El Camino Community College

PROGRAM REVIEW 2019

INDUSTRY AND TECHNOLOGY DIVISION

ADMINISTRATION OF JUSTICE

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SECTION 1
Overview of the Program

A) **Provide a brief narrative description of the current program, including the program's mission statement and the students it serves. Also include in this section any program highlights and/or accomplishments, as well as the most critical needs of the program.**

Mission Statement:

The mission of the El Camino College Administration of Justice Department is to provide students with a thorough understanding of the social organization and administration of the criminal justice system, while preparing students for a career in the field. We welcome and support all students in our program and strive to offer the most relevant and up to date skills needed to successfully navigate this highly competitive field.

The El Camino College Administration of Justice Program is the largest department in the Industry and Technology Division, serving approximately one thousand students per semester. The program is both proactive in offering cutting edge educational programs, as well as responsive to the needs of the students and employers we serve. The program offers twenty-seven different courses and averages seventy sections per year. In addition to offering all nine of the C-ID courses, we offer specialized courses in Crime Scene Investigation, Digital Forensics, Homeland Security, Intelligence Analysis and Fingerprint Analysis which are not traditionally offered at the community college level and are normally only accessible to students at four year universities. The demand for highly trained law enforcement officers, intelligence analysts, crime scene investigators, and private security officers is expected to continue to rise in the foreseeable future and we are preparing our students to meet these needs.

Furthermore, the Administration of Justice Program has created curriculum to give our students a distance learning option to complete degree and certificate requirements. Currently students are able to complete the requirements for the Administration of Justice Associate of Science-Transfer (AS-T), Administration of Justice Associate of Arts (AA), Administration of Justice Certificate of Achievement and Homeland Security Essentials Certificate of Accomplishment 100% online.

In addition, the Administration of Justice Program hosts our own Law Enforcement Training Program, certified by California Peace Officer Standards and Training (POST). El Camino College is one of two community college run Police Academies in Los Angeles County and the only one west of the 605 freeway. We currently operate a 832 PC course and both a Level II and Level III modular police academy. We are in the process of expanding the program to include advanced officer training to better serve the South Bay Police Agencies with their mandated annual training.

The Administration of Justice degree and/or certificate prepares students for a career in criminal justice or related fields in both public and private sectors. By completing the degree and/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 pursuing the AS-T in Administration of Justice will be prepared to successfully complete upper division courses leading to four year degrees in criminal justice and related disciplines.

The Administration of Justice program facilitated the formation of the student run Administration of Justice Club in 2014, and later incorporated students from parallel public safety programs, Fire Technology and Emergency Medical Technician, into the club in Fall of 2018 creating the Public Safety Club. The Public Safety Club has grown exponentially since its creation and the collaboration of the Public Safety Educational Programs has grown as well. The club meetings offer the students opportunities to network with industry personnel, attend field trips to enhance learning, and network with other students in the programs. Research has shown that student engagement in extracurricular activities leads to greater graduation rates.

As detailed in Section 2-D and throughout this document, the faculty members in the Administration of Justice Program maintain strong ties with employers in the region in order to maintain currency in the discipline as well as ensuring their needs are being met. Our program's success can be measured by the number of former El Camino College students who now serve as law enforcement leaders throughout the state. One former student, Chief Thomas Kang was recently promoted to Chief of Police of the City of Gardena, becoming the highest ranking Korean-American in the South Bay. Chief Kang continues to be involved in our program and served as the Keynote speaker last fall at our Police Academy Graduation. In addition, several of our current faculty members were El Camino College students.

As a regional leader in Administration of Justice education, El Camino College is well positioned to meet the current and future needs of our students and regional employers. To maintain this position we also look to programs within our consortium to see where we can improve and grow our program. Rio Hondo College and East Los Angeles College are both large Administration of Justice Programs that offer advanced officer training and are an example of what we could be in the future.

B) Describe the degrees and/or certificates offered by the program.

The Administration of Justice program currently offers Associate of Arts, Associate of Science for Transfer, Certificate of Achievement in Administration of Justice, Certificate of Achievement in Forensics and Certificate of Accomplishment in Homeland Security Essentials.

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

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

C) **Explain how the program fulfills the college's mission and aligns with the strategic initiatives.**

The mission of El Camino College is to make a positive difference in people's lives by providing excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

STRATEGIC INITIATIVES

1. **Student Learning:**
   Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

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

   Five faculty members are California Commission on Peace Officer Standards and Training (POST) Master Instructors. To attain the Master Instructor designation instructors are required to complete a rigors two-year program through the POST Instructor Development Institute (IDI). Curriculum includes topics such as facilitated learning, adult learning activities, adult learning theory, course design, instructional technology, curriculum design, and designing activities that promote critical thinking. The POST IDI program has become the model for adult learning in the state. There are fewer than 200 Master Instructors in the entire state of California which is evidence of the rigor of that program.

   Assistant Professor Anthony is an OnCourse ambassador. The mission statement of OnCourse ambassadors is *"to introduce our students and colleagues to On Course principles and practices, transforming our colleges and universities into learner-centered institutions that empower students to become active, responsible, and successful learners. Our ultimate goal is to bring about a significant increase in student learning, academic success, retention and graduation."*

   One of our instructors, Dr. Mark Fields, has been certified as a Peer Online Course Reviewer through the California Online Education Initiative (OEI). Dr. Fields has been driving the expansion of the Distance Education course offerings for the program by garnering approval for online courses, designing the course curriculum to meet the rigorous standards of the OEI, and mentoring faculty who teach online courses.

The majority of faculty members use the Canvas Learning Management system to provide additional resources to their on-campus students in lecture-based classes and have completed the requirements to teach online.

2. **Student Success and Support:**

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

3. **Collaboration:**
The one full-time faculty member represents the Administration of Justice Program and the Industry & Technology Division by serving on several college committees including:
• Division Council
• Division Curriculum Committee
• Division Load Committee
• Public Safety Education Center Facilities Committee

4. **Community Responsiveness:**

The Administration of Justice **Program Advisory Committee** is made up of leaders in law enforcement, corrections, and private security. Input from the Program Advisory Committee is used to project the needs of industry and drives curriculum changes.

The Administration of Justice Program maintains strong ties with community and professional organizations including:

• South-Bay Police Chiefs' Association
• California Peace Officers' Association
• California Commission on Peace Officer Standards and Training
• University of California, Irvine Alumni Association
• California Police Chiefs' Association
• California Association of Administration of Justice Educators
• Hawthorne High School Criminal Justice Academy Advisory Committee

5. **Institutional Effectiveness:**

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

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

6. Modernization:

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

D) Discuss the status of recommendations from your previous program review.

1. **Recommendation:** Hire two (2) additional full time faculty members
   Status: Active
   Notes/Comments: Need is still present and necessity has increased since last program review, as we went from two full time faculty members to only one.

2. **Recommendation:** Purchase laptop computers in the AJ 135, Report
   Status: Active
   Notes/Comments: 17 computers were purchased, still have need for 23 additional computers.

3. **Recommendation:** Purchase Classroom Supplies
   Status: Completed
   Notes/Comments:

4. **Recommendation:** Instructional Software/hardware for Crime Scene Documentation
   Status: Abandoned
   Notes/Comments: The software is not necessary for the course and no current instructors have the training required to instruct on its use.

5. **Recommendation:** Emergency Management and Homeland Security Certificate
   Status: Active
   Notes/Comments: The certificate has progressed through the college level approval process but has not received final approval from the Chancellors office.

6. **Recommendation:** Digital Crimes Investigation Certificate of Achievement
   Status: Active
   Notes/Comments: Currently working with the Computer Information System department on revising the requirements for the certificate.

7. **Recommendation:** Corrections Certificate of Achievement
   Status: On Hold
   Notes/Comments: Certificate needs additional input from industry experts as well as an additional course needs to be added.

8. **Recommendation:** Distance education course offerings to allow students to complete of an online AA or AS-T degree
   Status: Complete
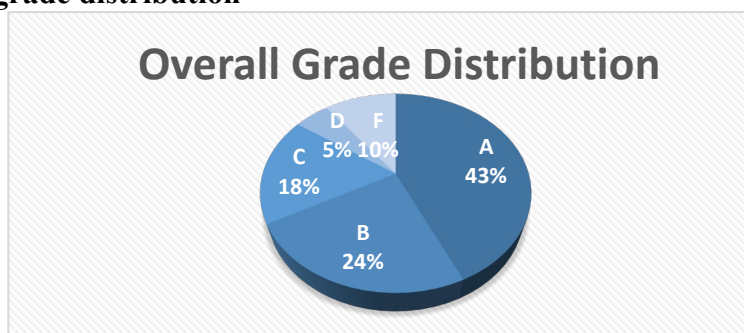   **Notes/Comments:**

SECTION 2
Analysis of Research Data

A) Head count of students in the program

The AJ Program enrolled an average of 1,376 total students in classes, with the average student taking 1.5 classes, for a seat count of 2,081 students per academic year. The enrollment has increased over that time period with the additional offerings through distance education, which has increased our student base.

The AJ Program serves a diverse population reflective of our community (Appendix D). In the Fall 2017 semester 66% of the students were Hispanic and 14% were African-American. Almost half of our students are female, which is notable given that law enforcement is still a predominately male profession. The International Association of Chiefs of Police has recommended recruiting a more diverse workforce in law enforcement. As such, the program has hosted recruiters from a number of different agencies including the California Highway Patrol, Los Angeles Police Department, Los Angeles County Sheriff Department, Federal Bureau of Investigation, California Parole and the South Bay Regional Communications Authority to name a few.

Seventy percent of the students indicated their goal is to transfer to a four-year university. The Associates of Science Transfer option allows students that opportunity to complete the foundational courses in the major and General Education requirements for transfer with additional benefits when transferring to a CSU with a participating major. Since the majority of our students are interested in transfer, this degree option is of upmost importance to our department. The offering of this important degree type has motivated our students to consider transfer as an obtainable goal. Counselors are invited to the classrooms to advise students about their services. In addition, the Industry and Technology Division offers drop in counseling within the Industry and Technology Educational Center just a few steps from our classrooms.

B) Course grade distribution

Overall Grade Distribution

D 5% | F 10% | A 43% | C 18% | B 24%

AJ - 10	A	B	C	D	F
Face to Face	24%	32%	39%	3%	2%
Online*	100%	0%	0%	0%	0%
AJ - 11					
Face to Face	52%	27%	12%	6%	3%
Online	67%	20%	13%	0%	0%
AJ- 12					
Online	44%	22%	6%	11%	17%
AJ - 21					
Face to Face	67%	0%	33%	0%	0%
Online	33%	22%	6%	17%	22%
AJ - 100					
Face to Face	40%	24%	16%	6%	14%
Online	60%	19%	10%	2%	9%
AJ - 103					
Face to Face	14%	36%	31%	9%	9%
Online	67%	17%	9%	2%	5%
AJ – 106**					
Face to Face	16%	42%	0%	0%	42%
AJ - 107					
Face to Face	54%	30%	10%	1%	6%
AJ - 109					
Face to Face	11%	24%	37%	10%	18%
AJ - 111					
Face to Face	76%	15%	6%	2%	2%
Online	69%	13%	8%	3%	8%

AJ - 115	A	B	C	D	F
Face to Face	71%	19%	7%	0%	3%
Online	68%	17%	7%	2%	5%
AJ- 126					
Face to Face	13%	36%	25%	15%	11%
AJ- 130					
Face to Face	28%	22%	27%	6%	17%
Online	35%	22%	14%	5%	24%
AJ - 131					
Face to Face	24%	23%	28%	7%	17%
Online	58%	24%	14%	2%	2%
AJ - 132					
Face to Face	63%	23%	4%	2%	7%
AJ - 133					
Face to Face	51%	30%	13%	6%	1%
AJ - 134					
Face to Face	48%	32%	8%	2%	9%
AJ - 135					
Face to Face	22%	31%	31%	6%	11%
AJ- 142					
Face to Face	56%	31%	0%	0%	13%
AJ- 170					
Face to Face	30%	22%	28%	13%	7%
Online	54%	24%	16%	0%	6%

*AJ 10, online section, was offered once in this format and had 15 percent of the class withdrawal only leaving the students that were doing well in the course.

**AJ 106 is a highly specialized class offered on the weekend. Many students stopped attending the course resulting an unusually high fail rate, 42%.
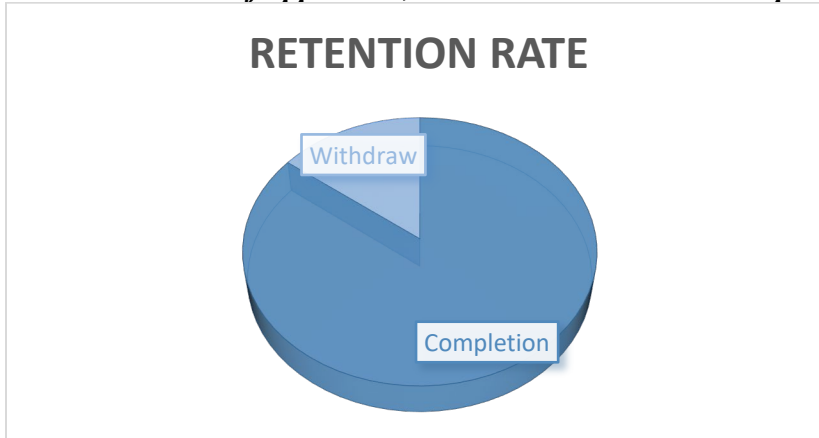
C) Success rates

Discuss your program's success rates, addressing any issues of student equity and how your program is addressing any performance gaps. Describe any demographic success characteristics and set a success standard for your program.

Success rates (students earning a C grade or better) were an average of 73.1%, just slightly above the college wide average of 71.6%. These numbers were consistent among most demographics. The lowest success rates were among African American Females, specifically those between the ages of 17 and 24 averaging 67% successful completion, after age 25 this number jumps significantly to 82%. The increased success rates among female students over 25 is consistent across demographics, however the amount of increase is highest among African American Females.

D) Retention rates - *if applicable, include retention based on placement method*

Retention rates (students still on the roster at the end of the semester) for the AJ Program were 85.8%, which is above the college wide average of 84.1%.

E) A comparison of success and retention rates in face-to-face classes with distance education classes

Success rates in distance education and face-to-face courses varied dependent on the course. Courses with the largest sample sizes AJ 100, AJ 103 and AJ 115 showed consistency as far as success rates with online instruction being slightly higher. AJ 130 in both online and face to face had low success rates in compared to other courses with the online section having a success rate at 52%, the course is historically a difficult course for students to comprehend and as instructors we are working on ways to improve the course. Retention rates among all courses stayed consistent among online and face-to-face courses.

F) Enrollment statistics with section and seat counts and fill rates

Section fill rates have remained high for the past four years and range from 89% in 2014 to 85% in Fall of 2018.

G) Scheduling of courses (day vs. night, days offered, and sequence)

The Administration of Justice Program sequences its courses, so they are offered on a day and evening alternating schedule. This allows students who are traditionally either day or evening students to complete their degree in a timely manner. In addition, the program has increased the number of online course offerings to meet the needs of distance education students.

H) Improvement Rates (Course success by placement method, if applicable)
N/A, no placement or sequencing requirements in our program.

I) Additional data compiled by faculty.
N/A

J) Enumerate any related recommendations.

N/A

SECTION 3
Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

A) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

Curriculum review occurs on a rotating basis with all curriculum having been reviewed in the past four years. Six (6) of the program's courses were identified as candidates to meet general education requirements for transfer and local degree patterns. Four of the courses were submitted for review during 2018-2019 review cycle and the other two are due for review in the 2020-2021 review cycle. Upon approval, Administration of Justice students will be able to complete their social and behavioral science requirements within the Administration of Justice department.

El Camino College	CSU GE	IGETC
AJ 100- Intro to Administration of Justice	D8/D0	4J
AJ 103- Concepts of Criminal Law	D8	4H
AJ 107- Introduction to Corrections	D0	
AJ 115- Community and Human Relations	D0	4J
AJ 126- Juvenile Delinquency	D0	
AJ 130- Criminal Procedures	D8	4J

B) Explain any course additions to current course offerings.

Since the previous Program Review, the Administration of Justice Program has not added any additional courses.

The Administration of Justice advisory committee has recommended the addition of an Advanced Corrections course, Corrections Certificate as well as reinstatement of advance police officer training courses.

C) Explain any course deletions and inactivations from current course offerings.

N/A

D) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

Since the previous Program Review, the Administration of Justice Program has expanded its distance education course offerings to allow for online completion of degree and certificates. The program currently offers seven courses each fall and spring semester and three in the summer and winter sessions in the distance education format.

Courses offered online include: AJ 10 Introduction to Homeland Security, AJ 11 Intelligence and Security Management, AJ 12 Transportation and Border Security Management, AJ 21 Introduction to Emergency Management, AJ 26 Introduction to Terrorism and Counterterrorism, AJ 100 Introduction to Administration of Justice, AJ 103 Criminal Law, AJ 107 Crime and Control- An Introduction to Corrections, AJ 111 Criminal Investigation, AJ 115 Community and Human Relations, AJ 130 Criminal Procedures, AJ 131 Legal Aspects of Evidence, AJ 135 Report Writing, AJ 142 Introduction to Digital Evidence, and AJ 170 Laws of Arrest, Search and Seizure.

E) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.
  1. **Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**

     Yes, all of our courses required to earn the degrees and certificates have been offered at least once during the last two years.

  2. **Are there any concerns regarding program courses and their articulation to courses at other educational institutions?**

     California State University Dominguez Hills does not currently recognize our AS-T and only has one course offered at El Camino College, that will count towards their bachelor degree in Criminal Justice, CIS-13, which is not part of the Administration of Justice Department Curriculum.

     The Administration of Justice curriculum aligns better with the next two closest California State Universities, Los Angeles and Long Beach, both of which honor our AS-T.

  3. **How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.**

     In the 2017/2018 academic year our department awarded 110 associate degrees (99 AS-T and 11 AA) and 18 certificates.

     Since the inception of the AS-T degree option in 2016-2017, we have seen a steady increase in AS-T degrees awarded (from 71 AA degrees in 2015-2016 to 86 collective

AA and AS-T degrees in 2016-2017, and 110 in 2017-2018). While the collective number of degrees is steadily increasing, the vast majority of degrees earned are the AS-T. Given the popularity of the AS-T degree option with our students and the many transfer benefits it brings, our focus will be on increasing the number of AS-T degrees earned by our students. Many of our courses will soon be approved to apply toward CSUGE and IGETC Social Science area as well, allowing for students to fulfil some areas of GE, while also completing major requirements. Even though the proportion of the AA to AS-T degrees have decreased, the AA remains a valuable degree option for our students who wish to enter industry with an AA and do not plan to transfer to a four-year university, according to student surveys this accounts for 25% of the surveyed students.

Our goal is to increase the number of AS-T degrees to 115 per academic year by 2021.

4. **Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

There are no licensure or certification exams for the core program.

AJ 49- Arrest Search & Seizure, AJ 150- Police Officer Training- Module III and AJ 155- Police Officer Training- Module II are regulated by POST with a minimum passing score of 70% overall.

F) Enumerate any related recommendations.

- Explore course and degree articulation with CSUDH with Articulation Officer
- Addition of an Advanced Corrections Course
- Addition of a Corrections Certificate
- Reinstatement of Advance Police Officer Training Courses

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

A) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned. (This will be Appendix A.)

B) Provide a timeline for your course and program level SLO assessments. (This will be Appendix B.)

C) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

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

Student Learning Outcomes and Course Learning Objectives are included in the syllabi of all courses. SLOs are discussed with the students on a regular basis.

The SLO and PLO data shows both have been met the stated benchmarks on a consistent basis.

D) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.

The SLO results reported for the department have consistently showed students meeting the benchmarks. The results were calculated and entered by each individual instructor. In Fall 2018 the input of results became the responsibility of the full time faculty member and it was noticed that there was some confusion among some adjunct faculty about the process. One instructor reported results of an assessment that did not actually measure the SLO. After meeting with the instructor, we were able to identify a more appropriate assessment to use and how to plan for SLO assessment in the future. The SLO/PLO process is addressed each semester during the department meeting as well as during evaluation conferences. As a division several faculty including Assistant Professor Anthony, constructed a standardized form for documenting SLO and simplifying the process across the division.

E) Enumerate any related recommendations.

N/A

SECTION 5
Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

A) Describe the results of the student survey in each of the following areas:

1. Student Support

The student survey addressed five questions related to the support students feel from their Administration of Justice Instructors and collectively indicated that most students (91%) strongly agree or agree that they feel supported by our instructors.

Q1: Instructors in this program have helped me achieve my academic goals. 92% of the students surveyed indicated they strongly agree or agree with this statement.

Q2: Instructors in this program have helped me stay on track. 90% of the students surveyed indicated they strongly agree or agree with this statement.

Q3: Instructors in this program provide opportunities to actively participate in my classes. 95% of the students surveyed indicated they strongly agree or agree with this statement.

Q4: I have a felt a sense of community within the program. 86% of the students surveyed indicated they strongly agree or agree with this statement.

Q5: Student contributions have been valued by instructors in this program. 92% of the students surveyed indicated they strongly agree or agree with this statement.

2. Curriculum

The student survey addressed five questions related to the curriculum offed by the Administration of Justice Department.

Q1: There is an appropriate range of courses offered in this program. 90% of the students surveyed indicated they strongly agree or agree with this statement.

Q2: Courses were scheduled on days and times that were convenient for me. 85% of the students surveyed indicated they strongly agree or agree with this statement.

Q3: I've been able to register for the classes I need within this program. 90% of the students surveyed indicated they strongly agree or agree with this statement.

Q4: The courses in this program have helped me meet my academic goals. 89% of the students surveyed indicated they strongly agree or agree with this statement.

Q5: There is a variety of extracurricular activities related to this program on campus. 69% of the students surveyed indicated they strongly agree or agree with this statement.

3. **Facilities, Equipment, and Technology**
    The student survey addressed five questions related to the facilities, equipment and technology offed by the Administration of Justice Department.

    Q1: The buildings and classrooms used by this program are satisfactory. 93% of the students surveyed indicated they strongly agree or agree with this statement.

    Q2: I am satisfied with the opportunity for hands on instruction (i.e. forensics supplies, equipment). 72% of the students surveyed indicated they strongly agree or agree with this statement.

    Q3: I am satisfied with the computers and software used in this program. 75% of the students surveyed indicated they strongly agree or agree with this statement.

4. **Program Objectives**
    One question addressed the program objectives of our program. With 95% of the students surveyed indicating that they strongly agree or agree to the statement "I am aware of the course outcomes - what I should be able to learn and what skills I should possess after completing courses in the program."

B) **Discuss the implications of the survey results for the program.**

    The student survey confirms that our instructors are meeting the needs of our students in feeling supported and that they are invested in and committed to their success.
    The survey also highlights a few key areas of opportunity to better serve our students and enhance their experience during their time at El Camino College. The area that students identified as the greatest opportunity for improvement was a lack of "variety of extracurricular activities related to this program on campus." Starting in Fall 2018 we started addressing this issue by changing the way we introduce industry partners to our students. Instead of having recruiters come out to talk to students about available jobs, we have asked that if they would like to come out that they need to engage our students by having an interactive demonstration and/or a panel discussion that allow students to have a better understanding of the career field. Our Public Safety Club is also using their platform to engage students outside of the classroom with the assistance of the faculty advisors.

The student survey also identified another area with room for improvement, "I am satisfied with the opportunity for hands on instruction (i.e. forensics supplies, equipment)." The department has been slowly collecting additional resources for more hands-on instruction since the last program review and plan to continue doing so over the next four years. Another priority is making sure instructors know what resources are available, how to use them and how to best utilize them in the classroom.

The last area for improvement identified in the student surveys, "I am satisfied with the computers and software used in this program." The previous program review requested a class set of computers (35) to be used for testing and to incorporate current industry technology to the classroom. Unfortunately, only 17 computers were funded, not allowing for a full class set, effectively rendering them useless. It is a priority of the department to complete the class set, ideally 40 computers, so that they can be used as an instructional tool in the classroom.

C) Discuss the results of other relevant surveys.

N/A

D) Enumerate any related recommendations.

- Complete classroom set of computers (total of 40). This would require an additional 23 computers.
- Forensic supplies and training.
- Additional support for Public Safety Club

SECTION 6
Facilities and Equipment

A) Describe and assess the existing program facilities and equipment.

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

B) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The most pressing need for facilities is the addition of a dedicated mat room for the law enforcement training program. A dedicated mat room separate from the public view is required for POST courses. We currently are sharing space on campus in violation of POST guidelines or renting space at other police/academy facilities at a cost of approximately $450.00 per day. In addition to the physical space, the mats for the mat room need to be purchased. The approximant cost to house the mat room is $350,000. The mats for the mat room have a total cost of $11,000.00 and can be used in a temporary location until a permanent building is completed.

The law enforcement training program also needs to purchase a class set of shotguns to fulfill the requirements of the Level II police academy. The program is currently using instructor's personal shotguns for the qualifying cadets. The current need is ten (10) shotguns with light and sidesaddle for an approximate cost of $5,000 with $200.00 annually for maintenance.

The law enforcement training program additionally needs to construct a six-foot wall and pull up bars to fulfill the physical training requirements of the program. The approximate cost to construct the wall and pull up bars is $1,000.00

Law enforcement officers, like the majority of professions, use technology in day-to-day operations. Most police reports are now written on patrol car computers commonly referred to as Mobile Data Terminals. The AJ 135 course is in need of 23 additional laptop computers installed in the classroom to simulate this procedure. Initial cost for these computers is estimated at $11,500. Annual maintenance is estimated to be $1,000.

The department needs to purchase classroom supplies, both instructional office supplies and forensic supplies to facilitate hands-on instruction. Classroom supplies equals approximately $2,000 for instructional office supplies and an additional $500, annually for forensic supplies.

C) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

In our long-range 2-4 year plan, the creation of the Public Safety Education Center will be our main focus and will address the long term needs of our facilities and equipment. The funds have already been approved.

D) Enumerate specific recommendations based on the information provided above, as well as any related recommendations (e.g., creating and budgeting for a cycle for ongoing maintenance, repair, and replacement).

Facility

- Modular classroom to be used as a mat room $350,000

Equipment

- Mats for mat room $11,000
- (10) Shotguns $5,000   Annual Maintenance $200
- (23) Laptop Computers $11,500   Annual Maintenance $1,000
- Classroom/Forensic $2,500 Annually
- 6 foot wall and pull up bar $1,000

SECTION 7
Technology and Software

A) Describe and assess the adequacy and currency of the technology and software used by the program.

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

B) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

No additional software request at this time.

C) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

N/A

D) Enumerate specific recommendations based on the information provided above, as well as any related recommendations (e.g., creating and budgeting for a cycle for ongoing maintenance, repair, and replacement).

SECTION 8
Staffing

A) Describe the program's current staffing, including faculty, administration, and classified staff.

The El Camino College Administration of Justice (AJ) program is currently staffed by one full-time equivalent faculty members (FTEF) and 27 adjunct instructors. The program serves over 2,000 students annually. The full-time faculty are responsible for program management, including assessment, of 27 different courses offered through 70 sections as well as severing on three (3) campus committees. The administrative duties of the full-time faculty currently take up a significant amount of their time, reducing their abilities to focus on student success.

Hiring in the Administration of Justice sector is expected to remain strong over the next decade in both the public as well as private sector.

The Program is currently proposing additional course offerings to meet demand for community correction jobs as well as investigative jobs.

B) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

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

California Code of Regulations - Title 5, Education Code, j Section 87482.6[a] states that "…at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time [FTEF] instructors." The California Community College Chancellor's Office (2018) reports that the FTEF/adjunct faculty ratio system-wide as 55/45%, and El Camino College as 58/42%. The current Administration of Justice Department's ratio is at 13/87%.

The El Camino College Administration of Justice Program is staffed by one full-time faculty and 27 adjunct faculty. Up until the 2017-2018 academic year, the Administration of Justice program had been routinely staffed with a minimum of two full-time faculty and at times three full-time faculty. The replacement full-time faculty position vacated prior to the start of the 2017-2018 academic year remains vacant despite the overwhelming need. In addition, the law enforcement training program is being run by two part time coordinators, limiting the ability of the program to operate efficiently and reach its full potential. Colleges with similar programs have a dedicated full-time faculty member to handle the operations of the law enforcement training program (this was the responsibility of the third full-time faculty member when previously staffed at El Camino College).

The current FTEF are responsible for the following duties:
- Classroom instruction for 10 courses a year.
- Student Learning Outcome development and assessment for all 27 courses
- Evaluation of all 27 adjunct faculty in the program
- CTE 2-year course review for all courses to ensure compliance with local standards, Course Identification (C-ID) standards and Title 5 regulations.
- Program review and assessment
- Advisor to the student run Public Safety Club
- The criminal justice subject matter changes on a regular basis driven by court decisions, regulatory changes, and ballot initiatives often requiring curriculum revisions several times a year in addition to the two-year review.

The current FTEF also serve on the following campus committees:
- Industry and Technology Division Council
- Division Curriculum Committee
- Division Load Committee
- Program Advisory Committee
- Ad-hoc hiring committees

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

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

C) **Enumerate specific recommendations based on the information provided above, as well as any related recommendations.**

- Hire two additional full-time faculty members

SECTION 9
Direction and Vision

A) **Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?**

The field of Administration of Justice Program is in the growth mode. Employment in the Homeland Security, Digital-crime Investigations, and corrections job market is expected to increase for the foreseeable future. In addition, the Online Education Initiative and market forces are driving the increased need for online course offerings.

B) **Explain the direction and vision of the program and how you plan to achieve it.**

Hire two (2) additional full-time faculty members.
The El Camino College Administration of Justice (AJ) program is currently staffed by one full-time equivalent faculty member (FTEF) and 27 adjunct instructors. The program serves over 2,000 students annually. The full-time faculty are responsible for program management, including assessment, of 27 different courses offered through 70 sections as well as serving on several campus committees. The administrative duties of the full-time faculty currently take up a significant amount of their time, reducing their abilities to focus on student success. See Section 8 above for full justification.

Advanced Correction Course
This course will explore the community correction and post incarceration aspects of the correctional system. This portion of the criminal justice system has created a higher demand due to recent legislation. This course was suggested by the Program Advisory Committee and market research of existing employers and would complete the necessary classes for a Corrections Certificate of Achievement.

Corrections Certificate of Achievement.
This certificate was suggested by the Program Advisory Committee and market research of existing employers. The certificate will combine existing courses from Administration of Justice Program, and newly proposed course to create a 12 unit Certificate program.

Reinstate course offerings for in-service law enforcement training.
In order to fulfill the training needs of our industry partners, we will reinstate curriculum to utilize our status as a POST training institution. This allows for growth of our law enforcement training program and establish El Camino College as a partner in high quality education for law enforcement agencies in Los Angeles County.

C) **Enumerate specific recommendations based on the information provided above, as well as any related recommendations.**
- Hire two full time faculty members
- Advanced Corrections Course
- Corrections Certificate of Achievement
- In service law enforcement training courses

SECTION 10
Prioritized Recommendations

A) Provide a single, prioritized list of recommendations and needs for your program/ department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation. Use the following chart format to organize your recommendations.

	Recommendations	Cost Estimate	Strategic Initiatives
1.	Hire two additional full time faculty members	$200,000	A, B, C, D
2.	Purchase mats for mat room	$11,000	A, B, C, D
3.	Classroom Supplies	$3,500	A,B,C,D,E,F
4.	Purchase 10 shotguns for POST program	$5,000	A,B,C,D
5.	Approve Advanced Corrections Course	No Cost	A,B,C,D
6.	Approve Corrections Certificate of Achievement	No Cost	A,B,C,D
7.	Approve Course(s) for AOT	No Cost	A,B,C,D
8.	Purchase 23 laptop computers	$11,500	A,B,C,D
9.	Modular building for mat room	$350,000	A,B,C,D
10.	Wall and pull-up bar	$1,000	A,B,C,D
11.	Explore course and degree articulation with CSUDH with Articulation Officer	No Cost	A,B,C,D

B) Explain why the list is prioritized in this way.

The above list is organized by the greatest need of the department. The faculty support is vital to the success of the program as mentioned throughout this document the need is overwhelming, and far behind the FTEF ratios of community colleges throughout the state as well as El Camino College. The next priority of a mats for a mat room comes from a mandate by the certifying agency, POST, and is vital for success of the program.

Recommendation #1: Hire two (2) additional full time faculty members

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

California Code of Regulations - Title 5, Education Code, j Section 87482.6[a] states that "…at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time [FTEF] instructors." The California Community College Chancellor's Office (2018) reports that the FTEF/adjunct faculty ratio system-wide as 55/45%, and El Camino College as 58/42%. The current Administration of Justice Department's ratio is at 13/87%.

The El Camino College Administration of Justice Program is staffed by one full-time faculty and 27 adjunct faculty. Up until the 2017-2018 academic year, the Administration of Justice program had been routinely staffed with a minimum of two full-time faculty and at times three full-time faculty. The replacement full-time faculty position vacated prior to the start of the 2017-2018 academic year remains vacant despite the overwhelming need. In addition, the law enforcement training program is being run by two part time coordinators, limiting the ability of the program to operate efficiently and reach its full potential. Colleges with similar programs have a dedicated full-time faculty member to handle the operations of the law enforcement training program (this was the responsibility of the third full-time faculty member when previously staffed at El Camino College).

The current FTEF are responsible for the following duties:
- Classroom instruction for 10 courses a year.
- Student Learning Outcome development and assessment for all 27 courses
- Evaluation of all 27 adjunct faculty in the program
- CTE 2-year course review for all courses to ensure compliance with local standards, Course Identification (C-ID) standards and Title 5 regulations.
- Program review and assessment
- Advisor to the student run Public Safety Club
- The criminal justice subject matter changes on a regular basis driven by court decisions, regulatory changes, and ballot initiatives often requiring curriculum revisions several times a year in addition to the two-year review.

The current FTEF also serve on the following campus committees:
- Industry and Technology Division Council
- Division Curriculum Committee
- Division Load Committee
- Program Advisory Committee
- Ad-hoc hiring committees

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

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

Recommendation 2: Purchase mats for the mat room
The mats for the mat room have a total cost of $11,000.00, can be used in temporary location until a permanent building is completed.

Recommendation #3: Purchase Classroom Supplies

AJ 133 Annual supplies used: Fiberglass and magnetic fingerprint brushes Bi-chromatic conventional and magnetic powders Clear and frosted fingerprint lift tapes Fingerprint lifting cards Fingerprint printers ink Fingerprint cards Gloves. $1000

Supplies for the AJ 132 Forensic CSI course. Supplies including latex gloves, Luminol, shake and cast, evidence envelops, evidence tape, crime scene tape, fingerprint supplies.
Five (5) Classroom Forensic Supply Kits annually for use by students in AJ 111, Criminal Investigations. Classroom Forensic Supply Kits are used by the students during Learning Activities. Kits cost $65 each and five (5) are needed on an annual basis, $325.
Classroom supplies for Learning Activities. These supplies include flip-charts, flip chart easels, marking pens, and other devices.

Recommendation #4: Purchase Shotguns

The law enforcement training program also needs to purchase a class set of shotguns to fulfill the requirements of the Level II police academy. The program is currently using instructor's personal shotguns for the qualifying cadets. The current need is ten (10) shotguns with light and side saddle for an approximate cost of $5,000 with $200.00 annually for maintenance.

Recommendation #5: Approve an Advanced Corrections Course

This course will explore the community correction and post incarceration aspects of the correctional system. This portion of the criminal justice system has created a higher demand due to recent changes in the legal system. This course was suggested by the Advisory committee and would complete the necessary classes for a Corrections Certificate of Achievement.

Recommendation #6: Approve the Corrections Certificate of Achievement
The Corrections Certificate of Achievement prepares students for employment as correctional officers in jails and prisons. The "baby-boomer" population of current correctional officers is rapidly reaching retirement age creating a strong demand in this segment. This Certificate was proposed in the previous Program Review however not implemented due to course section reductions. Those sections have been reinstated making approval of this Certificate viable at this time. The certificate will combine existing courses from Administration of Justice Program, and newly proposed course to create a 12 unit Certificate program.

Recommendation #7: Approve Course(s) and Certificate for Advanced Officer Training
Advanced officer training was previously part of the Administration of Justice curriculum and with the future opening of the Public Safety Education Center, we will have the facilities to offer these courses. These course(s) and certificate were suggested by the Advisory committee to meet the need of the South Bay Agencies training needs.

Recommendation #8: Purchase Laptop Computers

Law enforcement officers, like the majority of professions, has grown to use technology in its day to day operations. Most police reports are now written on in patrol car computers commonly referred to as Mobile Data Terminals. The AJ 135 course is in need of 23 additional laptop computers installed in the classroom to simulate this procedure. Initial cost for these computers is estimated at $ 11,500. Annual maintenance is estimated to be $1,000.

Recommendation # 9: Modular classroom for POST mat room

A dedicated mat room separate from the public view is required for POST courses. We currently are sharing space on campus in violation of POST guidelines or renting space at other police/academy facilities at a cost of approximately $450.00 per day. In addition to the physical space, the mats for the mat room need to be purchased. A modular building to house the mat room approximant cost is $350,000.

Recommendation # 10: Wall and Pull-up Bar

The construction of a six foot wall and pull-up bar are necessary for the physical training aspects of the police academy. The cost of construction would be approximately $1,000.

Recommendation #11: Explore course and degree articulation with California State University Dominguez Hills with Articulation Officer

California State University Dominguez Hills does not currently recognize our AS-T and only has one course offered at El Camino College, that will count towards their bachelor degree in Criminal Justice, CIS-13, which is not part of the Administration of Justice Department Curriculum. Additional cooperation between our schools would greatly assist our students looking to transfer to California State University Dominguez Hills

Appendix A
ALIGNMENT GRIDS

Assessment: Assessment Unit Four Column

El Camino: PLOs (IND) - Administration of Justice

PLOs	Assessment Method Description	Results	Actions
PLO #1 The 4th Amendment - 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. **PLO Status:** Active **PLO Assessment Cycle:** 2015-16 (Spring 2016), 2019-20 (Spring 2020) **Input Date:** 11/29/2013	**Essay/Written Assignment -** Students complete a search warrant based on a criminal investigation scenario. **Standard and Rubric:** It is expected that 85% of the students score 80% or above on this PLO	**Semester of Current Assessment:** 2015-16 (Spring 2016) **Standard Met:** Standard Met The subject matter of of this PLO is taught in six of the core courses in the Administration of Justice Program. The assessment included students who had completed or were near completion of all six core courses. The average score on this assignment was 88% with 85% of the students scoring 70% or better. (05/03/2016) **Faculty Assessment Leader:** Mark C. Fields **Courses Associated with PLO Assessment:** AJ 100, AJ 103, AJ 111, AJ 130, AJ 131, AJ 135, AJ 170	**Action:** As part of the curriculum review of the core courses in the Administration of Justice program it was identified that AJ-170, Laws of Arrest, Search, & Seizure will need a significant update to meet current standards. This will include a major revision to the Course Outline of Record, Student Learning Outcomes, and Course Learning Objectives. The course will be renamed AJ 170-Constitutional Law for Criminal Justice to better reflect the updated curriculum. (12/15/2017) **Action Category:** Curriculum Changes
PLO #2 Criminal Justice Reports - Upon completion of a course of study in administration of justice, students will be able to properly document a criminal investigation, crime analysis report, intelligence report, or other criminal justice documentation. The report will include the correct elements of the incident involved, will include the relevant facts, be	**Essay/Written Assignment -** Students were required to write a crime report based on a simulated crime, a murder. The students viewed and discussed a video of the crime that included witness statements and a physical and forensic evidence. Handouts containing additional facts were provided to the students to assist	**Semester of Current Assessment:** 2015-16 (Spring 2016) **Standard Met:** Standard Not Met In five out of 15 reports reviewed, the students met or exceeded the target. Ten students did not meet the target. The below depicts the results: 4 (no errors) = 2 reports 3 (1 error) = 3 reports 2 (more than 2 errors/less than 8) = 2 reports 1 (more than 8 errors) =8 reports (05/12/2016) **Faculty Assessment Leader:** Ray Lewis	**Action:** Curriculum and classroom activities will be reviewed to determine if they can be enhanced in order to meet the desired standard. (12/08/2017) **Action Category:** Teaching Strategies

PLOs	Assessment Method Description	Results	Actions
accurate and complete and will be grammatically correct. **PLO Status:** Active **PLO Assessment Cycle:** 2015-16 (Spring 2016), 2019-20 (Spring 2020) **Input Date:** 11/29/2013	them in completing the report. This is the capstone course in the program. **Standard and Rubric:** It is expected that 80% of the students will score 75% or better on this PLO	**Courses Associated with PLO Assessment:** AJ 135 Report Writing	
PLO #3 Interpreting Criminal Profiles and Identifying Criminal Behaviors - Students completing a course of study in administration of justice will, after being provided a hypothetical crime scenario will be able to recognize, and interpret as suspicious or criminal behavior based on facts presented in the scenario. **PLO Status:** Active **PLO Assessment Cycle:** 2016-17 (Spring 2017), 2020-21 (Spring 2021) **Input Date:** 11/29/2013	**Essay/Written Assignment -** Students in AJ 103 Criminal Law and AJ 135 Report Writing are given several assignments which involve crime scene scenarios and are required to identity the criminal activities in those scenarios. **Standard and Rubric:** It is expected that 85% of students will score 75% or above on this PLO	**Semester of Current Assessment:** 2016-17 (Spring 2017) **Standard Met:** Standard Not Met AJ 135: Report Writing 4 A's 5 B's 6 C's 1 D 2 IF's 83.33 % passed with 70% or better AJ 103 Report Writing 4 A's 9 B's 10 C's 2 D's 6 F's 67.74% passed 70% or above. (09/05/2017) **Faculty Assessment Leader:** Mark Fields **Faculty Contributing to Assessment:** Ray Lewis **Courses Associated with PLO Assessment:** AJ 135 Report Writing, AJ 103 Criminal Investigations	**Action:** The instructional methods for AJ 103 will be evaluated to ensure adult learning theory is incorporated into the lesson plan. The curriculum as written exceeds the C-ID standards for this course. This will be evaluated to ensure that it is closer aligned with C-ID so that students are not overwhelmed by the content. (12/13/2018) **Action Category:** Curriculum Changes
PLO #4 Certificates, Graduation, and Transfer - 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.	**Performance -** This objective is demonstrated by the number of students earning a certificate, degree, transfer, or obtaining employment in their field of study.	**Semester of Current Assessment:** 2016-17 (Spring 2017) **Standard Met:** Standard Met The Administration of Justice Major Follow-Up Survey was conducted in the spring of 2015 (Appendix G of program review). Students who declared their major as Administration of Justice during the 2009-2010 academic year were contacted for a five-year follow-up. The survey was administrated over a two month span in three waves with those having responded removed from subsequent waves. Surveys were first administrated via an online	**Action:** As a result of the Strong Workforce Initiative the data collection for this PLO should be more robust in the future (09/05/2017) **Action Category:** SLO/PLO Assessment Process **Follow-Up:** Data collection methods will be re-evaluated in

PLOs	Assessment Method Description	Results	Actions
PLO Status: Active **PLO Assessment Cycle:** 2016-17 (Spring 2017), 2020-21 (Spring 2021) **Input Date:** 11/29/2013		platform, followed by telephone administration, and ending with paper survey administration via mail. Seventy-six online surveys, ten telephone surveys, and fifty-four paper surveys were collected. A total of 140 surveys were collected from the 1600 sampled for a response rate of 9%. Below are a synopsis of that survey: Education • 51% of the respondents received a degree or certificate • 27% A.S. degree in Administration of Justice • 12% A.S. degree in another major • 5% Certificate of accomplishment in Administration of Justice • 1% Certificate of accomplishment in another major • 4% transferred to a four-year institution of those: o 19% to CSU Dominguez Hills o 8% to CSU Los Angeles o 5% to CSU Long Beach • 12% are still working towards their degree or certificate Employment Applying to an agency within Criminal Justice System • 40% have applied • 23% have been hired • 11% have just applied • 6% in the background check process (08/24/2017) **Faculty Assessment Leader:** Mark Fields **Faculty Contributing to Assessment:** Ray Lewis **Courses Associated with PLO Assessment:** All courses in the Administration of Justice program **Related Documents:** [2015 Administrtion of Justice Program Review 2015.pdf](#)	the Spring 2018 semester to ensure the proper data is being collected (06/07/2018)
PLO #5 The Criminal Justice System - Upon completion of a course of study in Administration of Justice,	**Exam/Test/Quiz -** The PLO is assessed by the curriculum of Administration of Justice 100, Intro	**Semester of Current Assessment:** 2017-18 (Spring 2018) **Standard Met:** Standard Met The components of this PLO are covered in the curriculum	**Action:** In order to maintain the growth and student success of the

PLOs	Assessment Method Description	Results	Actions
successful students will be able to explain what the criminal justice system is, what role it performs in society and how its components interact with one another in achieving its goals. **PLO Status:** Active **PLO Assessment Cycle:** 2017-18 (Spring 2018) **Input Date:** 09/02/2014	to AJ course grades. **Standard and Rubric:** The institutional set standard is a success rate of 65%. The institutional set goal is 74% success rate. **Related Documents:** AJ 100 FA 17 Results.png AJ 100 Intro to AJ COR 2016.pdf	of the AJ 100 course (COR attached). The Fall 2017 student success rate data for the course was used with a sample size of 281 students (see attached). The Fall 2017 success rate of 74% is well above the institutional standard of 65% and met the college goal of 74%. This continues an upward trend over the past three years. The AJ 100 curriculum underwent a major revision in 2015 which included adoption of multi-modal instructional methods, a textbook with online student resources, professional development in modern instructional methods for faculty, and revision of assessment methods to include a wider variety of assessments tailored to the various learning styles of our students. (12/14/2017) **Faculty Assessment Leader:** Ray Lewis **Faculty Contributing to Assessment:** Mark C. Fields **Courses Associated with PLO Assessment:** AJ 100	Administration of Justice program, at least 1-2 more FT faculty members are needed to oversee and revise program curriculum and needs. (09/12/2019) **Action Category:** Program/College Support

Appendix B
SLO/PLO TIMELINES

SLO Timeline *Worksheet*
(2017 - 2020)

Division: Industry and Technology   **Program: ADMINISTRATION OF JUSTICE**   **Program Review Year: 2019**

Directions: *Use this worksheet to enter the existing assessment timelines for 2016 as listed in TracDat and distribute assessments for each SLO/PLO statement over the next four-year timeline (2017-2020). Type an **X** in the cells below to indicate the semester in which the SLOs/PLOs are being assessed. The completed worksheet should be emailed to the division facilitator by* _____**JUNE 1, 2017**_____ *. Facilitators are responsible for making sure the information is complete and e-mailing an* <u>electronic copy of this</u> <u>Timeline Worksheet document</u> *(in Word or PDF format) to* *ipena@elcamino.edu* *by* _____. *Once received by the SLO Administrative Assistant, this information will be input into TracDat.*

Course and SLO #	Note if offered only in FA/SU/SP	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018	SP 2019	SU 2019	FA 2019	SP 2020	SU 2020	FA 2020
PLO #1		X									PROGRAM REVIEW			X		
PLO #2		X												X		
PLO #3					X											
PLO #4					X											
PLO #5								X								
AJ 10 - SLO #1							X									X
AJ 10 - SLO #2							X									X
AJ 10 - SLO #3										X						
AJ 100 - SLO #1		X												X		
AJ 100 - SLO #2					X											
AJ 100 - SLO #3								X								
AJ 103 - SLO #1					X											X
AJ 103 - SLO #2							X									
AJ 103 - SLO #3										X						
AJ 106 - SLO #1										X						X
AJ 106 - SLO #2										X						X
AJ 106 - SLO #3										X						

Course and SLO #	Note if offered only in FA/SU/SP	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018	SP 2019	SU 2019	FA 2019	SP 2020	SU 2020	FA 2020
AJ 107 - SLO #1					X											
AJ 107 - SLO #2								X								
AJ 107 - SLO #3																X
AJ 109 - SLO #1				X												X
AJ 109 - SLO #2							X									
AJ 109 - SLO #3										X						
AJ 11 - SLO #1					X									X		
AJ 11 - SLO #2					X									X		
AJ 11 - SLO #3										X						
AJ 111 - SLO #1					X											X
AJ 111 - SLO #2							X									
AJ 111 - SLO #3										X						
AJ 115 - SLO #1				X												X
AJ 115 - SLO #2							X									
AJ 115 - SLO #3										X						
AJ 12 - SLO #1							X									X
AJ 12 - SLO #2							X									X
AJ 12 - SLO #3							X									X
AJ 126 - SLO #1					X											
AJ 126 - SLO #2								X								
AJ 126 - SLO #3														X		
AJ 130 - SLO #1		X														
AJ 130 - SLO #2					X											
AJ 130 - SLO #3								X								
AJ 131 - SLO #1		X												X		
AJ 131 - SLO #2					X											
AJ 131 - SLO #3										X						
AJ 132 - SLO #1		X												X		
AJ 132 - SLO #2					X											
AJ 132 - SLO #3								X								

Course and SLO #	Note if offered only in FA/SU/SP	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018	SP 2019	SU 2019	FA 2019	SP 2020	SU 2020	FA 2020
AJ 133 - SLO #1				X												X
AJ 133 - SLO #2							X									
AJ 133 - SLO #3										X						
AJ 134 - SLO #1		X														X
AJ 134 - SLO #2							X									
AJ 134 - SLO #3										X						
AJ 135 - SLO #1				X												
AJ 135 - SLO #2							X									
AJ 135 - SLO #3										X						
AJ 150 – SLO #1										X						
AJ 150 – SLO #2													X			
AJ 150 – SLO #3																X
AJ 150 – SLO #4																
AJ 155 - SLO #1														X		
AJ 155 - SLO #2														X		
AJ 155 - SLO #3														X		
AJ 155 - SLO #4																
AJ 155 - SLO #5																
AJ 170 - SLO #1				X												X
AJ 170 - SLO #2							X									
AJ 170 - SLO #3										X						
AJ 190 - SLO #1		X												X		
AJ 190 - SLO #2					X											
AJ 190 - SLO #3								X								
AJ 21 - SLO #1		X												X		
AJ 21 - SLO #2								X								
AJ 21 - SLO #3								X								
AJ 26 - SLO #1											X					X
AJ 26 - SLO #2											X					X
AJ 26 - SLO #3											X					

Course and SLO #	Note if offered only in FA/SU/SP	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018	SP 2019	SU 2019	FA 2019	SP 2020	SU 2020	FA 2020
AJ 49 - SLO #1										X						
AJ 49 - SLO #2																X
AJ 49 - SLO #3																

Appendix C
6-YEAR CURRICULUM COURSE REVIEW TIMELINE

ADMINISTRATION OF JUSTICE
C U R R I C U L U M − 2015-2021

COURSE	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Administration of Justice 10		2 Year CTE Review			2 Year CTE Review	
Administration of Justice 11		2 Year CTE Review			2 Year CTE Review	
Administration of Justice 12		2 Year CTE Review			2 Year CTE Review	
Administration of Justice 21		2 Year CTE Review			2 Year CTE Review	
Administration of Justice 26		2 Year CTE Review			2 Year CTE Review	
Administration of Justice 48					REACTIVATION	
Administration of Justice 49				2 Year CTE Review		2 Year CTE Review
Administration of Justice 100		2 Year CTE Review			Transfer Status	
Administration of Justice 103		2 Year CTE Review			Transfer Status	
Administration of Justice 106				2 Year CTE Review		2 Year CTE Review
Administration of Justice 107			2 Year CTE Review		2 Year CTE Review	
Administration of Justice 109			2 Year CTE Review		2 Year CTE Review	2 Year CTE Review
Administration of Justice 111		2 Year CTE Review			2 Year CTE Review	
Administration of Justice 115		2 Year CTE Review			Transfer Status	
Administration of Justice 126		2 Year CTE Review			Transfer Status	
Administration of Justice 130			2 Year CTE Review		2 Year CTE Review	
Administration of Justice 131					2 Year CTE Review	
Administration of Justice 132		2 Year CTE Review		2 Year CTE Review		2 Year CTE Review
Administration of Justice 133					2 Year CTE Review	
Administration of Justice 134					2 Year CTE Review	
Administration of Justice 142				2 Year CTE Review		2 Year CTE Review
Administration of Justice 150			2 Year CTE Review		2 Year CTE Review	
Administration of Justice 155			2 Year CTE Review		2 Year CTE Review	
Administration of Justice 170		2 Year CTE Review			2 Year CTE Review	
Administration of Justice 190			2 Year CTE Review		2 Year CTE Review	
Administration of Justice 95						
Administration of Justice 99						

ASSOCIATE IN SCIENCE DEGREES CERTIFICATES OF ACHIEVEMENT AND ACCOMPLISHMENT	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ASSOCIATE IN SCIENCE DEGREE – *Administration of Justice*					
CERTIFICATE OF ACHIEVEMENT – *Administration of Justice*					
CERTIFICATE OF ACHIEVEMENT – *Forensics*					
CERTIFICATE OF ACHIEVEMENT – *Homeland Security and Emergency Management*				**In Progress**	
CERTIFICATE OF ACHIEVEMENT – *Computer Forensics*				**In Progress**	
CERTIFICATE OF ACCOMPLISHMENT – *Homeland Security Essentials*					

APPENDIX D
CAREER AND TECHNICAL EDUCATION (CTE) SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CTE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:

1. **How strong is the occupational demand for the program?**

   In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next 5 years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

   Demand for law enforcement and related occupations has remained strong over the past five years and is projected to continue over the next decade. The college regularly receives recruitment information and in the current semester we received information from the California Highway Patrol, Riverside Sheriff, Berkeley PD, San Francisco PD, Torrance PD, El Segundo PD, LA Sheriff's Department, LAPD, and the FBI. These recruitments were for sworn positions and non- sworn positions.

   The California Employment Development Department projects 1553 police and sheriff job openings per year in Los Angeles County over the next decade. According to the Program Advisory Committee members this is due to several factors including a continued robust economy providing the tax base for hiring, population growth in the region resulting in increased position allotments, the retiring "Baby Boomer" generation, retirements due to disability, and early retirement benefits that generally start at 50 years of age.

   According to the Bureau of Labor Statistics employment in protective service occupations is expected to grow by 5 % nationally over the next decade.

2. **How does the program address needs that are not met by similar programs in the region?** In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.

   The El Camino College Administration of Justice Program offers rigorous curriculum and is staffed by some of the top ranked faculty in the region. According to the Program Advisory Committee, El Camino College graduates have an outstanding reputation in the region. Many of the leadership positions in local law enforcement are El Camino graduates. The program boasts five (5) POST Master Instructors, more than any other college in the region. Our

course offerings include a POST Reserve Academy and PC832 Laws of Arrest training which meet the needs of local employers in both law enforcement and private security.

3. **What are the completion, success, and employment rates for students in the program?**
In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program.

Describe the status of any action plans for maintaining/improving rates relative to such benchmarks. Information obtained from Calpass LaunchBoard and El Camino College Institutional Research (Appendix A) show the following:
- Overall student success in the program for Fall 2018 was 73.7%, above the institutional standard of 71%
- Success rates for Latinx students was 72%
- Success rates for female students was 74%
- Success in online courses was 71%, also above institutional standards
- AJ was one of the first programs on campus to adopt the Online Education Initiatives' Course Design Rubric as the standard for its online courses.

Action Plan for student success:
The AJ program faculty use input from the Program Advisory Committee to update curriculum, course offerings, and degree/certificates

- Addition of an Advanced Corrections course for Probation and Parole Operations
- Addition of Non-Credit courses for Advance Officer Training

Action Plan for sustained enrollment:
Department faculty and administration plan for sustained enrollment in the following manner:
- Outreach through on campus activities including the Career Fair,
- Dual and concurrent enrollment with feeder high schools.
- Recruitment of associate faculty with demonstrated instruction skills and subject matter experts in emerging fields within Administration of Justice

4. **List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.**

In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.

There are no licensure or certification exams for the core program.

AJ 49- Arrest Search & Seizure, AJ 150- Police Officer Training- Module III and AJ 155- Police Officer Training- Module II are regulated by POST with a minimum passing score of 70% overall.

5. **Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Use data from student surveys, employer surveys, and other sources of employment feedback to justify your response.

   Calpass LaunchBoard Career & Technical Education Outcomes Survey results were used for this data. The survey was conducted in the 2014-15 A/Y

   > Satisfaction with the education and training received:
   > •89% were satisfied or very satisfied as compared to 91% statewide
   > Impact on coursework on employment:
   > •82% said the ECC AJ program had some positive impact on their employment compared to 83% statewide.

   The Program Advisory Committee was surveyed and overall they were satisfied with the level of preparation for our students. One common issue identified was "soft skills" which included interpersonal communications. The AJ Program has addressed these concerns in a number of ways including the use of group activities in all courses, the Public Safety Club, and mock interviews for prospective applicants.

   Action plan for improvement:
   There are a number of variables not related to the AJ program which will have an impact on students gaining employment in the Administration of Justice field. These include strict physical and psychological standards and behavioral standards which would lead to disqualification on a background exam (drug use, credit history, body art).

   Additional research is warranted to determine what impact these factors had on gainful employment and what can be done to improve success in this area

6. **Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

   Advisory Communities minutes and roster are included in Appendix E
   Advisory Committee recommendations are incorporated into the program as listed in previous sections. These include revision of curriculum to address current topics in law enforcement including ethics, use of force, and "soft skills" including interpersonal communication.

   California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

   a. Advisory committee membership list and credentials.

   b. Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.

Title	FirstName	LastName	JobTitle	Company	Address1
Chief	Derrick	Abell	Chief of Police	Manhattan Beach Police Department	420 15th St.
Mr.	James	Acquarelli	Instructor	EL Camino College	
Mr.	Josh	Armstrong		ECCPD	
Detectiv	Hoda	Beckman	Detective (ret)	Inglewood PD	
Captain	Dan	Berringer	LA Sheriff Department- Lomita		26123 Narbone Avenue
Mr.	Tim	Branley	Instructor	El Camino College	16007 Crenshaw Boulevard
Mr.	David	Brock	Instructor	El Camino College	16007 Crenshaw Boulevard
Mr.	Roberto	Causey	Instructor	El Camino College	16007 Crenshaw Blvd.
Mr.	Andre	Clansy	Instructor	El Camino College	16007 Crenshaw Blvd.
Ms.	Frankie	De Guzman	Instructor	El Camino College	16007 Crenshaw Boulevard
Ms.	Makisha	Diggins-Davis	Instructor	El Camino College	16007 Crenshaw Boulevard

Lt.	Scott	Doukakis	Lieutenant	El Segundo Police Department	348 Main St.
	Carmyn	Fields		CHP Retired	
Mr.	Mark	Fields	Faculty	El Camino College	8465 Dover Drive
Mr.	Shawn	Freeman	Instructor	El Camino College	
Mr.	Andrew	Gulcher	Instructor	El Camino College	
Chief	Eve	Irvine	Chief	Torrance Police Department	3300 Civic Center Drive
Mr.	Luke	Johnson	AJ Club President	El Camino College	
Captain	Tariq	Johnson	Captain	South LA Office California Highway	19700 Hamilton Avenue
Chief	Keith	Kauffman	Chief of Police	Redondo Beach Police Department	401 Diamond St.
Officer	Lamar	Keeble	Recruitment Officer	CHP Southern Division	437 N. Vermont Avenue
Mr.	Sterling	Kim	Instructor	El Camino College	
Mr.	Ray	Lewis	Instructor	El Camino College	16007 Crenshaw Blvd.

Lt.	Mike	Marshall	Lieutenant	Inglewood Police Department	One Manchester Blvd., P.O. Box
Mr.	Don	Mason	Instructor		2371 Jean Marie Circle
Captain	Milton	McKinnon	Captain	Hermosa Beach Police Department	540 Pier Ave.
Mr.	Don	Meredith	Instructor	El Camino College	16007 Crenshaw Boulevard
Mr.	Neal	Mongan	POST Coordinator	El Camino College	16007 Crenshaw Blvd.
Chief	Sharon	Papa	Chief	Hermosa Beach Police Department	540 Pier Ave.
Mr.	Vincent	Plair	Instructor	El Camino College	16007 Crenshaw Blvd.
Mr.	Geoff	Rizzo	Instructor	El Camino College	16007 Crenshaw Blvd.
Ms.	Andrea	Roberson	Adjunct Professor	El Camino College	16007 Crenshaw Blvd.
Mr.	Jose	Rosales	Instructor	El Camino College	16007 Crenshaw Boulevard
Mr.	Matthew	Roth	Instructor	El Camino College	16007 Crenshaw Boulevard
Ms.	Linda	Schuetze	Instructor	El Camino College	16007 Crenshaw Blvd.

Mr.	Christopher	Scott	Assistant Director Security	Torrance Memorial Medical Center	3330 Lomita Blvd.
Mr.	Oscar	Serrano	POST Coordinator	El Camino College	16007 Crenshaw Blvd.
Mr.	John	Skipper	Instructor	El Camino College	16007 Crenshaw Blvd.
Mr.	Mike	Smith	Retired LA Sheriff's Dept.	El Camino College	16007 Crenshaw Blvd.
Chief	Michael	Trevis	Chief of Police	El Camino College	16007 Crenshaw Blvd.
Chief	Mark	Velez	Chief	Palos Verdes Estates Police Department	340 Palos Verdes Drive West
Chief	Bill	Whalen	Chief	El Segundo Police Department	348 Main St.
Chief	Thomas	Kang	Chief	Gardena Police Department	1718 West 62nd St.
Chief	Michael	Ishii	Chief	Hawthorne Police Department	12501 S. Hawthorne Blvd.
Lt.	Gary	Tomatani	Lieutenant	Hawthorne Police Department	12501 S. Hawthorne Blvd.
Mr.	Ryan	Anthony	Instructor	El Camino College	16007 Crenshaw Blvd.
Mr.	Seth	Fogel	Instructor	El Camino College	16007 Crenshaw Blvd.

Mr.	Darrell	Belthius	Instructor	El Camino College	16007 Crenshaw Blvd.
Mr.	Vincent	Thompson	Parole Administrator	California Parole	2444 S Alameda St
Ms.	Tranisha	Tate	Parole Administrator	California Parole	2444 S Alameda St
Mr.	Devon	Dodds	Sr. Event Manager	Contemporary Services Corp	369 Van Ness Way #702
Mr.	Adrian	Esquilin	Sr. Event Manager	Contemporary Services Corp	369 Van Ness Way #702
Mr.	Maurice	Warnell	Sr. Event Manager	Contemporary Services Corp	369 Van Ness Way #702
Mr.	Dane	Sukimoto	Sr. Event Manager	Contemporary Services Corp	369 Van Ness Way #702
Mr.	Erick	Lee	Executive Director	South Bay Regional Public Communications Authority	4440 West Broadway
Mr.	John	Krok	Administrative Services Manager	South Bay Regional Public Communications Authority	4440 West Broadway

El Camino College

Administration of Justice Program Advisory Committee Meeting

April 27, 2017 1730 hours

Minutes

Committee Chairs:

- Ray Lewis, Full-time faculty, Chief of Police El Segundo Police Department (retired)
- Mark Fields, Full-time faculty, Lieutenant California Highway Patrol (retired)

Members present:

- Roberto Causey, Sergeant, Los Angeles Sheriffs' Department (retired), Adjunct Faculty
- Carmyn Fields, Office Manager, California Highway Patrol (retired)
- Neal Mongan, Lieutenant, Huntington Park Police (retired), Adjunct Faculty
- Geoff Rizzo, City Councilman, Torrance. Lieutenant, Torrance Police (retired)
- Matthew Roth, Detective, Fontana Police Department
- Michael Trevis, Chief of Police, El Camino College
- Christopher Scott, Director of Security, Torrance Memorial Hospital
- Oscar Serrano, Lieutenant, Inglewood Police Department (retired), ECC Police Academy Coordinator

Guests:

- Victoria Rosito, President- Administration of Justice Club

General Meeting:

- The general meeting commenced at 1730 hours (*Appendix A*) and included remarks from Dr. Stephanie Rodriguez, Dean, Industry & Technology, and Dr. Dena P. Maloney, President, El Camino College.
- Keynote speaker Victor Solis, founder of Initia Education, gave a presentation on "Big Data" and how it relates to CTE programs/jobs.
- The general meeting included a department centerpiece contest. The Administration of Justice Department's centerpiece consisted of a mock crime scene with evidence and showcased our new Laser Technology TruPoint 300 crime scene plotter. NOTE: This tool, used for crime scene investigations, was purchased at the recommendation of AJ Program Advisory Committee members during previous meetings.

Breakout session - Alondra Room

The breakout session (*Appendix B*) commenced at 1850 hours.

1. State of the Administration of Justice Program
   a. Program Review mid-cycle updates
      i. Professor Fields provided the committee with the Program Review mid-cycle updates including the purchase of new equipment, the addition of adjunct faculty, and the status of the AJ Program in general
      ii. Enrollment management. Enrollment management continues to be a concern campus wide due to several factors including a continually improving economy and changing demographics of our feeder high schools. Fill rates for class sections in AJ remain robust with only two sections cancelled due to under enrollment over the past year.
      iii. Distance Education (online) sections continue to fill at 110%. With the changing student demographics the ECC Enrollment Management plan includes a provision that the number of online section offerings be increased.
      iv. Additional Certificates of Accomplishment have been proposed (see below).
   b. Crime Scene plotter display
      i. The Laser Technology TruPoint 300 was displayed to the committee members. Digital crime scene mapping is a critical skill required of our students entering the job market. Committee members were thanked for their support of the purchase of this equipment.
   c. Pending personnel changes
      i. Professor Mark C. Fields has accepted an Associate Dean of Career Education position at Mt. San Jacinto Community College and will be leaving his full-time position at the end of the summer session.
      ii. Professor Ray Lewis anticipates retiring at the end of the Spring 2018 semester.
2. Administration of Justice Club update
   a. Ms. Victoria Rosito, President- Administration of Justice Club provided an update on Club activities this semester. There have been guest speakers from the El Camino Police Department, Los Angeles Sheriffs' Department, and Los Angeles Police Department. She advised that she will be returning in the Fall 2017 semester and will seek out additional guest speakers and agency/facility tours

3. Proposed Public Safety Training Center
    a. Oscar Serrano and Ray Lewis discussed the proposed Regional Public Safety Training Center to include the Police and Fire Academies. Planning is in the early stages with a suitable location being sought given the logistics of fire training.
4. Proposed low-unit stackable certificates
    a. Ray Lewis and Mark Fields discussed the benefits to the students of low-unit stackable certificates and Certificates of Achievement including providing benchmarks for the students. Attendees were provided with and reviewed handouts describing the certificates (*Appendix C*).
    The following certificates were proposed:
        i. Corrections
        ii. Crime Scene Evidence Investigation Certificate
        iii. Computer Forensics
        iv. Homeland Security & Emergency Management
    b. Committee members gave unanimous support for the proposed certificates indicating they will benefit the students when they are applying for employment in the field of Administration of Justice
5. Survey
    a. The committee members were provided a survey (*Appendix D)* which was completed during the meeting. The survey responses are included in *Appendix E.*
    b. An electronic survey was emailed to those members who were not present. Those responses will be included in *Appendix F.*
    c. Additional survey question:
        i. The potential demand for Cyber Crime Investigators was added to the survey. Professor Lewis advised that labor market data for this classification is not readily available due to the specialization of this field. Lewis advised that during discussions with the South Bay Police Chiefs' Association it was determined that most modern crimes include a cyber or digital component in the form of smart phones, computers, Internet of Things devices, surveillance cameras, and other devices. Lewis will prepare a separate survey for the South Bay Police Chiefs'' in order to determine what amount of time each agency is currently dedicating to cyber/digital investigations

6. Roundtable discussion
    a. Geoff Rizzo and committee members discussed the need for training course(s) for Community Services Officers (CSOs). Duties for this classification typically include code enforcement, traffic control, and public information events. Rizzo explained that the only current training is the Civilian Correctional Officer training provided by LAPD and LASD. This level of training is not appropriate for the duties of a CSO and agencies are reluctant to send their personnel due to the time commitment and possibility of injures (during methods of arrest training). Committee members agreed that there will be a demand for this type of training. Oscar Serrano and Ray Lewis will be exploring the possibility of offering a course specific to the needs of CSOs.

The meeting was adjourned at 1802 hours

(Minutes completed by Professor Fields)

Action Items:

- Responses to the surveys pertaining to Certificates of Accomplishment/Achievement will be forwarded to Associate Dean Randal Davis who will continue to work with AJ faculty on approval of those certificates.
- Ray Lewis and Oscar Serrano will explore the possibility of offering a training program specific to the needs of Community Services Officers.
- Professor Fields will complete the mid-cycle AJ Program Review including the information from the Program Advisory Committee and additional personnel needs due to retirement and resignation.

Attachments:

Appendix A: Industry and Technology Program Advisory Committee Dinner Meeting program.

Appendix B: Administration of Justice Program Advisory Committee Meeting breakout session agenda

Appendix C: Proposed Certificates of Accomplishment/Achievements

Appendix D: Industry & Technology Advisory Committee Survey

Appendix E: Industry & Technology Advisory Committee Survey Results (paper)

Appendix F: Industry & Technology Advisory Committee Survey Results (electronic)

Minutes of Advisory Meeting, April 23, 2019

Department: Administration of Justice   Note taker: Ryan Anthony

Meeting began at _S:00_ pm. Meeting ended at _@ 7:00_ pm

Participants:

Name	Representing	Name	Representing
OSCAR SERRANO	ECC	ROBERTO CAUSEY	ECC
HODA BECKMAN	ECC	ERROL FULLER	CA PAROLE
DARRELL BELTHIUS	ECC	TANESHIA MASON	CA PAROLE
LUKE JOHNSON	RCC STUDENT	PAUL COOPER	CA PAROLE
JOHN KROK	RCC	DAN SUKIMOTO	CSC
RAY LEWIS	RCC	VALENCIA RAMFORD	ECC

Speaker(s)	Topic(s)	Discussion
ANTHONY	Enrollment	STABLE WITH 75% FILL RATE
ANTHONY, SERRANO, BELTHIUS	Curriculum – needs, courses, certificates, changes?	NON CREDIT AOT Y N ARREST AND CONTROL 11 0 FIRST AID 11 0 ADVANCE OFFICER TRAINING 11 0 W/CERT OF COMPLETION 11 0 CORRECTION CERT. 11 0 ADVANCE CORRECTION 11 0
ANTHONY, KROK	Equipment – needs?	COMPUTER / KEY BOARD SKILLS
KROK, COOPER, SUKIMOTO / JOHNSON	Industry needs	BACKGROUND / INTERVIEW SKILL - ALL STUDENT - DESIRE FOR INTERACTION
	(Other)	PAROLE REQ - AA + 2YR CORRECTION OR BA KNOWLEDGE HELP W/ ADDITION OF CLASS RCC REQ - HIGH SCHOOL BONUS 5% FOR AA. RECOMEND AJ FREE COURSES RCC- HIRING ASSISTANCE CSC - INTERVIEW ASSISTANCE

Administration of Justice

First Name	Last Name	Job Title	Company	Phone	Email
Oscar	Serrano	Coordinator			OSERRANO@ELCAMINO.EDU
Hoda	Beckman	RTO			HBECKMAN@ELCAMINO
Darrell	Belthius	Instructor			DBELTHIUS@ELCAMINO.ed
Luke	Johnson	Student			LcJohnson99@gmail.com
John	Krok	Admin Manager		310-466-2836	JKROK@rcc911.org
Ray	Lewis	prof.	ECC		rlewis@elcamino.ed
Roberto	Causey	Adjunct	"		RCAUSEY@ELCAMINO.EDU
Ryan	Anthony	Full Time Prof.	ECC		RANTHONY@ELCAMINO.EDU
Errol	Fuller	Parole Agent	CDCR	(209)630-2845	errol.fuller@cdcr.ca.gov
Tanesha	Mason	Parole Agent	CDCR/DAPO		Tanesha.Mason@cdcr.ca.gov
Paul	Cooper	Parole Agent III	CDCR/DAPO		PAUL.COOPER@CDCR.CA.GOV
Dane	Sukimoto	Dir. of Recruiting	CSC	213-675-0841	Dsukimoto@csc-usa.com
Valencia	Rayford	Counselor	ECC	X6407	VRAYFORD@ELCAMINO.EDU

Default Report

Q1 - 1. What is educational goal?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. What is educational goal?	1.00	4.00	2.49	0.91	0.82	119

#	Field		Choice Count
1	AA/AS	26.05%	31
2	Certificate	1.68%	2
3	Transfer	69.75%	83
4	Personal Enrichment	2.52%	3
			119

Showing rows 1 - 5 of 5

2.52%

26.05%

1.68%

69.75%
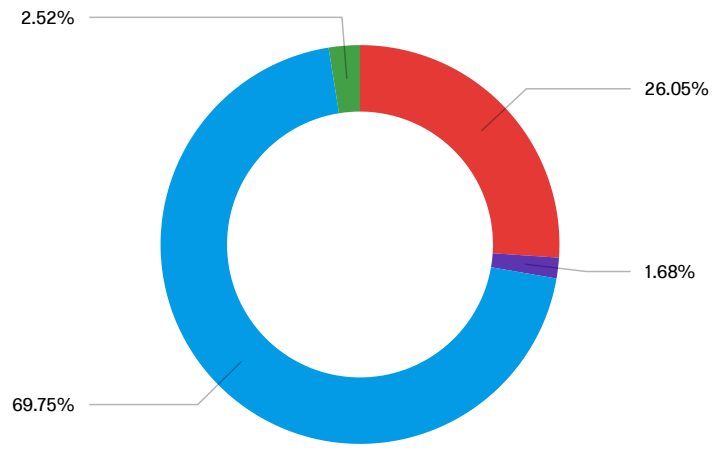
■ AA/AS ■ Certificate ■ Transfer ■ Personal Enrichment

Q2 - 2. What is your career goal?
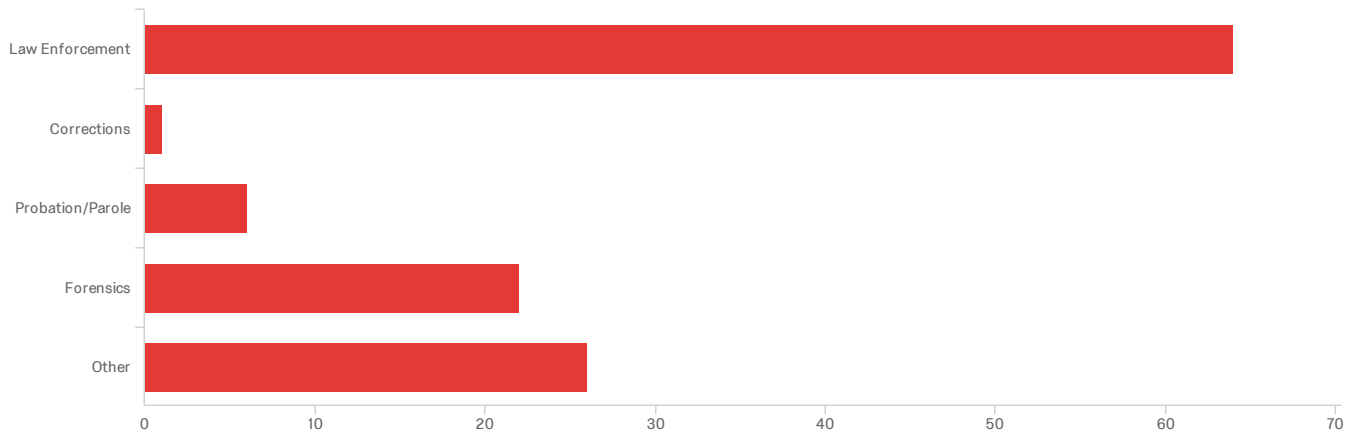
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	2. What is your career goal? - Selected Choice	1.00	5.00	2.54	1.73	3.00	119

#	Field		Choice Count
1	Law Enforcement	53.78%	64
2	Corrections	0.84%	1
3	Probation/Parole	5.04%	6
4	Forensics	18.49%	22
5	Other	21.85%	26
			119

Showing rows 1 - 6 of 6

Q2_5_TEXT - Other

Other
Courts; Lawyer
Youth Adocate
Soical Worker

Other

Investigator

N/A

FBI

Still choosing major but considering forensics

Photography

Law

federal

lawyer

Academic

Crime Analyst

Medical School

Criminologists

psychology

Paralegal

Investigator

Lawyer/Forensics

Defense attorney

Q3 - 3. What is your enrollment status?
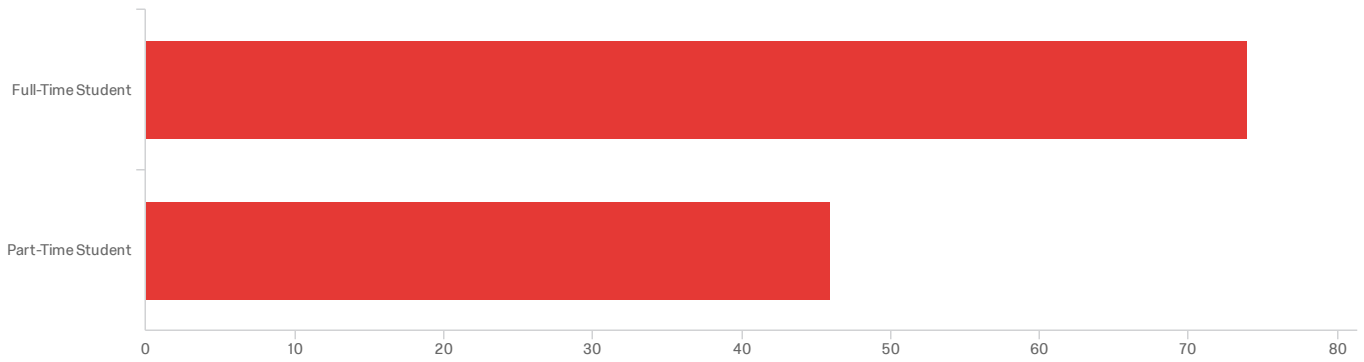
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	3. What is your enrollment status?	1.00	2.00	1.38	0.49	0.24	120

#	Field	Choice Count	
1	Full-Time Student	61.67%	74
2	Part-Time Student	38.33%	46
			120

Showing rows 1 - 3 of 3

Q4 - 4. What is your major?

4. What is your major?

AJ

administration of justice

philosophy

CRIMINAL JUSTICE

Political Science

criminal justice

Criminal Justice

Criminal Justice

Biology

Criminal Justice

Administration of justice

Administration of justice

NONE

Criminology

AJ

Sociology

Criminal Justice

Administration of Justice

Administratiom of Justice

Sociology

Criminal Justice

Administration of Justice

Administration of justice

Administration of Justice

Administration of Justice

Administration of Justice

Criminal Justice

Administration of Justice

Administration Of Justice and Crime Analysis.

administration of justice

Administration of Justice

Forensic science

Administration of Justice

Administration of Justice

administration of justice

Administration of Justice

Criminal justice

Administration of Justice

Administration of Justice

Undecided

Administration of Justice

Administration of justices

Science

administration of justice

Administration of Justice

Law enforcement

information system

Administration of Justice

Film

Accounting

Administration of Justice

pre-nursing

Administration of Justice

Administration of justice

Administration of Justice and Psychology

Administration of Justice

administration of justice

Paralegal Studies/ Administration of Justice

Administration of Justice

Law

Criminal Justice

Administration and Justice

Criminal Justice

Psychology and Criminal Justice

Forensic Science

Administration of justice

Administration of criminal justice

Criminal justice

Forensic Pathologist

Respiratory Therapy

Criminal justice

Administration of Justice

Administration of Justice

Psychology

behavioral sciences

Administration of Justice

Criminal Justice

Undecided

pyschlogy

administration of justice

Paralegal Studies

Administration of justice

Administration of justice

Criminal Justice

Criminal Justice

Administration of Justice

A.A.

Criminal justice

Administration of Justice

administration of justice

Administration of justice

Biology

Administration of Justice

Administration of Justice

Communications PR - taking a AJ class for fun

Administration of Justice

Administration of Justice

Administration of Justice

Administration of Justice

Administration Of Justice

Administration of justice

Administration of justice

Administration of justice

Law enforcement

Administration of Justice

Administrative of Justice

Administration of Justice

History

Criminal Justice

Administrative of Justice

Criminal justice

Criminal Justice

Administration of Justice

Administration of Justice

Q5 - 5. Are you currently employed?
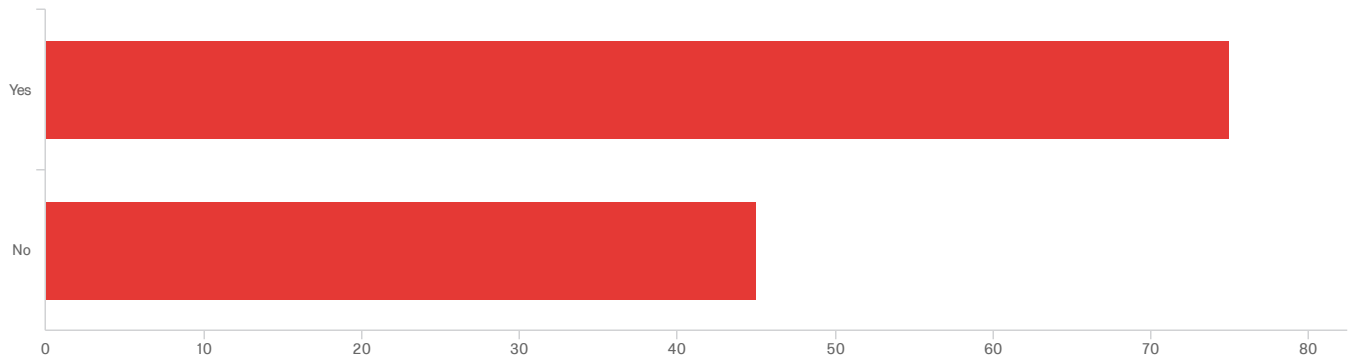
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	5. Are you currently employed?	1.00	2.00	1.38	0.48	0.23	120

#	Field		Choice Count
1	Yes	62.50%	75
2	No	37.50%	45
			120

Showing rows 1 - 3 of 3

Q6 - 6. If you are currently employed, how many hours per week do you work?
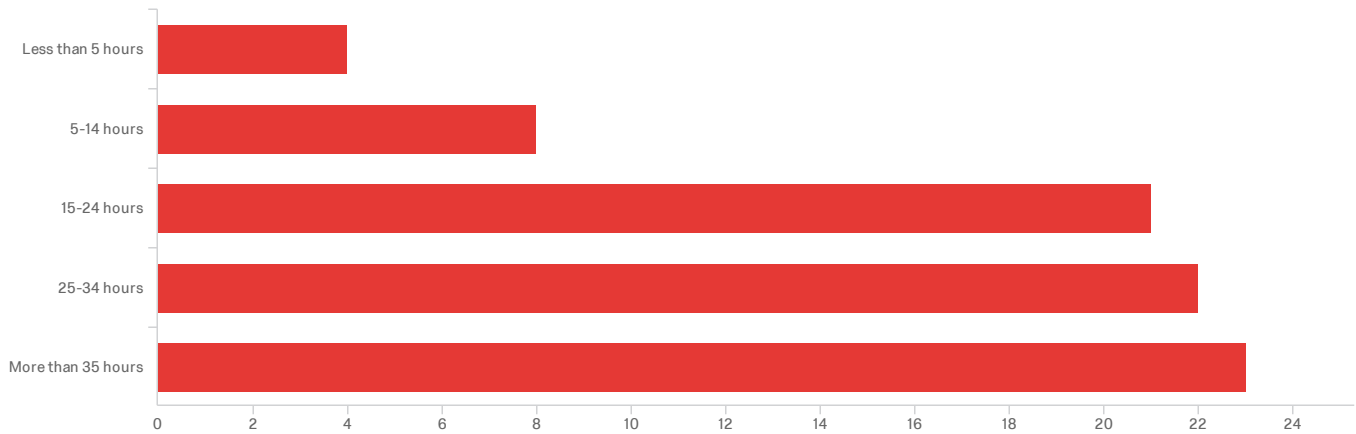
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	6. If you are currently employed, how many hours per week do you work?	1.00	5.00	3.67	1.15	1.32	78

#	Field	Choice Count	
1	Less than 5 hours	5.13%	4
2	5-14 hours	10.26%	8
3	15-24 hours	26.92%	21
4	25-34 hours	28.21%	22
5	More than 35 hours	29.49%	23
			78

Showing rows 1 - 6 of 6

Q8 - Please rate your level of agreement with the following statements:

Legend:
- Instructors in this program have helped me achieve my academic goals.
- Instructors in this program have helped me stay on track.
- Instructors in this program provide opportunities to actively participate i...
- I have a felt a sense of community within the program.
- Student contributions have been valued by instructors in this program.
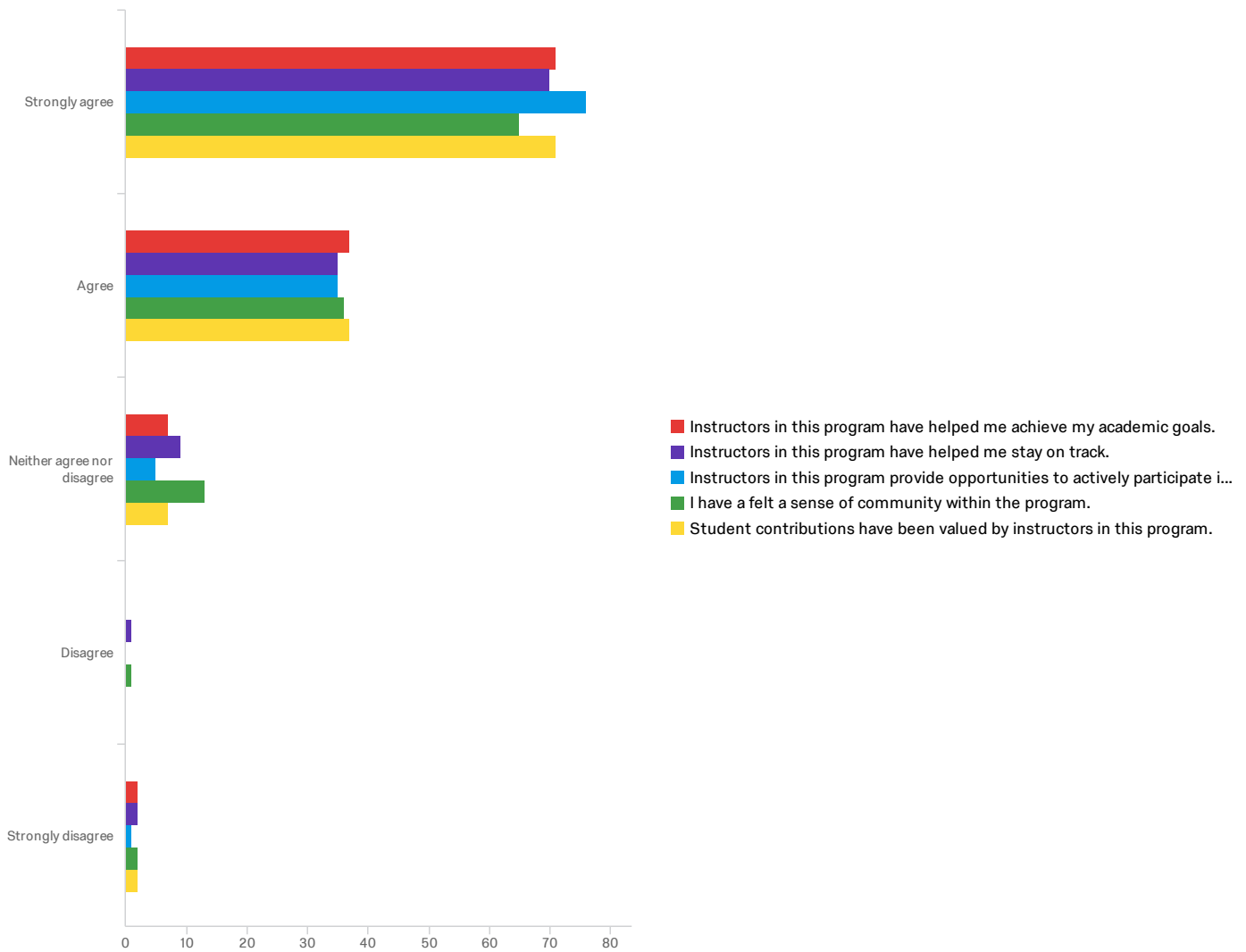
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Instructors in this program have helped me achieve my academic goals.	1.00	5.00	1.50	0.76	0.57	117
2	Instructors in this program have helped me stay on track.	1.00	5.00	1.55	0.81	0.66	117
3	Instructors in this program provide opportunities to actively participate in my classes.	1.00	5.00	1.42	0.66	0.43	117
4	I have a felt a sense of community within the program.	1.00	5.00	1.62	0.84	0.71	117
5	Student contributions have been valued by instructors in this program.	1.00	5.00	1.50	0.76	0.57	117

#	Field	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total
1	Instructors in this program have helped me achieve my academic goals.	60.68%	71	31.62%	37	5.98%	7	0.00%	0	1.71%	2	117
2	Instructors in this program have helped me stay on track.	59.83%	70	29.91%	35	7.69%	9	0.85%	1	1.71%	2	117
3	Instructors in this program provide opportunities to actively participate in my classes.	64.96%	76	29.91%	35	4.27%	5	0.00%	0	0.85%	1	117
4	I have a felt a sense of community within the program.	55.56%	65	30.77%	36	11.11%	13	0.85%	1	1.71%	2	117
5	Student contributions have been valued by instructors in this program.	60.68%	71	31.62%	37	5.98%	7	0.00%	0	1.71%	2	117

Showing rows 1 - 5 of 5

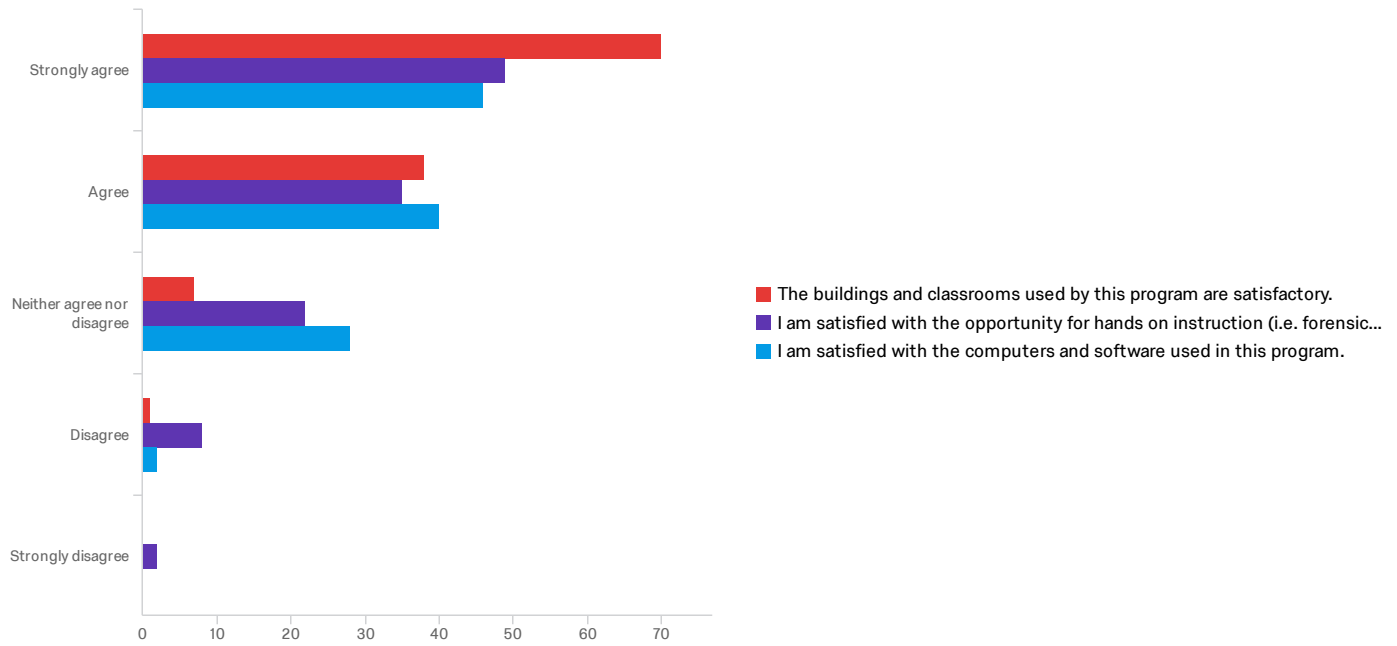# Q9 - Please rate your level of agreement with the following statements:

Legend:
- There is an appropriate range of courses offered in this program.
- Courses were scheduled on days and times that were convenient for me.
- I've been able to register for the classes I need within this program.
- The courses in this program have helped me meet my academic goals.
- There is a variety of extracurricular activities related to this program on…
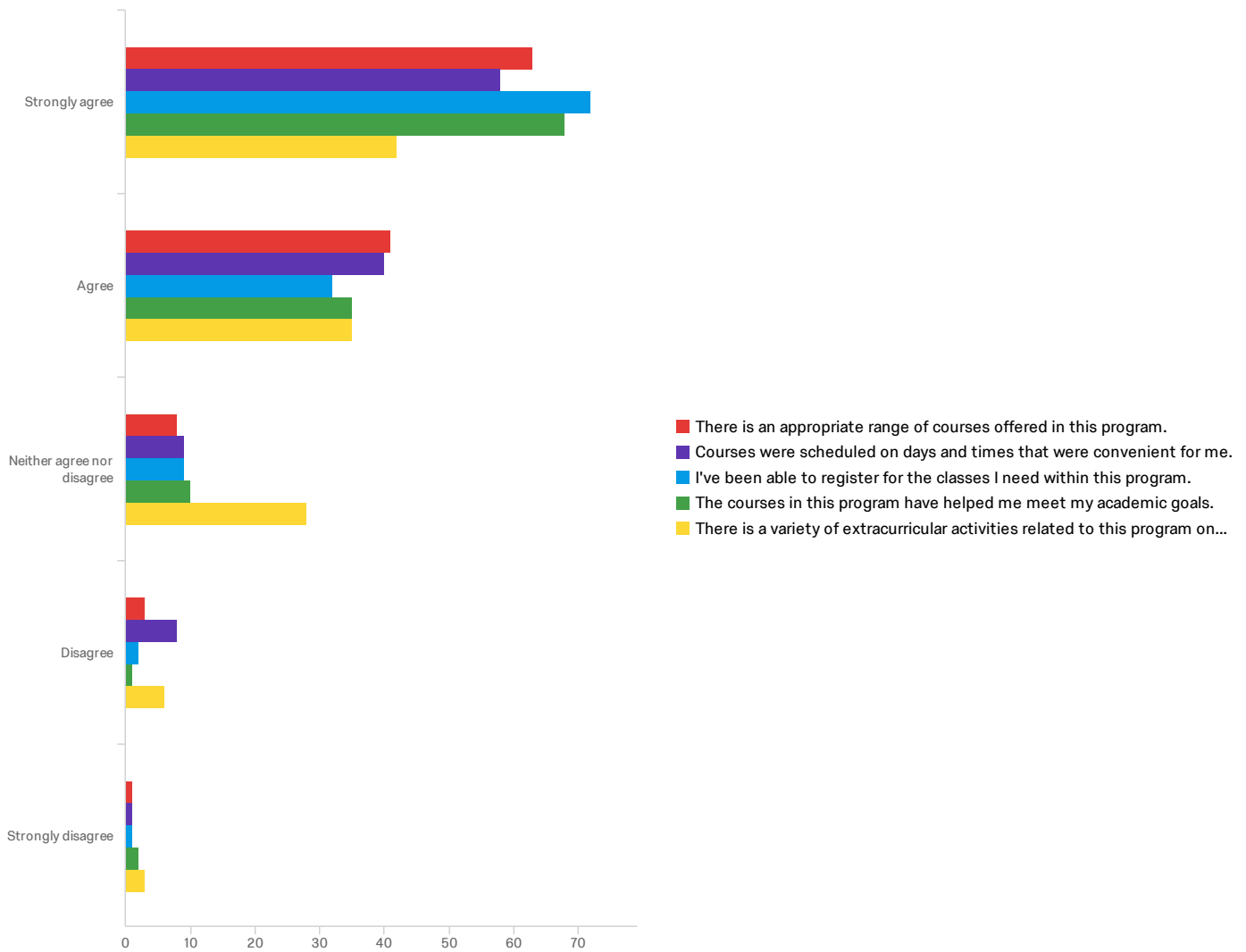
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is an appropriate range of courses offered in this program.	1.00	5.00	1.60	0.80	0.64	116
2	Courses were scheduled on days and times that were convenient for me.	1.00	5.00	1.74	0.93	0.86	116
3	I've been able to register for the classes I need within this program.	1.00	5.00	1.52	0.78	0.61	116
4	The courses in this program have helped me meet my academic goals.	1.00	5.00	1.57	0.82	0.68	116
5	There is a variety of extracurricular activities related to this program on campus.	1.00	5.00	2.06	1.03	1.06	114

#	Field	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total
1	There is an appropriate range of courses offered in this program.	54.31%	63	35.34%	41	6.90%	8	2.59%	3	0.86%	1	116
2	Courses were scheduled on days and times that were convenient for me.	50.00%	58	34.48%	40	7.76%	9	6.90%	8	0.86%	1	116
3	I've been able to register for the classes I need within this program.	62.07%	72	27.59%	32	7.76%	9	1.72%	2	0.86%	1	116
4	The courses in this program have helped me meet my academic goals.	58.62%	68	30.17%	35	8.62%	10	0.86%	1	1.72%	2	116
5	There is a variety of extracurricular activities related to this program on campus.	36.84%	42	30.70%	35	24.56%	28	5.26%	6	2.63%	3	114

Showing rows 1 - 5 of 5

Q10 - Please rate your level of agreement with the following statements:

Legend:
- ■ The buildings and classrooms used by this program are satisfactory.
- ■ I am satisfied with the opportunity for hands on instruction (i.e. forensic...
- ■ I am satisfied with the computers and software used in this program.

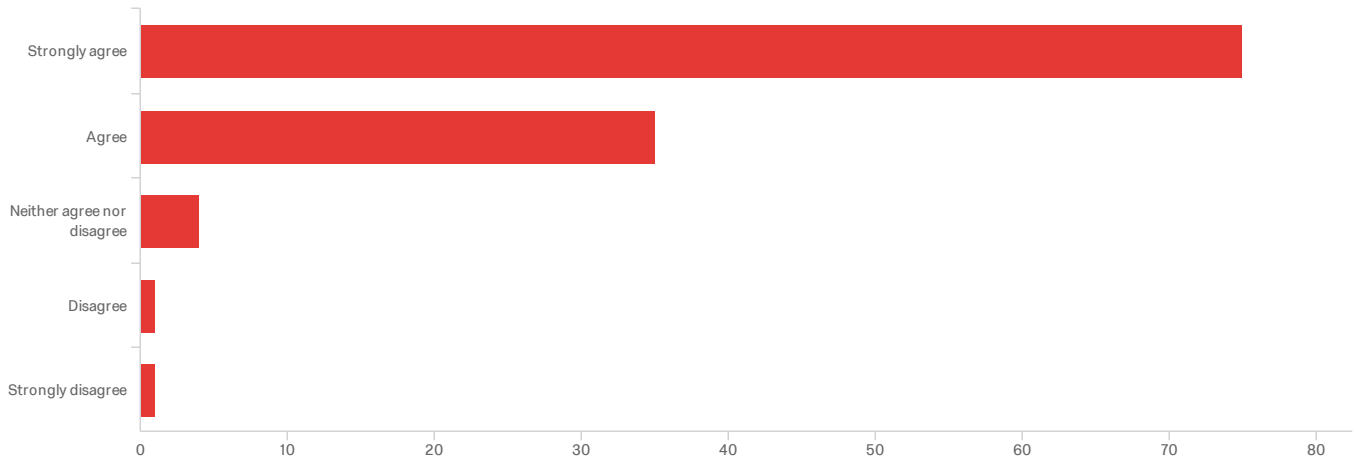| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The buildings and classrooms used by this program are satisfactory.	1.00	4.00	1.47	0.65	0.42	116
2	I am satisfied with the opportunity for hands on instruction (i.e. forensics supplies, equipment)	1.00	5.00	1.96	1.02	1.04	116
3	I am satisfied with the computers and software used in this program.	1.00	4.00	1.88	0.83	0.69	116

#	Field	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total
1	The buildings and classrooms used by this program are satisfactory.	60.34%	70	32.76%	38	6.03%	7	0.86%	1	0.00%	0	116
2	I am satisfied with the opportunity for hands on instruction (i.e. forensics supplies, equipment)	42.24%	49	30.17%	35	18.97%	22	6.90%	8	1.72%	2	116
3	I am satisfied with the computers and software used in this program.	39.66%	46	34.48%	40	24.14%	28	1.72%	2	0.00%	0	116

Showing rows 1 - 3 of 3

Q11 - I am aware of the course outcomes - what I should be able to learn and what skills
I should possess after completing courses in the program.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am aware of the course outcomes - what I should be able to learn and what skills I should possess after completing courses in the program.	1.00	5.00	1.43	0.69	0.47	116

#	Field		Choice Count
1	Strongly agree	64.66%	75
2	Agree	30.17%	35
3	Neither agree nor disagree	3.45%	4
4	Disagree	0.86%	1
5	Strongly disagree	0.86%	1
			116

Showing rows 1 - 6 of 6

End of Report