Table of Contents

Table of Contents

<u>Appendices</u>

Appendix A – Purpose of Program Review

Appendix B – Course Review Timeline

Appendix C – Curriculum Review Status Chart

Appendix D – Student Learning Outcomes Individual Course Statements and Assessment

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. **Core competencies are measured on a scale of 1 the least significant and 4 the most significant, specific courses were rated relative to aligning with core competencies, which are listed below.**

1. Core Competencies

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. AJ 15, AJ 107, AJ 109, AJ 131, AJ 133, AJ 150, AJ 155, AJ 190 and 191 were all rated as "4's.

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. AJ 111, AJ 103, AJ 130, AJ 132, AJ 134, AJ 135 and AJ 170 were rated as "4"'s in critical, creative and analytical thinking.

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.   AJ 135 was rated a "4" in communication and comprehension.

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. AJ 106, AJ 150, AJ 155, AJ 95/96 and AJ 99 were all rated "4"'s in this category.

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.

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.

AJ 115, AJ 126, AJ 130 were rated "4"'s in this category.

Information and Technology Literacy
Administration of Justice students are required to locate, critically evaluate, synthesize and communicate information in various traditional and new media formats. Administration of Justice Students understands the social, legal and ethical issues related to information and its use.

AJ 109, AJ 132, AJ 133, AJ 134 are rated "4"'s in this category.

B. **Status of Previous Recommendations**
    The Administration of Justice Department last submitted a program review report in 2007. :

    - **Recommendation: "Fully implement the principles of Student Learning Outcomes to improve learning and success of students in the administration of justice program**": This recommendation was accomplished as the campus as a whole has fully implemented Student Learning Outcomes as an on-going process. All Administration of Justice courses have on file student learning outcomes statements and assessment plans. Most of the programs courses have been assessed as well as the program itself. (See Student Learning Outcome (section 4) for more detailed information.)

- **Recommendation: "Add a crime scene investigation course, which was proposed in Spring of 2008".** AJ 132 was approved and added to the curriculum.

- **Recommendation: "Add a test preparation course for public safety in Fall '07".** AJ 106 was approved and added to the curriculum.

- **Recommendation: "Add a criminalistics program in collaboration with Physical and Natural Sciences in Fall 08.** This was not completed. While researching this issue it was learned that a criminalistics program would create an articulation problem with several state universities, most notably Cal State LA, which has undergraduate and graduate programs in criminalistics. AJ 132 satisfied the program need to include forensics as part of the AJ curriculum.

- **Recommendation: "Create and add an on-line report writing class in Fall '08".** This was not accomplished. Due to budgetary limitations and workload issues within the program, an additional course could not be added to the program at this time. This is still a viable recommendation at some time in the future.

- **Recommendation: "Inactivate AJ 109, Patrol Procedures and AJ 125, Traffic Control and Accident Investigation."** AJ 125 was inactivated, however AJ 109 was not. The reason for the AJ 109 recommendation was that the course had not been offered in nearly 10 years. There had been problems with dwindling enrollment for this course. Instead, the course was revised and offered anew. Its enrollment has been to capacity and there are no further problems with this course.

- **Recommendation: "Implement bi-annual meetings with adjunct faculty to obtain feedback on program status and program needs."** This has not happened. Communication with adjuncts remains an ad hoc process and still needs to be addressed. There are some budgetary limitations to accomplish this but the issue was addressed in the context of SLO training and has not been resolved as of yet.

- **Recommendation: "Develop improved communication with counseling services."** This was not formally implemented; however, it also doesn't seem to be a problem. I and T Division has worked cooperatively with counseling services, and counselors routinely attend division council meetings.

C.   **Administration of Justice Degree and Certificate Programs**

The Administration of Justice program offers an Associate of Science degree in Administration of Justice and a certificate of completion in administration of

justice. Still in the approval process and projected for implementation possibly for Fall '12 is a certificate of achievement in "Forensics". A student receiving this certificate would have completed course work in: Crime Scene Investigation, Fingerprint Identification and Analysis, Crime Analysis, Report Writing, Photography and Drawing. An additional certificate, "Certificate in Achievement in Corrections" will be proposed and addressed below and in the conclusion of this report.

II.   Analysis of Institutional Research Data

A.   Data

1.   Course grade distribution; success and retention rates:

In analyzing Administration of Justice success rates for the academic years of 2006 - 2009, the program as a whole is below I and T division summaries and the state AJ averages. El Camino's AJ program success rate is 64.95%. That compares to I and T averages of 73.1% and statewide AJ averages of 82.45%. I don't believe comparing AJ to other I and T programs is a fair comparison because of the diversity of disciplines and criterion for success in each. However, the statewide comparison is more telling and the differential between ECC's AJ program and the statewide averages is significant. Having said that, it is further noted that the AJ program's averages are in line with the college as a whole.

In examining success and retention rates course by course over the same 4 year period, it is clear that AJ 100, Introduction to Administration of Justice, has the lowest rates: 52 % for success and 76.4% for retention. This compares to the high rates of 84.6% success for AJ 170, Search and Seizure, and 88.2% retention for AJ 133, Fingerprints. The low rate for the Intro course is not surprising. This course also had the lowest rates in both categories in the 2007 AJ Program Review Report. In reflecting on those numbers, it was apparent that students taking AJ 100, are frequently in their first semester at El Camino College, or even college generally, are somewhat academically unprepared, and struggle the most. In that 4 year period of time, 22% of the students failed the course. This compares to 0 failures for AJ 170, reputedly, a much more difficult course.

Perhaps an application of SLO principles, "teaching to the SLO" might improve the success rate for this course. I experimented with this in Spring of 2011 and Summer of 2011 with some success. Grades were much higher for both of those sessions, with far fewer than normal failures.

In examining the curve reflected in the graph prepared by IR, retention and success rate curves are trending upward in both categories in 2009 compared to the 3 previous years. (see attached appendix)

2) **Fill Rates:**
With annual section numbers going down, fill seat counts have consequently gone up over the 4 year period of time. This is particularly true in looking at the 2009 data, the last year in this time period. Fill rate for '09 is 98%. Given continued section closures in '10, '11 and Spring of '12, those numbers are likely to be close to 100%.

3) **FTES:**
```
I'm not sure FTES is a very good measure of program
performance at this point since the college is
intentionally reducing FTES with more reductions looming.
The below is data for the years 2004 – 2008.
```

Year	Fall 2004	Fall 2005	Spring 2006	Spring 2007	Spring 2008
FTES	81.18	82.39	74.10	68.77	75.28

The above data reflects declining FTES to the year 2007 then a bit of an increase. I think that data reflects a college wide trend during those years. Enrollment was a problem during the early 2000's, with the college resorting to a strong marketing effort to recapture enrollment. In the latter 2000's, enrollment did increase until budget cuts send the trend downward again. During those middle and early years in this decade, AJ's primary problem was in night time enrollment. That problem no longer exists. FTES data will become a better measure of performance as the economy improves. For now, it's more an indicator of program cuts and budget reductions.

4) **Scheduling:**
An interesting trend seems to have emerged in terms of day/night/weekend scheduling. Due to declining nighttime enrollment during the years, 2000 – 2005, AJ considered and ultimately implemented weekend courses to assist daytime working students in getting classes. In looking at the data, the 4 year trend was increasing nighttime students from 2006 – 2008, decreasing day students, and then a sudden drop, again, in night students in 2009. That was the year after two courses, AJ 106 and 132 were offered for the first time on Saturdays. It is possible that the recent drop in night students was due to normally night students switching to the weekend classes. In any event, section closures since 2009, has virtually eliminated any drops in class enrollment regardless of when the courses are scheduled. That is certainly reflected in the 98% fill rate of 2009. Scheduling is apparently not an issue at this time.

5) **Industry Survey:**
As part of a survey for the proposed Forensics Certificate, all 44 police chiefs in Los Angeles County were sent an on-line survey. Twenty-four responded to the survey. To the question of whether a degree or certificate would serve as adequate preparation for entry level into their agencies, 17 (70.83%) replied "yes". With respect to whether the agency supported

continued education of employees, proved flexible scheduling or reimbursement, 91% replied in the affirmative.

6) **Student/Faculty Survey:**
Two hundred and eleven AJ students from Spring semester 2011, were administered a survey and asked various questions concerning the AJ program. Eighty-four percent of the students stated that they were extremely satisfied or somewhat satisfied with the AJ program. Only one student stated that he/she was dissatisfied with the program. Eighty eight respondents agreed that El Camino College Administration of Justice program offered a complete curriculum that satisfied the students educational and future employment needs.

The AJ faculty consists of two full time positions, (one vacant), and 13 part time positions (one vacant). With the assistance of IR, a survey was administered to the faculty, the results which are included as an attachment.

The most insightful responses from this survey had to do with a series of open ended questions. As a whole, the faculty was very satisfied with the program and cited several areas of strength including faculty commitment and expertise, curriculum and support. The main area of concern cited had to do with class reductions and in one case, a concern with respect to writing skills and critical thinking.

7) **Labor Market Data:**
Office of Institutional Research provided labor market data that included a variety of private sector and government jobs and career fields in terms of raw numbers and comparative charts. Surprisingly, in a down economy with higher than normal unemployment, criminal justice and related jobs showed strength when compared to other occupational fields. Police and sheriff patrol officers ranked 4th in numbers at 24,000 jobs (in state), in 2006 with the projections for 2016 to go higher, to 26,000. When including private sector security guards and patrol serve to other government services, this category showed the highest number of jobs in the LA/OC region in 2006 and when projected to 2016 of 39,000 and 44,000 respectively. (See "Vision" and recommendations sections below.) Correctional officer positions numbered about 9,000 for 2006 nearly the same projected to 2016.

Jobs for various criminal justice categories were as ranked in the following order:
a) Security guards: 64,000
b) Police and Sheriff's Patrol: 25,600

c) Correctional Officers: 8,600
d) Probation Officers and
     correctional specialists 3,300
e) Detectives and criminal investigators: 3,000
f) First line supervisors/managers
     protective services: 2,900
g) Private detectives: 2,500
h) Police supervisors/managers 2,275
i) Public safety dispatchers 1,368
j) forensic science technicians 624

With respect to "j", it's difficult from this data to tell if this category includes criminalists, DNA specialists or crime scene investigators. Other numbers from different research with respect to crime labs, especially DNA specialists suggests that those numbers are not inclusive.

To summarize, even in a down market, significant job opportunities exist in the criminal justice field. Interestingly, the highest number of jobs is in a related field, private security. Please see comments below in vision section concerning security and the need to reinstitute course for in security for the AJ program.

III. Curriculum

Course additions, deletions, concerns, degrees and certificates were addressed in other sections of this report. (See staffing, budgeting and Vision sections of this report). One area not addressed is curriculum review.

Administration of Justice completed its curriculum course review 3 – 4 years ago and is not up yet for another round of reviews. (see timeline attached)

A. Student Learning Outcomes

1. AJ Program SLO Statement and Assessment

COURSE	SLO STATEMENT AND ASSESSMENT
AJ Program	SLO Statement #1: Upon completion of a course of study in administration of justice, a student will be able to recognize unlawful behavior and take appropriate enforcement action properly utilizing probable cause as required in the 4th amendment of the US Constitution. SLO Statement #2: Upon completion of a course of study in administration of justice, students will be able to properly document a criminal investigation by writing a crime report of a simulated crime. The report will include the correct elements of the crime involved, will include the relevant facts, be accurate and complete and will be grammatically correct.

SLO Statement #3: Students completing a course of study in administration of justice will be able to correctly interpret a behavioral profile of a criminal offender, and will be able to identify and explain at least 3 crime causation theories that explain the behavior described in the profile.

SLO Statement #4
Students completing a course of study in administration of justice will successfully earn a certificate/graduate/transfer to 4 year universities *and* will successfully compete for jobs in which they can apply legal, investigative and communicative skills acquired in the administration of justice program.

The Administration of Justice Program Level SLO assessment is keyed to the 4 student learning outcomes statements as reflected in section 1. The assessments of those statements will be organized and reported on by SLO statement.
SLO STATEMENT#1
This statement is a criminal law statement and reflects the program's belief that a successful student who has completed the program's law component, AJ 103, Criminal Law Concepts, AJ 130, Criminal Procedures, AJ 131, Criminal Evidence, and AJ 170, Search and Seizure will have an understanding of 4th amendment requirements for police action: arrests, searches and seizures. Such student should be able to review a hypothetical fact situation, correctly determine the violation of law, and apply the correct rule of evidence/constitutional amendment to the situation.

Written examinations from the above four courses were analyzed and assessed. The examinations contained multiple choice questions and essay questions dealing with issues of criminal law. Ninety five examinations were reviewed. The following rubric was used:

3 = Student correctly recognized unlawful behavior documented in an examination question, correctly described appropriate legal action as stated in the 4th and 5th amendments, (and other statutory requirements)and correctly solved the legal problems in the examination at least 85% of the time.

2 = Student was able to recognize the behavior and correctly describe appropriate legal action at least 70% of the time.

1 = Student was unable to correctly recognize behavior and describe appropriate legal action less than 70 % of the time.

The results:
3 = 22 students
2 = 51 students
1= 22 students
Group average: 2
SLO STATEMENT #2
This statement was about documenting criminal investigations. It is the belief of the Administration of Justice program that people working in the criminal justice system, particularly people on the front lines of criminal investigations must be able to write clear, accurate, thorough, legally correct and grammatically correct reports. The users of such documents include prosecutors, courts and other areas of government.

The assessment tool used for this statement was the final crime report for AJ 135; it was a hypothetical double murder with significant crime scene evidence and multiple statements from various witnesses. Counting forms and crime scene sketches plus narrative, the report averages 25 pages and takes approximately 12 hours on average to complete. Twenty nine reports were assessed.

The following is the rubric for this statement:
3 =a crime report written that was accurate, complete and grammatically correct and contained no more than 4 total errors.
2= a crime report written that contained more than 4 errors but less than 7.
1=a crime report that written that contained more than 7 errors.

Results:
3 = 6
2 = 10
1 = 13
Group Average = 1.75

SLO STATEMENT #3
This statement is relative to human behavior, particularly behavior that can be explained by several crime causation theories recognized by criminalists and sociologists within the behavior science field, and taught in the Administration of Justice discipline.

The assessment tool used for this statement consisted of an essay exam question that included a fact situation with a requirement that the student interpret the scenario and identify theories that would explain the behavior in the scenario. A second tool was a reaction paper written by AJ 100 students that also included a criminal behavioral scenario and also required an interpretation. The rubric for this assessment consisted of the following:

3 = a response that correctly interpreted a behavioral profile and identified three specific crime causation theories.
2 = a response that interpreted a profile with some errors, but was able to explain only one theory.
1 = a response that was unable to correctly interpret a profile and was unable to explain any crime causation theory.   A sampling from two AJ 100 sections was used.
N = 19

Results
3 = 8
2 = 7
1 = 4

Group Average: 2.1

SLO STATEMENT #4
A significant measure of student success is how course work, certificate or degree translates into transfer to a 4 year university or employment. The faculty of Administration of Justice met prior to the creation of these SLO statements and determined that the courses documented in this report, AJ 100, 103, 115, 130, 131, 135 and 170, were the key courses that best prepared students for transfer and employment in this field.

Two surveys are used in this report for assessing this statement. The first survey was initially used in the AJ Program's Program Review report in 2007. The second survey was completed in December 2010 as part of a requirement from the Chancellor's Office for approval of a crime scene investigation certificate that was submitted.

It is known in police recruitment that from point of application to completion of training, there tends to be a 1% success rate for applicants to police agencies. It takes 1,000 applicants to finish with 12 hired and trained police officers. It is the belief of the Administration of Justice program that that figure is misleading and that proper preparation would alter the success rate for applicants. It should be noted that in the program review report referenced above, that issue was discussed and one of the recommendations in the report was to implement a course specifically to improve applicant success in police testing process. AJ 106 was subsequently developed and added to the Administration of Justice curriculum in this current semester, Fall 2010.

In 2007, with assistance from Office of Institutional research, 500 former El Camino Administration of Justice Students were identified and a survey instrument went out to the last known addresses of

	those former students. Of that number, 44 responded. The near 10% response rate is considered normal for a "cold" mail out survey. Of that number, 21 students reported that they had applied to a police agency with 8 reporting that they had been hired. An additional 8 reported that they were in the background investigation phase of the hiring process. Additionally, 21 former students, or 48%, also reported that they had received a degree or certificate.
	The second survey did not directly address the outcomes reflected in this SLO statement, but at least one question was on point.
	Forty-four police chiefs in Los Angeles county were contacted via an on-line survey instrument. A surprising 24, or 54% responded. The question that was most on point with this SLO statement was question #3: " Would an applicant with an AS Degree in Administration of Justice or Certificate in Forensics option presented to you serve as adequate preparation for a position at an entry level at your agency?" Seventeen, or 70% of the respondents replied, "yes". As said earlier, this survey was related to a certificate in forensics that has cleared the college Curriculum Committee, and is in the approval process at the state level. This certificate is for the training of students as evidence technicians, fingerprint technicians and crime scene investigators among other related fields.

2. **Program Course Summary:**
   (See Attached Appendix for assessment details)
   AJ instructional staff collaborated in achieving 100% of courses having SLO statements and having those statements assessed by Spring Semester 2012. Since these assessments provided a benchmark in data, no comparative data is yet available; therefore, meaningful analysis can not as yet be performed. The attached SLO assessment timeline documents the second round of assessments. At that time, the data should reflect any changes in outcomes. AJ faculty has been encouraged, however, to reflect on assessment results and identify any changes that can be made in instructional methodology that might improve student success.

3. AJ SLO Timeline

Student Learning Outcomes Assessment Time Line

	Course	Assessment Deadline
	AJ 15 Vice and Narcotics	Fall 2012
	AJ 48 Arrest and Search	Fall 2012
	AJ 49 Arrest, Search and Firearms (832 PC Course)	Fall 2012
	AJ 100 Intro to Administration of Justice	Spring 2013
	AJ 103 Criminal Law Concepts	Spring 2013
	AJ 106 Test Preparation	Spring 2013
	AJ 107 Introduction to Corrections	Spring 2013
	AJ 109 Introduction to Patrol	Fall 2014
	AJ 111 Criminal Investigation	Spring 2013
	AJ 115 Human Relations in Communities	Fall 2014
	AJ 126 Juvenile Laws and Procedures	Fall 2014
	AJ 130 Criminal Procedures	Fall 2014
	AJ 131 Criminal Evidence	Spring 2013
	AJ 132 Crime Scene Investigation	Spring 2014
	AJ 133 Fingerprint Classification and Analysis	Spring 2014
	AJ 134 Crime Analysis	Spring 2014
	AJ 135 Introduction to Report Writing	Fall 2012
	AJ 150/AJ 155 Police Academy	Fall 2012
	AJ 170 Laws of Search and Seizure	Spring 2014
	AJ 190 Explorer Academy	Spring 2014

B Curriculum Review
The attached table in Appendix B indicates that all AJ courses are up to date on curriculum review with most of the   courses having been reviewed in 2010. AJ 100 is due for a review within the next year, last having been reviewed in   2008.

IV Facilities, Equipment and Technology
Most of the AJ courses are taught in the Administration building, second floor classrooms. Frankly, these classrooms are worn out and are in need of refurbishment. They have been used for literally decades. Having said that, plans have been made and money has been allocated to remodel the Math and Compute Science building and move Industry and Technology (except the shops) into this building with space allocated for Administration of Justice. The move is planned for 2013.

Other facility needs remaining are to repair certain instructional equipment in various classes, such as the pull down screen in Admin 206. Also in 206, the swivel chairs permanently attached to the curved amphitheatre style tables are in disrepair and need replacement. Chairs to replace the aforementioned chairs were ordered, purchased and delivered, however the replacement has not occurred yet. This is an on-going safety as several chairs have broken off with students in them. White boards have been systematically replacing old chalk style blackboards and have been installed in 202, 203, 204, 206 and 209.

Digital camera equipment to be used in recording simulated crime scenes has been placed in the prioritized list for the program and is listed in this report's recommendations. Additionally, the video tapes used for AJ 135, 109 and 130 are need of editing. ECC resources are unable to complete the editing and funds have been requested to outsource this need to a private source. This request is also on the prioritized list and listed in the recommendation section.

V. Staffing and Budgeting

Current staffing includes two full time instructors and authorization for 13 adjunct instructors plus instructional staff for the police academy and explorer academy. One full time position will be filled by Fall 2012. One adjunct position is unfilled at this time. The police academy, although is organizationally is part of the AJ program and under the auspices of the I and T Division, it is under the direction of the Campus Chief of Police.

COURSES	STATUS
AJ 15 – Vice and Narcotics	Offered on alternate semesters. Once section cancelled to budget cut-backs.
AJ 48 – Laws of Arrest PC 832	Non Post Certified – not offered at this time
AJ 49 – Laws of Arrest and Firearms – PC 832	Post Certified - Offered
AJ 95/96 abcd – Cooperative Career Education	Offered
AJ 99 – Independent Studies	Offered
AJ 100 – Intro to Administration of Justice	Offered – Three sections being offered but open due to Dr. Lugo's retirement and two filled, one by full timer. curriculum and one by an adjunct as an extra class. The third is the distance education version, taught by an adjunct. Required for graduation and universally accepted for transfer. Two sections were cut several years ago and an adjunct instructor let go.
AJ 103 – Criminal Law	Two sections offered but open due to Dr. Lugo's retirement. One taught by full-timer on overload and one by an adjunct. Required for Graduation. Universally accepted for transfer.
AJ 106 – Test Preparation	Elective course. Taught by an adjunct every other semester; **one semester cancelled due to budget cutbacks.**
AJ 107 – Intro to Corrections	This is an every semester course, **one section cancelled in order to comply with budget cuts**. It will be part of corrections certificate program.
AJ 109 - Intro to Patrol Procedures	Taught by a full time instructor, once a semester. It is an elective course.
AJ 111 – Criminal Investigation	Was vacant due to resignation of long time adjunct that was temporarily replaced by existing adjunct as

	an extra class. An elective that can be used for graduation and/or transfer.
AJ 115 – Community and Human Relations	Required for graduation and one of the elective courses from the model transfer curriculum. Two sections were taught by Dr. Lugo, now being temporarily being taught by two adjuncts. This course will also be part of the proposed corrections certificate program.
AJ 126 – Juvenile Law and Procedures	Currently being taught by an adjunct instructor one semester per year, **one section being cut due to budget deficit**. This course is an elective for graduation and/or transfer. It also is a course that will be part of the proposed corrections certificate program.
AJ 130 – Criminal Procedure	Three sections taught per academic year, two by a full time instructor and one section taught every other semester by an adjunct. **One section per year was eliminated due to budget cuts**. This is a required course for graduation and is one of the courses that can be used as an elective for transfer as part of the model transfer curriculum and graduation.
AJ 131 – Criminal Evidence	Two sections taught per academic year; required for graduation and an elective for transfer credit. Full timer teaches two sections an academic year; **Two sections were eliminated due to budget cuts**. This course is alternately scheduled on a day/night basis by semester.
AJ 132 – Crime Scene Investigation	Taught by an adjunct every other semester. **One section per academic year dropped due to budget cuts**. This course is also a required class for the forensics certificate program and an elective for transfer and graduation.
AJ – 133 – Fingerprint Identification and Classification	The same as with 132. Taught by adjunct, part of forensics certificate program and an elective for graduation and transfer. Taught once an academic year with **one section per year dropped due to budget cuts**.
AJ 134 – Crime Analysis	Taught by adjunct once an academic year, **one section per year cancelled due to budget cuts**. This course is also part of the forensics certificate program and is an elective for graduation and/or transfer.
AJ 135 – Intro to Report Writing	Taught by a full timer. Required for graduation and an elective for transfer. Also part of forensics certificate program. Previously there were two sections, one day and one night. Once section was cancelled due to low enrollment issues and the class alternates on a day/night rotation.
AJ 136 – Ethics in the Justice System	**This course was inactivated due to budget cuts.**
AJ 70/140 – Industrial Security and Basic Security Officer Training	**Both of these courses were inactivated due to budget cuts and low enrollment**
AJ 150/AJ 155	Police Academy Level III and Level II. These courses are part of the College's POST Certified Peace Officer Academy. Both courses were on hiatus because of curricular and documentation issues with State of California Commission on Peace Officer

	Training. Those issues have been addressed and the Level III version is scheduled to be offered in the Fall semester 2012, with the level II version planned for Spring 2013. Number of instructional staff for these courses is unknown at this time. Support staff is already in place and preparing the courses for offering.
AJ 170 Laws of Search and Seizure	Taught by adjunct. Required for graduation. Two sections an academic year.
AJ 190 – Police Explorer Academy	This course is for high school students in the Boy Scouts of America Explorer Scouts program. The Police Explorers are sponsored by various police agencies in the South Bay. There is one adjunct instructor to direct academy and instruct. The academy is offered twice an academic year, once in each semester.

VI   Direction and Vision:

Employment in government funded criminal justice agencies has slowed down somewhat due to the national, state and local economies. Despite that, as the labor market above shows, considerable employment opportunities still exist. Even more so in the related private sector in fields such as retail and industrial security, loss prevention, private investigation and computer/cyber security. The survey provided to police chiefs in LA County shows strong support for continued education in this field.

The emerging trend in criminal justice is in the technical fields. Crime scene investigation and fingerprint analysis has been a rapidly growing field. El Camino's AJ program has researched, proposed and implemented a crime scene investigation course to complement its fingerprint analysis course in 2009. To further optimize this trend, a forensics certificate was proposed and submitted for approval in 2011. Its approval is pending and should be approved by the Chancellor's office soon. In January of this year, a presentation was made to LOWDL at Golden West College and that body approved the program unanimously. This certificate brings together forensics courses and investigative courses, linked to two courses outside the program, photography and drawing (for crime scene sketches) without adding courses. Holders of this certificate will be more competitive in the growing forensics/crime scene job field.

Another technological area that has emerged in the criminal justice field and as yet been unaddressed by the AJ program has been cyber forensics. Computer crime has advanced along with the technology to commit it. Law enforcement nationwide, although a little slow to keep pace, has developed investigative and analytical units comprised of people skilled and trained in confronting computer crime. Computer related crime could consist of various forms of fraud, identity theft, hacking for the purposes of altering records or stealing funds by diverting wire transfers and so on.

A few years ago, here at El Camino College, an 18 year old student, operating from the library computer lab, constructed an on-line stock trading fraud. FBI agents were able to backtrack on the computer's internet signature and ultimately identified and arrested the

student. The theft attempt amounted to millions of dollars. A few months ago, students at Palos Verdes High School hacked their way into the school records system and altered grades and SAT scores. Earlier this month, FBI agents broke a hacking ring primarily involved in identity theft and arrested 14 people from the ring.

When changes in the economy, budget and revenue situation of the college makes growth feasible again, this program should research, develop, write and formally propose a computer crimes investigation course to keep pace with this emerging form of crime and criminal investigative field.

An area that has been inadequately addressed by the AJ program over the years has been the corrections component of criminal justice: penology, probation and parole. AJ will be proposing in the coming year another certificate, which once again, will allow the grouping of courses that have particular focus on this area with courses outside the program. During Fall 2011, a model transfer curriculum was prepared and submitted that included courses from behavioral sciences: Introduction to Criminology, Soc 112, and Abnormal Psychology, Psych 15. These courses were grouped with certain AJ courses to be to form "core" courses and then added to those were additional AJ courses traditionally required for graduation. The AJ transfer model curriculum, as it turns out, served as a good blue print for the Corrections Certificate program by including two of those outside courses and several of the same AJ courses that were recommended in the transfer program. The courses that would be included in the corrections certificate proposal will be, in addition to Soc 112 and Psych 15, AJ 100, AJ 103, AJ 107, AJ 115, AJ 126 and AJ 135. It is felt that this proposal would provide El Camino AJ students another option in the criminal justice labor market. This proposal will be added to the list of prioritized recommendations in section 8.

Another area that needs to be explored further is the field of private security. Private security is a very broad area with a wide spread in terms of skill sets required and pay from low end "watchman" style security guards to highly skilled (and paid) security professionals. The AJ Department has attempted to address this need in the past by adding AJ 70 Introduction to Industrial Security, a broad based overview course designed to acquaint students with the basic concepts of security as performed in various venues and situations. This course was not well attended and was ultimately inactivated during one of the recent budget cuts. Upon reflection, and after consideration of labor market data showing very high job growth in the security field, a recommendation will be made to bring back some version of a course in security that could tap into that labor market growth. Perhaps the curriculum could be reviewed and brought into better alignment with the industry in this field. This will be a conditional recommendation listed in section 8, conditioned upon the improvement of the economy and revenue that subsequently supports the institution.

The Administration of Justice program failed to grow during the years that funding was available for growth. In comparison to other prominent AJ programs, El Camino College's program is small. For example, Golden West College has a faculty consisting of 4 full time instructors, 118 adjunct instructors, and the program is at a division level

led by a dean of Administration of Justice. This is with a campus enrollment of approximately 14,000 compared to El Camino's enrollment of approximately 25,000. Grossmont College in San Diego has similar numbers. With new avenues in criminal justice technology opening, this program should grow into those programs with new course offerings, allowing the program to keep pace with industry trends and opening up additional career opportunities for our students.

The current budget situation has resulted in multiple class cancellations and the inactivation of some courses. Several years of these actions have wounded the Administration of Justice program. It is one thing for a large program with literally dozens of sections to close sections, but for a small program, every closure hurts the program. When the economy improves, and when budgetary resources become available, it will be incumbent upon this program to replace as many courses and sections as possible and generate growth to the program.

VII   Prioritized Recommendations:
a)   Replacement of full-time instructor (already district approved) **$100,000**
b)   Replacement of part-time instructor for AJ 111, Criminal Investigation. Long time instructor resigned. Class currently being taught by another adjunct as an additional class - $10,000
c)   Proposal to add a certificate of achievement in corrections. (no cost – no additional courses required)
d)   Outsourcing of editing for AJ 135/AJ109/AJ 130 role playing video tapes/DVD's **$2400**
d)   Increase in office supply budget to maintain white boards on 2nd floor, Admin Building.
       (202, 204, 206, 208, 209) **$500**
e)   Digital camera to document simulated crime scenarios and crime scenes **$200**
f)   CSI and Fingerprint equipment and re-supply   **$2000**
g)   Replacement of all 60 permanently affixed chairs attached to the curved student tables in Administration building room 206. The problem was outlined in the Facilities section above. Chairs were purchased for this purpose but it is unknown what happened to them. If the chairs are still in the warehouse, the internal costs would be limited to installation.

Appendix A -Purpose of Program Review

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.

Appendix B - Course Review Timeline

College Curriculum Committee Course Review Timeline

COURSE	CCC REVIEW										
	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Administration of Justice 15	X							X			
Administration of Justice 48								X			
Administration of Justice 49	X							X		X	
Administration of Justice 50 (Special Topics)							X				
Administration of Justice 60								X			
Administration of Justice 67								X			
Administration of Justice 95/96abcd							X				
Administration of Justice 99abc		X						X			
Administration of Justice 100	X					X					
Administration of Justice 103	X							X			
Administration of Justice 106								X			
Administration of Justice 107	X							X			
Administration of Justice 109	X							X			
Administration of Justice 111	X							X			
Administration of Justice 115	X							X			

Appendix C - Curriculum Review Status

ADMINISTRATION OF JUSTICE – CURRICULUM

2011 - 2012
ADMINISTRATION OF JUSTICE – TRANSFER MODEL – In Progress
ADMINISTRATION OF JUSTICE -   Certificate of Accomplishment – TSA – In Progress
AJ 49 – to non POST course – J. Donahue – in Progress
ADMINISTRATION OF JUSTICE 150 – O. Serrano - APPROVED
ADMINISTRATION OF JUSTICE 170 – M. Arnold – to Standard Review
ADMINSTRATION OF JUSTICE – TSA - 3 courses – In Progress

2010 - 2011
Certificate of Achievement – Forensics – add AJ 133 CCC approved - State Chancellor's approval – in progress
Certificate of Accomplishment - Security Officer – INACTIVATE – Ray Lewis
70 – INACTIVATE – Ray Lewis
140 – INACTIVATE – Ray Lewis

2009 - 2010
Administration of Justice 15 -   Course Review
Administration of Justice 48 -   Course Review
Administration of Justice 49 -   Course Review
Administration of Justice 59 -   INACTIVATE
Administration of Justice 60 -   Course Review
Administration of Justice 61 -   INACTIVATE
Administration of Justice 62 -   INACTIVATE
Administration of Justice 63 -   INACTIVATE
Administration of Justice 64 -   INACTIVATE
Administration of Justice 65 -   INACTIVATE
Administration of Justice 66 -   INACTIVATE
Administration of Justice 67 -   Course Review
Administration of Justice 69 -   INACTIVATE
Administration of Justice 103 – Course Review
Administration of Justice 106 – NEW!
Administration of Justice 107 - Course Review
Administration of Justice 109 – Course Review
Administration of Justice 111 – Course Review
Administration of Justice 115 – Course Review
Administration of Justice 125 - INACTIVATE
Administration of Justice 126 - Course Review
Administration of Justice 130 – Course Review
Administration of Justice 131 – Course Review
Administration of Justice 133 – Course Review
Administration of Justice 134 – Course Review
Administration of Justice 135 - Course Review
Administration of Justice 136 - INACTIVATE
Administration of Justice 140 – Course Review
Administration of Justice 150 – Course Review
Administration of Justice 155 – Course Review
Administration of Justice 190 - Course Review
Administration of Justice 191 -   INACTIVATE
Administration of Justice 222 -   INACTIVATE
Administration of Justice 224 -   INACTIVATE

Appendix D - Student Learning Outcomes Individual Course Statements and Assessments

AJ 15 – Vice and Narcotics	Using current statues in the California Health & Safety Code, Business & Professions Code, Penal Code, and the Drug Recognition Expert (DRE) program as a foundation,a student successfully completing AJ 15, and after receiving classroom instruction, participating in discussions and reviewing Health and Safety Code statutes will be able to list and explain definitions, criminal statues and punishments for illicit drug use and trafficking, the seven categories of drugs, and the objective symptoms of being under the influence of those drugs.
AJ 48 – Laws of Arrest PC 832	Given an in-class presentation based on class room lectures, facilitated discussions, and a required book review of a criminal investigation, each student will be able to identify and recognize key concepts critical for a successful criminal investigation: cimes scene protection, interviewing / interrogation techniques, Corpus Delecti, Modus Operandi, Rules of Evidence Assessment: 30 students were administered an exam on the final night of class, measuring the overall learning aspects of the targeted areas; crime scene protection, interviewing / interrogation techniques, corpus delicti, modus operandi, rules of evidence. Overall grasp and knowledge of the cocepts: - 27 @ 3 and 3 @ 2 for 2.9 learning assessment
AJ 49 – Laws of Arrest and Firearms – PC 832	Same as above except for a firearms component. This course has been on a 3 year hiatus imposed by POST. No courses have been held during that time, so there has been no assessment.
AJ 95/96 abcd – Cooperative Career Education	
AJ 99 – Independent Studies	
AJ 100 – Intro to Administration of Justice	Given classroom instruction, reading of the textbook, participation in classroom discussions and completion of written assignments, students completing AJ 100 will be able to successfully: **SLO Statement #1** Demonstrate understanding of the role of the criminal justice system in American society and be able to identify its various components. **SLO Statement #2** Describe the basic structure of a policing agency and explain its component functions such as patrol, criminal investigation and administrative support functions. *Using the above rubric, written essay exams for AJ 100 (fall semester exams) were analyzed and answers to targeted questions assessed. The following results were recorded.* *SLO Statement #1 recorded an average score of 1.6 out of a possible 3*

	with N=16. *SLO Statement #2 recorded an average score of 1.85 out of a possible 3* *with N=26.*
AJ 103 – Criminal Law	After having received instruction in the development, construction and application of criminal law, completion of textbook readings, participation in classroom discussions, successful students in AJ 103 will be able to search, find and explain the elements of any criminal statute and describe the necessary "corpus delecti" as part of said statute. **Assessment to be completed in Spring 2012.**
AJ 106 – Test Preparation	***See Attached (Page4) Rubric for details*** **A total of 17 students were assessed:** **SLO 1 – <u>Excellent</u>: 4 <u>Satisfactory</u>: 11 <u>Unsatisfactory</u>: 2 Avg: 2.76** **SLO 2 – <u>Excellent</u>: 3 <u>Satisfactory</u>: 11 <u>Unsatisfactory</u>: 3 Avg: 2.64**
AJ 107 – Intro to Corrections	After receiving instruction, reading materials and participating in class discussions, successful students in AJ 107, Introduction to Corrections will be able explain the role that corrections has within the criminal justice system and identify the specific functions within that role and explain how those functions operate. Assessment: Using the above rubric, the final AJ 107 multiple choice exam was analyzed and the results were as follows in regard to 17 of the questions which related directly to the SLO Statement. 0 students met the criteria to achieve 3 on the scoring rubric; 18 students met the criteria to achieve a 2 with scores between 16-13 on the scoring rubric; 21 students met the criteria to achieve a 1 with scores between 12-8on the scoring rubric; 2 met the criteria to rate a 0 with scores below 8. After applying these scores to each of the final exams, the average score of the class was 2.9
AJ 109 - Intro to Patrol Procedures	*Given instructions provided and concepts demonstrated, successful students will be able to list, describe and demonstrate the following patrol functions: Preparing a patrol shift; investigating and documenting complaint investigation, conducting and document field interviews, including recognizing and properly utilizing reasonable suspicion and/or probable cause standards as articulated by the 4th amendment of the US constitution, explain the essential constitutional rules governing searches and seizures, and describe ethical considerations as they relate to the performance of field police work* *Using the above rubric with 3 being the highest score and representing thorough understanding of the concepts and ability to describe the patrol function in detail in several hypothetical situations and 1 being the lowest with gaps in information and multiple errors in the same hypothetical situations, this AJ 109 class scored a 1.69 out of a possible 3.*
AJ 111 – Criminal Investigation	(1) *Given an in-class presentation based on class room lectures, facilitated discussions and a book review of a criminal investigation, a successful student will identify and explain the following key concepts of a criminal investigation: crime scene protection, documentation of statements and the collection and packaging of evidence.* (2) *Successful students will also be able to explain and apply the legal concepts of corpus delecti, modus operandi, legal rules of evidence, such as probable cause,*

	reasonable suspicion, hearsay evidence and apply them to a hypothetical fact situation. Successful students will also be able to narrate the elements and facts of a criminal investigation as if they were testifying to the investigation in a criminal trial. 30 students were administered an exam on the final night of class, measuring the overall learning aspects of the targeted areas; crime scene protection, interviewing / interrogation techniques, corpus delicti, modus operandi, rules of evidence. Overall grasp and knowledge of the cocepts: - 27 @ 3 and 3 @ 2 for 2.9 learning assessment
AJ 115 – Community and Human Relations	Given instruction and participation in discussions on the concepts of formal and informal power groups, students will successfully compare and contrast threse concepts and correctly identify the similarities and differences. Thirty four students were administered an essay examination revolving around a number of senerios. Students were required to read the senerio, identify the type of power group and apply the outcome to a field law enforcement discretionary decision. For this assessement, the issue of type of power group was targeted. A rubric was created in which a student who identified the targeted issue, defined the power group, and correctly appled it to the fact situation was scored a "3". A student who failed to complete any one of the above requirements, or who did not demonstrate complete understanding of the issue or incorrectly applied the rule received a score of "2". A student who did not understand the issue, and didn't explain it properly and misapplied it to the facts of the scenerio received a score of "1". After reviewing and evaluating 34 completed examinations. And after applying the rubic I determined that this class received a total average of 3.2 out of 4.
AJ 126 – Juvenile Law and Procedures	Given classroom instruction, review of text and materials and classroom discussions, students in AJ 126 will explain how the components of the juvenile justice system function Assessment: The finding from the data that was conducted through the essay question was that 81.6% -scored 3, 9.7%- scored 2 and 9.7%- scored 1.
AJ 130 – Criminal Procedure	Given instruction and participation in discussions on the criminal justice process from point of arrest to jury verdict, students will be able to list and explain each step of this process. Furthermore, students will be able to demonstrate how the fundamental American legal principles of burden of proof and standard of proof apply in a criminal trial. Assessment: The methodology in performing this assessment was two fold: First, I

	used a written examination, a combination of objective questions, multiple choice and true false selections coupled with an short essay question, in which specific questions that were on point with the SLO statement above were targeted. Second, I used demonstrated performance in a mock trial, in which participants on legal teams were required to demonstrate understanding of the criminal justice process and the concepts of burden of proof and standard of proof in a very graphic way. This second device allowed me to make some corrections in the data where students that I knew understood the concepts, for some reason or another, did not show it in the written exam. I used a scoring system of 1 - 3, with 3 showing complete understanding of the criminal justice process and an understanding of the concepts of burden of proof and standard of proof, 2 showing understanding with some errors, and 1 showing a lack of understanding. The result: N = 19 Category 3 - 3 Category 2 - 13 Category 1 - 2 Average score 1.95 out of a possible 3.
AJ 131 – Criminal Evidence	Given an in-class writing task based on asigned readings and classroom discussions, students will be able to locate and identify a rule of evidence in a hypothetical fact situation, define and explain that rule, and correctly apply that rule to that fact situation. Assessment: Twenty four students were administered an essay exam in which a fact situation involving a number of legal issues was presented. the students were required to read the fact situation, identify legal issues, define applicable rules and correctly apply those rules to the fact situation. For this assessment, the legal issue of "probable cause" was targeted. A rubric was created in which a student who located the targeted issue, defined the rule, and correctly applied it to the fact situation was scored a "3". A student who failed to complete any one of the above requirements, or who did not demonstrate complete understanding of the rule or incorrectly applied the rule received a score of "2". A student who clearly did not understand the rule, didn't explain the rule properly and misapplied it to the facts received a score of "1". After reviewing and evaluating 24 completed examinations, and after applying the above rubric, I determined that this class received a total ave. score of "1.9" out of 3.

AJ 132 – Crime Scene Investigation	Following instruction, review of written handouts, demonstration and practice, students in AJ 132, Crime Scene Investigation will be able to accomplish the following: 1. Describe how to recognize, identify, protect and manage a crime scene. 2. Describe proper techniques in searching, locating, collecting and packaging evidence in a crime scene. 3. Documenting crime scene evidence using court acceptable language and specificity with respect to describing the item, location found and collection methods. 4. Describe automated data bases available to search for offenders using evidence such as fingerprints or evidence with DNA materials on them. Explain crime lab techniques used to match evidence with submitted samples/exemplars. Assessment: 27) Students participated in the Crime Scene Scenario Practical measuring the overall learning aspects of crime scene investigation and documentation of evidence at the crime scene and demonstrating these skills and knowledge by investigating two (2) crime scenes. Crime Scene Practical – (24 @ 3) and (3 @ 2) for "2.9" learning assessment Overall Assessment – 2.9
AJ – 133 – Fingerprint Identification and Classification	in AJ 133 will: 1. Demonstrate an understanding of basic fingerprint fundamentals and terminology for classification of fingerprint cards for use of AFIS inquiries and searches, Henry Classification, NCIC classification and NCF classification. 2. Compare and identify fingerprint to fingerprint identifications on fingerprint cards. 3. Demonstrate and explain crime scene processing using latent print development powders; students will also explain which items should be processed in the field using powders and which items should be processed in a lab environment using latent print processing chemicals. Students will clearly document completed fingerprint tasks in such a way as to be acceptable as court submitted evidence. Assessment: *proposed SLO #1, a series of comparison tests evaluating SLO #2, and a latent print lab test evaluating SLO #3, plus a final exam evaluating all SLO's resulting in the following SLO rating:* **(13)** *rated as* **3**, **(12)** *rated as* **2**, **(2)** *rated as* **1** *and* **(2)** *rated as* **0**
AJ 134 – Crime Analysis	*Given an in-class writing task based upon classroom discussions and assigned readings and classroom discussions, students will be able to explain and illustrate the process by which crime analysis is tested, evaluated and then disseminated to the personnel within the police organization who can best utilize it.* *Assessment:* *27 students were given an objective style examination containing 65 questions. These questions were designed to determine the students understanding of the accepted standards and processes which are required to assemble data into a format that is*

	manageable and useable for the assessment and dissemination of data as it relates to crime patterns, crime series, MO characteristics and suspect identification. Specifically, it tested the students understanding of the concepts associated with the collection, collation and analysis of data collected during the course of a criminal investigation. A rubric was created in which a student who successfully answered 52 questions involving the above learning objectives would receive a score of "3", meaning "they got it". With the same rubric, a student who correctly answered 45 questions would receive a "2", meaning "they got most of it, but need some improvement. And finally, utilizing the same rubric scheme, students who correctly answered thirty five questions would receive a "1" or "they don't get it. After reviewing and evaluating 27 completed examinations and applying the rubric, I determined that the class received a total of 2.6.
AJ 135 – Intro to Report Writing	Given a set of instructions on criminal justice report writing structure, style, format and content requirements, and given instruction on basic sentence structure, and after viewing a simulated crime fact situation, students will be able to accurately record facts from that scenario and write a grammatically correct report with no factual errors using the correct format and filling out appropriate forms completely. Assessment: The instrument I used for the assessment was the final crime report for this course. It was a simulated double murder that involved multiple witnesses and significant evidence. The report with forms runs to about 25 pages and on average, takes the student approx. 12 - 14 hours to complete. It requires the student to draw on all facets of the course to write a successful report, including: accurately understanding and recording facts presenting through simulation information (video tapes, hand-outs and discussion) and documenting all steps in a preliminary investigation, witness statements, crime scene investigation, which includes evidence collection, drawing crime scene sketches, and using deductive reasoning, draw proper conclusions given the evidence and facts provided. *Grade worksheets were sorted into three categories: Category 3 would be reports that were accurate, complete and grammatically correct; category 2 were reports that contained some inaccuracies, were mostly complete, and had some grammatical errors; category 1 were reports with many inaccuracies, significant amount of facts or data missing and included many grammatical errors. (I excluded spelling from the rubric and focused on grammar as a criteria) The results: 22 Reports were reviewed.* *Category #3 - 5* *Category #2 - 6* *Category #1 - 11* *Ave. score was 1.72*
AJ 136 – Ethics in the Justice System	**Inactive**

AJ 70/140 – Industrial Security and Basic Security Officer Training	**Inactive**
AJ 150/AJ 155	
AJ 170 – Search and Seizure	1. During a course of study in AJ 170, students will be able to explain the 4th amendment including its essential elements of probable cause and search warrant requirements, and be able to apply the 4th amendment correctly and lawfully in a fact situation. The student will also recognize when the requisite level of suspicion is present to lawfully detain or arrest. The student will further be able to explain when and under what circumstances a peace officer can conduct a search of premises, persons and vehicles. Assessment: *36 students were given a 40 question multiple choice examination. 19 of the questions contained realistic hypothetical questions in which the student was asked to select the answer that contained a lawful application of the Fourth Amendment. Students who got 16 or more correct were assigned a numerical score of '3'. Students who got between 13 and 15 received a '2'. Students that got fewer than 13 correct received a '1'. Upon applying these scores to each of the final examinations, the average score of the class was 2.21.*
AJ 190 – Police Explorer Academy	

Demographic and Enrollment Characteristics
AJ2
Fall 2006 to Fall 2009

Characteristic Category		Fall 2006 n	Fall 2006 %	Fall 2007 n	Fall 2007 %	Fall 2008 n	Fall 2008 %	Fall 2009 n	Fall 2009 %	Fall 2009 ECC n	Fall 2009 ECC %	2000 Census ECC District n	2000 Census ECC District %
All Enrolled	Total	475	100.0%	505	100.0%	512	100.0%	584	100.0%	27,271	100.0%	520,376	100.0%
Gender	Female	198	41.7%	228	45.1%	235	45.9%	264	45.2%	14,312	52.5%	264,871	50.9%
	Male	277	58.3%	277	54.9%	277	54.1%	320	54.8%	12,953	47.5%	255,505	49.1%
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.0%	0	0.0%
Ethnicity	African-American	81	17.1%	98	19.4%	114	22.3%	102	17.5%	4,577	16.8%	88,701	17.0%
	Amer. Ind. or Alaskan	2	0.4%	3	0.6%	1	0.2%	4	0.7%	100	0.4%	1,219	0.2%
	Asian	23	4.8%	32	6.3%	34	6.6%	38	6.5%	4,539	16.6%	58,779	11.3%
	Latino	215	45.3%	246	48.7%	252	49.2%	294	50.3%	9,466	34.7%	157,138	30.2%
	Pacific Islander	2	0.4%	2	0.4%	3	0.6%	6	1.0%	257	0.9%	2,061	0.4%
	White	103	21.7%	89	17.6%	77	15.0%	78	13.4%	5,236	19.2%	197,570	38.0%
	Unknown or Decline	49	10.3%	35	6.9%	31	6.1%	59	10.1%	3,096	11.4%	0	0.0%
Age/Age Group	Under 17	2	0.4%	0	0.0%	1	0.2%	0	0.0%	572	2.1%	139,140	26.7%
	17	9	1.9%	8	1.6%	13	2.5%	2	0.3%	758	2.8%		
	18	59	12.4%	79	15.6%	64	12.5%	66	11.3%	3,326	12.2%		
	19	71	14.9%	84	16.6%	90	17.6%	89	15.2%	3,678	13.5%	11,840	2.3%
	20	60	12.6%	66	13.1%	79	15.4%	65	11.1%	2,977	10.9%		
	21	52	10.9%	48	9.5%	53	10.4%	60	10.3%	2,305	8.5%	5,720	1.1%
	22	32	6.7%	38	7.5%	34	6.6%	48	8.2%	1,677	6.1%	5,996	1.2%
	23	27	5.7%	21	4.2%	32	6.3%	34	5.8%	1,347	4.9%		
	24	25	5.3%	21	4.2%	22	4.3%	27	4.6%	1,121	4.1%	20,233	3.9%
	25-29	56	11.8%	59	11.7%	49	9.6%	87	14.9%	3,398	12.5%	43,779	8.4%
	30-39	53	11.2%	52	10.3%	49	9.6%	65	11.1%	2,896	10.6%	97,447	18.7%
	40-49	20	4.2%	23	4.6%	18	3.5%	34	5.8%	1,770	6.5%	80,126	15.4%
	50-64	8	1.7%	5	1.0%	7	1.4%	6	1.0%	1,195	4.4%	69,852	13.4%
	65+	1	0.2%	1	0.2%	1	0.2%	1	0.2%	251	0.9%	46,878	9.0%
Class Load	Full-time	155	32.6%	183	36.2%	192	37.5%	206	35.3%	8,560	31.4%		
	Part-time	261	54.9%	287	56.8%	295	57.6%	340	58.2%	18,675	68.5%		
	Not enrolled or N/A	59	12.4%	35	6.9%	25	4.9%	38	6.5%	36	0.1%		

Course Grade Distribution and Success/Retention Rates
Fall 2006 to Fall 2009
AJ2

Fall 2006

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
AJ-100	19	32	27	0	14	23	3	0	0	40	158	49.4%	74.7%
	12.0%	20.3%	17.1%	0.0%	8.9%	14.6%	1.9%	0.0%	0.0%	25.3%			
AJ-103	10	22	18	0	7	7	0	0	0	12	76	65.8%	84.2%
	13.2%	28.9%	23.7%	0.0%	9.2%	9.2%	0.0%	0.0%	0.0%	15.8%			
AJ-111	11	4	5	0	1	5	0	0	0	5	31	64.5%	83.9%
	35.5%	12.9%	16.1%	0.0%	3.2%	16.1%	0.0%	0.0%	0.0%	16.1%			
AJ-115	8	22	10	0	5	2	0	0	0	11	58	69.0%	81.0%
	13.8%	37.9%	17.2%	0.0%	8.6%	3.4%	0.0%	0.0%	0.0%	19.0%			
AJ-130	14	9	4	0	4	9	0	0	0	6	46	58.7%	87.0%
	30.4%	19.6%	8.7%	0.0%	8.7%	19.6%	0.0%	0.0%	0.0%	13.0%			
AJ-131	3	15	19	0	3	11	0	0	0	10	61	60.7%	83.6%
	4.9%	24.6%	31.1%	0.0%	4.9%	18.0%	0.0%	0.0%	0.0%	16.4%			
AJ-133	5	6	2	0	0	2	0	0	0	2	17	76.5%	88.2%
	29.4%	35.3%	11.8%	0.0%	0.0%	11.8%	0.0%	0.0%	0.0%	11.8%			
AJ-135	6	10	13	0	0	3	1	0	0	6	39	74.4%	84.6%
	15.4%	25.6%	33.3%	0.0%	0.0%	7.7%	2.6%	0.0%	0.0%	15.4%			
AJ-15	13	5	5	0	0	0	0	0	0	5	28	82.1%	82.1%
	46.4%	17.9%	17.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	17.9%			
AJ-170	10	14	9	0	1	0	0	0	0	5	39	84.6%	87.2%
	25.6%	35.9%	23.1%	0.0%	2.6%	0.0%	0.0%	0.0%	0.0%	12.8%			
AJ-49	0	10	5	0	0	3	3	0	0	1	22	68.2%	95.5%
	0.0%	45.5%	22.7%	0.0%	0.0%	13.6%	13.6%	0.0%	0.0%	4.5%			
AJ-60	0	0	0	50	0	0	0	0	0	0	50	100.0%	100.0%
	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
AJ-9596	9	0	0	0	0	0	0	0	0	3	12	75.0%	75.0%
	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%			
Course Totals	108	149	117	50	35	65	7	0	0	106	637	66.6%	83.4%
Division Total/Avg	17.0%	23.4%	18.4%	7.8%	5.5%	10.2%	1.1%	0.0%	0.0%	16.6%			
	1,392	1,060	609	576	159	328	25	37	0	876	5,062	71.8%	82.7%
	27.5%	20.9%	12.0%	11.4%	3.1%	6.5%	0.5%	0.7%	0.0%	17.3%			
College Total/Avg	15,458	11,582	8,382	4,421	2,809	4,891	345	1,318	0	14,220	63,426	62.8%	77.6%
	24.4%	18.3%	13.2%	7.0%	4.4%	7.7%	0.5%	2.1%	0.0%	22.4%			

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
AJ-100	21 / 11.6%	37 / 20.4%	37 / 20.4%	0 / 0.0%	21 / 11.6%	18 / 9.9%	0 / 0.0%	0 / 0.0%	9 / 5.0%	38 / 21.0%	181	52.5%	74.0%
AJ-103	11 / 13.4%	30 / 36.6%	20 / 24.4%	0 / 0.0%	5 / 6.1%	4 / 4.9%	0 / 0.0%	0 / 0.0%	7 / 8.5%	5 / 6.1%	82	74.4%	85.4%
AJ-111	8 / 23.5%	8 / 23.5%	6 / 17.6%	0 / 0.0%	4 / 11.8%	1 / 2.9%	0 / 0.0%	0 / 0.0%	3 / 8.8%	4 / 11.8%	34	64.7%	79.4%
AJ-115	10 / 18.5%	18 / 33.3%	10 / 18.5%	0 / 0.0%	2 / 3.7%	5 / 9.3%	0 / 0.0%	0 / 0.0%	5 / 9.3%	4 / 7.4%	54	70.4%	83.3%
AJ-126	5 / 25.0%	4 / 20.0%	3 / 15.0%	0 / 0.0%	2 / 10.0%	0 / 0.0%	1 / 5.0%	0 / 0.0%	2 / 10.0%	3 / 15.0%	20	60.0%	75.0%
AJ-130	22 / 36.1%	12 / 19.7%	4 / 6.6%	0 / 0.0%	1 / 1.6%	14 / 23.0%	0 / 0.0%	0 / 0.0%	1 / 1.6%	7 / 11.5%	61	62.3%	86.9%
AJ-131	20 / 32.3%	16 / 25.8%	6 / 9.7%	0 / 0.0%	3 / 4.8%	4 / 6.5%	2 / 3.2%	0 / 0.0%	2 / 3.2%	9 / 14.5%	62	67.7%	82.3%
AJ-133	7 / 43.8%	3 / 18.8%	0 / 0.0%	0 / 0.0%	0 / 0.0%	4 / 25.0%	0 / 0.0%	0 / 0.0%	1 / 6.3%	1 / 6.3%	16	62.5%	87.5%
AJ-135	9 / 22.5%	4 / 10.0%	8 / 20.0%	0 / 0.0%	2 / 5.0%	2 / 5.0%	2 / 5.0%	0 / 0.0%	1 / 2.5%	12 / 30.0%	40	52.5%	67.5%
AJ-15	12 / 57.1%	1 / 4.8%	2 / 9.5%	0 / 0.0%	0 / 0.0%	1 / 4.8%	0 / 0.0%	0 / 0.0%	1 / 4.8%	4 / 19.0%	21	71.4%	76.2%
AJ-170	5 / 11.6%	11 / 25.6%	16 / 37.2%	0 / 0.0%	1 / 2.3%	6 / 14.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	4 / 9.3%	43	74.4%	90.7%
AJ-49	4 / 14.8%	14 / 51.9%	0 / 0.0%	0 / 0.0%	0 / 0.0%	1 / 3.7%	5 / 18.5%	0 / 0.0%	0 / 0.0%	3 / 11.1%	27	66.7%	88.9%
AJ-60	0 / 0.0%	0 / 0.0%	0 / 0.0%	24 / 100.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	24	100.0%	100.0%
AJ-70	1 / 9.1%	4 / 36.4%	3 / 27.3%	0 / 0.0%	0 / 0.0%	2 / 18.2%	0 / 0.0%	0 / 0.0%	0 / 0.0%	1 / 9.1%	11	72.7%	90.9%
AJ-9596	3 / 75.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	1 / 25.0%	4	75.0%	75.0%
Course Totals	138 / 20.3%	162 / 23.8%	115 / 16.9%	24 / 3.5%	41 / 6.0%	62 / 9.1%	10 / 1.5%	0 / 0.0%	32 / 4.7%	96 / 14.1%	680	64.6%	81.2%
Division Total/Avg	1,521 / 29.1%	1,081 / 20.6%	610 / 11.7%	551 / 10.5%	159 / 3.0%	379 / 7.2%	32 / 0.6%	37 / 0.7%	154 / 2.9%	711 / 13.6%	5,235	71.9%	83.5%
College Total/Avg	16,244 / 24.9%	11,674 / 17.9%	8,356 / 12.8%	4,788 / 7.3%	2,743 / 4.2%	5,030 / 7.7%	360 / 0.6%	1,322 / 2.0%	2,566 / 3.9%	12,270 / 18.8%	65,353	62.8%	77.3%

Course	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
AJ-100	28	37	32	0	15	27	1	0	10	41	191	50.8%	73.3%
	14.7%	19.4%	16.8%	0.0%	7.9%	14.1%	0.5%	0.0%	5.2%	21.5%			
AJ-103	7	31	28	0	4	3	0	0	2	11	86	76.7%	84.9%
	8.1%	36.0%	32.6%	0.0%	4.7%	3.5%	0.0%	0.0%	2.3%	12.8%			
AJ-111	7	10	1	0	5	10	0	0	1	4	38	47.4%	86.8%
	18.4%	26.3%	2.6%	0.0%	13.2%	26.3%	0.0%	0.0%	2.6%	10.5%			
AJ-115	6	21	16	0	0	5	0	0	3	11	62	69.4%	77.4%
	9.7%	33.9%	25.8%	0.0%	0.0%	8.1%	0.0%	0.0%	4.8%	17.7%			
AJ-126	6	7	2	0	0	4	0	0	3	2	24	62.5%	79.2%
	25.0%	29.2%	8.3%	0.0%	0.0%	16.7%	0.0%	0.0%	12.5%	8.3%			
AJ-130	29	8	7	0	0	9	1	0	2	5	61	72.1%	88.5%
	47.5%	13.1%	11.5%	0.0%	0.0%	14.8%	1.6%	0.0%	3.3%	8.2%			
AJ-131	21	12	10	0	4	7	1	0	3	5	63	68.3%	87.3%
	33.3%	19.0%	15.9%	0.0%	6.3%	11.1%	1.6%	0.0%	4.8%	7.9%			
AJ-133	6	7	4	0	0	1	0	0	0	2	20	85.0%	90.0%
	30.0%	35.0%	20.0%	0.0%	0.0%	5.0%	0.0%	0.0%	0.0%	10.0%			
AJ-135	6	8	8	0	3	4	1	0	4	22	56	39.3%	53.6%
	10.7%	14.3%	14.3%	0.0%	5.4%	7.1%	1.8%	0.0%	7.1%	39.3%			
AJ-15	12	4	1	0	0	3	0	0	0	5	25	68.0%	80.0%
	48.0%	16.0%	4.0%	0.0%	0.0%	12.0%	0.0%	0.0%	0.0%	20.0%			
AJ-170	1	13	9	0	1	1	0	0	0	2	27	85.2%	92.6%
	3.7%	48.1%	33.3%	0.0%	3.7%	3.7%	0.0%	0.0%	0.0%	7.4%			
AJ-49	6	15	0	0	0	3	1	0	0	2	27	77.8%	92.6%
	22.2%	55.6%	0.0%	0.0%	0.0%	11.1%	3.7%	0.0%	0.0%	7.4%			
AJ-60	0	0	0	16	0	0	0	0	0	0	16	100.0%	100.0%
	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
AJ-9596	0	1	0	0	0	0	0	0	0	3	4	25.0%	25.0%
	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%			
Course Totals	135	174	118	16	32	77	5	0	28	115	700	**63.3%**	**79.6%**
	19.3%	24.9%	16.9%	2.3%	4.6%	11.0%	0.7%	0.0%	4.0%	16.4%			
Division Total/Avg	1,616	1,306	675	1,252	161	561	43	84	170	680	6,548	**74.1%**	**87.0%**
	24.7%	19.9%	10.3%	19.1%	2.5%	8.6%	0.7%	1.3%	2.6%	10.4%			
College Total/Avg	18,319	12,726	9,310	5,700	3,176	6,871	461	1,814	3,085	10,741	72,203	**63.8%**	**80.9%**
	25.4%	17.6%	12.9%	7.9%	4.4%	9.5%	0.6%	2.5%	4.3%	14.9%			

Course	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
AI-100	25 / 14.8%	30 / 17.8%	39 / 23.1%	0 / 0.0%	4 / 2.4%	41 / 24.3%	0 / 0.0%	0 / 0.0%	3 / 1.8%	27 / 16.0%	169	55.6% *(low)*	82.2%
AI-103	10 / 11.1%	28 / 31.1%	19 / 21.1%	0 / 0.0%	11 / 12.2%	5 / 5.6%	0 / 0.0%	0 / 0.0%	5 / 5.6%	12 / 13.3%	90	63.3%	81.1%
AI-109	8 / 19.5%	6 / 14.6%	9 / 22.0%	0 / 0.0%	7 / 17.1%	8 / 19.5%	0 / 0.0%	0 / 0.0%	3 / 7.3%	0 / 0.0%	41	56.1%	92.7%
AI-111	8 / 21.1%	6 / 15.8%	5 / 13.2%	0 / 0.0%	5 / 13.2%	3 / 7.9%	0 / 0.0%	0 / 0.0%	5 / 13.2%	6 / 15.8%	38	50.0%	71.1% *(low)*
AI-115	12 / 15.4%	23 / 29.5%	19 / 24.4%	0 / 0.0%	8 / 10.3%	8 / 10.3%	0 / 0.0%	0 / 0.0%	1 / 1.3%	7 / 9.0%	78	69.2%	89.7%
AI-126	15 / 46.9%	4 / 12.5%	0 / 0.0%	0 / 0.0%	0 / 0.0%	12 / 37.5%	0 / 0.0%	0 / 0.0%	1 / 3.1%	0 / 0.0%	32	59.4%	96.9% *(high)*
AI-130	35 / 42.7%	9 / 11.0%	5 / 6.1%	0 / 0.0%	11 / 13.4%	15 / 18.3%	0 / 0.0%	0 / 0.0%	0 / 0.0%	5 / 6.1%	82	59.8%	93.9%
AI-131	31 / 38.8%	20 / 25.0%	11 / 13.8%	0 / 0.0%	1 / 1.3%	7 / 8.8%	0 / 0.0%	0 / 0.0%	2 / 2.5%	6 / 7.5%	80	77.5%	90.0%
AI-132	8 / 34.8%	7 / 30.4%	0 / 0.0%	0 / 0.0%	3 / 13.0%	3 / 13.0%	0 / 0.0%	0 / 0.0%	2 / 8.7%	0 / 0.0%	23	65.2%	91.3%
AI-133	9 / 27.3%	8 / 24.2%	9 / 27.3%	0 / 0.0%	2 / 6.1%	3 / 9.1%	0 / 0.0%	0 / 0.0%	1 / 3.0%	1 / 3.0%	33	78.8% *(high)*	93.9% *(high)*
AI-135	7 / 18.4%	6 / 15.8%	9 / 23.7%	0 / 0.0%	2 / 5.3%	3 / 7.9%	2 / 5.3%	0 / 0.0%	0 / 0.0%	9 / 23.7%	38	57.9% *(low)*	76.3% *(low)*
AI-15	13 / 44.8%	3 / 10.3%	4 / 13.8%	0 / 0.0%	0 / 0.0%	4 / 13.8%	0 / 0.0%	0 / 0.0%	1 / 3.4%	4 / 13.8%	29	69.0%	82.8%
AI-170	12 / 27.3%	10 / 22.7%	12 / 27.3%	0 / 0.0%	5 / 11.4%	3 / 6.8%	0 / 0.0%	0 / 0.0%	1 / 2.3%	1 / 2.3%	44	77.3%	95.5%
AI-60	0 / 0.0%	0 / 0.0%	0 / 0.0%	37 / 100.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	37	100.0%	100.0%
AI-9596	3 / 75.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	0 / 0.0%	1 / 25.0%	4	75.0%	75.0%
Course Totals	196 / 24.0%	160 / 19.6%	141 / 17.2%	37 / 4.5%	59 / 7.2%	115 / 14.1%	6 / 0.7%	0 / 0.0%	25 / 3.1%	79 / 9.7%	818	65.3%	87.3%
Division Total/Avg	1,761 / 29.8%	1,199 / 20.3%	634 / 10.7%	814 / 13.8%	168 / 2.8%	508 / 8.6%	28 / 0.5%	48 / 0.8%	148 / 2.5%	598 / 10.1%	5,906	74.6%	87.4%
College Total/Avg	18,808 / 26.4%	13,245 / 18.6%	9,880 / 13.9%	5,269 / 7.4%	3,201 / 4.5%	5,941 / 8.3%	388 / 0.5%	1,538 / 2.2%	3,042 / 4.3%	9,914 / 13.9%	71,226	66.3%	81.8%

AJ2 Success Rates
Fall 2006 to Fall 2009

Percent Successful in Courses
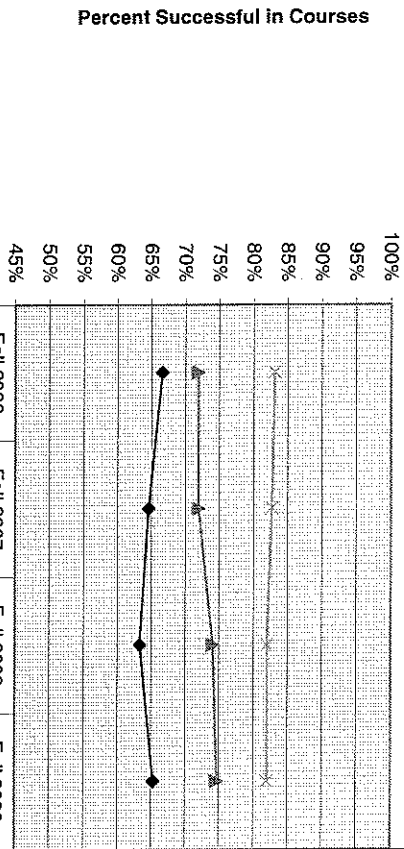
	Fall 2006	Fall 2007	Fall 2008	Fall 2009
AJ2	66.6%	64.6%	63.3%	65.3%
Industry & Technology	71.8%	71.9%	74.1%	74.6%
State avg - AJ	83.1%	82.7%	82.0%	82.0%

AJ2 Retention Rates
Fall 2006 to Fall 2009

Percent Retained in Courses
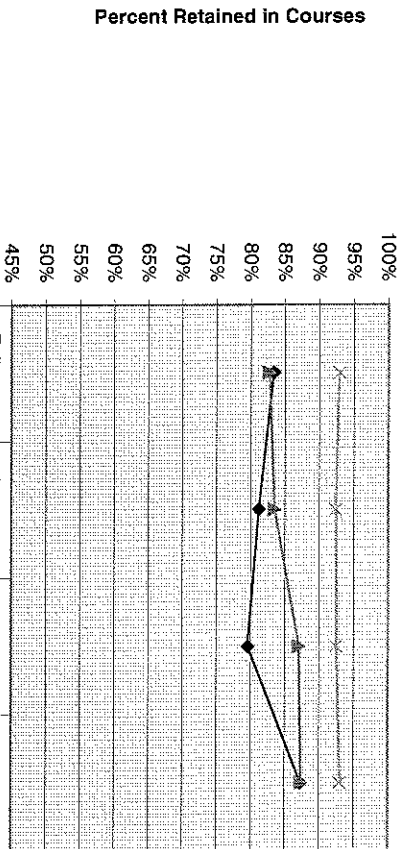
	Fall 2006	Fall 2007	Fall 2008	Fall 2009
AJ2	83.4%	81.2%	79.6%	87.3%
Industry & Technology	82.7%	83.5%	87.0%	87.4%
State avg - AJ	92.9%	92.4%	92.5%	93.0%

Total Annual Program Participation (4-year Trend)
Years: 2006-07 to 2009-10
AJ2

	2006-07	2007-08	2008-09	2009-10	4 Yr Average
Annual Seat Count	1377	1513	1602	1664	1539

Annual Program Participation
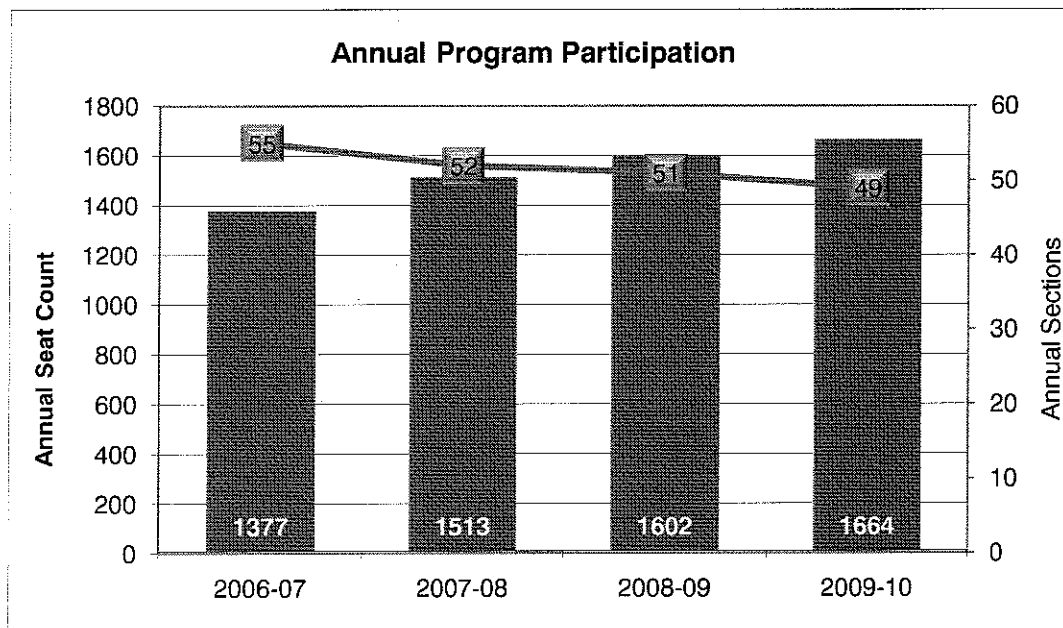
Course, Section, Seat Counts
Years: 2006-07 to 2009-10

	2006-07	2007-08	2008-09	2009-10
Sections	55	52	51	49
Seats	1377	1513	1602	1664
Unduplicated Students	829	912	971	968
Seats/Unduplicated Students	1.7	1.7	1.6	1.7

Course Fill Rates

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
	76.1%	76.7%	87.1%	98.8%

Course Section Fill Rates
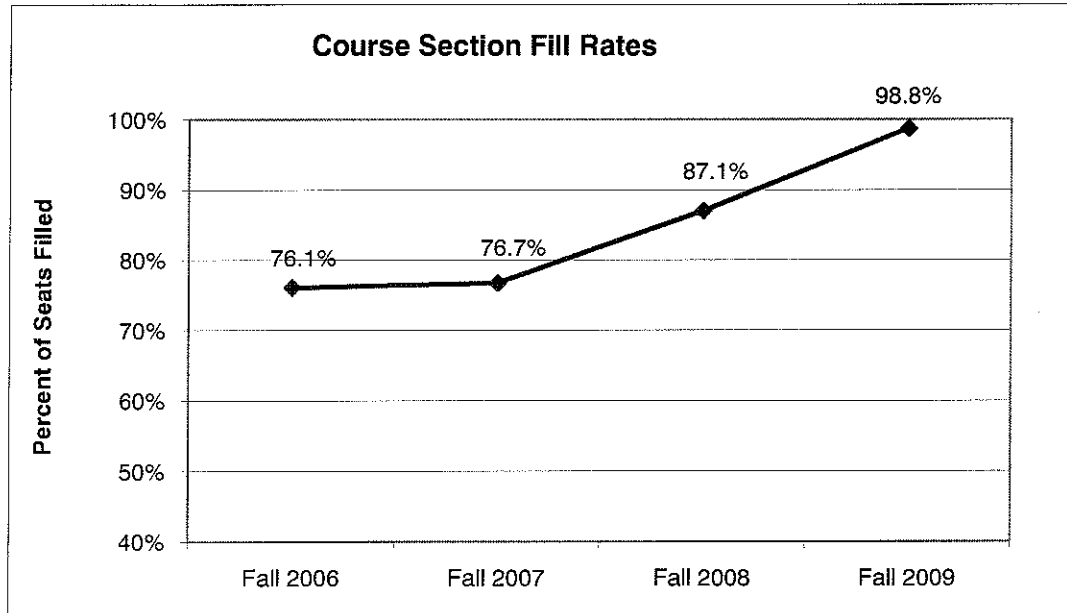
Glossary of Terms

This page provides a few definitions for terms used in this data set. Feel free to copy and paste definitions into your program review document as needed.

Course Fill Rate

The course fill rate is the number of seats taken in a course section divided by the capacity of the section (multiplied by 100).

Retention Rate

The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who *did not withdraw*.

Success Rate

The success rate is the percentage of students who receive a C/CR or better as a final course grade.

There are two different success rates used at the college, each with a different denominator:
  a. The success of *Only Completers* excludes students from the formula who withdrew/received a W.
  b. The success rate of *All Students* includes all students who were enrolled at census date. *

* The California Community College Chancellor's Office uses only the second (b.) rate, so comparisons with other colleges or with statewide averages must use this rate.

2012 PROGRAM REVIEW REPORT

ADMINISTRATION OF JUSTICE DEPARTMENT

SUBMITTED BY PROFESSOR RAY LEWIS
MARCH 6TH, 2012

El Camino College

16007 Crenshaw Blvd
Torrance, California 90506
310.660.3593

Administration of Justice Industry Report

24 Responses

1. Are you familiar with the El Camino College Administration of Justice Program and/or its Forensics Certificate Program?

Response	Frequency	Percent	Mean: 0.42
Yes	10	41.67	
No	14	58.33	

2. Will the number of openings in Forensics or Crime Scene Investigation increase, remain about the same, or decrease over the next ten years?

Response	Frequency	Percent	Mean: 3.42
Increase	17	70.83	
Decrease	2	8.33	
Remain same	3	12.50	
No opinion	2	8.33	

3. Would an applicant with an AS Degree or Certificate in Forensics option presented to you serve as adequate preparation for a position as an Entry Level at your company?

Response	Frequency	Percent	Mean: 0.71
Yes	17	70.83	
No	7	29.17	
No Opinion	0	0.00	

4. Would an earned AS Degree in Administration of Justice or Justice of Forensics Certificate affect the pay rate or job status of the applicant?

Response	Frequency	Percent	Mean: 0.42
Yes	10	41.67	
No	14	58.33	
No Opinion	0	0.00	

5. Would a current employee who earns a Certificate or Degree while working in your agency be eligible for a change in pay rate or job status?

Response	Frequency	Percent	Mean: 0.38
Yes	9	37.50	
No	15	62.50	
No Opinion	0	0.00	

6. Does your agency support the continued education of employees with a flexible work schedule or reimbursement programs?

Response	Frequency	Percent	Mean: 0.92
Yes	22	91.67	
No	2	8.33	
No Opinion	0	0.00	

1. Which best describes your enrollment with El Camino College

Response	Frequency	Percent	Mean: 3.65
First semester	23	10.90	
Second Semester	14	6.64	
Third Semester	47	22.27	
Fourth Semester	44	20.85	
Other	73	34.60	
Missing	10	4.74	

2 I am a(n):

Response	Frequency	Percent	Mean: 1.32
Administration of Justice major	170	80.57	
A major in some other area	12	5.69	
Non-Declared major	11	5.21	
Other	10	4.74	
Missing	8	3.79	

3 My educational goal is to:

Response	Frequency	Percent	Mean: 1.80
Graduate with an AS degree in Administration of Justice	56	26.54	
Transfer to a 4 year university as an AJ or CJ major	114	54.03	
Earn a certificate in Administration of Justice	11	5.21	
No educational plan – just taking courses	4	1.90	
Missing	26	12.32	

AJ 15

Response	Frequency	Percent	Mean: 4.29
5	14	6.64	
4	6	2.84	
3	2	0.95	
2	1	0.47	
1	1	0.47	
Missing	187	88.63	

AJ 48

Response	Frequency	Percent	Mean: 3.73
5	4	1.90	
4	3	1.42	
3	2	0.95	
2	1	0.47	
1	1	0.47	
Missing	200	94.79	

AJ 49

Response	Frequency	Percent	Mean: 3.82
5	5	2.37	
4	2	0.95	
3	2	0.95	
2	1	0.47	
1	1	0.47	
Missing	200	94.79	

AJ 132

Response	Frequency	Percent	Mean: 4.58
5	15	7.11	
4	2	0.95	
3	1	0.47	
2	0	0.00	
1	1	0.47	
Missing	192	91.00	

AJ 133

Response	Frequency	Percent	Mean: 4.50
5	20	9.48	
4	2	0.95	
3	2	0.95	
2	1	0.47	
1	1	0.47	
Missing	185	87.68	

AJ 134

Response	Frequency	Percent	Mean: 4.46
5	18	8.53	
4	2	0.95	
3	2	0.95	
2	1	0.47	
1	1	0.47	
Missing	187	88.63	

AJ 135

Response	Frequency	Percent	Mean: 4.77
5	34	16.11	
4	3	1.42	
3	1	0.47	
2	0	0.00	
1	1	0.47	
Missing	172	81.52	

AJ 150

Response	Frequency	Percent	Mean: 4.15
5	8	3.79	
4	2	0.95	
3	1	0.47	
2	1	0.47	
1	1	0.47	
Missing	198	93.84	

AJ 155

Response	Frequency	Percent	Mean: 4.09
5	7	3.32	
4	1	0.47	
3	1	0.47	
2	1	0.47	
1	1	0.47	
Missing	200	94.79	
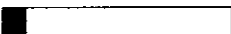
AJ 170

Response	Frequency	Percent	Mean: 4.91
5	40	18.96	
4	4	1.90	
3	0	0.00	
2	0	0.00	
1	0	0.00	
Missing	167	79.15	
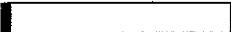
AJ 190

Response	Frequency	Percent	Mean: 4.09
5	7	3.32	
4	1	0.47	
3	1	0.47	
2	1	0.47	
1	1	0.47	
Missing	200	94.79	
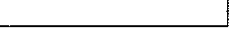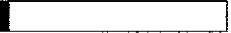
5. Overall, my satisfaction with my experience in the Administration of Justice program is:

Response	Frequency	Percent	Mean: 4.67
Extremely satisfied	137	64.93	
Somewhat satisfied	41	19.43	
Neutral	9	4.27	
Somewhat dissatisfied	1	0.47	
Extremely dissatisfied	0	0.00	
Missing	23	10.90	

6. Which aspects of the Administration of Justice program have you found most important for you?

Response	Frequency	Percent	Mean: 1.94
Quality of instruction	113	53.55	
Course materials and textbooks	13	6.16	
Availability and interest of instructors outside of the classroom	12	5.69	
Course concepts and subjects	39	18.48	
Other	4	1.90	
Missing	30	14.22	

7. I feel that my experience in the Administration of Justice program at El Camino College will have prepared me for a career in criminal justice or related fields.

Response	Frequency	Percent	Mean: 4.69
Strongly agree	150	71.09	
Somewhat agree	41	19.43	
No opinion	11	5.21	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Missing	9	4.27	
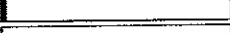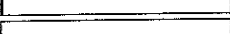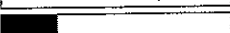
8. I feel that the Administration of Justice program at El Camino College offers a complete curriculum that satisfies my educational and future employment needs.

Response	Frequency	Percent	Mean: 4.63
Strongly agree	141	66.82	
Somewhat agree	46	21.80	
No opinion	13	6.16	
Somewhat disagree	1	0.47	
Strongly disagree	0	0.00	
Missing	10	4.74	

9. The Student Learning Outcomes (SLO's) indicate what I am expected to learn in my courses. My Administration of Justice instructors have fully explained the SLO's for each of my courses.

Response	Frequency	Percent	Mean: 4.48
Strongly agree	126	59.72	
Somewhat agree	46	21.80	
No opinion	24	11.37	
Somewhat disagree	2	0.95	
Strongly disagree	1	0.47	
Missing	12	5.69	
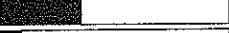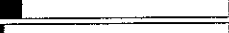
10. I feel that the courses I have completed were taught in a manner that corresponded to the catalogue description and matched my expectations.

Response	Frequency	Percent	Mean: 4.69
Strongly agree	149	70.62	
Somewhat agree	41	19.43	
No opinion	11	5.21	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Missing	10	4.74	

AJ 100

Response	Frequency	Percent	Mean: 4.70
5	124	58.77	
4	25	11.85	
3	7	3.32	
2	3	1.42	
1	0	0.00	
Missing	52	24.64	
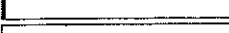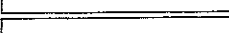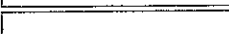
AJ 103

Response	Frequency	Percent	Mean: 4.69
5	76	36.02	
4	22	10.43	
3	5	2.37	
2	0	0.00	
1	0	0.00	
Missing	108	51.18	
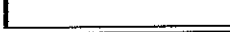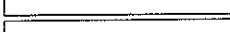
AJ 106

Response	Frequency	Percent	Mean: 3.92
5	5	2.37	
4	5	2.37	
3	1	0.47	
2	1	0.47	
1	1	0.47	
Missing	198	93.84	
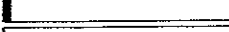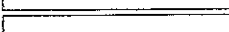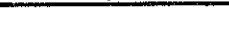
AJ 107

Response	Frequency	Percent	Mean: 4.53
5	13	6.16	
4	5	2.37	
3	0	0.00	
2	0	0.00	
1	1	0.47	
Missing	192	91.00	
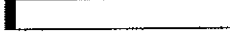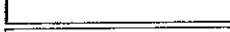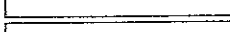
AJ 109

Response	Frequency	Percent	Mean: 4.72
5	38	18.01	
4	6	2.84	
3	2	0.95	
2	1	0.47	
1	0	0.00	
Missing	164	77.73	
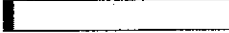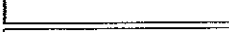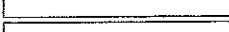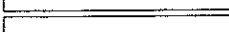
AJ 111

Response	Frequency	Percent	Mean: 4.52
5	28	13.27	
4	10	4.74	
3	3	1.42	
2	0	0.00	
1	1	0.47	
Missing	169	80.09	
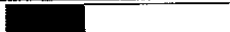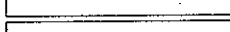
AJ 115

Response	Frequency	Percent	Mean: 4.74
5	51	24.17	
4	11	5.21	
3	3	1.42	
2	0	0.00	
1	0	0.00	
Missing	146	69.19	
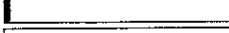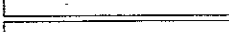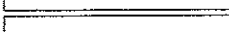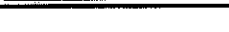
AJ 126

Response	Frequency	Percent	Mean: 4.50
5	11	5.21	
4	3	1.42	
3	1	0.47	
2	1	0.47	
1	0	0.00	
Missing	195	92.42	

AJ 130

Response	Frequency	Percent	Mean: 4.81
5	72	34.12	
4	12	5.69	
3	2	0.95	
2	0	0.00	
1	0	0.00	
Missing	125	59.24	

AJ 131
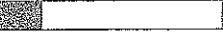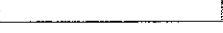
Response	Frequency	Percent	Mean: 4.73
5	46	21.80	
4	7	3.32	
3	2	0.95	
2	0	0.00	
1	1	0.47	
Missing	155	73.46	
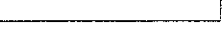
I am:

Response	Frequency	Percent	Mean: 1.88
Full Time	1	12.50	
Part Time	7	87.50	

1. The courses I teach adhere to the description found in the catalogue and course outlines.

Response	Frequency	Percent	Mean: 1.20
Strongly Agree	8	80.00	
Agree	2	20.00	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

2. The courses I teach are responsive to and updated with reference to multi-cultural issues.

Response	Frequency	Percent	Mean: 1.20
Strongly Agree	8	80.00	
Agree	2	20.00	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

3. There are appropriate numbers of AJ courses for students in the AJ program.

Response	Frequency	Percent	Mean: 2.00
Strongly Agree	3	30.00	
Agree	4	40.00	
Disagree	3	30.00	
Strongly Disagree	0	0.00	
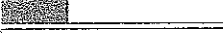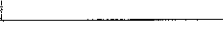
4. Computer assisted instruction within the college is adequate to meet student need.

Response	Frequency	Percent	Mean: 2.10
Strongly Agree	1	10.00	
Agree	7	70.00	
Disagree	2	20.00	
Strongly Disagree	0	0.00	

5. Computers and related technology are adequate in computer labs and learning centers on campus.

Response	Frequency	Percent	Mean: 2.22
Strongly Agree	0	0.00	
Agree	7	77.78	
Disagree	2	22.22	
Strongly Disagree	0	0.00	

6. My schedule allows me to meet with students before or after class.

Response	Frequency	Percent	Mean: 1.30
Strongly Agree	7	70.00	
Agree	3	30.00	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

7. Which of the following Faculty Support Services to you use?

Response	Frequency	Percent	Mean: -
Graphic Art	0	0.00	
Media Services AV Production	1	11.11	
Media Services AV Equipment Distribution	1	11.11	
ECC Vehicles	0	0.00	
EC Email	5	55.56	
Copy Center	5	55.56	
Tech Services Help Desk	2	22.22	
Support Staff	0	0.00	
ECC Hosted Websites	1	11.11	
Distance Education	0	0.00	
Innovation Center	0	0.00	
Library	3	33.33	
Division Faculty Office Workroom	4	44.44	
Division/Department AV Equipment such as TV- VCR- DVD- Projectors	6	66.67	

9. Are you getting adequate instructional support from the department, division or college?

Response	Frequency	Percent	Mean: 1.10
Yes	9	90.00	
No	1	10.00	

12. What do you consider to be the greatest on-going challenges facing the Administration of Justice Program?

Response	Frequency	Percent	Mean: 1.80
Institutional Challenges	5	50.00	
Student Challenges	2	20.00	
Societal Challenges	3	30.00	

15. How many years have you taught at ECC?

Response	Frequency	Percent	Mean: 3.00
1 - 2	2	20.00	
3 - 5	2	20.00	
6 - 1	0	0.00	
over 1	6	60.00	

Question: 8. What additional course offerings would enhance the overall curriculum of the department?

Respondent	Response
1	Crime Scene Investigation 2 - Death Investigation
2	None
4	AJ, and other programs, has suffered extensive section and course cuts due to the budget problem. I am concerned that further cuts will negate the program's ability to remain viable. When the economic climate improves, those sections which have been cut should be restored; furthermore, I believe that our program should develop a curriculum for non-sworn employment opportunities such as public safety dispatching and a corrections certificate. These additions will be addressed in our program review report.
5	I believe that the course that are offered is good. Howerver, with societal challeges to juveniles who enter the Juvenile justices System. The course that addresses this population is strongly needed.
6	An Ethics in Law Enforcement class and a Law Enforcement Leadership class.
7	A course directly dealing with cultural diversity would be helpful for students.
8	I believe that the overall circulum meets the needs of any person wanting to enter the field of law enforcement. I do can not think of any additional courses.
9	Latent Print Development and Comparison Class

Question: 10. If you answered no to the above, what improvements can be made?

Respondent	Response
9	I revise my instruction before every semester as I learn from the students what their needs are and how I can do a better job of reaching them. I also add the latest in advances and what is currently happening in the field and all it's many challenges.

Question: 11. How can the AJ Department improve in regard to students' needs?

Respondent	Response
1	It is a great Department, I feel this Department is responsive to the needs of the students and available for students as much as possible.
3	modern classrooms, that have new TV monitors, and computers in each classroom
4	See question 8. I would only add that the required courses that originally had two sections, night/day, offered easier opportunities to finish graduation and transfer requirements. The elimination of the second section for nearly all those required courses, has impacted student needs negatively in terms of completing graduation and transfer requirements.
5	For the students I have had the oppurtunity to service, I found that there were no AJ Departmental imporvement at this time.
7	We need a larger couse offering.
8	Since I am at school only one night per week, I am unable to respond to this question.
10	require the college level English class. Spelling and grammar used by most students is elementary and junior high level. 60 -70% of law enforcement work is administrative and most documents have the potential to become court and public documents seen by judges, prosecutors, defense attorneys, media, and the public.

Question: 13. What are the strengths of the Administration of Justice Program?

Respondent	Response
1	The course content, the competitiveness with other A.J. Department curriculum and the quality and the experience of the instructors who teach these courses.
2	The dedication of the instructors, the rapport they have with the students. There is a culture within the department that the students are our number one priority. This is reflective as I receive feedback from other students regarding instructors in the department. The support staff in the division has always been responsive and attentive to serving the needs of the students and faculty.
3	The leadership and the staff.
4	Faculty experience and abilities. We are blessed, in our adjunct faculty, with tremendous professional and real world experience. Our current staff includes 3 judges, one active duty captain, two retired captains, a former chief of police and two technical instructors who are recognized experts in their field in most of the courts in LA County.
5	I believe the strengths of the Administration of Justice Porgram are the diversity of educated staff, Intructors who are practioners in the field and the good administration team.
6	Diverse level of expertise/experience among the professors.
7	The instructors willingness to assist students above and beyond requirements.
8	Very strong faculty. The instructors that I know, myself included, are very committed to the AJ program.
9	The wide selection of classes available for the students to take and the instructors having worked in the field add a valuable insight for the students.
10	The instructors are very hands on. They advocate the profession and are generous with their time helping those who wish to make a career and life choice in the law enforcement / justice system community.

Question: 14. Do you have any concerns regarding the Administration of Justice Program? If so, please describe:

Respondent	Response
1	No concerns
2	None
3	No, I have been adjunct teacher here for 19 years, it has been a great department
4	We need to replace a full time instructor who retired last spring. We need to take care of some classroom deficiencies that need immediate attention. Adjunct faculty needs additional SLO training, and it would be hoped that some training funds can be found for that.
5	No.
7	no
8	My only concerns are budgetary. I would hate to see classes cut due to a decrease in funding.
10	Too many of our students have been dumbed down and do not understand or show a knowledge of the formalities of our language. Writing, spelling and grammar are not good enough to sustain them with employment in our area of study. Require the basic college level English class as a prerequisite.

Question: 16. If you are a part time instructor, list any other locations and the length of time. (optional)

Respondent	Response
1	N/A
3	Only teaching at El Camino

Question: 16. If you are a part time instructor, list any other locations and the length of time. (optional)

Respondent	Response
6	East Los Angeles College - 2 years
8	None

Question: 17. What other comments do you have concerning the performance of the Administration of Justice Program? Please include any recommendations or suggestions that you may have that have not been previously stated.

Respondent	Response
1	None
2	This is my second year teaching at ECC and I feel fortunate to have the opportunity to work in the ECC community. Through its fiscal challenges, this division continues to serve the needs of the students while delivering quality education. I look forward to many years of service.
3	With the budget cuts, I believe the AJ Department is doing well in these times. Jeff
4	We are continuing to produce students who are landing jobs in the field. Anecdotally, I get calls and visits from students on a regular basis. It is frustrating that I don't have a data collection method of documenting the hirings of our students.
5	None.
6	All in all, I believe it is a very well run program with enthusiastic instructors and a good talent pool to recruit from with regard to future law enforcement officers.
7	I am hopeful the department will grow over the next few years.
8	No other comments.

Region Info

Region: Los Angeles County

MSA Areas: Los Angeles-Long Beach-Santa Ana, CA (31100)

Selected Industries

NAICS Code	Description
930000	Local government

Executive Summary

Basic Information

2006 Industry Jobs	575,619
2016 Industry Jobs	604,444
Total Change	28,825
Total % Change	5.01%
2010 Average Earnings per Worker	$76,521

Industry Change Summary

Basic Information	2006 Jobs	2016 Jobs	Change	% Change	2010 EPW	2010 Establishments
Regional Total	575,619	604,444	28,825	5%	$76,521	3,601
State Total	1,726,496	1,821,195	94,699	5%	$71,478	15,926
National Total	14,033,998	15,098,227	1,064,229	8%	$57,449	162,359

Source: EMSI Complete Employment - 1st Quarter 2011

Top Occupations In Selected Industry
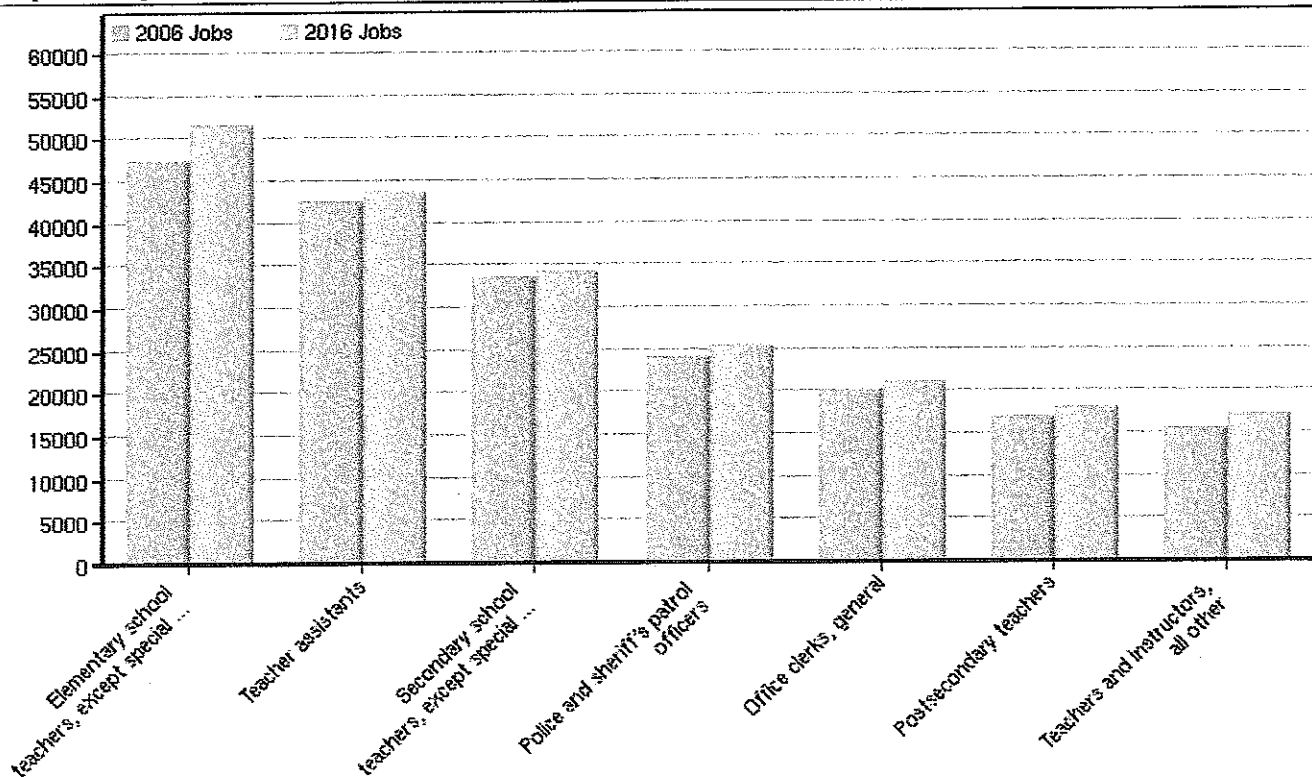
SOC Code	Name	2006 Jobs	2016 Jobs	Change	% Change
25-2021	Elementary school teachers, except special education	47,288	51,394	4,106	9%
25-9041	Teacher assistants	42,375	43,575	1,200	3%
25-2031	Secondary school teachers, except special and vocational education	33,548	34,253	705	2%
33-3051	Police and sheriff's patrol officers	24,060	25,427	1,367	6%
43-9061	Office clerks, general	19,978	21,076	1,098	5%
25-1099	Postsecondary teachers	16,748	18,082	1,334	8%
25-3099	Teachers and instructors, all other	15,458	17,066	1,608	10%

Source: EMSI Complete Employment - 1st Quarter 2011

Selected Occupations

Occupation	Education Level
Correctional officers and jailers (SOC 33-3012)	Moderate-term on-the-job training
Police and sheriff's patrol officers (SOC 33-3051)	Long-term on-the-job training
Security guards (SOC 33-9032)	Short-term on-the-job training
Protective service workers, all other (SOC 33-9099)	Short-term on-the-job training

Executive Summary

Basic Information

2006 Occupational Jobs	103,408
2016 Occupational Jobs	111,246
Total Change	7,838
Total % Change	7.58%
Openings	40,475
2010 Median Hourly Earnings	$19.65

Occupational Change Summary

Legend: □ Regional Growth Rate   □ State Growth Rate   □ National Growth Rate
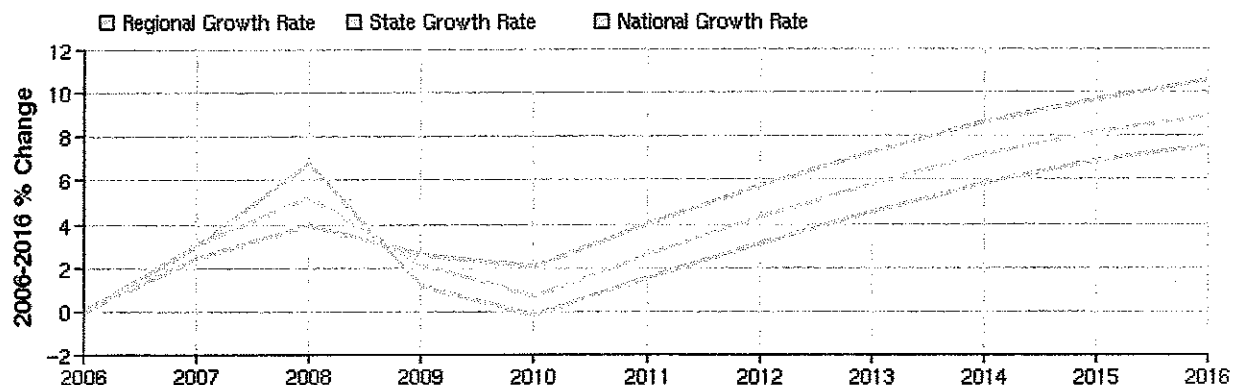
Region	2006 Jobs	2016 Jobs	Change	% Change	Openings	2010 Median Hourly Earnings
Regional Total	103,408	111,246	7,838	8%	40,475	$19.65
State Total	267,019	290,855	23,836	9%	112,148	$21.80
National Total	2,188,632	2,419,843	231,211	11%	917,161	$16.83

Source: EMSI Complete Employment - 1st Quarter 2011

Top Industries for Selected Occupations
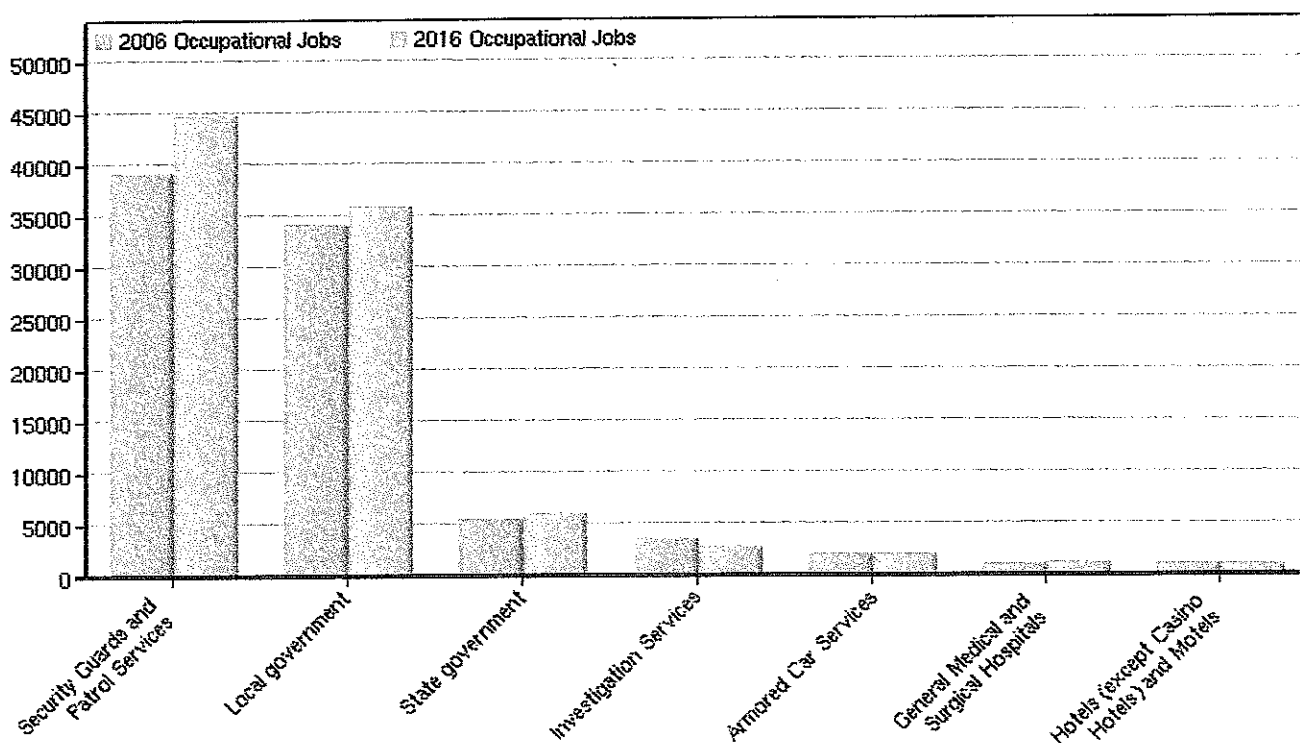
NAICS Code	Name	2006 Jobs	2016 Jobs	Change	% Change
561612	Security Guards and Patrol Services	39,071	44,626	5,555	14%
930000	Local government	34,032	35,827	1,795	5%
920000	State government	5,480	6,054	574	10%
561611	Investigation Services	3,549	2,680	-869	-24%
561613	Armored Car Services	2,010	1,853	-157	-8%
622110	General Medical and Surgical Hospitals	1,012	1,161	149	15%
721110	Hotels (except Casino Hotels) and Motels	884	922	38	4%

Occupational Breakdown
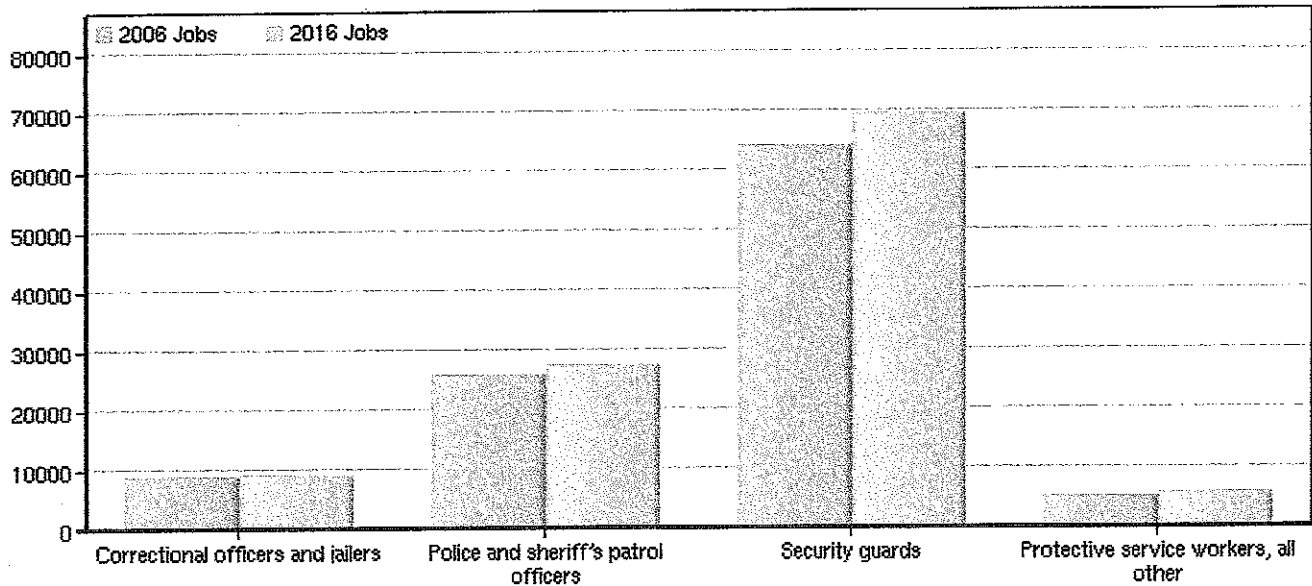
SOC Code	Description	2006 Jobs	2016 Jobs	Openings	2010 Median Hourly Earnings
33-3012	Correctional officers and jailers	8,601	9,079	2,690	$21.87
33-3051	Police and sheriff's patrol officers	25,660	27,284	9,161	$40.27
33-9032	Security guards	64,066	69,307	24,555	$11.27
33-9099	Protective service workers, all other	5,081	5,575	4,069	$17.51
	Total	103,408	111,246	40,475	$19.65

Source: EMSI Complete Employment - 1st Quarter 2011

Executive Summary

Basic Information

O*NET Occupation	33-3051.01
Title	Police Patrol Officers
Description	Patrol assigned area to enforce laws and ordinances, regulate traffic, control crowds, prevent crime, and arrest violators.
2006 Occupational Jobs	25,660
2006-2016 Growth	1,624
Openings	9,161
2010 Median EPW	$40.27

Source: EMSI Complete Employment - 1st Quarter 2011

Wages

Wages are the 2010 median hourly wage for this occupation for the region. The chart below shows wages for the source occupation and the target occupation by percentile, comparing the earnings potential of each occupation.

2010 Hourly Earnings / 2010 Percentile Earnings

- $8.71 (10%, Security Guards)
- $9.62 (25%)
- $11.27 (Median)
- $13.45 (75%)
- $17.64 (90%)
- $29.34 (10%, Police Patrol Officers)
- $34.37 (25%)
- $40.27 (Median)
- $46.51 (75%)
- $53.50 (90%)

- Security Guards   - Police Patrol Officers
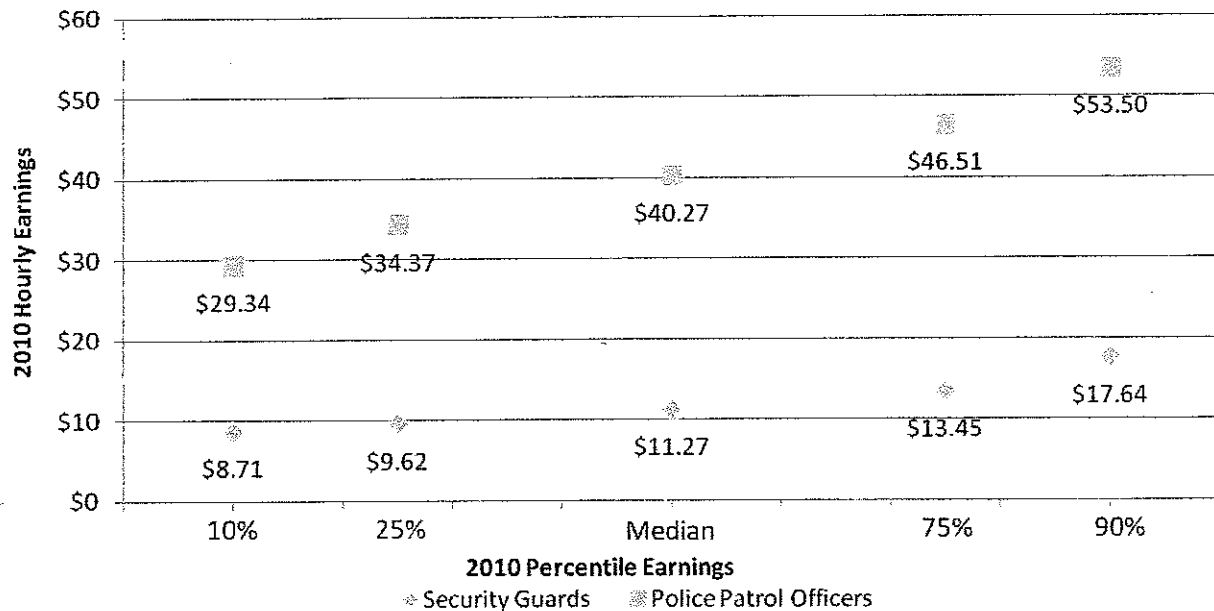
Source: EMSI Complete Employment - 1st Quarter 2011

Training

The table below shows the distribution of workers in this occupation according to education level.

Education Level	Percent of Workers
Post-Doctoral Training	1%
Bachelor's Degree	10%
Associate's Degree (or other 2-year degree)	24%
Some College Courses	22%
Post-Secondary Certificate	1%
High School Diploma (or GED or High School Equivalence Certificate)	42%
Less than a High School Diploma	0%

Source: EMSI Complete Employment - 1st Quarter 2011

This is a list of available training providers within the selected region, as reported to IPEDS. Please note that some regions may have specific training not included in the IPEDS database due to reporting issues.

Programs By Institution

| CIP Code	Title	Institution	Award Level	2009 Region Completions
43.0107	Criminal Justice/Police Science	Antelope Valley College	Associate's degree	52
43.0107	Criminal Justice/Police Science	Cerritos College	Associate's degree	41
43.0107	Criminal Justice/Police Science	Citrus College	Associate's degree	24
43.0107	Criminal Justice/Police Science	Citrus College	Award of less than 1 academic year	16
43.0107	Criminal Justice/Police Science	College of the Canyons	Associate's degree	33
43.0107	Criminal Justice/Police Science	College of the Canyons	Award of less than 1 academic year	1
43.0107	Criminal Justice/Police Science	East Los Angeles College	Associate's degree	119
43.0107	Criminal Justice/Police Science	East Los Angeles College	Award of less than 1 academic year	716
43.0107	Criminal Justice/Police Science	East San Gabriel Valley Regional Occupational Program	Award of less than 1 academic year	14
43.0107	Criminal Justice/Police Science	El Camino College-Compton Center	Associate's degree	1
43.0107	Criminal Justice/Police Science	El Camino Community College District	Award of less than 1 academic year	13
43.0107	Criminal Justice/Police Science	El Camino Community College District	Associate's degree	23
43.0107	Criminal Justice/Police Science	Fullerton College	Associate's degree	39
43.0107	Criminal Justice/Police Science	Fullerton College	Award of at least 1 but less than 2 academic years	56
43.0107	Criminal Justice/Police Science	Glendale Community College	Award of at least 1 but less than 2 academic years	9
43.0107	Criminal Justice/Police Science	Glendale Community College	Associate's degree	1
43.0107	Criminal Justice/Police Science	Golden West College	Award of less than 1 academic year	118
43.0107	Criminal Justice/Police Science	Golden West College	Associate's degree	17
43.0107	Criminal Justice/Police Science	Irvine Valley College	Associate's degree	8
43.0107	Criminal Justice/Police Science	Irvine Valley College	Award of less than 1 academic year	9
43.0107	Criminal Justice/Police Science	Long Beach City College	Associate's degree	34
43.0107	Criminal Justice/Police Science	Long Beach City College	Award of at least 1 but less than 2 academic years	15
43.0107	Criminal Justice/Police Science	Los Angeles City College	Award of at least 1 but less than 2 academic years	10
43.0107	Criminal Justice/Police Science	Los Angeles City College	Associate's degree	23
43.0107	Criminal Justice/Police Science	Los Angeles Harbor College	Associate's degree	8
43.0107	Criminal Justice/Police Science	Los Angeles Mission College	Associate's degree	9
43.0107	Criminal Justice/Police Science	Los Angeles Mission College	Award of at least 1 but less than 2 academic years	0
43.0107	Criminal Justice/Police Science	Los Angeles Mission	Award of less than 1	3

CIP Code	Title	Institution	Award Level	2009 Region Completions
		College	academic year	
43.0107	Criminal Justice/Police Science	Los Angeles Pierce College	Associate's degree	15
43.0107	Criminal Justice/Police Science	Los Angeles Southwest College	Award of less than 1 academic year	30
43.0107	Criminal Justice/Police Science	Los Angeles Southwest College	Associate's degree	8
43.0107	Criminal Justice/Police Science	Los Angeles Valley College	Associate's degree	19
43.0107	Criminal Justice/Police Science	Los Angeles Valley College	Award of less than 1 academic year	6
43.0107	Criminal Justice/Police Science	Mt San Antonio College	Associate's degree	15
43.0107	Criminal Justice/Police Science	Mt San Antonio College	Award of at least 1 but less than 2 academic years	31
43.0107	Criminal Justice/Police Science	Pasadena City College	Award of at least 2 but less than 4 academic years	11
43.0107	Criminal Justice/Police Science	Rio Hondo College	Associate's degree	91
43.0107	Criminal Justice/Police Science	Rio Hondo College	Award of less than 1 academic year	152
43.0107	Criminal Justice/Police Science	Santa Ana College	Associate's degree	14
43.0107	Criminal Justice/Police Science	West Los Angeles College	Award of less than 1 academic year	1
43.0107	Criminal Justice/Police Science	West Los Angeles College	Associate's degree	13

Source: National Center for Education Statistics
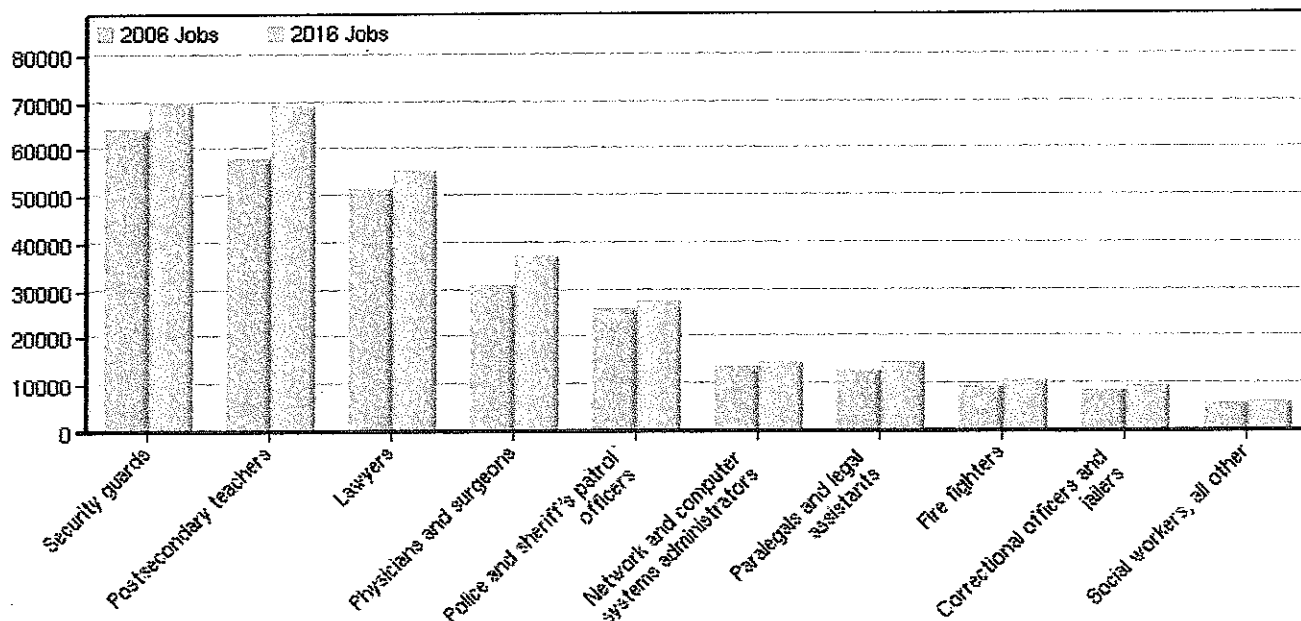
SOC Code	Description	2006 Jobs	2016 Jobs	Change	2010 Hourly Earnings	Education
33-9032	Security guards	64,066	69,307	5,241	$11.27	Short-term on-the-job training
25-1099	Postsecondary teachers	57,788	69,136	11,348	$44.09	Doctoral degree
23-1011	Lawyers	51,511	55,120	3,609	$54.88	First professional degree
29-1069	Physicians and surgeons	30,685	37,075	6,390	$75.40	First professional degree
33-3051	Police and sheriff's patrol officers	25,660	27,284	1,624	$40.27	Long-term on-the-job training
15-1071	Network and computer systems administrators	13,473	14,237	764	$33.27	Bachelor's degree
23-2011	Paralegals and legal assistants	12,496	14,392	1,896	$27.93	Associate's degree
33-2011	Fire fighters	9,287	10,699	1,412	$42.74	Long-term on-the-job training
33-3012	Correctional officers and jailers	8,601	9,079	478	$21.87	Moderate-term on-the-job training
21-1029	Social workers, all other	5,275	6,052	777	$26.24	Bachelor's degree
33-9099	Protective service workers, all other	5,081	5,575	494	$17.51	Short-term on-the-job training

SOC Code	Description	2006 Jobs	2016 Jobs	Change	2010 Hourly Earnings	Education
21-1092	Probation officers and correctional treatment specialists	3,340	3,960	620	$33.99	Bachelor's degree
33-3021	Detectives and criminal investigators	3,081	3,496	415	$28.36	Work experience in a related field
53-2011	Airline pilots, copilots, and flight engineers	2,955	2,615	-340	$66.17	Bachelor's degree
33-1099	First-line supervisors/managers, protective service workers, all other	2,934	3,318	384	$17.76	Work experience in a related field
23-2092	Law clerks	2,690	2,971	281	$28.06	Bachelor's degree
33-9021	Private detectives and investigators	2,500	3,250	750	$20.11	Work experience in a related field
33-1012	First-line supervisors/managers of police and detectives	2,275	2,418	143	$41.21	Work experience in a related field
43-5031	Police, fire, and ambulance dispatchers	1,368	1,602	234	$24.90	Moderate-term on-the-job training
19-4092	Forensic science technicians	624	737	113	$32.20	Associate's degree
23-1023	Judges, magistrate judges, and magistrates	571	552	-19	$71.44	Degree plus work experience
23-1021	Administrative law judges, adjudicators, and hearing officers	390	428	38	$46.75	Degree plus work experience

Source: EMSI Complete Employment - 1st Quarter 2011

Largest Growth
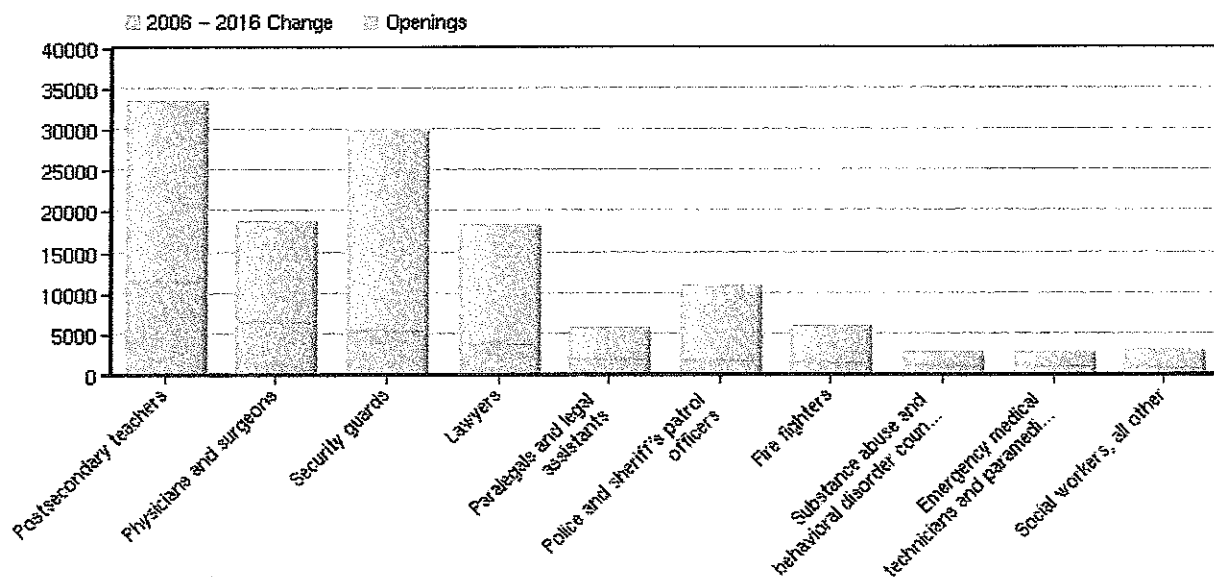
SOC Code	Description	2006 – 2016 Change	Openings	Annual Openings	2010 Hourly Earnings	Education
25-1099	Postsecondary teachers	11,348	22,163	2,216	$44.09	Doctoral degree
29-1069	Physicians and surgeons	6,390	12,271	1,227	$75.40	First professional degree
33-9032	Security guards	5,241	24,555	2,455	$11.27	Short-term on-the-job training
23-1011	Lawyers	3,609	14,776	1,478	$54.88	First professional degree
23-2011	Paralegals and legal assistants	1,896	3,659	366	$27.93	Associate's degree
33-3051	Police and sheriff's patrol officers	1,624	9,161	916	$40.27	Long-term on-the-job training
33-2011	Fire fighters	1,412	4,542	454	$42.74	Long-term on-the-job training
21-1011	Substance abuse and behavioral disorder counselors	980	1,700	170	$14.84	Master's degree
29-2041	Emergency medical technicians and paramedics	882	1,814	181	$13.82	Postsecondary vocational award
21-1029	Social workers, all other	777	2,176	218	$26.24	Bachelor's degree
15-1071	Network and computer systems administrators	764	3,702	370	$33.27	Bachelor's degree
33-9021	Private detectives and investigators	750	1,424	142	$20.11	Work experience in a related field
21-1092	Probation officers and correctional treatment specialists	620	1,394	139	$33.99	Bachelor's degree
33-9099	Protective service workers, all other	494	4,069	407	$17.51	Short-term on-the-job training
33-3012	Correctional officers and jailers	478	2,690	269	$21.87	Moderate-term on-the-job training

Source: EMSI Complete Employment – 1st Quarter 2011
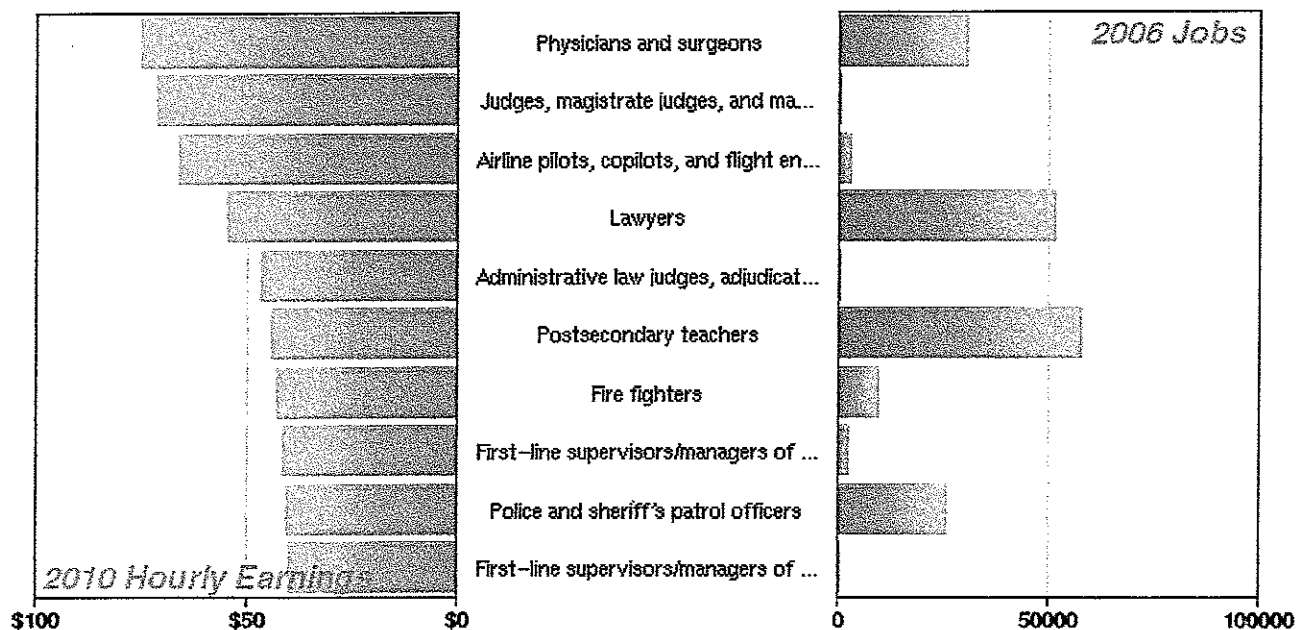
SOC Code	Description	2010 Hourly Earnings	2006 Jobs	2006 - 2016 Change	Annual Openings	Education
29-1069	Physicians and surgeons	$75.40	30,685	6,390	1,227	First professional degree
23-1023	Judges, magistrate judges, and magistrates	$71.44	571	-19	12	Degree plus work experience
53-2011	Airline pilots, copilots, and flight engineers	$66.17	2,955	-340	100	Bachelor's degree
23-1011	Lawyers	$54.88	51,511	3,609	1,478	First professional degree
23-1021	Administrative law judges, adjudicators, and hearing officers	$46.75	390	38	12	Degree plus work experience
25-1099	Postsecondary teachers	$44.09	57,788	11,348	2,216	Doctoral degree
33-2011	Fire fighters	$42.74	9,287	1,412	454	Long-term on-the-job training
33-1012	First-line supervisors/managers of police and detectives	$41.21	2,275	143	121	Work experience in a related field
33-3051	Police and sheriff's patrol officers	$40.27	25,660	1,624	916	Long-term on-the-job training
33-1011	First-line supervisors/managers of correctional officers	$40.17	265	17	12	Work experience in a related field
13-1061	Emergency management specialists	$37.54	190	34	8	Work experience in a related field
21-	Probation officers and correctional	$33.99	3,340	620	139	Bachelor's degree

SOC Code	Description	2010 Hourly Earnings	2006 Jobs	2006 - 2016 Change	Annual Openings	Education
1092	treatment specialists					
15-1071	Network and computer systems administrators	$33.27	13,473	764	370	Bachelor's degree
19-4092	Forensic science technicians	$32.20	624	113	40	Associate's degree
33-1021	First-line supervisors/managers of fire fighting and prevention workers	$31.03	1,309	69	78	Work experience in a related field
33-3021	Detectives and criminal investigators	$28.36	3,081	415	107	Work experience in a related field
23-2092	Law clerks	$28.06	2,690	281	76	Bachelor's degree
23-2011	Paralegals and legal assistants	$27.93	12,496	1,896	366	Associate's degree
21-1029	Social workers, all other	$26.24	5,275	777	218	Bachelor's degree
43-5031	Police, fire, and ambulance dispatchers	$24.90	1,368	234	54	Moderate-term on-the-job training
33-3012	Correctional officers and jailers	$21.87	8,601	478	269	Moderate-term on-the-job training
33-1099	First-line supervisors/managers, protective service workers, all other	$17.76	2,934	384	168	Work experience in a related field
33-9099	Protective service workers, all other	$17.51	5,081	494	407	Short-term on-the-job training
33-9032	Security guards	$11.27	64,066	5,241	2,455	Short-term on-the-job training

Source: EMSI Complete Employment - 1st Quarter 2011

*Note: Occupations with fewer than 10 employees are not shown.

Career Cluster Data

Career clusters and pathways are collections of standard occupation (SOC) codes. They are defined by the States' Career Cluster Initiative.

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department.

Competency Data

The competency data in this report is taken directly from the O*NET database.

Industry Data

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.