on behalf of the police academy. The academy currently uses a private range on a contract basis. Given construction costs, safety and security issues and ongoing major construction on campus, this recommendation will not be included in this current report.

## II. Program Statistics

### A. Demand: FTES by Course/Program

Instructions: Analyze the **FTES by Course/Program** using 1<sup>st</sup> census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

Course	Year 1 (Fall 2004)	Year 2 (Fall 2005)	Year 3 (Spring 2006)
Intro Vice and Narcotics	3.61	2.76	2.76
Intro to Admin of Justice	16.67	16.14	16.67
Laws of Arrest and Firearms	No data	No data	No data
Criminal Law	8.39	9.67	9.98
Corrections	No data	No data	2.87
Criminal Investigation	3.93	3.82	3.29
Community Relations	5.65	7.01	6.37
Principles of Justice System	5.52	5.95	5.31
Criminal Evidence	6.37	6.80	4.89
Fingerprint Analysis	2.55	3.29	2.23
Crime Analysis	No data	No data	2.12
Report Writing	7.43	5.31	5.31
Laws of Arrest, Search and Seizure	4.99	6.90	3.29
Police Academy	No data	No data	No data
Program Total	81.18	82.39	74.10

1. **Given the data, can you recognize any trends in course demand in any of the Program's courses?** Yes. Overall, there has been a decline in the FTES. Some of that is attributable to the semesters reviewed. Several courses are alternate semester courses. The day section of search and seizure, for example, is not offered during the spring semesters, so the year 3 data shows a sharp decline. Corrections is a new course and is offered in the spring semester only, so there is no data for the fall semesters. The same is true with regard to crime analysis. The final report will modify the statistical parameters to capture that data. Additionally, police academy FTES is not included in this report, but will be in the final report.

In terms of overall trends, it has been known within the department for several years, that there has been a decline in interest in traditional police positions. Commensurate with that, there has been an increase in interest in probation (part of corrections) and in forensic science and evidence. This is also true in industry recruitment and hiring. This report, in the recommendations section, will address this shift in industry.

2. **What are you doing to respond to trends?** Recommendations will be made to add courses in crime scene investigation and corrections as well as consideration for adding a

course in criminalistics, possibly as a cross-curricular course. Furthermore, an advanced course in report writing will be recommended. In our continuing contact with industry officials, concern about report writing, and writing in general, continues to top the list of concerns. This was borne out again in an outside survey that is attached to this report.

3. **Should a recommendation be written addressing the data?**  Yes  No  
 (If yes, list.) See above #2)

**B. Offerings: Fill Rate\***

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

Average fill rate of courses in program: How does this program compare to:

	Year 1 (Fall 2004)	Year 2 (Fall 2005)	Year 3 (Fall 2006)
Day classes			
Evening classes			
All AJ Classes	104.3%	95.6%	83.9%
US Unemployment Rate	5.5%	5.1%	4.6%

1. **Given the data, is the program in a growth mode?**  Yes  No

**Comment.** Historically, enrollment in AJ courses, as well as other community college programs, seems to be linked somewhat to US unemployment rates. Lower unemployment rates tend to have a negative affect on enrollment at the community college level. Conversely, higher unemployment rates tend to be reflected in higher enrollment as displaced workers return to school to learn new skills and reacquire employment. US Department of Labor unemployment summaries for the above years were: 2004 – 5.5%; 2005 – 5.1%; 2006 – 4.6%. (see above) Moreover, based on published reports in national and local media, and input received from industry contacts, police recruitment and retention has fallen during this same time period. In a published report, LAPD, for example, is 1000 officers short of authorized strength, and has had a difficult time reducing the shortages. Additionally, recruiters from various police agencies have frequently contacted the AJ department and made recruitment presentations to students. These recruiters have stated that their agencies are understaffed and have difficulties filling open positions. Given the above, this may be further evidence explaining the decline in enrollment in AJ courses. Finally, and this is based on informal surveys given to AJ students, there has been a decline in interest in traditional law enforcement positions commensurate with an increase in interest in probation, corrections and crime scene or forensic science (criminalistics) employment, areas in which the program has not had a strong course representation.

## Annual Job Openings By Occupation

Soc Code	Occupation Title (Link to Occupation Profile)	2004 Employment	Annual Job Openings *
333012	Correctional Officers and Jailers	2,960	76
251111	Criminal Justice and Law Enforcement Teachers Post Secondary	200	9
333021	Detectives and Criminal Investigators	3,490	138
331011	First Line Supervisors/Managers of Correctional Officers	160	6
331012	First Line Supervisors/Managers of Police and Detectives	2,340	91
333051	Police and Sheriff Patrol Officers	20,150	616
339021	Private Detectives and Investigators	1,190	50
<b>Total</b>		<b>30,490</b>	<b>986</b>

\*Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period

According to the California Community College Chancellor’s Office, as reflected by the above data, with a total of 30,490 jobs in the listed criminal justice categories, there were 986 annual openings. The above data does not reflect additional openings in federal law enforcement employment. The current year data is unavailable, but based on anecdotal information and conversations with police recruiters, those numbers would be higher as the major law enforcement agencies are in a growth period due to added overall numbers and replacements for retirees. Similar growth is occurring within the correctional component to the criminal justice system as the number of state prisons have doubled in the last 15 years with commensurate growth in the number of correctional officers. The occupational growth data, then, provides ample employment opportunities for criminal justice student graduates.

**2. What adjustments are indicated?**

**Explain.** New courses need to be developed and offered in crime scene investigation, forensic sciences, probation, juvenile justice and corrections. It is clear that there is increased student interest in these areas. Furthermore, in an effort to reduce the failure rate for all police applicants from point of application to completion of all training, currently at 99%, a test preparation course that would address written and exams, background investigation and physical agility requirements needs to be added to the program and will be included in the conclusion of this report.

2. **Should a recommendation be written that addresses the data?** x \_\_\_ Yes \_\_\_ No  
(If yes, list.)

\* Percent of fill of each classes at census.

### C. Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

Course	During the early morning before 10 am	During the late am/early pm 10am –1:55 pm	During the late afternoon 2 pm -4:25 pm	During the evening 4:30 & later	During the weekend	During the summer	Via Telecourse	Via Online
AJ 15				1				
AJ 49				1		1		
AJ 100		2	1	1		1		
AJ 103	1			1				
AJ 107				1				
AJ 111				1				
AJ 115	1			1				
AJ 130	1			1				
AJ 131	1			1				
AJ 133				1				
AJ 134				1				
AJ 135	1			1				
AJ 150				1	1			
AJ 170	1			1				

1. **What (if anything) is indicated by the student satisfaction with scheduling?** In the student survey question for recommendations, a number of students felt that more night classes should be offered for the working students. There were also recommendations for on-line courses. This will be addressed in the recommendations section of this report.

2. **Are there time periods of high student demand which are not being addressed?**

No\_\_ Yes \_\_

How could such demand be addressed? As said above, more night sections can be offered; another potential scheduling adjustment that would better meet working student needs would be weekend courses.

3. Should a recommendation be written addressing this area? \_\_ Yes \_\_ No

(If yes, list.) A recommendation for additional offerings during evenings and weekends will be included in this report.

#### D. Retention and Success

## 1. Retention

Instructions: Review and analyze the data on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

*Course (% of all Course Grades)	Fall 2003		Fall 2004		Fall 2005	
	Success	Retention	Success	Retention	Success	Retention
<b>AJ 15</b>	No data		89.3%	82.4%	No data	
<b>AJ 49</b>	94.1%	89.5%	93.5%	81.1%	97.6%	83.7%
<b>AJ 70</b>	62.5%	84.2%	52.6%	95%	No data	
<b>AJ 95/96</b>	90.9%	72.4%	85%	76%	100%	86.7%
<b>AJ 100</b>	68.5%	82.6%	76.2%	78.7%	79.3%	73.5%
<b>AJ 103</b>	84.9%	90.3%	80%	82.1%	88.9%	78.3%
<b>AJ 111</b>	71.1%	88.4%	87.9	91.7%	61.3%	86.1%
<b>AJ 115</b>	84.4%	87.7%	87.1%	83.8%	78.9%	85.1%
<b>AJ 130</b>	77.8%	92.0%	88.3%	89%	82.0%	87.7%
<b>AJ 131</b>	80.3%	87.1%	79%	77.2%	82.7%	81.3%
<b>AJ 133</b>	73.3%	93.8%	85.2%	79.4%	69.2%	83.9%
<b>AJ 135</b>	68.5%	77.6%	77.8%	85.2%	78.8%	66%
<b>AJ 150</b>	80.9%	98.6%	100%	94.4%	100%	78.1%
<b>AJ 170</b>	85.4%	97.6%	90.7%	95.6%	82.1%	84.8%
<b>Program Total</b>	79%	88.1%	85.9%	90%	83.1%	82%

Source: Institutional Research, El Camino College

W's excluded when calculating success rate. Rates are substantially lower when W's concluded.

Retention: The percentage of students retained in courses out of all students enrolled in the course as of the first census date.

Success: The percentage of students who "succeed" in the course out of all students who receive a grade. Success is a grade of A, B, C or CR.

1. Given the data, what trends are observed? **Comment.** Differences in program totals for "success" increased from 2003 to 2004 with a slight decline in 2005. Retention fell off sharply from 2004 to 2005, from 90% to 82%. There are no clear explanations for statistical differences in these years for the program totals. In assessing specific courses, **AJ 100 (Intro to Admin. of Justice)** and **AJ 135 (Police Report Writing)** had slightly lower success and retention percentages overall. AJ 100 tends to attract higher percentages of non-AJ students, those with no prior experience in the discipline, or students who are enrolled in college for the first time. This lack of preparation may negatively impact both success and retention rates. With respect to AJ 135, a writing course, the data may be a reflection on writing skills or motivational factors relative to students enrolling in that specific course.

2. Should a recommendation be written addressing the data? \_\_\_\_\_ Yes      x\_\_\_\_\_ No  
(If yes, list.)

## 2. Success Rate

Instructions: Review and analyze the data on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed? Night enrollment in courses offered in both day and evening sections has had somewhat lower enrollment numbers than day courses. This has been particularly noticeable in AJ 130, 131, 135 and 170. With respect to success rates, and this is based on informal anecdotal information and instructor experience, night students in AJ have been noted to have slightly higher grade trends. The possible reason for this could be the fact that night students tend to be a little older, have job or career experience, and are likely to be more mature based on these factors. On the other hand, night students many times have families which can impact study opportunities, as would full time jobs.

2. Should a recommendation be written addressing the data? \_\_\_\_\_ Yes      x\_\_\_\_\_ No  
(If yes, list.)

**III. Curriculum**  
**A. Course and Content**

**1. Courses Not Offered**

Instructions: Indicate the total number of courses in the program and list all courses in the program which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

<b>Courses*</b>	<b>In Catalogue</b>	<b>Offered</b>
AJ 15 – Vice and Narcotics Investigation	x	x
AJ 48 – Laws of Arrest – PC 832	x	x
AJ 49 – Laws of Arrest and Firearms – PC 832	x	X
AJ 70 – Industrial Security	x	x
AJ 95/96 – Cooperative Career Education	x	x
AJ 99 – Independent Studies	x	x
AJ 100 – Intro to Administration of Justice	x	x
AJ 103 – Concepts of Criminal Law	x	x
AJ 107 – Intro to Corrections	x	x
<b><i>AJ 109 – Into to Patrol Procedures</i></b>	<b>x</b>	
AJ 111 – Criminal Investigation	x	x
AJ 115 – Community and Human Relations	x	x
<b><i>AJ 125 – Traffic Control and Accident Investigation</i></b>	<b>x</b>	
AJ 126 – Juvenile Delinquency and Legal Procedures	x	x
AJ 130 – Principles of the Justice System	x	x
AJ 131 – Criminal Evidence	x	x
AJ 133 – Fingerprint Classification and Investigation	x	x
AJ 134 – Intro to Crime Analysis	x	x
AJ 135 – Report Writing	x	x
<b><i>AJ 136 – Ethics in the Justice System</i></b>	<b>x</b>	
AJ 140 – Basic Security Officer Training	x	x
AJ 150 – Peace Officer Training Module Level III	x	x
AJ 155 – Peace Officer Training Module Level II	x	x
AJ 170 – Laws of Arrest, Search and Seizure	x	x
AJ 190 – Law Enforcement Explorer Academy	x	x

\*This list does not include AJ 59 – 69, and AJ 191, 220, 222 and 224 which are specially designed and limited to active law enforcement personnel and are offered through California Peace Officer Standards and Training in conjunction with local law enforcement agencies.

1. Given the data, are there courses that should be inactivated? x\_\_\_\_\_ Yes \_\_\_\_\_ No

**Comment.** **AJ 109, Patrol Procedures**, hasn't been offered for a number of years. It was pulled from the schedule due to a trend of low enrollment. **AJ 125, Traffic Control and Accident Investigation**, likewise, has not been offered for over 10 years. Similar courses have been developed and are being submitted for approval from the Auto Collision Repair Program. These are: Automobile Collision Investigation, Auto Repair Fraud, Auto Collision Analysis and Automobile Accident Reconstruction.

**AJ 136, Ethics in the Justice System** has not been offered for over 10 years. However, given the importance of the issues addressed in that course in contemporary society's relationship with the criminal justice system, consideration should be given to including that course in future years. It should be pointed out though, that AJ 100 (Intro to Administration of Justice) and AJ 115 (Human Behavior in Communities) both have in course content sections addressing the issue of ethics and police corruption.

2. If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active? See comments with regard to AJ 136, Ethics in the Justice System above.

3. Should a recommendation be written addressing the data?       Yes       No  
(If yes, list.)

## 2. Course Revisions and Additions

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the following:

1. Are there course outlines that should be revised?       Yes       No  
(If yes, list.)

**AJ 135 (Report Writing) should be renamed to "Investigative Report Writing".** Increasing numbers of students are preparing for careers in agencies other than traditional law enforcement, such as probation, corrections, private investigation and corporate investigations. Theory and format taught in AJ 135 apply to these non-traditional law enforcement investigative organizations as well as the more traditional law enforcement organization. This recommendation would be for a *name change only*. No changes in curriculum are required.

AJ 130, Principles of the Justice System, should be renamed, "Criminal Procedures". The current course title is vague and does not accurately reflect the objectives listed in the course outline. The course was previously named, Criminal Procedures. The textbook, in use for at least 12 years, is titled, "*California Criminal Procedures*".

2. Are there courses inconsistent with current practice in the field?       Yes       No  
**Explain.**

3. Should new courses to be added to the program? x \_\_\_\_\_ Yes \_\_\_\_\_ No

**Explain.** As stated above, there has been a clear shift in student interest consistent with changes in the workplace with respect to law enforcement and the justice system. Even though demand for police officers in traditional law enforcement remains strong, new and emerging disciplines, such as crime scene investigation, criminalistics, and probation have resulted in stronger student interest in these related criminal justice fields. An existing course, **AJ 126, Juvenile Laws and Procedures**, which has not been offered for the last 2 years, addresses the issue of probation and corrections, and should be placed back on the schedule with a new instructor hired as soon as possible. **AJ 107, Introduction to Corrections**, is a relatively new course, and it also addresses the subject area of probation. This course should continue to be offered.

Relative to crime scene investigation, some existing courses touch on crime scene investigation issues, but not comprehensively as a course dedicated to this subject would. It is recommended that a new course, "Crime Scene Investigation" be added to the curriculum.

Criminalistics is a science based course and is related to crime scene investigation. Several 4 year universities offer degree programs in criminalistics, and a few offer graduate programs in this field. A cross-curricular course in criminalistics, offered jointly by Administration of Justice and Natural Sciences should be researched to determine feasibility.

Finally, a new course in test preparation that fully addresses the entire testing and background process of public safety applicants would help in reducing the failure rate of 99% from point of application to completion of training for public safety applicants.

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Corequisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success?

\_\_\_\_\_ Yes x\_\_\_\_\_ No \_\_\_\_\_ Uncertain **Comment.**

5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? (If not applicable, skip to Question 7.) N/A

6. Are these degree and/or certificate requirements inconsistent with current practice? \_\_\_ Yes \_\_\_ No

**Explain.** N/A

7. Is there a need to create or delete a degree and/or certificate? \_\_\_\_\_ Yes X\_\_\_\_\_ No

**Explain.**

8. Should any recommendations be written that address the above responses? \_\_\_\_\_ Yes X\_\_\_\_\_ No

(If yes, list.)

## B. Articulation

Instructions: Using the California Articulation Number (CAN) Guide, answer the following questions:

1. Should any of your courses not currently included in the CAN Guide be articulated? **NA**
2. What problems, if any, are there in articulating courses? **NA**
3. Should a recommendation be written addressing above responses?  Yes  No  
(If yes, list.)

## C. Instruction and Assessment

### 1. Learning Methods

**1. What learning methods are incorporated inside and outside the classroom in the program to promote student success?** Administration of Justice courses vary from the more academic law courses such as Laws of Arrest, Search and Seizure, Criminal Evidence and Criminal Law Concepts to the more hands on practical application courses such as Report Writing and Fingerprint analysis. Teaching and learning styles are consistent and keyed to the type of course taught. Most common methods are traditional lecture and discussion format with small group collaborative learning incorporated in some but not all of program courses. Report Writing and Fingerprint Analysis require students to use more practical application and kinesthetic learning styles. Film, audio, power point with high density projection systems are used in approximately two thirds of the courses. Simulation situations are commonly used in report writing criminal procedures and criminal evidence. A mock trial that links AJ 130, Principles of the Justice System with English 1C, Critical Thinking, has been used with some degree of success for over 10 years.

With the college embracing and implementing the concepts of student learning outcomes, it is anticipated that as courses are going through the assessment cycle, adjustments in teaching and learning styles will by necessity occur as individual teachers strive to improve on learning outcomes.

2. Should a recommendation be written addressing above response?  Yes  No  
(If yes, list.)

### 2. Assessment

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

- A) Courses: Administration of Justice Department uses multiple measures to determine how successful students are at mastering course content and demonstrating knowledge. Written examinations and quizzes are most commonly used along with assigned research papers. Practical application exercises are also used in the courses mentioned above. However, as stated above, SLO (Student Learning Outcomes) will significantly change course and program assessments, as individual courses will be normed through assessments with results forcing adjustments in how courses are taught and assessed.
- B) Program: Program assessment typically occurs informally as full time instructional staff evaluates all courses on an annual basis. However, as stated above, in the future, assessments will be in line with SLO concepts, and will be part of a regular assessment cycle.

2. **How do you use the results of the above evaluation to improve student learning and the quality of the program?** Occasionally, specific courses will show indicators of problems in student success and retention areas. These courses are examined and in some cases, students are interviewed informally for feedback on any problems. Oftentimes, such courses are taught by part-time instructors who are observed and counseled regarding problems. In one case, with AJ 126, the instructor was not brought back and the class was cancelled and not re-offered for two years. It has been the responsibility of the two full time instructors to evaluate the program as a whole and make adjustments as necessary. These adjustments have included canceling classes, mentoring instructors and as said above, not returning an instructor.

3. **Should a recommendation be written addressing this area?** X \_\_\_ Yes \_\_\_ No
- Incorporate SLO philosophies and concepts in all courses within the program
  - Provide paid administrative time for part time instructors to learn how to use SLO to improve student learning, and provide on-going support so that part time instructors can develop SLO statements, conduct SLO assessments on an on-going basis.

#### IV. Program Requirements A. Instructional Support

1. Identify key instructional support areas used by the program.

##### Libraries & Programs:

x	Library	x	Special Resource Center	x	Basic Skills Study Center		Library Orientation
	Music Library		Puente Program		Honors Transfer Program		Other (Please list.)
x	Learning Resource Center Media Materials Collection		Assessment/Testing Office	x	Counseling		
x	EOP&S/CalWORKS	x	Transfer Center		First Year Experience		
x	Learning Communities		Project Success		Honors Transfer Program		

**Computer Labs & Tutoring:**

x	LMTC Computer Commons		SRC High Technology Center		Other Computer Lab: Please list.	x	Writing Center
	CAI MAC Lab	x	Writing Lab				LRC Tutorial Program
	CAI Windows Lab		Math & Science Lab				Math Tutoring
	TOP Lab		Keyboarding Center				SRC Tutorial Program
	Hawthorne BTC					x	EOP&S Tutoring
x	Inglewood Center						

**Faculty Support Services:**

x	Graphic Arts	x	Copy Center		Distance Education		Other (Please list.)
x	Media Services AV Production	x	Tech Services Help Desk		Teleconferences		
x	Media Services AV Equipment Distribution	x	Support Staff		Webconferences		
	ECC Vehicles	x	ECC hosted Websites	x	Staff Development		
x	ECC E-mail						

2. Do you have some instructional support needs that are not being met?  Yes  No

**Comment.** Oftentimes, counselors are recommending AJ courses for students who are not prepared for the course or who do not fully understand the program content or course requirements. Periodic consultation between counselors and AJ instructional staff would help reduce some student confusion in these areas. Technical support has been more than adequate as has library support from reference desk personnel, media services, graphic arts and learning resource center, all of which has been used by the AJ program.

3. Should a recommendation be written to address your needs?  Yes  No

(If yes, list.) N/A

**B. Facilities and Equipment**

1. Does the program make effective use of its facilities and equipment? **Explain.**

Yes, although office computers and projection systems need to be upgraded. Equipment has been ordered.

2. Are adequate facilities, equipment and supplies available for the program?  Yes  No

No

**Explain.**

See above

3. Are the facilities and equipment adequately maintained? X\_\_\_\_ Yes \_\_\_\_ No

**Explain.**

Tech Services has been very responsive to computer and audio visual equipment problems. Turn around time has been minimal, and several times, drop in requests were immediately responded to.

4. Should a recommendation be written addressing the data? \_\_\_\_ Yes X\_\_\_\_ No  
(If yes, list.)

### C. Staffing

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** for the most recent fall semester and answer the following questions:

#### FALL 2006

**FTEF (full-time equivalent faculty): # 4.75**

**Number of full-time FTEF: # 2**

**Number of adjunct FTEF: # 16\***

**FT/PT load ratio: 42%/58%**

\*includes police academy staff (6)

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review? Four new classes were added within the last 3 years: These were: Intro to Corrections, AJ 107, Fingerprint Analysis, AJ 133, Crime Analysis, AJ 132 and Introduction to Security, AJ 140.

2. What do the program data indicate? Comment on any trends or unusual data.

The FT/PT load ratio of 42% to 58% is nearly half of the state standard of 75% to 25%. Based upon those numbers only, the hiring of an additional full time faculty member would be justified; however, the part time staff consists primarily of long time professionals, including 3 sitting judges, who provide significant value to the AJ instructional program, and any changes in part time complement, would reduce the effectiveness of the program. No recommendation for change is made in this area.

3. How does the FT/PT ratio benefit or harm the program?

See above comments

4. Do you have a faculty mentoring program? \_\_\_\_ Yes X\_\_\_\_ No

**Describe.** Faculty mentoring has been informal and situational.

5. How does faculty maintain currency in their field? The majority of part time faculty are still active in their fields. The two full time faculty maintain currency through legislative updates, review of court decisions, review of professional journals, periodic courses, in-service training and periodic training conferences. Professional organization membership include: California Police Chief's Assoc., FBI National Academy Assoc., Criminal Investigation Division Agent's Association. One full-time faculty member maintains an on-going relationship with LA County Coroner's Office and LA County Probation Department as part of Cooperative Career Education Internships and through frequent visits and contacts, updates information on death investigation and custody/probation issues.

6. Fill in the faculty status data below and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)

6a. How does this data impact the program? N/A

6b. Will this data affect the program in the future? N/A

7. From this information, can you identify present and future staffing needs?  Yes  No  
**Explain.**

Not from this information. See Section II, Demand, Section III, Curriculum and Section V Conclusion on program analysis and recommendations.

8. What is the department doing to address any future staffing needs? Three classes have been added and one course placed back on the active schedule to help meet growing student demands for corrections, probation, and crime scene investigation instruction. Additional courses will be proposed in the next academic year.

9. Should a recommendation be written addressing the data?  Yes  No  
 (If yes, list.)

### D. Planning

1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful? **Explain.**

The two full-time faculty frequently collaborate on planning, curriculum and program status and direction. One of these members is a participant in the division curriculum committee; the other is an active member of the campus wide standing committee on student learning outcomes and the division council. Additionally, periodic contact is maintained with part time staff on program activities and needs. Formal meetings at the beginning of each semester, or at a minimum at the beginning of the academic year should be conducted to improve communication on program needs and program status.

3. What data, not currently provided, would be needed in order to improve planning for the development of the program? **Explain.**

See above

3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years? As stated earlier in the report, two shifts are occurring in the criminal justice field which will likely impact this program. There is increasing interest in probation and corrections as preferred career fields as opposed to traditional law enforcement. Our program does not yet match that increased interest. Additionally, there is also an increased interest in crime scene investigation and forensic science, which may be fueled in part, by the media's glamorization of these disciplines; but in truth, by also the rapid development of technology in DNA analysis and in computerized fingerprints plus other technological advances in criminal justice, which has created commensurate changes in the industry and provided more job opportunities, especially in the technical areas.

4. What will the implications of these changes or trends be for the program and how will the program need to respond? More emphasis in these areas is required. Additional course offerings in corrections, and specifically probation should be made. On the technical side, a specific course in crime scene investigation is needed as well as a cross-curricular course in criminalistics. Moreover, to address the crucial need for competent legal documentation in nearly all areas of criminal justice, an advanced course in report writing should be brought on line as well.

The police selection process consists of: a comprehensive written examination, oral interview, physical agility test, written psychological test, oral psychological interview, polygraph examination and a background investigation. The background investigation includes criminal history, employment history, neighborhood and reference checks and credit checks. Following this process, comes the training. This consists of a 20 week academy followed by an intensive 16 week on the job training as part of the Field Training Officer program. At the conclusion of all of this, the attrition rate from the point of application is 99%. One percent of the initial applicants is able to make it through this process. This is extremely discouraging to our students who have a belief that a career in law enforcement is attainable through completion of programs such as El Camino's Administration of Justice. It is our belief that these numbers can be improved upon, not only by improved focus on student learning outcomes, but additionally, by the implementation of a course specifically designed to prepare students to take police

examinations and complete the testing and selection process. In light of that, a new course, “test preparation” will be proposed for the Fall '07 semester.

5. Based upon the information above, how would you like the program to evolve within the next five years?

In addition to the courses mentioned above, qualified instructional staff needs to be recruited and hired.

6. Should a recommendation be written addressing the data?      X\_\_\_\_ Yes      \_\_\_\_\_ No  
(If yes, list.)

See Recommendations Section, V.



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