ACADEMIC PROGRAM REVIEW 2015
Administration of Justice Program
El Camino College

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1. Overview of the Program

Description of Program

The El Camino College Administration of Justice Program is a vibrant and growing component of the Industry and Technology Division and the college. The program is both proactive in offering cutting edge educational programs as well as responsive to the needs students and employers we serve. As detailed in the following sections, the Administration of Justice Program had developed classes in Digital Forensics, Homeland Security, and Intelligence Analysis to meet the needs of the fastest growing segment in our industry. In addition, the Administration of Justice Program has partnered with the Transportation Security Agency to provide career enhancement training to their agents. The demand for highly trained law enforcement officers, intelligence analysts, crime scene investigators, and private security officers is expected continue to rise in the foreseeable future.

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.

The Administration of Justice program facilitated the formation of the student run Administration of Justice Club in 2014. The AJ Club was recognized as one of the fastest growing clubs on campus. Meetings offer the students opportunities to network with industry personnel, attend field trips to enhance learning, and network with other students in the program. Research has shown that student engagement in extracurricular activities leads to greater graduation rates.

As detailed in Section 2-D and throughout this document, the faculty members in the Administration of Justice Program maintain strong ties with employers in the region in order to maintain currency in the discipline as well as ensuring their needs are being met. For example, Professor Lewis engaged the South Bay Police Chiefs' Association in the development and support of the Digital-Crimes Certificate program. Professor Fields serves on the Publications Committee of the California Police Officers' Association.

Our program's success can be measured by the number of former El Camino College students who now serve as law enforcement leaders throughout the state. One student, Captain Ryan Stonebraker, California Highway Patrol, is the former commander of Homeland Security for the State of California. In 2014 he was recognized by the El

Camino College Foundation as a Distinguished Alumni. In addition, several of our current faculty members were El Camino College students.

As a regional leader in Administration of Justice education, El Camino College is well positioned to meet the current and future needs of our students and regional employers.

<u>Degrees and Certificates Offered</u>

The Administration of Justice program currently offers Associate of Arts, Associate of Science-Transfer, and a Certificate of Achievement in Administration of Justice. In addition, the program now offers a Certificate of Achievement in Administration of Justice-Forensics which prepares students for positions as crime scene investigators. In 2014 we celebrated our first graduate from the program who has since transferred to Cal-State Dominguez Hills where she is expected to graduate in the spring 2016 semester.

The Administration of Justice program administrators have been working closely with regional employers, four-year transfer colleges, and the college curriculum committee in the development of Certificates of Achievement in Emergency Management & Homeland Security, Digital-crimes investigation, and Corrections (jail and prison employees). Those proposals are discussed in detail in Section 9 of this document

Completion of the Associate in Arts degree requires the student to complete 27 units in the program. The Associate of Science for Transfer option requires the completion of 12 units in the program and six units from other programs. The Administration of Justice Certificate Program requires the completion of 27 units in the program. The Administration of Justice-Forensics Certificate requires completion of 18 units in the program and six units from other programs.

<u>Strategic Initiative Alignment</u>

The Administration of Justice program aligns with El Camino College's Strategic Initiatives **(Appendix A)** in the following ways:

A. STUDENT LEARNING
Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

The faculty in the Administration of Justice Program is well versed in adult learning methods (andragogy) as evidenced by the following:

Three faculty members are California Commission on Peace Officer Standards and Training (POST) Master Instructors. To attain the Master Instructor designation instructors are required to complete a rigors two-year program through the POST Instructor Development Institute (IDI). Curriculum includes topics such as facilitated learning, adult learning activities, adult learning theory, course design, instructional

technology, curriculum design, and designing activities that promote critical thinking. The POST IDI program has become the model for adult learning in the state. There are fewer than 200 Master Instructors in the entire state of California which is evidence of the rigor of that program.

Administration of Justice Program faculty members have been called upon to provide professional development training in adult learning to peers from other disciplines at El Camino College. For example, during the Fall 2014 faculty professional development day Professors Lewis and Fields taught a breakout session on facilitated learning. This session received high reviews and they have been asked to present this training at the Division level.

Professor Fields has recently been certified as a Peer Online Course Reviewer through the California Online Education Initiative. In addition, he has been selected to co-chair a Professional Development Forum for Online Faculty teaching at El Camino College. Professor Fields is currently researching professional development programs as part of his Doctorate in Educational Leadership (Ed.D) studies at Cal-State Long Beach. Professor Fields has been driving the expansion of the Distance Education course offerings for the program by garnering approval for online courses, designing the course curriculum to meet the rigorous standards of the OEI, and mentoring faculty who teach online courses.

Several faculty members use the Etudes Learning Management system to provide additional resources to their on-campus students in lecture based classes.

#StudentSucess is the focal point of the Administration of Justice Program.

B. STUDENT SUCCESS & SUPPORT
Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

In 2014 the student run **Administration of Justice (AJ) Club** was founded with strong input from the faculty members. The club meets twice a month and helps promote student learning though activities including guest speakers, field trips, and activities that build collaboration among the students. Leadership positions in the AJ Club help students build skills that they will need when they enter the workforce. Research has shown that student involvement in extracurricular activities, including campus clubs, lead to higher degree completion and transfer rates.

C. COLLABORATION
Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.

The two full-time faculty members represent the Administration of Justice Program and the Industry & Technology Division by serving on several college committees including:
- Division Council
- Division Curriculum Committee

- Distance Education Committee
- Academic Senate
- Educational Policies Committee (a sub-committee of the Academic Senate)

D. COMMUNITY RESPONSIVENESS

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.

The Administration of Justice **Program Advisory Committee** is made up of leaders in law enforcement, corrections, and private security (**Appendix B**). Input from the Program Advisory Committee is used to project the needs of industry and drives curriculum changes. For example, the Digital-Crime Certificate of Achievement was vetted through the South Bay Police Chiefs' Association who gave their full support to the program (**Appendix C**).

The Administration of Justice Program maintains strong ties with community and professional organizations including:
- South-Bay Police Chiefs' Association (**Appendix C**)
- California Peace Officers' Association – Publications Committee Member
- International Association of Chiefs' of Police
- California Commission on Peace Officer Standards and Training
- AIMS Threat Assessment committee
- California Police Chiefs' Association
- FBI National Academy Associates
- US Army Criminal Investigation Division Agents' Association
- California Association of Administration of Justice Educators
- Los Angeles County Retired Police Chiefs' Association

The Administration of Justice Program partners with the **Transportation Security Administration** to provide on-site educational programs to their agents. Administration of Justice courses are provided at the TSA Los Angeles Airport Headquarters using El Camino College Faculty. This partnership provides the opportunity for their students to earn a Certificate of Achievement which enhances their promotional opportunities within their agency. The TSA has entered into discussions with the Administration of Justice Program to discuss the possibility of offering the courses in the online format. This distance education option has the potential to expand the program to TSA Agents throughout the country on a reimbursable contract basis.

E. INSTITUTIONAL EFFECTIVENESS

Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

The Administration of Justice Program assesses Student and Program Learning Outcomes on a regularly scheduled basis. Data from the assessments is used to strengthen

curriculum and services. All SLOs and PLOs have been assessed in the past five (5) years.

F. MODERNIZATION
Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

In the Fall 2014 semester the Administration of Justice Program moved into the newly build state-of-the-art Industry and Technology Educational Center. The classroom facilities were built to our specifications and include classrooms that allow for adult learning activities. These include oversized classrooms for group learning as well as storage and cleanup infrastructure for Crime Scene Investigation, fingerprinting, and scenario based training. The state of the art media stations allow for access to the internet, multi-media presentations, and even recording of demonstrations for future evaluation. The WiFi capabilities allow students to use their laptop computers and mobile devices to participate in class activities.

Status of Recommendations from Previous Program Review.

Recommendation: Replacement of full-time instructor (already district approved) $100,000
> One of the full-time instructors abruptly retired in 2011. Professor Fields was hired as a replacement full-time instructor in 2012.

Recommendation: Replacement of part-time instructor for AJ 111, Criminal Investigation.
> Professor Fields now teaches AJ 111. Additional adjunct instructors were hired for other classes.

Recommendation: Proposal to add a Certificate of Achievement in Corrections.
> This was not implemented due to budgetary concerns and the shortage of a full-time instructor. It has been re-proposed in the current Program Review (see Section 9).

Recommendation: Outsourcing of editing for AJ 135/AJ109/AJ 130 role playing video tapes/DVD's ($2400)
> Professor Fields well versed in multimedia technology and accomplished this task at no-cost to the college. In addition, all videos are now uploaded to the department's YouTube channel so they are accessible to students 24/7/365.

Recommendation: Increase in office supply budget to maintain white boards on 2nd floor, Administration Building (202, 204, 206, 208, 209) $500
> This was accomplished prior to our move to the new building.

Recommendation: Purchase digital camera to document simulated crime scenarios and crime scenes, $200
> One camera was purchased in 2013.

Recommendation: Re-supply CSI and Fingerprint equipment, $2000

> In the past, members of our Program Advisory Committee had donated these supplies to the Administration of Justice Program. During the budget crises that affected all governmental agencies, they could no longer afford to continue this practice. As such, these supplies are now a budgeted item and are replaced on an as needed basis.

Recommendation: Replacement of all 60 permanently affixed chairs attached to the curved student tables in Administration Building, Room 206.

> This was not implemented due to the proposed move to the new building which was accomplished in 2014.

2. Analysis of Research Data

The El Camino College Institutional Research & Planning department compiled data on the Administration of Justice Program for the time period of the 2010-11 academic-year through the 2014-14 academic year (**Appendix D**). The following data was extracted from the reports.

Head count of students

> The AJ Program enrolled an average of 854 total students in classes with the average student taking 1.7 classes students for an average seat count of 1,462 per A/Y. The enrollment has remained consistent over that time period taking into account the number of course sections offered has varied. With the proposal of offering additional sections through the distance education option, the student head count is expected to rise over the next four years.

> The AJ Program serves a diverse population reflective of our community **(Appendix D).** In the Fall 2013 semester 65% of the students were Hispanic and 16% were African-American. Almost half of our students are female which is notable given that law enforcement is still a predominately male profession. The International Association of Chiefs'' of Police has recommended recruiting a more diverse workforce in law enforcement. As such, the program has hosted recruiters from a number of different agencies including the California Highway Patrol, Los Angeles Police Department, Los County Sheriffs' Department, Federal Bureau of Investigation, and the Transportation Security Administration to name a few.

> Twenty-eight percent of the students indicated their goal as transfer to a four-year college. The Associates of Science Transfer option allows students that opportunity. Counselors are invited to the classrooms to advise students about their services. In addition, the Industry and Technology Division now offers drop in counseling within the Industry and Technology Educational Center just a few steps from our classrooms.

Course Grade Distribution/Success Rates

> Success rates (students earning a C grade or better) were an average of 70.6%, just slightly above the standard of 69.4%. During Student Learning Outcome assessments conducted

during the 2013-2014 A/Y it was discovered that some adjunct instructors were not properly processing their Active Enrollment student drops. As such, those students who stopped attending class at some point during the semester were awarded an "F" grade. This undoubtedly impacted the grade distribution and success rates. Controls have now been instituted to ensure faculty process their Active Enrollment drops of non-attending students.

Success Rates in Distance Education

Success rates in distance education during the reporting period were substantially lower than the standard of success. During that time period the program offered only one section of AJ 100- Introduction to Administration of Justice taught by one faculty member. Program administrators recognized the issue prior to it being reported and assessed the course and instructor. Research shows that student success and retention rates for first time online students are considerably less than students who have completed one or more courses in the online format. As AJ 100 is the introductory course in the program, many of its students are first time online students. The instructor for this course was one of the instructors identified as not having completed the Active Enrollment drops. In addition it was determined the instructor was underprepared for online instruction and volunteered to be reassigned to a non-distance education course.

Professor Fields began teaching this course in 2014. Professor Fields is highly trained in online andragogy, is completing research for his dissertation on the subject of online education, is a member of the Distance Education Committee, is a facilitator for the El Camino College Distance Education Institute, and has been selected by the California Community College Online Education Initiative as a Peer Online Course Review expert.

Self-reported data indicates a 91% success rate and an 88% retention rate (after the census date) during fall 2014 semester. Two additional instructors recently completed the Online Teaching Certification and will begin teaching online courses in the Spring 2016 semester.

Retention Rates:

Retention rates (students still on the roster at the end of the semester) for the AJ Program were 86.9% for the Fall 2013 semester. This is higher than many programs however the actual number is slightly lower as this figure includes students who were not properly dropped from the course using the Active Enrollment drop process. Procedures are now in place to remind faculty to properly use the Active Enrollment drop process.

Section Fill Rates

Section fill rates have remained high for the past four year and range from 107% in 2010 when additional sections of courses were cut to 93.9% in 2013 as additional course sections were added back into the schedule.

Scheduling

The Administration of Justice Program sequences its courses so they are offered on a day and evening alternating schedule. This allows students who are traditionally either day or evening students to complete their degree in a timely manner. In addition, the program

has increased the number of online course offerings to meet the needs of distance education students.

Recommendations

The distance education component of the Administration of Justice Program has expanded during this reporting period. Up until 2013 the program only offered one course online. The program now offers four courses in the online format with additional courses currently in approval pipeline. In addition, two additional instructors have been certified to teach online. In order to meet the needs of our students the El Camino College Administration of Justice program will be expanding its online course offerings as detailed in Section 9 of this document.

3. Curriculum Review

Review timeline

Curriculum review occurs on a rotating basis with all curriculum having been reviewed in the past four years. Nine (9) of the programs' courses were reviewed and aligned with the California Community College Chancellors' Office Course Identification Numbering System (C-ID) in 2013-14. Alignment with C-ID allows courses to seamlessly transfer to the California State University System.

Course Additions

Since the previous Program Review, the Administration of Justice Program has added the following courses:
- AJ 10 - *Introduction to Homeland Security*
- AJ 11- *Intelligence and Security Management*
- AJ 12 - *Transportation and Border Security Management*
- AJ 142 – *Digital Forensics*

These courses were developed to meet the evolving needs of employers in the region and prepare students for the increase in demand in the Homeland Security and Digital-crimes sectors. Development of these courses was driven by input from the Program Advisory Committee.

Course Inactivation

AJ 15- *Introduction to Narcotics and Vice Investigation* was inactivated as a stand-alone course due to changes in the criminal justice system which now places a lower emphasis on enforcement of drug related offences. The relevant portions of the curriculum were included in AJ 111 – *Criminal Investigations* course.

Distance Education

Since the previous Program Review, the Administration of Justice Program has expanded its distance education course offerings to include the majority of the program's courses now having the distance education option. The program currently offers two courses per semester and one in the summer session in the distance education format. As additional faculty receive their Online Teaching Certification from the college, additional online

sections will be offered. The goal is to begin offering a fully online degree option starting in the Fall 2016 semester.

These efforts are being driven by several factors including the Community College Chancellors' Offices' Online Education Initiative as well as the projected changing demographics of our students. As the 0-17 year-old population in the nation continues to fall, the demographic of California Community College students is rapidly changing to include more working adults and mid-career professionals (as reported by multiple sources including the California Public Policy Institute and the Chronicle of Higher Education). Many of these students prefer online courses which allow them the flexibility to complete their education while working full-time and raising a family. Research has shown that this demographic has a substantially higher success rate in online courses than the traditional California Community College student.

Professor Fields has been certified as a Peer Online Course Reviewer by the Online Education Initiative. The OEI uses a rubric to evaluate online courses that will be offered on the statewide course exchange. Professor Fields uses his training and doctoral research to evaluate his peers teaching online courses in the Industry and Technology Division. This will help ensure our course offerings are meeting the highest standards in the business.

Meeting Students' Needs

From 2009-2012 the number of section offerings for each course was scaled back due to budgetary constraints in the State of California and Community College system. Classes during that time period were consistently filled to capacity with long wait lists and students were turned away. The fiscal outlook has improved with the improving economy and the passage of Proposition 30 which provided dedicated funding for the Community College system. As such the program has been reinstating section offerings of courses to meet the demand. Courses are still regularly filled to capacity however fewer students were turned away from courses in the Fall 2015 semester. All courses required for a degree or transfer have been offered during the past two years. Students who attend full-time with the goal of graduation or transfer are able to complete the program in a timely manner.

Recommendations

Current enrollment in the AJ 10, 11, & 12 courses taught on campus has been low. This can be attributed to several factors including the courses being new and relatively unknown as well as their currently being stand-alone courses. These courses will soon be added to the proposed Homeland Security Certificate which will enhance their popularity. In addition, it is recommended that these courses be better promoted by the program. Promotion will include email blasts to current students, presentations to the AJ Club, and flyers available in the Division office.

AJ 142, Digital Forensics, is in the final approval stages and should be approved in by 2016. It is recommended this course offered as soon as it is approved.

4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)

The Student and Program Learning Outcomes are aligned to ensure successful assessment of the program. Administration of Justice Program Student and Program Learning Outcomes are assessed on a three year rotating schedule (**Appendix F**). One hundred percent (100%) of the program's Student Learning Outcomes have been assessed during the past three years.

In 2014 nine Administration of Justice courses (AJ 100, 103, 107, 109, 111, 115, 126, 132, 126, and 130) were aligned with the Community College Chancellors' Office Course Identification Numbering System (C-ID), a process that allows for the seamless transfer of courses to the California State University System. During the alignment process several SLOs were rewritten to meet the new statewide standards. The fact that the SLOs for those courses have been vetted at the State level adds to their reliability.

Student Learning Outcomes and Course Learning Objectives are included in the syllabi of all courses. SLOs are discussed with the students on a regular basis. Professor Fields has created multimedia videos describing the SLOs for the AJ 100 – Introduction to Administration of Justice course. The California Community College Chancellors' Office Online Education Initiative has created a rubric for exemplary online courses. One category of the rubric lists the requirement that course activities be aligned with specific SLOs and CLOs. Professor Fields was recently certified as a Peer Online Course Reviewer for the OEI. He has begun the process of explaining how each of his course assessments and assignments align with the SLOs and CLOs for each online as well as on-campus courses. It is a goal to have this practice become the standard for the Administration of Justice Program.

Results of the SLO assessments are analyzed to determine if outcomes are being met. When outcomes are not being met a review is commenced to determine if there are deficiencies that require correction. This process involves stakeholders including the students, faculty, curriculum committee, and deans. In those cases where deficiencies are discovered, corrective action is immediately undertaken. Here is a sampling of corrective action that has occurred in the past four years.

One course, AJ 170- Laws of Arrest, taught by a single faculty member was not achieving the standard for success in SLOs. It was discovered that that faculty member had not been processing the Active Enrollment student drops (those students who had stopped attending class). Students who stopped attending class were by default not completing the SLO assessment activity thus receiving a score of zero. The faculty member was including the data from those students who did not complete the SLO assessment activity in his results resulting in a lower success rate being reported. A process has been put in place to remind all faculty members to process their Active Enrollment drops of non-attending students.

An SLO review of AJ 170- Laws of Arrest, determined the curriculum had been updated to new standards due to changes in criminal case law and one of the SLOs was no longer applicable. That SLO statement was amended to meet the new standard.

One faculty member teaching AJ 100, Introduction to Administration of Justice, had consistent lower SLO assessment scores when compared to other faculty members teaching that course. It was determined that the faculty member required additional training in modern instructional methods which include learning activities. This faculty member is now being mentored by the two full-time faculty members.

Discussions, assessment, and revisions of the program's course SLOs has been and will continue to be a dynamic process with input from the appropriate stakeholders.

5. Analysis of Student Feedback

Student Follow-Up Survey

The *Administration of Justice Major Follow-Up Survey* was conducted in the spring of 2015 (**Appendix G**). Students who declared their major as Administration of Justice during the 2009-2010 academic year were contacted for a five-year follow-up. The survey was administrated over a two month span in three waves with those having responded removed from subsequent waves. Surveys were first administrated via an online platform, followed by telephone administration, and ending with paper survey administration via mail. Seventy-six online surveys, ten telephone surveys, and fifty-four paper surveys were collected. A total of 140 surveys were collected from the 1600 sampled for a response rate of 9%. Below are a synopsis of that survey:

Education
- 51% of the respondents received a degree or certificate
- 27% A.S. degree in Administration of Justice
- 12% A.S. degree in another major
- 5% Certificate of accomplishment in Administration of Justice
- 1% Certificate of accomplishment in another major
- 4% transferred to a four-year institution
    - 19% to CSU Dominguez Hills
    - 8% to CSU Los Angeles
    - 5% to CSU Long Beach
- 12% are still working towards their degree or certificate

Employment
Applying to an agency within Criminal Justice System
- 40% have applied
- 23% have been hired
- 11% have just applied
- 6% in the background check process

- 31% have yet to apply but plan to
- 28% have no plans to apply

Hired by law enforcement agency or related field
- 8% police department or sheriff's department
- 5% private security (corporate-industrial-loss prevention-other)
- 1% federal law enforcement agency

The hiring process for sworn law enforcement officers is very rigorous with only one in every 100 applicants (1%) from the general population making the final cut. In addition, the hiring process can take 8-15 months and involve multiple phases of testing. The hire process for non-sworn positions is only slightly less rigorous. Many applicants give up or chose to withdraw from the process and take positions in related fields such as loss prevention or private investigations. Community college students are better prepared for the hire process and subsequent police academy training. One study by the California Highway Patrol found that students with an Associate's Degree were twice as likely to successfully complete the academy and be appointed as police officers.

The response rate for the survey (10%) was disappointing however it is typical of community college students who often don't remain connected to their institutions. Colleges that do a better job of tracking their alumni have stronger Foundations and connections to their communities. The Administration of Justice Club uses social media including Facebook to stay connected to students. We will be looking at methods to build a stronger alumni network.

6. Facilities and Equipment

The Administration of Justice Program moved into state of the art facilities in the Industry and Technology Educational Center in the Spring 2015 semester. The classrooms were built to our required specifications and will meet our purposes for the foreseeable future. The new ITEC classrooms are equipped with new computers and multi-media presentation centers.

Immediate needs
Law enforcement officers, like the majority of professions, has grown to use technology in its day to day operations. Most police reports are now written on in patrol car computers commonly referred to as Mobile Data Terminals. The AJ 135 course is in need of 40 laptop computers installed in the classroom to simulate this procedure. Cost for these computers is estimated at $20,000. Annual maintenance is estimated to be $1,000.

7. Technology and Software

Classroom Technology

The Administration of Justice Program uses the standard computer software that comes preinstalled with the computers. The multi-media presentation centers allow for the use of audio, video, and demonstration presentations in the classroom. These assets are used to their fullest as facilitated learning is the norm in our program. For example, students use these assets to make classroom presentations several times a semester.

Instructional Software- Crime Scene Documentation
The AJ 111- Criminal Investigations includes Course Learning Objectives that address the proper documentation of crime scenes. AJ 142 – Digital Forensics (pending approval) includes Course Learning Objectives that address digital forensics.

The current industry standard is digital documentation of crime scenes. Software and hardware for crime scene documentation runs anywhere from $6,000 to over $100,000 depending on which system a law enforcement agency determines meets their needs. A basic system appropriate for instructional purposes will cost approximately $4,500.

Recommendations:
Purchase the hardware and software for digital crime scene documentation and digital forensics at a cost of $7,500. Annual maintenance for the software including updates is estimated to be $500.

8. Staffing

Current Staffing
The El Camino College Administration of Justice (AJ) program is currently staffed by two full-time equivalent faculty members (FTEF) and 19 adjunct instructors. The program serves over 1,900 students annually. The full-time faculty are responsible for program management, including assessment, of 25 different courses offered through 56 sections as well as severing on nine (9) campus committees. The administrative duties of the full-time faculty currently take up a significant amount of their time, reducing their abilities to focus on student success. In addition, the AJ program is in the growth mode.

Recommendations for increased staffing
This proposal justifies the hiring of two additional FTEF for the Administration of Justice Program in order to increase student success, comply with Title 5, and comply with direction from the California Community College Chancellors' Office.

Justification
The current full-time faculty members teach 21 of the 56 sections of Administration of Justice Courses offered each year for a FTEF/part-time ratio of 37.5%/62.5%; well below the Title 5 recommended 75%/25% ratio. In addition, the average WSCH/FTEF ratio for the program is 520 with some courses as high as 627, well above the average of 300-400. The El Camino College Administration of Justice program currently offers 25 courses spread over 56 sections enrolling over 1,900 students annually. The program offers A.A. and AS-T degrees as well as Certificates of Achievement in Administration of Justice as well as Crime Scene Investigation. Two additional courses and a Certificate in Homeland Security are currently in the proposal/approval process.
The AJ program is currently in a growth mode.
Hiring in the Administration of Justice sector is expected to remain strong over the next decade in both the public as well as private sector.
The Program is currently proposing to add additional course offering to meet demand for Homeland Security jobs as well as investigative jobs.
Most of the current course sections fill up quickly and have long wait lists.
Online course offerings in the AJ Program have increased 300% in the past two years.
The California Community College Chancellors' Office's Online Education Initiative is driving the push to further increase the number of online courses in the Program. The Administration of Justice Program has proposed offering a 100% online degree/certificate program in order to meet the needs of students as well as remain competitive with other regional colleges.

California Code of Regulations - Title 5, Education Code, Section 87482.6[a] states that "…at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time [FTEF] instructors." The California Community College Chancellor's Office (2014) reports that the current system-wide FTEF/adjunct faculty ratio is 56/44%. The El Camino College Administration of Justice Program is staffed by two (2) full-time faculty and 17 adjunct faculty.
The current FTEF are responsible for the following duties:

Classroom instruction for 21 courses a year.
Student Learning Outcome development and assessment for all 25 courses
Evaluation of all 17 adjunct faculty in the program
CTE 2-year course review for all courses to ensure compliance with local standards,
Course Identification (C-ID) standards and Title 5 regulations.
Program review and assessment
Advisors to the student run Administration of Justice Club
The criminal justice subject matter changes on a regular basis driven by court decisions, regulatory changes, and ballot initiatives often requiring curriculum revisions several times a year in addition to the two-year review.
In addition, due to the level of expertise of the current full-time faculty (both prior law enforcement managers), they are regularly tasked to provide their expertise to other projects including Strategic Planning, Professional Development activity facilitators, and college administration.

The current FTEF also serve on the following campus committees:
- Academic Senate
- Educational Policies Committee
- Industry and Technology Division Council
- Division Curriculum Committee
- Program Advisory Committee
- Distance Education Committee
- Scholarship Committee
- Strategic Planning Committee
- Ad-hoc hiring committees

Furthermore, in order to remain current in industry standards, the full-time faculty also participate in the following organizations/activities:
- California Peace Officers' Association –
- Publications Committee
- Awards Committee
- South-bay Police Chief's Association
- California Commission on Peace Officer Standards and Training (POST) professional development training.
- Distance education professional development conferences
- Curriculum development and assessment

There is overwhelming justification for hiring two additional full-time faculty members for the Administration of Justice Program.

9. Future Direction and Vision

The field of Administration of Justice Program is in the growth mode. Employment in the Homeland Security, Digital-crime Investigations, and corrections job market is expected to increase for the foreseeable future. In addition, the Online Education Initiative and market forces are driving the increased need for online course offerings. In order to meet future employment and educational needs of our students the program proposes the following:

Hire two (2) additional full time faculty members
The El Camino College Administration of Justice (AJ) program is currently staffed by two full-time equivalent faculty members (FTEF) and 19 adjunct instructors. The program serves over 1,900 students annually. The full-time faculty are responsible for program management, including assessment, of 25 different courses offered through 56 sections as well as severing on nine (9) campus committees. The administrative duties of the full-time faculty currently take up a significant amount of their time, reducing their abilities to focus on student success. See Section 8 above for full justification.

Emergency Management and Homeland Security Certificate of Achievement.
This is an outgrowth of the national response to terrorism and counter-terrorism. This certificate was unanimously supported by the South Bay Police Chiefs' Association. This certificate combines a number of courses that are already offered and meets the needs of students seeking employment in that discipline. Employment in this area is projected to increase over the next 10 years (**Appendix H**).

Digital Crimes Investigation Certificate of Achievement. This certificate was proposed by the Program Advisory Committee as well as market research. This proposal will use existing and recently approved courses to offer a 21 unit certificate in Digital-crimes investigations. Recent high profile crimes involving companies such as Sony Pictures and Target stores have spotlighted the need for students with the ability to detect and investigate these crimes.

Corrections Certificate of Achievement. This certificate was suggested by the Program Advisory Committee and market research of existing employers. The multiple disciplinary certificate will combine existing courses from Administration of Justice Program with courses in Sociology and Psychology to create a 21 unit certificate program.

Online completion of a AA or AS-T degree in Administration of Justice. The Online Education Initiative is seeking to increase access and student success by increasing the number of online degree programs. Over the past two years The Administration of Justice Program has sought and received approval for several courses to be offered in the distance education format. Beginning with the Fall 2016 semester the program will have the ability to offer a 100% online degree. One full time and three adjunct faculty members have completed the Online Teaching Certification course. The program currently offers two online course a semester with high demand for those courses. We will begin scheduling

additional courses in the Fall 2016 semester with the cycle allowing for a full-time student to complete their degree in two years.

Instructional Software- Crime Scene Documentation
The AJ 111- Criminal Investigations includes Course Learning Objectives that address the proper documentation of crime scenes. AJ 142– Digital Forensics (pending approval) includes Course Learning Objectives that address digital forensics.

The current industry standard is digital documentation of crime scenes. Software and hardware for crime scene documentation runs anywhere from $3,000 to over $100,000 depending on which system a law enforcement agency determines meets their needs. A basic system appropriate for instructional purposes will cost approximately $4,500.

10. Prioritized Recommendations

Recommendations	Cost Estimate	Strategic Initiatives
1. Hire two (2) additional full time faculty members	$200,000	A, B, C, D
2. Purchase laptop computers in the AJ 135, Report Writing classroom to simulate real world conditions	$20,000	A, B, C, D
3: Purchase Classroom Supplies	$3,100	A, B, C, D,E,F
4. Instructional Software/hardware for Crime Scene Documentation	$7,5000	A, B, C, D,E,F
5 Approve the Emergency Management and Homeland Security Certificate	No cost	A, B, C, D
6. Approve Digital Crimes Investigation Certificate of Achievement	No cost	A, B, C, D
7. Approve Corrections Certificate of Achievement	No cost	A, B, C, D
8. Increase distance education course offerings to allow students to complete of an online AA or AS-T degree	No cost	A, B, C, D

Justification for Recommendations

Recommendation 1: Hire two (2) additional full time faculty members
> The El Camino College Administration of Justice (AJ) program is currently staffed by two full-time equivalent faculty members (FTEF) and 19 adjunct instructors. The program serves over 1,900 students annually. The full-time faculty are responsible for program management, including assessment, of 25 different courses offered through 56 sections as well as severing on nine (9) campus committees. The administrative duties of the full-time faculty currently take up a

significant amount of their time, reducing their abilities to focus on student success. In addition, the AJ program is in the growth mode.

California Code of Regulations - Title 5, Education Code, Section 87482.6[a] states that "…at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time [FTEF] instructors." The California Community College Chancellor's Office (2014) reports that the current system-wide FTEF/adjunct faculty ratio is 56/44%. The El Camino College Administration of Justice Program is staffed by two (2) full-time faculty and 17 adjunct faculty.
The current FTEF are responsible for the following duties:
Classroom instruction for 21 courses a year.
Student Learning Outcome development and assessment for all 25 courses
Evaluation of all 17 adjunct faculty in the program
CTE 2-year course review for all courses to ensure compliance with local standards, Course Identification (C-ID) standards and Title 5 regulations.
Program review and assessment
Advisors to the student run Administration of Justice Club
The criminal justice subject matter changes on a regular basis driven by court decisions, regulatory changes, and ballot initiatives often requiring curriculum revisions several times a year in addition to the two-year review.
In addition, due to the level of expertise of the current full-time faculty (both prior law enforcement managers), they are regularly tasked to provide their expertise to other projects including Strategic Planning, Professional Development activity facilitators, and college administration.

The current FTEF also serve on the following campus committees:
- Academic Senate
- Educational Policies Committee
- Industry and Technology Division Council
- Division Curriculum Committee
- Program Advisory Committee
- Distance Education Committee
- Scholarship Committee
- Strategic Planning Committee
- Ad-hoc hiring committees

Furthermore, in order to remain current in industry standards, the full-time faculty also participate in the following organizations/activities:
- California Peace Officers' Association –
- Publications Committee
- Awards Committee
- South-bay Police Chief's Association
- California Commission on Peace Officer Standards and Training (POST) professional development training.
- Distance education professional development conferences

- Curriculum development and assessment

There is overwhelming justification for hiring two additional full-time faculty members for the Administration of Justice Program.

Recommendation 2: Purchase laptop computers to be installed in the AJ 135, Report Writing classroom.

Law enforcement officers, like the majority of professions, has grown to use technology in its day to day operations. Most police reports are now written on in patrol car computers commonly referred to as Mobile Data Terminals.

Students in the AJ 135, Report Writing course continue to prepare handwritten reports due to lack of technology in the classroom. This puts our students at a disadvantage. The AJ 135 course is in need of 40 laptop computers installed in the classroom to simulate real world practice and procedure. Initial cost for these computers is estimated at $20,000. Annual maintenance is estimated to be $1,000.

Recommendation #3: Purchase Classroom Supplies
AJ 133 Annual supplies used: Fiberglass and magnetic fingerprint brushes Bi-chromatic conventional and magnetic powders Clear and frosted fingerprint lift tapes Fingerprint lifting cards Fingerprint printers ink Fingerprint cards Gloves. $1000
AJ 133- Fingerprint Classification and Investigation requires one time replacement of (35) Magnifiers which allow students to read and classify fingerprints @ a cost of $54.50 each. Total cost of $1635 .
Supplies for the AJ 132 Forensic CSI course. Supplies including latex gloves, Luminol, shake and cast, evidence envelops, evidence tape, crime scene tape, fingerprint supplies.
Five (5) Classroom Forensic Supply Kits annually for use by students in AJ 111, Criminal Investigations. Classroom Forensic Supply Kits are used by the students during Learning Activities. Kits cost $65 each and five (5) are needed on an annual basis.
Classroom supplies for Learning Activities. These supplies include flip-charts, flip chart easels, marking pens, and other devices.

Recommendation #4. Purchase Instructional Software- Crime Scene Documentation

The AJ 111- Criminal Investigations course includes Course Learning Objectives that address the proper procedure for documentation of crime scenes. AJ 142– Digital Forensics (pending approval) includes Course Learning Objectives that

address digital forensics. Assessments for the AJ 111 course include documenting a simulated crime scene.

The current industry standard is digital documentation of crime scenes using computers and digital measuring devices. Software and hardware for crime scene documentation runs anywhere from $6,000 to over $100,000 depending on which system a law enforcement agency determines meets their needs.

A basic system appropriate for instructional purposes will cost approximately $7,500. Annual maintenance for the software including updates is estimated to be $500.

Recommendation #5: Approve the Emergency Management and Homeland Security Certificate

The Administration of Justice program administrators have been working closely with regional employers, four-year transfer colleges, and the college curriculum committee in the development of Certificates of Achievement in Emergency Management & Homeland Security. Since the previous Program Review, the Administration of Justice Program has added the following courses:

- AJ 10 - *Introduction to Homeland Security*
- AJ 11- *Intelligence and Security Management*
- AJ 12 - *Transportation and Border Security Management*

This is an outgrowth of the national response to terrorism and counter-terrorism. This certificate was unanimously supported by the South Bay Police Chiefs' Association. This certificate combines a number of courses that are already offered and meets the needs of students seeking employment in that discipline. Employment in this area is projected to increase over the next 10 years (**Appendix H**).

Recommendation #6: Approve the Digital Crimes Investigation Certificate of Achievement

This certificate was proposed by the Program Advisory Committee as well as market research. This proposal will use existing and recently approved courses to offer a 21 unit certificate in Digital-crimes investigations. Recent high profile crimes involving companies such as Sony Pictures and Target stores have spotlighted the need for students with the ability to detect and investigate these crimes.

The Administration of Justice program administrators have been working closely with regional employers, four-year transfer colleges, and the college curriculum committee in the development of a Certificate of Achievement in Digital-crimes investigation. The proposed Digital-Crime Certificate of Achievement was vetted through the South Bay Police Chiefs' Association who gave their full support to the program (**Appendix C**).

Recommendation #7: Approve the Corrections Certificate of Achievement

The Corrections Certificate of Achievement prepares students for employment as correctional officers in jails and prisons. The "baby-boomer" population of current correctional officers is rapidly reaching retirement age creating a strong demand in this segment. This Certificate was proposed in the previous Program Review however not implemented due to course section reductions that resulted from the Great Recession. Those sections have been reinstated making approval of this Certificate viable at this time. The multiple disciplinary certificate will combine existing courses from Administration of Justice Program with courses in Sociology and Psychology to create a 21 unit Certificate program.

Recommendation #8: Increase online course offerings to allow students to complete an AA or AS-T degree online.

These efforts are being driven by several factors including the Community College Chancellors' Offices' Online Education Initiative as well as the projected changing demographics of our students. As the 0-17 year-old population in the nation continues to fall, the demographic of California Community College students is rapidly changing to include more working adults and mid-career professionals (as reported by multiple sources including the California Public Policy Institute and the Chronicle of Higher Education). Many of these students prefer online courses which allow them the flexibility to complete their education while working full-time and raising a family. In addition, research has shown that this demographic has a substantially higher success rate in online courses than the traditional California Community College student.

The Online Education Initiative is seeking to increase access and student success by increasing the number of online degree programs. Over the past two years the Administration of Justice Program has sought and received approval for several existing courses to be offered in the online format. Beginning with the Fall 2016 semester the AJ program will have the ability to offer a 100% of the required courses for a degree in the online format.

One full time and three adjunct faculty members have completed the Online Teaching Certification course. The program currently offers only two online courses each semester with high demand for those courses. We will begin seeking approval for the scheduling additional online course sections in the Fall 2016 semester with the cycle allowing for a full-time student to complete their degree in two years.

APPENDIX A

COLLEGE MISSION AND STRATEGIC INITIATIVES

ECC MISSION STATEMENT:

El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

STRATEGIC INITIATIVES for 2015-2020

A. STUDENT LEARNING
Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

B. STUDENT SUCCESS & SUPPORT
Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

C. COLLABORATION
Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.

D. COMMUNITY RESPONSIVENESS
Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.

E. INSTITUTIONAL EFFECTIVENESS
Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

F. MODERNIZATION
Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

APPENDIX B

El Camino College – Administration of Justice Program Advisory Committee			
Title	**Name**		**Agency**
Lieutenant	Jaime	Bermudez	El Segundo Police Department
Mr.	Roberto	Causey	El Camino College
	Kendall	Davis	
Ms.	Makisha	Diggins-Davis	LA County Probation Officer
Lt.	Scott	Doukakis	El Segundo Police Department
Ms.	Gail	Doukakis	
Lieutenant	Speros A.	Doumas II	South Los Angeles Area CHP
Chief	Robert	Fager	Hawthorne Police Department
Mr.	Mark	Fields	El Camino College
Chief	Eva	Irvine	Manhattan Beach Police Department
Mr.	James	Lally	POST Instructor
Chief	Joe	Leonardi	Redondo Beach Police Department
Mr.	Ray	Lewis	El Camino College
Ms.	Cornelia	Lyles	ECC Compton Center
Lt.	Cheryl	Mac Willie	LA Coroner's Office
Lt.	Mike	Marshall	Inglewood Police Department
Mr.	Don	Mason	Los Angles County
Chief	Mark A.	Matsuda	Torrance Police Department
Lt.	Milton	McKinnon	Hermosa Beach Police Department
Chief	Ed	Medrano	Gardena Police Department
Chief	Sharon	Papa	Hermosa Beach Police Department
Mr.	Geoff	Rizzo	Torrance City Council
Ms.	Andrea	Roberson	El Camino College
Ms.	Linda	Schuetze	Evidence Technician/Fingerprint Expert (Retired)
Mr.	Oscar	Serrano	POST Coordinator El Camino College
Mr.	John	Skipper	Redondo Beach Police (Retired) El Camino College
Judge	John	Slawson	Los Angeles County Superior Court Judge
Mr.	Mike	Smith	Los Angeles County Sheriffs' Department (retired)
Chief	Mitch	Tavera	El Segundo Police Department
Asst. Director	John	Torres	Alcohol Tabaco & Firearms
Chief	Michael	Trevis	El Camino College
Captain	Bob	Turnbull	El Segundo Police Department
Captain	Mark	Velez	Palos Verdes Estates Police Department
Chief	Linda	Wiley	Palos Verdes Estates Police Department
Captain	Dan	Winters	LA Coroner's Office
Lieutenant	Doug	Young	South Los Angeles Area CHP

APPENDIX C

<div align="center">June 11th, 2015</div>

To: South Bay Police Chief's Association

From: Ray Lewis, Administration of Justice Department, El Camino College

Subject: Request for support for new course/certificate program, "Digital Evidence" (new course); "Computer/Cyber Crimes" (new certificate program)

As we have done in the past, El Camino College is asking the South Bay Police Chief's Association for a written letter of support for the above additions to our curriculum. The California Community College Chancellor's Office requires "Industry" input and feedback on any curricular changes or additions in Career Technical Courses, of which Administration of Justice is one. In our case, our Industry, of course, would be law enforcement and other criminal justice agencies within our district. The purpose for such collaboration is clear: Our programs should align with the needs of the agencies and communities we serve.

We are appreciative of the long term support we have received from our law enforcement counterparts. In the recent past, certainly with assist from your organization, El Camino College Administration of Justice was able to develop and get approval for our Crime Scene Investigation course, the cornerstone for our Forensics certificate program, now a regular part of our curriculum.

In this instance we have developed a digital evidence course, which is currently in the approval process. This course is intended to be the cornerstone of a computer/cyber-crimes certificate program. The approval process is quite arduous. Your support would greatly assist us in this process.

Thank you.

Ray Lewis

Administration of Justice

El Camino College

APPENDIX C

C I T Y   O F
TORRANCE

POLICE DEPARTMENT

MARK A. MATSUDA
CHIEF OF POLICE

July 8, 2015

Mr. Ray Lewis
Administration of Justice Deparment
El Camino College
16007 Crenshaw Blvd.
Torrance, CA 90506-0001

Dear Mr. Lewis:

On behalf of the South Bay Police Chiefs Association, El Camino College Police Department, El Segundo Police Department, Gardena Police Department, Hawthorne Police Department, Hermosa Beach Police Department, Inglewood Police Department, Manhattan Beach Police Department, Palos Verdes Estates Police Department, Redondo Beach Police Department, and the Torrance Police Department, we offer our strong support for the new course/certificate program, "Digital Evidence" / "Computer/Cyber Crimes" that El Camino College is proposing to add to their Administration of Justice curriculum.

As the rapid acceptance of computer technology and computer market have grown, the field of digital forensics has become increasingly important. It also has created interesting challenges for law enforcement agencies. In today's society, computers are used more and more as tools in the commission of crimes. With the aid of personal computers, crimes such as embezzlements, theft, and extortions are now committed with the aid of personal computers. With this new technology twist in crime patterns, digital evidence has been brought to the forefront in law enforcement circles. Due to the developing science of digital evidence forensics, law enforcement can now also use computers to fight crime.

The South Bay Police Chiefs Association supports El Camino College and their proposed new course/certificate program, "Digital Evidence" / "Computer/Cyber Crimes" as it is aligned to assist state and local law enforcement in combating e crime and collect digital evidence.

Sincerely,

Mark A. Matsuda
President
South Bay Police Chiefs Association

3300 Civic Center Drive • Torrance, California 90503-5056 • Telephone: 310/328-3456 • Facsimile: 310/618-5532

Appendix C

SOUTH BAY POLICE CHIEFS

EL CAMINO COLLEGE ADMINISTRATION
OF JUSTICE BRIEFING
JUNE 11, 2015

ECC BRIEFING

PURPOSE
- STATE REQUIREMENTS FOR CALIFORNIA COMMUNITY COLLEGE CAREER TECHNICAL EDUCATION (CTE)
- INTERACTION WITH COUNTERPART "INDUSTRY"
- ALIGNMENT OF CURRICULUM WITH INDUSTRY NEEDS
- APPROVAL PROCESS FOR NEW COURSES, DEGREES, TRANSFER UNITS

ECC BRIEFING

- NEW COURSE, DIGITAL EVIDENCE (AJ 142)
- DEVELOPED AND IN APPROVAL PROCESS
- CORNERSTONE FOR COMPUTER/CYBER CRIME CERTIFICATE PROGRAM (DEVELOPMENT IN PROGRESS)
- INTENDED PURPOSE
- LETTER OF SUPPORT

ECC BRIEFING

- PROGRAM REVIEW REPORT "HOW ARE WE DOING"
  - RETENTION
  - SUCCESS
  - GRADUATION
  - TRANSFER
  - EMPLOYMENT
- REQUIREMENT FOR INDUSTRY FEEDBACK

ECC BRIEFING

- SURVEY INSTRUMENT
- ROLE OF ADVISORY COMMITTEE
- ANNUAL DINNER IN APRIL (date TBD)

Appendix D

Appendix B

Program Participation (4-year Trend)
Administration of Justice
Years: 2010-11 to 2013-14

	2010-11	2011-12	2012-13	2013-14	4 Yr Average
Annual Enrollment	1,530	1,414	1,342	1,562	1,462

Annual Program Participation

	2010-11	2011-12	2012-13	2013-14
Annual Sections	44	43	41	49
Annual Enrollment	1,530	1,414	1,342	1,562
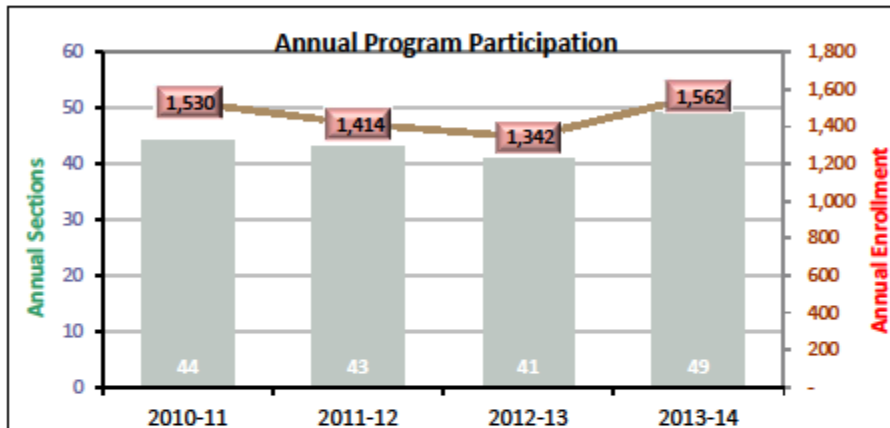
	2010-11	2011-12	2012-13	2013-14
Students	885	833	762	938
Enrollments/Student	1.73	1.70	1.76	1.67

Fall   Section Fill Rates

	2010	2011	2012	2013
Percent of Seats Filled	107.1%	96.3%	100.5%	93.9%
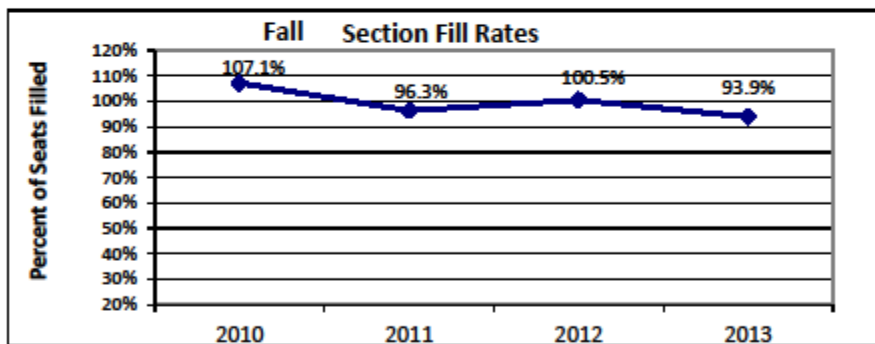
Enrollment by Time of Day

Fall Term	2010	2011	2012	2013
Day	40.3%	42.9%	41.8%	49.0%
Night	53.2%	49.3%	51.5%	44.1%
Weekend/Unknown	6.5%	7.8%	6.7%	6.9%

Appendix D

Demographic Success Characteristics
Administration of Justice
Fall: 2010 to 2013

	Fall 2010		Fall 2011		Fall 2012		Fall 2013	
Ethnicity	Success	N	Success	N	Success	N	Success	N
African-American	66.4%	113	66.9%	118	56.5%	108	57.0%	107
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	86.4%	59	88.9%	36	88.2%	17	75.6%	41
Latino	69.7%	357	70.2%	342	72.3%	390	71.1%	492
Pacific Islander	57.1%	X	50.0%	X	66.7%	X	100.0%	X
Two or More	88.9%	18	84.6%	26	84.2%	19	53.8%	26
Unknown or Decline	67.4%	43	83.9%	31	33.3%	12	81.8%	11
White	75.0%	76	88.0%	83	76.2%	63	93.0%	71
Gender								
M	74.2%	365	76.9%	325	68.1%	313	73.7%	384
F	68.0%	309	71.2%	313	71.9%	302	68.2%	365
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Age Groups								
19 or less	62.0%	150	67.5%	157	71.3%	150	67.2%	195
20 to 24	71.8%	341	76.6%	325	68.6%	344	75.5%	363
25 to 49	77.7%	175	75.7%	148	71.6%	116	68.2%	176
Over 49	87.5%	X	75.0%	X	80.0%	X	46.7%	15

X: Counts are suppressed for groups with less than 10 students.
Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively.
Reference groups are White, male, and 20 to 24 years old.

Appendix D

Grade Distribution, Success, and Retention
Administration of Justice
Fall

Program	Administration of Justice							Preliminary Success Standard		69.4%
Session	Fall							5 year Success Average		70.6%
Do Not select more than one term or Program.								5 year Success Minimum		68.2%

Year	COURSE	Method	Weeks	Grade Distribution											Total	Succ.	Reten.
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'			
2010	AJ-100	Distance I	16	10	10	4	-	-	10	-	-	-	3	3	40	60.0%	85.0%
		Lecture	16	15	30	32	-	7	11	-	-	1	2	21	119	64.7%	80.7%
	AJ-103	Lecture	16	9	29	33	-	6	2	-	-	-	4	2	85	83.5%	92.9%
	AJ-106	Lecture	16	7	8	2	-	1	3	-	-	-	5	6	32	53.1%	65.6%
	AJ-109	Lecture	16	6	5	7	-	2	14	-	-	2	-	1	37	48.6%	97.3%
	AJ-111	Lecture	16	7	11	11	-	3	6	-	-	-	-	2	40	72.5%	95.0%
	AJ-115	Lecture	16	8	24	9	-	1	1	-	-	-	-	2	45	91.1%	95.6%
	AJ-130	Lecture	16	39	13	10	-	3	9	-	-	1	1	3	79	78.5%	94.9%
	AJ-131	Lecture	16	7	13	5	-	2	8	-	-	1	2	2	40	62.5%	90.0%
	AJ-133	Lecture	16	10	10	6	-	2	9	-	-	-	1	4	42	61.9%	88.1%
	AJ-135	Lecture	16	9	7	8	-	1	8	-	-	1	-	4	38	63.2%	89.5%
	AJ-15	Lecture	16	13	7	4	-	1	5	-	-	1	-	2	35	74.3%	94.3%
	AJ-170	Lecture	16	5	17	10	-	5	3	-	-	-	-	2	42	76.2%	95.2%
	AJ-190	Lecture	12	1	4	2	-	-	4	-	-	-	1	1	13	53.8%	84.6%
	AJ-9596	Work Exp	16	2	-	-	-	-	-	-	-	-	-	3	5	40.0%	40.0%
2010 Total				150	188	143	-	34	93	-	-	7	19	58	692	69.5%	88.9%
2011	AJ-100	Distance I	16	7	8	10	-	1	10	-	-	-	4	7	47	53.2%	76.6%
		Lecture	14	4	3	6	-	1	2	-	-	-	1	1	18	72.2%	88.9%
			16	21	27	25	-	9	19	-	-	-	2	17	120	60.8%	84.2%
	AJ-103	Lecture	16	7	25	18	-	10	6	-	-	-	1	6	73	68.5%	90.4%
	AJ-106	Lecture	16	13	5	1	-	-	2	-	-	-	-	2	23	82.6%	91.3%
	AJ-109	Lecture	16	7	7	7	-	1	9	-	-	-	-	3	34	61.8%	91.2%
	AJ-111	Lecture	16	14	12	4	-	1	-	-	-	-	2	2	35	85.7%	88.6%
	AJ-115	Lecture	16	24	8	4	-	1	1	-	-	-	3	3	44	81.8%	86.4%
	AJ-130	Lecture	16	42	9	10	-	1	6	-	-	1	1	5	75	81.3%	92.0%
	AJ-131	Lecture	16	11	9	6	-	2	2	-	-	2	1	3	36	72.2%	88.9%
	AJ-133	Lecture	16	9	12	7	-	-	3	-	-	-	2	4	37	75.7%	83.8%
	AJ-135	Lecture	16	7	10	11	-	-	1	-	-	-	-	4	33	84.8%	87.9%
	AJ-15	Lecture	16	9	7	5	-	1	4	-	-	-	1	2	29	72.4%	89.7%
	AJ-170	Lecture	16	5	16	9	-	4	3	-	-	-	-	2	39	76.9%	94.9%
	AJ-190	Lecture	12	4	4	-	-	-	1	-	-	-	1	-	10	80.0%	90.0%
	AJ-9596	Work Exp	16	4	-	-	-	-	-	-	-	-	-	-	4	100.0%	100.0%
2011 Total				188	162	123	-	32	69	-	-	3	19	61	657	72.0%	87.8%
2012	AJ-100	Distance I	16	6	6	4	-	2	16	-	-	-	-	5	39	41.0%	87.2%
		Lecture	14	20	20	11	-	8	12	-	-	-	-	8	79	64.6%	89.9%
			16	23	12	1	-	-	2	-	-	-	-	2	40	90.0%	95.0%
	AJ-103	Lecture	16	34	13	13	-	3	9	-	-	-	-	10	82	73.2%	87.8%
	AJ-106	Lecture	15	6	3	3	-	1	16	-	-	-	-	5	34	35.3%	85.3%
	AJ-109	Lecture	15	4	2	6	-	2	8	-	-	1	-	3	26	46.2%	88.5%
	AJ-111	Lecture	14	33	2	2	-	-	1	-	-	-	-	4	42	88.1%	90.5%
	AJ-115	Lecture	16	25	2	4	-	-	-	-	-	-	-	4	35	88.6%	88.6%
	AJ-130	Lecture	16	4	8	14	-	2	4	-	-	2	-	2	36	72.2%	94.4%
	AJ-131	Lecture	16	2	11	10	-	9	-	-	-	3	-	1	36	63.9%	97.2%
	AJ-133	Lecture	15	16	6	4	-	-	6	-	-	-	-	3	35	74.3%	91.4%
	AJ-135	Lecture	16	1	15	12	-	-	5	-	-	1	-	3	37	75.7%	91.9%
	AJ-15	Lecture	16	14	8	-	-	1	2	-	-	1	-	4	30	73.3%	86.7%
	AJ-170	Lecture	16	10	18	10	-	3	2	-	-	-	-	4	47	80.9%	91.5%
	AJ-190	Lecture	12	1	6	3	-	-	1	-	-	-	-	-	11	90.9%	100.0%
	AJ-9596	Work Exp	16	2	-	-	-	-	-	-	-	-	-	-	2	100.0%	100.0%
2012 Total				201	132	97	-	31	84	-	-	8	-	58	611	70.4%	90.5%
2013	AJ-100	Distance I	16	4	11	10	-	4	4	-	-	-	-	16	49	51.0%	67.3%
		Lecture	16	88	37	19	-	3	8	-	4	-	-	29	188	78.7%	84.6%
	AJ-103	Lecture	16	7	27	18	-	7	18	-	-	-	-	10	87	59.8%	88.5%
	AJ-106	Lecture	15	8	9	-	-	1	5	-	-	-	-	1	24	70.8%	95.8%
	AJ-109	Lecture	16	5	5	10	-	5	16	-	-	-	-	-	41	48.8%	100.0%
	AJ-111	Lecture	16	28	10	-	-	-	-	-	-	-	-	4	42	90.5%	90.5%

Appendix F

SLO Timeline *Worksheet*

Division: Industry & Technology **Program:** Administration of Justice **Program Review Date:** _____2015_____

Directions: Use this worksheet to schedule assessments for each SLO Statement over the four-year timeline.
When complete, return to your facilitator by January 31 for input into TracDat.

Course and SLO #	Note if offered only in FA/SU/SP	SP 2014	SU 2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018
AJ PLO #1								✔								
AJ PLO #2											✔					
AJ PLO #3														✔		
AJ PLO #4																
AJ PLO #5																
AJ 10 SLO #1										✔						
AJ 10 SLO #2													✔			
AJ 10 SLO #3																✔
AJ 11 SLO #1								✔								
AJ 11 SLO #2											✔					
AJ 11 SLO #3														✔		
AJ 12 SLO #1	New						✔			✔						
AJ 12 SLO #2	Course						✔						✔			
AJ 12 SLO #3							✔									✔
AJ 100 SLO #1								✔								
AJ 100 SLO #2											✔					
AJ 100 SLO #3														✔		
AJ 103 SLO #1				✔						✔						
AJ 103 SLO #2				✔									✔			
AJ 103 SLO #3				✔												✔

AJ SLO Assessment Timeline

Appendix F

Course and SLO #	Note if offered only in FA/SU/SP	SP 2014	SU 2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018
AJ 106 SLO #1								✓								
AJ 106 SLO #2											✓					
AJ 106 SLO #3														✓		
AJ 107 SLO #1										✓						
AJ 107 SLO #2													✓			
AJ 107 SLO #3																✓
AJ 109 SLO #1										✓						
AJ 109 SLO #2													✓			
AJ 109 SLO #3																✓
AJ 111 SLO #1										✓						
AJ 111 SLO #2													✓			
AJ 111 SLO #3																✓
AJ 115 SLO #1										✓						
AJ 115 SLO #2													✓			
AJ 115 SLO #3																✓
AJ 126 SLO #1										✓						
AJ 126 SLO #2													✓			
AJ 126 SLO #3																✓
AJ 130 SLO #1								✓								
AJ 130 SLO #2											✓					
AJ 130 SLO #3														✓		
AJ 131 SLO #1								✓								
AJ 131 SLO #2											✓					
AJ 131 SLO #3														✓		
AJ 132 SLO #1								✓								
AJ 132 SLO #2											✓					
AJ 132 SLO #3														✓		
AJ 133 SLO #1										✓						
AJ 133 SLO #2													✓			
AJ 133 SLO #3																✓

AJ SLO Assessment Timeline

Appendix F

Course and SLO #	Note if offered only in FA/SU/SP	SP 2014	SU 2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018
AJ 134 SLO #1								✓								
AJ 134 SLO #2											✓					
AJ 134 SLO #3														✓		
AJ 135 SLO #1										✓						
AJ 135 SLO #2													✓			
AJ 135 SLO #3																✓
AJ 170 SLO #1				✓						✓						
AJ 170 SLO #2				✓									✓			
AJ 170 SLO #3				✓												✓
AJ 190 SLO #1								✓								
AJ 190 SLO #2										✓						
AJ 190 SLO #3														✓		

AJ SLO Assessment Timeline

Appendix G

El Camino College
Administration of Justice Major 5 Year Follow-Up
Open-Ended Responses

Question	Answers
5. If you did not receive a degree or certificate at ECC, please indicate the main reason:	*I continued my studies at another community college:* -SMC -Rio Honda College -West Los Angeles College Los Angeles Harbor College *Other:* -Came back to finish lower division -I am about to graduate 5/15/15. I will transfer to Cal State Dominguez Hills in Fall 2015. -Because I had a felony & was told that I couldn't work in the AJ field or CJ -Finished completion of PC 832 -I joined the Army -I plan to return -In my final class for my degree in Administration of Justice -I have received my A.A. degree in Liberal Studies but transferred to CSUDH majoring in Criminal Justice. -Recently had a baby, but plan to return. -CIS, Paralegal, AJ, back to CIS -Transferred for Bachelors -Just too a AJ class for continuing education, already had a B.A. -I finished the requested units but didn't received my diploma -Difficult to get into required classes.
6. If you transferred, please indicate the institution to which you transferred?	-Kaplen University -University of La Verne -International Academy of Design and Technology -Arizona State University

Appendix H

Occupation Profile:
Information Security Analyst

Job Description:

- According to the Bureau of Labor Statistics, Information Security Analyst plan and carry out security measures to protect an organization's computer networks and systems. As cyberattacks become more prevalent, the scope of responsibilities will expand. Also, the BLS mentioned that jobs in this field are growing much faster than the average for all occupations.

Topline:

- The occupational outlook for an Information Security Analyst looks promising. In the Los Angeles MSA, jobs in this field plan to increase 14% over the next 5 years and double in the next 10 years (+29%). The same growth pattern is expected in the local area (7.5 mile radius surrounding El Camino) as well.

Demand for next 5 years (2014-2019):

Region	2014 Jobs	2019 Jobs	Change	% Change	Median Hourly Earnings
Los Angeles-Long Beach-Anaheim, CA	2,405	2,734	329	14%	$45.65
7.5 mile zip radius	299	335	36	12%	$46.02
California	8,939	10,556	1,617	18%	$48.55
United States	82,400	96,684	14,284	17%	$42.59
Los Angeles County	1,901	2,141	240	13%	$46.02

Demand for next 10 years (2014-2024):

Region	2014 Jobs	2024 Jobs	Change	% Change	Median Hourly Earnings
Los Angeles-Long Beach-Anaheim, CA	2,405	3,105	700	29%	$45.65
7.5 mile zip radius	299	376	77	26%	$46.02
California	8,939	12,188	3,249	36%	$48.55
United States	82,400	109,323	26,923	33%	$42.59
Los Angeles County	1,901	2,409	508	27%	$46.02

Table 1.2 Employment by detailed occupation, 2012 and projected 2022
(Numbers in thousands)

2012 National Employment Matrix title and code		Employment				Change, 2012-22		Job openings due to growth and replacements, 2012-22
		Number		Percent distribution				
		2012	2022	2012	2022	Number	Percent	
Total, all occupations	00-0000	145,355.8	160,983.7	100.0	100.0	15,628.0	10.8	50,557.3
Law enforcement workers	33-3000	1,259.2	1,323.6	0.9	0.8	64.4	5.1	425.5
Bailiffs, correctional officers, and jailers	33-3010	469.5	492.6	0.3	0.3	23.0	4.9	147.8
Bailiffs	33-3011	16.8	17.7	0.0	0.0	0.9	5.3	5.4
Correctional officers and jailers	33-3012	452.8	474.9	0.3	0.3	22.1	4.9	142.4
Detectives and criminal investigators	33-3021	115.2	117.5	0.1	0.1	2.3	2.0	27.7
Fish and game wardens	33-3031	6.6	6.7	0.0	0.0	0.1	1.2	2.0
Parking enforcement workers	33-3041	9.7	9.7	0.0	0.0	0.0	-0.2	2.8
Police officers	33-3050	658.1	697.1	0.5	0.4	39.0	5.9	245.3
Police and sheriff's patrol officers	33-3051	653.8	692.7	0.4	0.4	38.8	5.9	243.9
Transit and railroad police	33-3052	4.3	4.4	0.0	0.0	0.1	3.4	1.4
Other protective service workers	33-9000	1,463.0	1,624.2	1.0	1.0	161.2	11.0	507.0
Animal control workers	33-9011	14.6	15.7	0.0	0.0	1.1	7.7	4.5
Private detectives and investigators	33-9021	30.0	33.3	0.0	0.0	3.3	11.2	11.8
Security guards and gaming surveillance officers	33-9030	1,083.6	1,213.8	0.7	0.8	130.2	12.0	296.3
Gaming surveillance officers and gaming investigators	33-9031	9.3	10.0	0.0	0.0	0.6	7.0	2.1
Security guards	33-9032	1,074.3	1,203.9	0.7	0.7	129.6	12.1	294.2
Miscellaneous protective service workers	33-9090	334.9	361.4	0.2	0.2	26.5	7.9	194.5
Crossing guards	33-9091	71.4	74.5	0.0	0.0	3.1	4.3	13.9
Lifeguards, ski patrol, and other recreational protective service workers	33-9092	130.1	143.4	0.1	0.1	13.3	10.2	102.3
Transportation security screeners	33-9093	50.8	53.8	0.0	0.0	3.0	5.9	14.7
Protective service workers, all other	33-9099	82.5	89.6	0.1	0.1	7.1	8.6	63.6

Source: Employment Projections program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every four (4) years. The full review includes answering these supplemental questions.

Labor market data, advisory committee input, institutional data, and the provided CTE 2-year Program Review data was used to respond to the following questions:

How strong is the occupational demand for the program? As you analyze demand over the past 5 years and projected demand for next 5 years, address state and local needs for the program.

> During the Great Recession of 2007-2012 public safety agencies faced severe fiscal restraints. For the first time in a generation law enforcement personnel were being laid off and positions were not refilled. As the economy and tax base have recovered, the majority of law enforcement agencies are in an aggressive hiring mode. Positions that have remained open for several years are now being refilled. In addition, occupational demand for employment in public safety and security occupations is project to grow in the local region by 3% over the next five years. All members of the Program Advisory Committee related they are in a hiring cycle. The refill of open positions and projected growth rate suggest a strong demand for students with an Administration of Justice Degree.

How does the program address needs that are not met by similar programs in the region?

> The El Camino College Administration of Justice Program has an outstanding reputation in the region as evidenced by several factors. Many of the staff and leadership positions in local law enforcement agencies are held by El Camino College alumni. One program alumni, Captain Ryan Stonebraker, California Highway Patrol, was named a Distinguished Alumni in 2014.

What are the completion, success, and employment rates for the students? Discuss any factors that may impact completion, success, and employment rates. If applicable, what is the program doing to improve these rates?

> The course completion rate for the Administration of Justice Program is 70.6% which exceeds the 69.4% target. Students who graduated in the past five years were surveyed. Of those students who responded 40% had applied for a job in the criminal justice field and 23% have been hired. Another 11% are in the hiring process. Students who have not yet graduated cited several reasons including work/family obligations 16%, transferred to a four-year institution 14%, and still working toward a degree 12%.

If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all. Discuss any factors that may impact licensure exam pass rates. If applicable, what is the program doing to improve these rates?

> There are no licensure exams for students in the Administration of Justice Program.

Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input been used in the past two years to ensure employer needs are met by the program? Describe any advisory committee recommendations that the program is either unable to implement or is in the process of implementing.

The program advisory committee has been extremely satisfied with the quality of students in the Administration of Justice program. Several committee members have sent their recruitment personnel to our campus to recruit students for their agencies. Comments from the committee included how well our students are prepared to perform critical tasks such as report writing.

During the 2013 Program Advisory Committee meeting the members expressed a concern about how unethical behavior by currently employed officers was increasing. They requested that ethics be stressed in all courses in the program. As a result course curriculum now includes critical thinking activities which encourage students to make ethical choices. In addition, a new AJ 100, Introduction to AJ textbook was selected. This new text includes several assignments where students are required to use critical thinking to solve ethical issues.

APPENDIX J: PROGRAM AND DIVISION COLLEAGUE REVIEW SHEET

Use this sheet to demonstrate that your program review has been reviewed by the appropriate program and division colleagues. Review does not necessitate full agreement with the program review findings, but does indicate that input has been sought from appropriate program and division colleagues.

Program: Administration of Justice

Division Curriculum Committee Representative	Date Review Completed

SLO Facilitator	Date Review Completed

Division Associate Dean (if applicable)	Date Review Completed

Division Dean	Date Review Completed

Indicate below when the program review was presented at a program/division meeting.

Type of Meeting (Program/Division)	Date of Meeting