

2022-2023 Comprehensive Instructional Program Review - AJ Latest Version

2022-2023 Comprehensive Instructional Program Review

Program Overview and Goals

Mission and Alignment : Version by Jimenez, Fernando on 05/05/2023 20:02

Explain how your program supports the College's Mission.

The Administration of Justice department's mission aligns with Cerritos College's mission by providing high-quality, comprehensive courses taught by faculty members who are actively sworn, or recently retired, members of the local law enforcement agencies in our surrounding community. Our faculty understand the changing needs of the law enforcement field and are able to incorporate those needs into the curriculum to ensure our students gain not only the knowledge but the skills to be competitive candidates when seeking to transfer to a four-year university or employment.

The department also supports the college's mission in providing support services by building cross-campus collaborations with student service areas. The department has worked with the counseling department in establishing a Learning and Career Pathway for the Administration of Justice Associates degree. Students are provided a roadmap to completing the necessary coursework to obtain their degree in two years.

The department has also worked with the Educational Partnerships & Program department in establishing an articulation agreement with CalAPS (California Advancing Pathways for Students in Los Angeles County), a Regional Occupational Program (ROP) school in the Bellflower Unified School District. Articulation is a specific class or classes taken by a student in a high school, ROP programs, or adult schools where the student receives college credit for the class at Cerritos College.

Degrees and Certificates : Version by Jimenez, Fernando on 05/05/2023 20:02

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

The department offers two degrees: AA in Administration of Justice & AS-T in Administration of Justice.

AA in Administration of Justice (60 units required)

REQUIRED CORE (21 UNITS) UNITS

- AJ 101 Introduction to Administration of Justice 3
- AJ 102 Concepts of Criminal Law 3
- AJ 103 Criminal Procedures 3
- AJ 104 Criminal Evidence 3
- AJ 105 Community Relations 3
- AJ 113 Report Writing Procedures 3
- AJ 202 Substantive Law 3

DEPARTMENT REQUIREMENTS (12 UNITS REQUIRED)

- AJ 110 Patrol Procedures and Enforcement Tactics 3
- AJ 220 Criminal Investigation 3
- PSYC 101 General Introductory Psychology 3
 - or PSYC 261 Social Psychology (3)
- SOC 101 Introductory Sociology Principles 3
 - or SOC 201 Social Problems (3)

— Total Major Requirement 33

RECOMMENDED ELECTIVES

- AJ 107 Introduction to Corrections, Probation and Parole 3
- AJ 173 Administration of Justice Occupational Work Experience 3
- AJ 208 Special Issues in Law Enforcement 3
- AJ 221 Narcotics and Vice Control 3
- AJ 222 Juvenile Procedures 3
- AJ 298 Directed Studies 1
- AJ 299 Directed Studies 2
- BCOT 131 Beginning College Keyboarding and Document Processing 3
- SPAN 223 Spanish for Health and Medical Careers 3
- JOUR 101 Beginning Newswriting and Reporting 3
- PHOT 100 Introductory Photography 3
- LAW 100 Introduction to California Civil Procedures 3
- LAW 101 Introduction to Law 3 LAW 103 Legal Research 3

AST in Administration of Justice (60 units required)

REQUIRED COURSES (6 UNITS) UNITS

- AJ 101 Introduction to Administration of Justice 3
- AJ 102 Concepts of Criminal Law 3

LIST A

Select any TWO of the following courses (6 units total)

- AJ 103 Criminal Procedures 3
- AJ 104 Criminal Evidence 3
- AJ 105 Community Relations 3
- AJ 107 Introduction to Corrections, Probation and Parole 3
- AJ 220 Criminal Investigation 3
- AJ 222 Juvenile Procedures 3

LIST B

Select any TWO of the following courses (6 units total)

- SOC 101 Introductory Sociology Principles 3
- PSYC 101 General Introductory Psychology 3
- PSYC 210 Elementary Statistics 4
 - or MATH 112 Elementary Statistics (4)
- AJ 110 Patrol Procedures and Enforcement Tactics 3
- AJ 113 Report Writing Procedures 3
- AJ 173 Administration of Justice Occupational Work Experience 3
- AJ 202 Substantive Law 3
- AJ 208 Special Issues in Law Enforcement 3
- AJ 221 Narcotics and Vice Control 3

—Total Units for the Major 18-19**Six-Year Program Goals** : Version by Jimenez, Fernando on 05/05/2023 20:02

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Have faculty attend more professional conferences	Goal A	In progress; modification	This goal was suspended due to two major factors: Assembly Bill 1887 and COVID-19 travel prohibitions and restrictions. AB 1887 prohibits the use of state funds to travel to a state that has enacted discriminatory laws. There are currently 23 states on the list, most of which are the most inexpensive states to host conferences. The COVID-19 pandemic has also restricted travel with conferences either being postponed, rescheduled, or canceled.
Recruit new Advisory Board members and schedule at least one meeting per semester	Goal B	Completed:	The advisory board previously consisted of five members, two of which were from the public and private sector to now nine members. The advisory committee board helps keep the department current on industry standards and the skill set employers are requiring in the field.
Participate in one "feeder school" recruitment event each semester	Goal C	In progress; modification	The department began to focus on high school recruitment from local "feeder" schools such as Artesia High School, Bellflower High School, and other surrounding high schools. Overall, the department was able to attend 10 outreach events prior to the COVID-19 restrictions.
Develop and act as an advisor in an AJ students club	Goal D	Completed but then placed on hold.	The department worked with students in developing the AJ Club which was active from 2017 through 2020. The club suspended all activity shortly after the COVID-19 pandemic. The club advisor was former faculty and department chair, Ruben Gomez, who left the department after the spring 2020 term. As of the 2021-2022 academic year, the club has not resumed.
Obtain funding to support compensation for guest speakers	Goal E	Completed;	The department worked successfully with the BHSS division dean in getting stipends approved for guest speakers of the AJ Motivational Career Workshops.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Fill lost faculty position(s) through division and administrative negotiations	Goal F	In progress;	The department hired a full-time faculty member, Ruben Gomez, in August 2016 but was met with the retirement of a second faculty member, Phillip Satterfield, in December 2016. This retirement left the department with only one full-time faculty member. The department was able to replace the retirement vacancy with a new full-time faculty hire, Fernando Jimenez, in August 2017. At the end of the spring 2020 semester, the department went back down to only one full-time faculty member. The department was able to successfully go through the hiring process in spring 2022 with the new full-time faculty member, Ryan Bodmer, starting in August 2022.

Goals and Objectives	Met	Not Met	Ongoing	On Hold
Fill lost faculty position(s) through division and administrative negotiations			X	
Obtain funding to support compensation for guest speakers			X	
Participate in one "feeder school" recruitment event each semester			X	
Have faculty attend more professional conferences			X	

Assessment Report and Data Analysis

Assessment Report (Part 1: Assessment Table) : Version by Sanchez, Jasmin on 01/18/2023 23:56

Course by SLO	Expected Performance	Performance
AJ91 - Report Writing Procedures		
Students will create police reports that are detailed, complete, and accurate. (Active from 2019 SP)	100.00%	40.00%
Students will create police reports using a commonly accepted format. (Active from 2018 FA)	100.00%	82.86%
Students will learn interview techniques that can be used to extract information from various interviewees. (Active from 2018 FA)	100.00%	67.78%
Students will learn the elements to the crimes of Burglary and Robbery. (Active from 2018 FA)	100.00%	52.22%
Students will learn the purpose and various uses of a police report. (Active from 2018 FA)	100.00%	64.44%
Students will learn to create a police report that is detailed, complete, and accurate. (Active from 2018 SU)	100.00%	70.00%
AJ101 - Introduction to Administration of Justice		
Students will be able to compare and contrast the crime control model and the due process model. (Active from 2018 FA)	100.00%	48.51%
Students will be able to define the principles underlying sociological theories of crime causation. (Active from 2018 FA)	100.00%	50.72%
Students will be able to determine the roles and responsibilities of county and municipal law enforcement agencies. (Active from 2018 FA)	100.00%	52.99%

Course by SLO	Expected Performance	Performance
Students will be able to discern the legal restraints placed on law enforcement and some of the procedures that law enforcement officers must follow. (Active from 2018 FA)	100.00%	61.11%
Students will identify the various defenses used to answer against charges of criminal misconduct. (Active from 2018 FA)	100.00%	57.78%
AJ101 - Introduction to Administration of Justice		
Students will understand the difference between the crime control model and the due process model. (Active from 2021 FA)	100.00%	63.41%
Students will give examples of the various defenses used to answer against charges of criminal misconduct. (Active from 2021 FA)	100.00%	55.88%
Students will understand the roles and responsibilities of both county and municipal law enforcement agencies. (Active from 2021 FA)	100.00%	59.31%
Students will understand the differences between the status of probation and parole. (Active from 2021 FA)	100.00%	72.91%
Student will understand the differences between the operation of jails and prisons. (Active from 2021 FA)	100.00%	70.15%
AJ102 - Concepts of Criminal Law		
Students will identify the three categories of crimes: Felony, Misdemeanor and infractions. (Active from 2021 FA)	100.00%	89.14%
Students will differentiate between criminal law and civil law. (Active from 2021 FA)	100.00%	85.71%
Students will differentiate between a legal detention and arrest. (Active from 2021 FA)	100.00%	86.29%
Students will define the term "Probable Cause". (Active from 2021 FA)	100.00%	87.43%
Students will explain when the Miranda Rights admonishment is legally required. (Active from 2021 FA)	100.00%	86.86%
AJ103 - Criminal Procedures		
Students will identify four common motions in a trial. (Active from 2018 FA)	100.00%	59.88%
Students will name five commonly used court documents (Active from 2018 FA)	100.00%	59.26%
AJ103 - Criminal Procedures		
Students will be able to identify four common motions in a court trial. (Active from 2021 FA)	100.00%	77.37%
Students will be able to name five commonly used court documents (Active from 2021 FA)	100.00%	74.45%
Students will be able to differentiate between reasonable suspicion and probable cause. (Active from 2021 FA)	100.00%	71.53%
Students will be able to identify the elements of a legal arrest. (Active from 2021 FA)	100.00%	72.99%
Students will be able to identify the three forms of court jurisdiction. (Active from 2021 FA)	100.00%	71.53%
AJ104 - Criminal Evidence		
Students will understand the definition of evidence. (Active from 2021 FA)	100.00%	27.91%
Students will understand the difference between circumstantial evidence and direct evidence. (Active from 2021 FA)	100.00%	28.57%
Students will understand what is meant by the phrase "Privileged Communication" and how it applies in a court of law. (Active from 2021 FA)	100.00%	30.12%
Students will understand what is meant by the "Exclusionary Rule" and how it applies in court. (Active from 2021 FA)	100.00%	28.40%

Course by SLO	Expected Performance	Performance
Students will understand what is meant by the phrase, "Burden of Proof" as it applies in a court of law. (Active from 2021 FA)	100.00%	32.05%
AJ104 - Criminal Evidence		
Students will be able to explain the difference between direct evidence and circumstantial evidence. (Active from 2019 FA)	100.00%	0.00%
Students will demonstrate the difference between "Direct Evidence" and "Circumstantial Evidence". (Active from 2019 SP)	100.00%	48.00%
Students will demonstrate their knowledge of "Hearsay" as it relates to the rules of evidence. (Active from 2019 FA)	100.00%	68.00%
Students will demonstrate their knowledge of the "Exclusionary Rule" as it relates to the rules of evidence. (Active from 2019 FA)	100.00%	68.00%
Students will demonstrate their knowledge of "Privileged Communications" as it pertains to the rules of evidence. (Active from 2019 FA)	100.00%	76.00%
Students will be able to explain the rules of evidence as they apply to the 4th, 5th, 6th and 14th Amendments to the Constitution. (Active from 2019 FA)	100.00%	0.00%
AJ105 - Community Relations		
Students will be able to understand the impact of language barriers in everyday law enforcement situations. (Active from 2021 FA)	100.00%	66.15%
Students will understand the various hate crime prosecution challenges. (Active from 2021 FA)	100.00%	60.00%
Students will identify the Equal Employment Opportunity laws pertaining to discrimination. (Active from 2021 FA)	100.00%	60.00%
Students will identify the law enforcement challenges presented by working in a multicultural society. (Active from 2021 FA)	100.00%	73.85%
AJ107 - Introduction to Corrections, Probation & Parole		
Students will be able to distinguish between the status of parole and probation. (Active from 2021 FA)	100.00%	46.30%
Students will be able to identify some of the prisoner's rights while incarcerated (Active from 2021 FA)	100.00%	48.15%
Students will identify the hiring qualifications for both parole and probation officers. (Active from 2021 FA)	100.00%	48.15%
Students will define the various results of a parole or probation violation. (Active from 2021 FA)	100.00%	51.85%
Students will identify the various methods of parole and probation supervision. (Active from 2021 FA)	100.00%	55.56%
AJ107 - Introduction to Corrections, Probation and Parole		
Students distinguish between federal, state and local correctional systems. (Active from 2013 FA)	100.00%	57.04%
Students distinguish between federal, state and local correctional systems. (Active from 2013 FA)	100.00%	54.55%
Students distinguish between probation and parole. (Active from 2013 FA)	100.00%	65.44%
Students distinguish between probation and parole. (Active from 2013 FA)	100.00%	54.55%
Students explain the evolution of the corrections system in the United States. (Active from 2013 FA)	100.00%	51.52%
Students explain the evolution of the corrections system in the United States. (Active from 2013 FA)	100.00%	58.41%
Students explain the differences between public and private correctional services. (Active from 2013 FA)	100.00%	27.27%
Students explain the differences between public and private correctional services. (Active from 2013 FA)	100.00%	56.32%
Students identify correctional theories. (Active from 2013 FA)	100.00%	51.33%

Course by SLO	Expected Performance	Performance
Students identify correctional theories. (Active from 2013 FA)	100.00%	24.24%
AJ110 - Patrol Procedures and Enforcement Tactics		
Students will define the various types of patrol methods. (Active from 2021 FA)	100.00%	74.47%
Students will explain the difference between the terms "Reasonable Suspicion" and "Probable Cause". (Active from 2021 FA)	100.00%	70.21%
Students will define the basic objectives of police patrol. (Active from 2021 FA)	100.00%	75.53%
Students will explain what Community-Policing is and how it functions. (Active from 2021 FA)	100.00%	78.26%
Students will understand the procedures on how to conduct a preliminary crime investigation. (Active from 2021 FA)	100.00%	73.63%
AJ113 - Report Writing Procedures		
Students will identify the purpose and various uses of a police report. (Active from 2021 FA)	100.00%	21.05%
Students will identify the criminal elements for some of the most commonly committed crimes. (Active from 2021 FA)	100.00%	21.05%
Students will identify commonly used techniques for interviewing victims of a crime. (Active from 2021 FA)	100.00%	18.42%
Students will utilize a commonly used format for writing a police report. (Active from 2021 FA)	100.00%	18.42%
Students will identify common practice for the identification and collection of evidence. (Active from 2021 FA)	100.00%	21.05%
AJ173 - AJ Occupational Work Exp		
Students identify job descriptions and job related tasks for the internship position. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate the ability to perform job related tasks required in the internship. (Active from 2013 FA)	100.00%	0.00%
Students identify career goals and explain how the internship experience relates to those goals. (Active from 2013 FA)	100.00%	0.00%
AJ202 - Substantive Law		
Students will be able to identify the elements to the crime of Rape. (Active from 2018 FA)	100.00%	75.11%
AJ208 - Special Issues in Law Enforcement		
students know and identify the history and development of the American Criminal Justice System. (Active from 2016 FA)	100.00%	59.62%
Students will describe and explain the application of specialized technology to Law enforcement (Active from 2016 FA)	100.00%	52.94%
Students will identify the licensing and certification process of law enforcement (Active from 2016 FA)	100.00%	56.86%
AJ208 - Special Issues in Law Enforcement		
Students will identify the history and development of the American Criminal Justice System. (Active from 2021 FA)	100.00%	62.50%
Students will identify various human trafficking patterns. (Active from 2021 FA)	100.00%	68.75%
Students will distinguish between law enforcement informational systems. (Active from 2021 FA)	100.00%	50.00%
Students will identify various terrorists' organizations (Active from 2021 FA)	100.00%	50.00%
Students will identify federal agencies that provide security to the United States (Active from 2021 FA)	100.00%	43.75%
AJ220 - Criminal Investigation		
Students will identify the role of first responders at a crime scene. (Active from 2021 FA)	100.00%	67.16%

Course by SLO	Expected Performance	Performance
Students will describe crime scene search techniques. (Active from 2021 FA)	100.00%	71.64%
Students will identify the steps investigators take in processing a major crime scene. (Active from 2021 FA)	100.00%	65.67%
Students will articulate the distinction between circumstantial and direct evidence. (Active from 2021 FA)	100.00%	62.69%
Students will cite the type of information that is included in the preliminary investigation report. (Active from 2021 FA)	100.00%	64.18%
AJ221 - Narcotics and Vice Control		
Students will be able to identify the objective symptoms of drug intoxication (Active from 2021 FA)	100.00%	26.92%
Students will differentiate between the various drug classifications. (Active from 2021 FA)	100.00%	33.33%
Students will be able identify the elements of specific drug laws. (Active from 2021 FA)	100.00%	19.23%
Students will identify the elements of prostitution, illegal gambling, and alcohol relate crimes (Active from 2021 FA)	100.00%	0.00%
Students will be able to identify the objective symptoms of alcohol intoxication (Active from 2021 FA)	100.00%	0.00%
AJ221 - Narcotics and Vice Control		
Students will identify the objective symptoms of narcotic intoxication (Active from 2016 FA)	100.00%	0.00%
Students will differentiate between various drug classifications and their effects on the central nervous system. (Active from 2016 FA)	100.00%	0.00%
Students will recall the elements of specific drug related laws. (Active from 2016 FA)	100.00%	0.00%
AJ222 - Juvenile Procedures		
Students will be able to identify the legal concepts of Loco Parents, Parens Patriae and Age of Responsibility (Active from 2021 FA)	100.00%	60.00%
Students will understand the difference between a status offender and a juvenile delinquent. (Active from 2021 FA)	100.00%	73.33%
Students will describe the role of an intake officer. (Active from 2021 FA)	100.00%	66.67%
Students will be able to identify the signs of physically and emotionally abused of minors. (Active from 2021 FA)	100.00%	60.00%
Students will be able to identify the signs of child sexual abuse. (Active from 2021 FA)	100.00%	66.67%
AJ222 - Juvenile Procedures		
Students will be able to list the responsibilities of the juvenile probation officer. (Active from 2018 FA)	100.00%	72.13%
Students will be able to interpret the various assignment models utilized in the supervision of juvenile probation cases. (Active from 2018 FA)	100.00%	80.33%
AJ - 102 - Concepts of Criminal Law		
Students identify the four crime classifications. (Active from 2013 FA)	100.00%	85.58%
Students identify the constitutional amendment addressing searches and seizures. (Active from 2013 FA)	100.00%	80.24%
Students identify the differences between the criminal law and the civil law. (Active from 2013 FA)	100.00%	80.77%
Students identify the different types of criminal intent. (Active from 2013 FA)	100.00%	68.51%
AJ - 103 - Criminal Procedures		
Students differentiate between reasonable suspicion and probable cause. (Active from 2013 FA)	100.00%	63.83%
Students identify the elements of a legal arrest. (Active from 2013 FA)	100.00%	70.87%

Course by SLO	Expected Performance	Performance
Students identify the three forms of court jurisdiction. (Active from 2013 FA)	100.00%	61.35%
AJ - 104 - Criminal Evidence		
Students explain the difference between direct evidence and circumstantial evidence. (Active from 2013 FA)	100.00%	81.82%
Students define real evidence. (Active from 2013 FA)	100.00%	83.64%
Students define demonstrative evidence. (Active from 2013 FA)	100.00%	78.18%
Students identify the concepts of relevancy as it relates to the admissibility of evidence. (Active from 2013 FA)	100.00%	70.91%
Students identify the concepts of relevancy as it relates to the admissibility of evidence. (Active from 2013 FA)	100.00%	72.50%
AJ - 105 - Community Relations and Cultural Awareness		
Students will be able to differentiate between racial profiling and behavior-based profiling by law enforcement. (Active from 2013 FA)	100.00%	75.93%
Students will be able to indicate the impact of language barriers in everyday law enforcement situations. (Active from 2013 FA)	100.00%	73.51%
Students will familiarize themselves with various hate crime prosecution challenges. (Active from 2013 FA)	100.00%	74.17%
Students will familiarize themselves with some of the Equal Employment Opportunity laws pertaining to discrimination. (Active from 2013 FA)	100.00%	64.90%
Students will identify some of the challenges presented by a multicultural society. (Active from 2013 FA)	100.00%	72.19%
AJ - 110 - Patrol Procedures and Enforcement Tactics		
Students identify the three basic types of patrol patterns. (Active from 2013 FA)	100.00%	65.00%
Students distinguish between "observation" and "perceptions." (Active from 2013 FA)	100.00%	75.00%
Students explain appropriate use of force. (Active from 2013 FA)	100.00%	90.00%
Students identify basic officer safety considerations. (Active from 2013 FA)	100.00%	85.00%
AJ - 202 - Substantive Law		
Students will be able to identify the elements to the crime of Battery. (Active from 2013 FA)	100.00%	73.31%
Students will be able to identify the elements to the crime of Murder. (Active from 2013 FA)	100.00%	64.94%
Students will be able to identify the elements to the crime of burglary. (Active from 2013 FA)	100.00%	70.92%
Students will be able to identify the elements to the crime of theft. (Active from 2013 FA)	100.00%	66.93%
AJ - 220 - Criminal Investigation		
Students identify the role and process of a first responder in a crime scene investigation. (Active from 2013 FA)	100.00%	59.05%
Students identify the sequential stages in a criminal investigation. (Active from 2013 FA)	100.00%	50.95%
Students demonstrate the techniques and protocols of fingerprint evidence collection. (Active from 2013 FA)	100.00%	36.93%
Students describe crime scene search techniques. (Active from 2013 FA)	100.00%	50.00%
Students outline the concept of chain of custody and it's relationship to successful crime scene investigations. (Active from 2013 FA)	100.00%	52.38%
AJ - 222 - Juvenile Procedures		
Students will be able to identify the legal concept Parens Patriae. (Active from 2013 FA)	100.00%	75.41%

Course by SLO	Expected Performance	Performance
Students will familiarize themselves with the evolution of the Juvenile Justice System. (Active from 2013 FA)	100.00%	88.52%
Students will understand the purpose and use of a "Direct Filing Waiver" by a criminal prosecutor. (Active from 2013 FA)	100.00%	57.38%

Assessment Report (Part 2: Assessment Responses) : Version by Jimenez, Fernando on 05/05/2023 20:02

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

The department currently adheres to the recommendation made by the SLO committee of assessing every SLO for every course, every semester the course is taught. The department began submitting SLO assessment data into eLumen beginning Fall of 2017 but has encountered some struggles in getting part-time faculty to complete their assessment rubrics in eLumen. This would account for the low percentages and zero percentages in the SLO results table as the results are an aggregate of good performance measures from FA 2016 through SP 2021. In an effort to increase faculty participation and student attainment levels, the department reached out to the SLO Faculty Coordinator for support. The department began to incorporate SLO discussion at every monthly department meeting. We discussed the importance of keeping assessment data in a central location so that it can be used to support data-driven college reports and how this is a responsibility of all faculty. As of Fall 2021, the department has 100% compliance in the submission of SLO assessment data into eLumen.

AJ

Plan Assessments Send Notification

2021 FA	2022 SP	2022 SU																																				
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<table border="1"> <thead> <tr> <th>Assessments</th> <th>SLOs</th> </tr> </thead> <tbody> <tr> <td>21 / 21</td> <td>0 / 0</td> </tr> <tr> <td>Complete Total</td> <td>Active Planned</td> </tr> <tr> <td>Active: 0</td> <td></td> </tr> <tr> <td>Assigned: 0</td> <td></td> </tr> <tr> <td>Overdue: 0</td> <td></td> </tr> </tbody> </table>	Assessments	SLOs	21 / 21	0 / 0	Complete Total	Active Planned	Active: 0		Assigned: 0		Overdue: 0		<table border="1"> <thead> <tr> <th>Assessments</th> <th>SLOs</th> </tr> </thead> <tbody> <tr> <td>18 / 18</td> <td>0 / 0</td> </tr> <tr> <td>Complete Total</td> <td>Active Planned</td> </tr> <tr> <td>Active: 0</td> <td></td> </tr> <tr> <td>Assigned: 0</td> <td></td> </tr> <tr> <td>Overdue: 0</td> <td></td> </tr> </tbody> </table>	Assessments	SLOs	18 / 18	0 / 0	Complete Total	Active Planned	Active: 0		Assigned: 0		Overdue: 0		<table border="1"> <thead> <tr> <th>Assessments</th> <th>SLOs</th> </tr> </thead> <tbody> <tr> <td>6 / 6</td> <td>0 / 0</td> </tr> <tr> <td>Complete Total</td> <td>Active Planned</td> </tr> <tr> <td>Active: 0</td> <td></td> </tr> <tr> <td>Assigned: 0</td> <td></td> </tr> <tr> <td>Overdue: 0</td> <td></td> </tr> </tbody> </table>	Assessments	SLOs	6 / 6	0 / 0	Complete Total	Active Planned	Active: 0		Assigned: 0		Overdue: 0	
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Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

The department has undergone revolving vacancies and changing management styles during this program review cycle and has not had a clear process in place for developing action plans for SLOs. In 2021, the department worked with the SLO Coordinator to review every course SLO and was able to make changes that better reflect the current needs of law enforcement agencies. These changes were reviewed with the part-time faculty in order to gain insight and approval of the revisions. It is the goal of the department to continue to seek input and feedback from all faculty members to ensure we are providing effective learning opportunities to our students. The department utilizes standard assessment tools in each course; across each section. This allows us to evaluate if the department needs to make any pedagogical changes to our curriculum or classroom design. Now that we have faculty buy-in and 100% compliance in submitting assessment results in eLumen, the department plans on collecting all assessment data in eLumen and utilizing the SLO performance reports to evaluate the efficacy of each CSLO and how they map to the department program learning outcomes and the institutional learning outcomes. SLO discussion will be a standing agenda item at all department meetings.

Revised SLOs are as follows:

AJ113 - Report Writing Procedures

1. Students will learn the purpose and various uses of a police report.
2. Students will learn commonly used techniques for interviewing victims of a crime.
3. Students will learn a commonly used format for writing a police report.
4. Students will learn the criminal elements for some of the most commonly committed crimes.
5. Students will learn common practice for the identification and collection of evidence.

AJ202 - Substantive Law

1. Students will be able to identify the elements to the crime of rape.
2. Students will be able to identify the elements to the crime of battery.
3. Students will be able to identify the elements to the crime of theft.
4. Students will be able to identify the elements to the crime of burglary.
5. Students will be able to identify the elements to the crime of murder.

AJ105 - Community Relations

1. Students will be able to differentiate between racial profiling and behavior-based profiling by law enforcement officers.
2. Students will be able to understand the impact of language barriers in everyday law enforcement situations.
3. Students will understand the various hate crime prosecution challenges.
4. Students will be aware of the Equal Employment Opportunity laws pertaining to discrimination.

5. Students will be aware of some of the law enforcement challenges presented by working in a multicultural society

AJ101 - Intro to Admin of Justice

1. Students will understand the difference between the crime control model and the due process model.
2. Students will understand the roles and responsibilities of both county and municipal law enforcement agencies.
3. Students will be aware of the various defenses used to answer against charges of criminal conduct.
4. Students will understand the differences between the status of probation and parole.
5. Student will understand the differences between the operation of jails and prisons.

AJ222 - Juvenile Procedures

1. Students will be able to identify the legal concepts of Loco Parents, Parens Patriae and Age of Responsibility
2. Students will understand the difference between a status offender and a juvenile delinquent.
3. Students will know the role of an intake officer.
4. Students will be able to identify the signs of physical and emotional abuse of minors.
5. Students will be able to identify the signs of child sexual abuse.

AJ102 - Concepts of Criminal Law

1. Students will know the difference between criminal law and civil law.
2. Student will know the three categories of crimes: Felony, Misdemeanor and infractions.
3. Student will know the difference between a legal detention and arrest.
4. Student will know what is meant by the term "Probable Cause."
5. Students will know when the Miranda Rights admonishment is legally required.

AJ103 - Criminal Procedures

1. Students will be able to identify four common motions in a court trial.
2. Students will be able to name five commonly used court documents.
3. Students will be able to differentiate between reasonable suspicion and probable cause.
4. Students will be able to identify the elements of a legal arrest.
5. Students will be able to identify the three forms of court jurisdiction.

AJ104 - Criminal Evidence

1. Students will know the definition of evidence.
2. Students will understand the difference between circumstantial evidence and direct evidence.
3. Students will understand what is meant by the phrase "Privilege Communication" and how it applies in a court of law.
4. Students will understand what is meant by the Exclusionary Rule and how it pertains in court.
5. Students will understand what is meant by the phrase, "Burden of Proof" as it applies in a court of law.

AJ107 - Intro to Corrections, Probation & Parole

1. Students will be able to distinguish between the status of parole and probation.
2. Students will be able to identify some of the prisoner's rights while incarcerated.
3. Student will know the hiring qualifications for both parole and probation officers.
4. Student will understand the various results of a parole or probation violation.
5. Student will be familiar with the various types of parole and probation supervision.

AJ110 - Patrol Procedures and Enforcement Tactics

1. Students will know the basic objectives of police patrol
2. Students will know what Community-Policing is and how it functions.
3. Students will know the various types of patrol methods.
4. Students will know the difference between the terms "Reasonable Suspicion" and "Probable Cause".
5. Students will understand the procedures on how to conduct a preliminary crime investigation.

AJ208 - Special Issues in Law Enforcement

1. Students will know and identify the history and development of the American Criminal Justice System.
2. Students will identify various human trafficking patterns
3. Students will distinguish between law enforcement information systems
4. Students will identify various terrorists' organizations
5. Students will identify federal agencies that provide security to the United States

AJ220 - Criminal Investigation

1. Students will identify the steps investigators take in processing a major crime scene.
2. Students will articulate the distinction between circumstantial and direct evidence.
3. Students will cite the type of information that is included in the preliminary investigation report.
4. Students will identify the role of first responders in a crime scene.
5. Students will describe crime scene search techniques.

AJ221 - Criminal Investigation

1. Students will be able identify the elements of specific drug laws.
2. Students will differentiate between the various drug classifications.
3. Identify the elements of prostitution, illegal gambling, and alcohol relate crimes
4. Student will be able to identify the objective symptoms of drug intoxication
5. Students will be able to identify the objective symptoms of alcohol intoxication

Data Analysis of Program Data : Version by Jimenez, Fernando on 05/05/2023 20:02

The typical AJ student is Latinx, between the ages of 20-24, and prefers traditional in-person instruction.

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

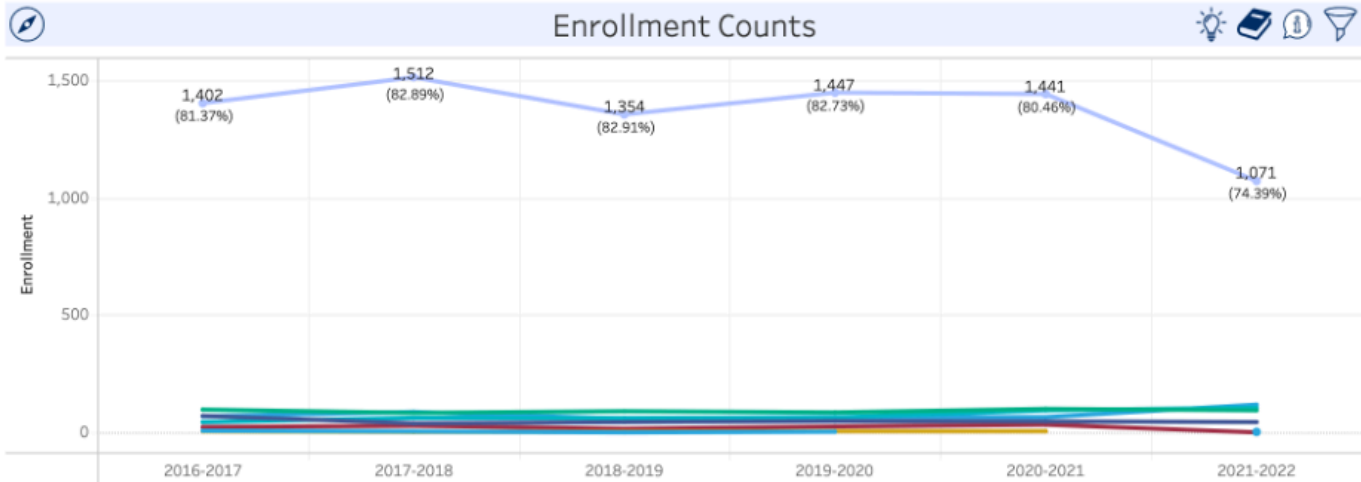
- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

When disaggregating the data, the majority of our students are Latinx (80%), which is higher when compared to Cerritos College (i.e., Latinx = 67%). The gender in AJ mimics the overall college as well as the age distribution. Of note, AJ department has a higher percent of first-generation students when compared to the overall college.

The department has an underrepresentation of the following demographic areas compared to the college:

- Asian
- Hawaiian
- 2 or more Races

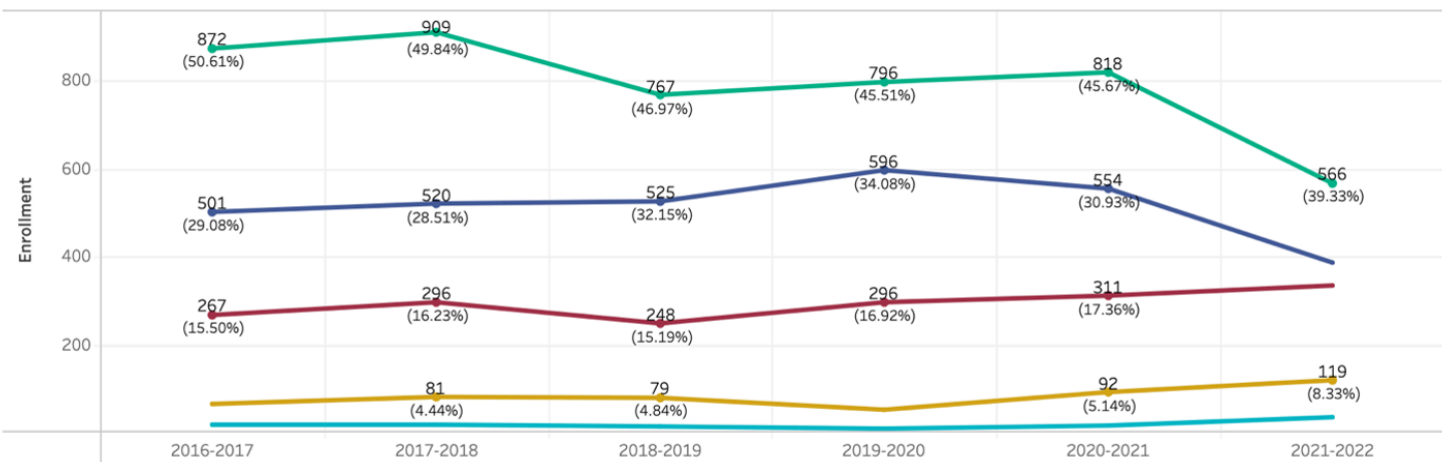
The student demographics have remained relatively stable in this program review cycle with a slight increase in the female students in the last two years (2020 & 2021) and decrease in Latinx population after the COVID-19 pandemic (74% in 2021) causing the programs racial demographics to be more in line with the college makeup.



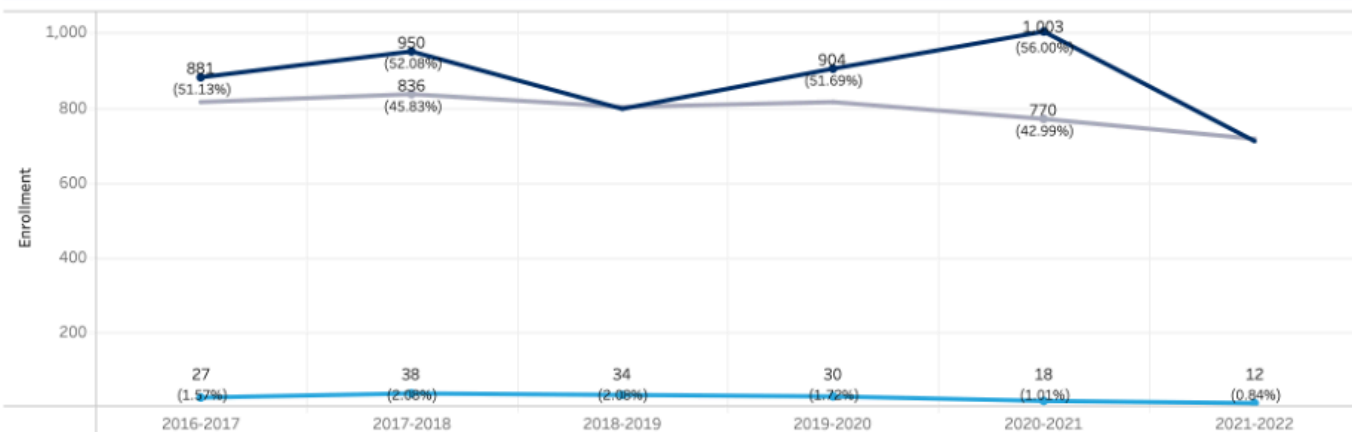
Population: All students

Legend: American Indian ... Asian Black or African ... Hispanic/Latino Native Hawaiian ... White

Division	Department	Select Student Attribute	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
			Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total			1,723 (100.00%)	1,824 (100.00%)	1,633 (100.00%)	1,749 (100.00%)	1,791 (100.00%)	1,440 (100.00%)
Business, Humanities & Social Sciences	AJ	American Indian or ...	8 (0.46%)	5 (0.27%)	1 (0.06%)	4 (0.23%)		3 (0.21%)
		Asian	71 (4.12%)	40 (2.19%)	45 (2.76%)	49 (2.80%)	48 (2.68%)	45 (3.13%)
		Black or African A..	98 (5.69%)	84 (4.61%)	91 (5.57%)	86 (4.92%)	101 (5.64%)	95 (6.60%)
		Hispanic/Latino	1,402 (81.37%)	1,512 (82.89%)	1,354 (82.91%)	1,447 (82.73%)	1,441 (80.46%)	1,071 (74.38%)
		Native Hawaiian or..	6 (0.35%)	3 (0.16%)	4 (0.24%)	6 (0.34%)	6 (0.34%)	
		Two or More Races	24 (1.39%)	29 (1.59%)	17 (1.04%)	26 (1.49%)	34 (1.90%)	1 (0.07%)
		Unknown	69 (4.00%)	88 (4.82%)	59 (3.61%)	66 (3.77%)	66 (3.69%)	119 (8.26%)
		White	45 (2.61%)	63 (3.45%)	62 (3.80%)	65 (3.72%)	95 (5.30%)	106 (7.36%)



Population: All students



Population: All students



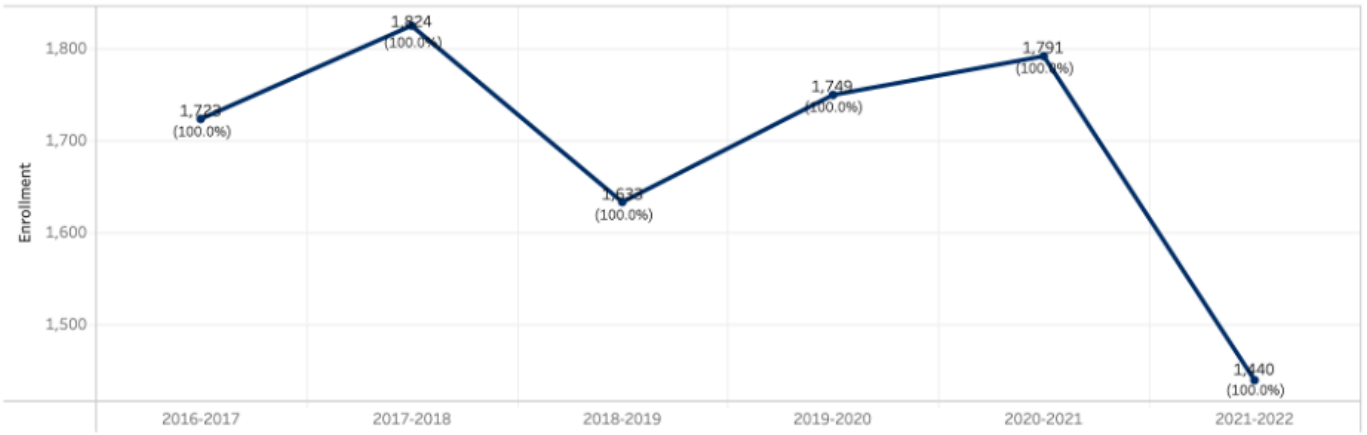
Division	Department	Select Student Attribute	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
			Academic Year (100.00%)	Academic Year (100.00%)	Academic Year (100.00%)	Academic Year (100.00%)	Academic Year (100.00%)	Academic Year (100.00%)
Grand Total			1,723 (100.00%)	1,824 (100.00%)	1,633 (100.00%)	1,749 (100.00%)	1,791 (100.00%)	1,440 (100.00%)
Business, Humanities & Social Sciences	AJ	Female	881 (51.13%)	950 (52.08%)	797 (48.81%)	904 (51.69%)	1,003 (56.00%)	711 (49.38%)
		Male	815 (47.30%)	836 (45.83%)	802 (49.11%)	815 (46.60%)	770 (42.99%)	717 (49.79%)
		Unknown	27 (1.57%)	38 (2.08%)	34 (2.08%)	30 (1.72%)	18 (1.01%)	12 (0.83%)

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

The unduplicated headcount has slightly decreased over time, with around 900 students in the AJ department in 2020-2021 but saw a sharp decline in 2021-2022 to 722 students. While headcount had declined in 2018-2019, enrollment had increased, meaning fewer students were taking more classes in the AJ department. Even through the COVID-19 pandemic, the department counts remained steady, but the department is noticing a downward trend with the ambiguity surrounding the campus reopening to in-person instruction.

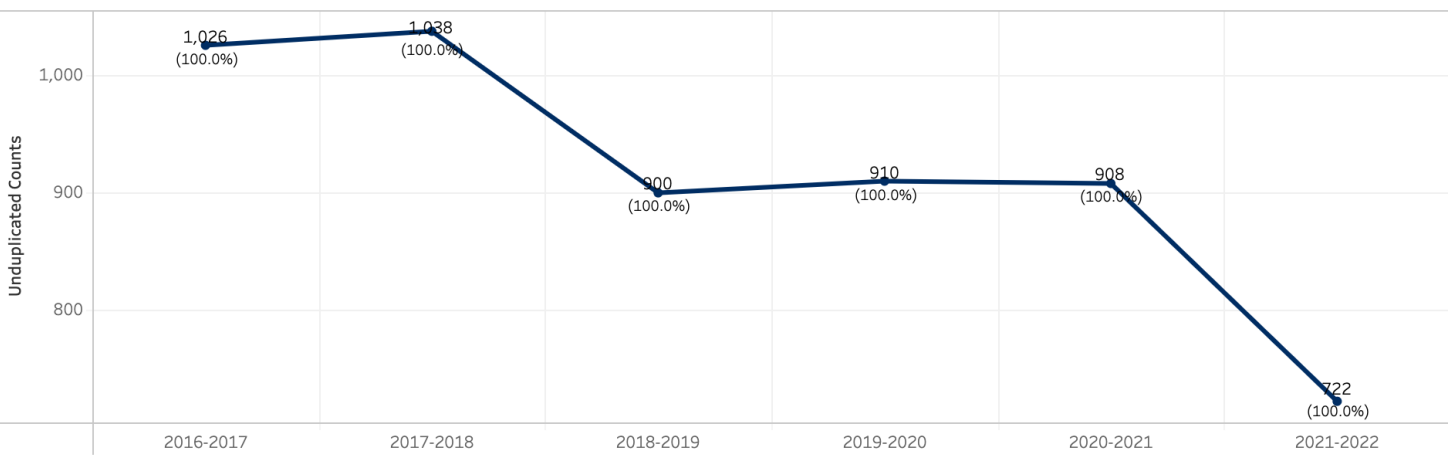
Enrollment Counts



Population: All students

Division	Department	Select Student Attribute	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
			Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total			1,723 (100.0%)	1,824 (100.0%)	1,633 (100.0%)	1,749 (100.0%)	1,791 (100.0%)	1,440 (100.0%)
Business, Humanities & Social Sciences	AJ	All students	1,723 (100.0%)	1,824 (100.0%)	1,633 (100.0%)	1,749 (100.0%)	1,791 (100.0%)	1,440 (100.0%)

Unduplicated Headcounts



Population: All students

Division	Department	Select Student Attribute	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
			Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total			1,026 (100.0%)	1,038 (100.0%)	900 (100.0%)	910 (100.0%)	908 (100.0%)	722 (100.0%)
Business, Humanities & Social Sciences	AJ	All students	1,026 (100.0%)	1,038 (100.0%)	900 (100.0%)	910 (100.0%)	908 (100.0%)	722 (100.0%)

The department sees its highest enrollment counts in AJ 101 and AJ 102, the two required core courses for the AA-T degree. Students looking to earn the AA-T degree in Administration of Justice are only required to complete a minimum of four (4) AJ department courses which could be why enrollment counts slow past required courses.

Division	Department	Subject	Course	Select Student At..	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year
Social Sciences			AJ 101	All students	585 (100.0%)	575 (100.0%)	466 (100.0%)	464 (100.0%)	480 (100.0%)	316 (100.0%)
			AJ 102	All students	278 (100.0%)	295 (100.0%)	209 (100.0%)	213 (100.0%)	245 (100.0%)	225 (100.0%)
			AJ 103	All students	172 (100.0%)	149 (100.0%)	148 (100.0%)	156 (100.0%)	162 (100.0%)	146 (100.0%)
			AJ 104	All students	149 (100.0%)	142 (100.0%)	150 (100.0%)	155 (100.0%)	171 (100.0%)	130 (100.0%)
			AJ 105	All students	90 (100.0%)	105 (100.0%)	119 (100.0%)	89 (100.0%)	84 (100.0%)	73 (100.0%)
			AJ 107	All students	87 (100.0%)	115 (100.0%)	79 (100.0%)	95 (100.0%)	97 (100.0%)	87 (100.0%)
			AJ 110	All students	68 (100.0%)	78 (100.0%)	104 (100.0%)	111 (100.0%)	117 (100.0%)	97 (100.0%)
			AJ 113	All students				44 (100.0%)	74 (100.0%)	42 (100.0%)
			AJ 173	All students		6 (100.0%)	17 (100.0%)	8 (100.0%)		
			AJ 202	All students	65 (100.0%)	68 (100.0%)	50 (100.0%)	76 (100.0%)	91 (100.0%)	76 (100.0%)
			AJ 208	All students	20 (100.0%)	43 (100.0%)	36 (100.0%)	25 (100.0%)	25 (100.0%)	18 (100.0%)
			AJ 220	All students	102 (100.0%)	92 (100.0%)	89 (100.0%)	94 (100.0%)	103 (100.0%)	73 (100.0%)
			AJ 221	All students	22 (100.0%)	21 (100.0%)	26 (100.0%)	35 (100.0%)	42 (100.0%)	29 (100.0%)
			AJ 222	All students	34 (100.0%)	66 (100.0%)	66 (100.0%)	96 (100.0%)	71 (100.0%)	93 (100.0%)

In breaking down the department enrollment trends by course offerings, the department noticed that enrollment in 3 courses had declined at a faster rate than in other courses:

- AJ 101 Intro to Admin of Justice
- AJ 113 Report Writing
- AJ 221 Narcotics & Vice

One trend identified is that three AJ courses have consistently experienced higher female enrollment counts compared to males, and one course leaned heavily toward male students:

- AJ 103 Criminal Procedures (female),
- AJ 208 Special Issues (female),
- AJ 222 Juvenile Procedures (female), and
- AJ 202 Substantive Law (male).

The department also identified two courses that consistently have a larger enrollment count for students in the 25-34 and 35-49 age range

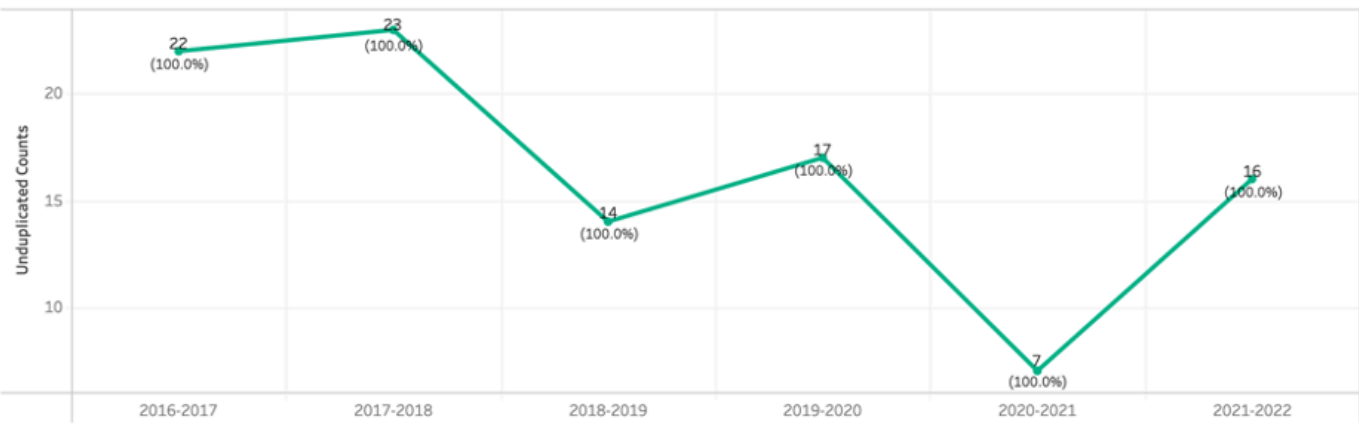
- AJ 221 Narcotics and Vice, and
- AJ 222 Juvenile Procedures.

Division	Department	Subject	Course	Select Student At..	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year
			AJ 221	19 and under	3 (13.64%)	4 (19.05%)	2 (7.69%)	7 (19.44%)	7 (16.67%)	5 (17.24%)
			AJ 221	20 - 24	9 (40.91%)	11 (52.38%)	10 (38.46%)	12 (33.33%)	24 (57.14%)	12 (41.38%)
			AJ 221	25 - 34	7 (31.82%)	4 (19.05%)	10 (38.46%)	16 (44.44%)	8 (19.05%)	12 (41.38%)
			AJ 221	35 - 49	1 (4.55%)	2 (9.52%)	3 (11.54%)	1 (2.78%)	3 (7.14%)	
			AJ 221	50 and over	2 (9.09%)		1 (3.85%)			
			AJ 222	19 and under	1 (2.94%)	7 (10.45%)	7 (10.00%)	20 (20.62%)	13 (16.88%)	8 (8.42%)
			AJ 222	20 - 24	19 (55.88%)	33 (49.25%)	28 (40.00%)	50 (51.55%)	35 (45.45%)	25 (26.32%)
			AJ 222	25 - 34	8 (23.53%)	16 (23.88%)	27 (38.57%)	20 (20.62%)	22 (28.57%)	33 (34.74%)
			AJ 222	35 - 49	6 (17.65%)	9 (13.43%)	8 (11.43%)	6 (6.19%)	6 (7.79%)	27 (28.42%)
			AJ 222	50 and over		2 (2.99%)		1 (1.03%)	1 (1.30%)	2 (2.11%)

Over the last two years, the department noticed an almost non-existent enrollment of Black/African American male students in 200-level AJ courses.



Unduplicated Headcounts



Population: Male students

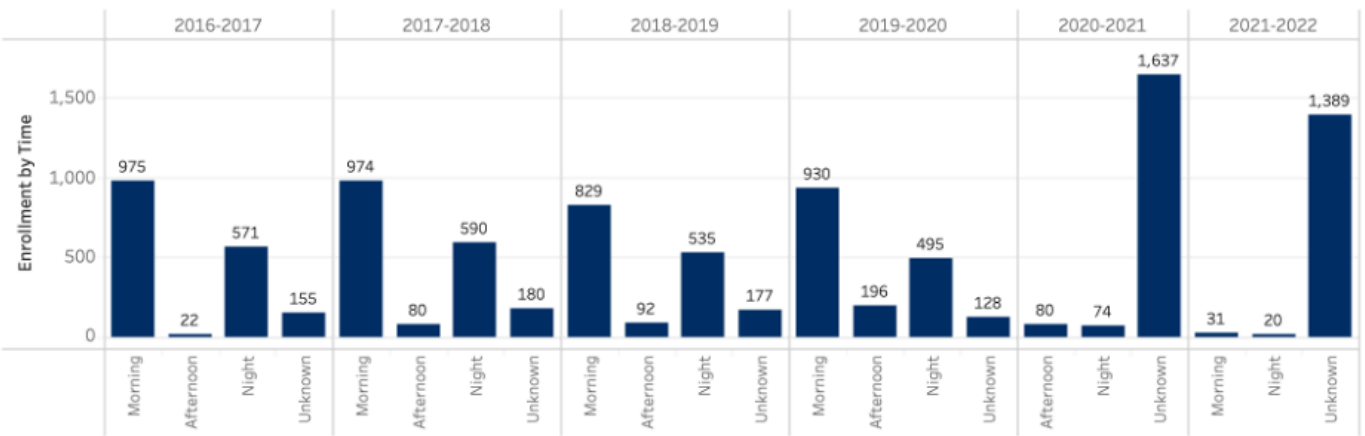
Black or African ...

1 15

Division	Department	Subject	Course	Select Student At..	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year
			AJ 104	Black or African A..	2 (100.0%)	2 (100.0%)	3 (100.0%)	1 (100.0%)	4 (100.0%)	2 (100.0%)
			AJ 105	Black or African A..	2 (100.0%)	1 (100.0%)	4 (100.0%)	1 (100.0%)		2 (100.0%)
			AJ 107	Black or African A..	1 (100.0%)	3 (100.0%)	2 (100.0%)	2 (100.0%)	1 (100.0%)	
			AJ 110	Black or African A..	1 (100.0%)		1 (100.0%)	3 (100.0%)	1 (100.0%)	2 (100.0%)
			AJ 113	Black or African A..					1 (100.0%)	
			AJ 202	Black or African A..	1 (100.0%)				2 (100.0%)	
			AJ 208	Black or African A..				1 (100.0%)		
			AJ 220	Black or African A..	2 (100.0%)	1 (100.0%)		2 (100.0%)		
			AJ 221	Black or African A..		3 (100.0%)	1 (100.0%)	2 (100.0%)		
			AJ 222	Black or African A..	2 (100.0%)	1 (100.0%)	1 (100.0%)	3 (100.0%)		2 (100.0%)

Before the COVID-19 pandemic, the department offered over 80% of its courses in a traditional in-person modality throughout the day but heavily skewed toward morning and evening classes. The department has not offered afternoon course offerings and has instead replaced them with online, asynchronous sections post-pandemic. The department has now shifted to offering more courses online and is settling into a 50/50 split in course offerings between the two modes of instruction. The rise in success and retention rates of online courses can be attributed to the fact that all full and part-time faculty members have completed the Full Online Teaching Certification program.

Enrollment Count by Class Time



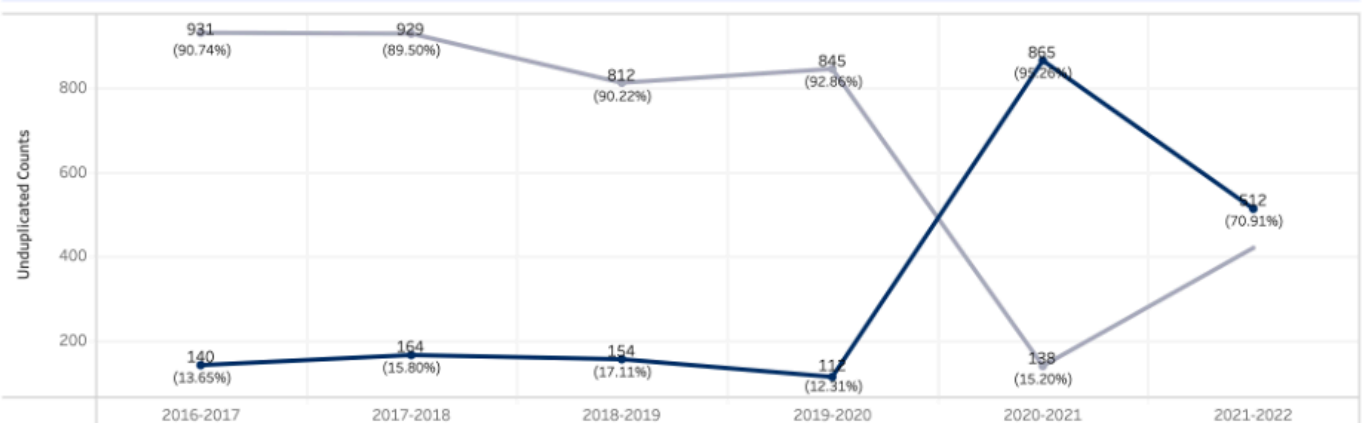
Population: All students

All students

20 1,637

Select Student				2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Division	Department	Subject	Class Time	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	
Grand Total				1,723	1,824	1,633	1,749	1,791	1,440	
Business, Humanities & Social Sciences	AJ	AJ	Morning	All students	975	974	829	930		31
			Afternoon	All students	22	80	92	196	80	
			Night	All students	571	590	535	495	74	20
			Unknown	All students	155	180	177	128	1,637	1,389

Unduplicated Headcounts



Population: All students

Online

Traditional

112 931

Select Student				2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Division	Department	Subject	Attribute	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total				1,026 (100.00%)	1,038 (100.00%)	900 (100.00%)	910 (100.00%)	908 (100.00%)	722 (100.00%)
Business, Humanities & Social Scienc..	AJ	AJ	Online	140 (13.65%)	164 (15.80%)	154 (17.11%)	112 (12.31%)	865 (95.26%)	512 (70.91%)
			Traditional	931 (90.74%)	929 (89.50%)	812 (90.22%)	845 (92.86%)	138 (15.20%)	419 (58.03%)

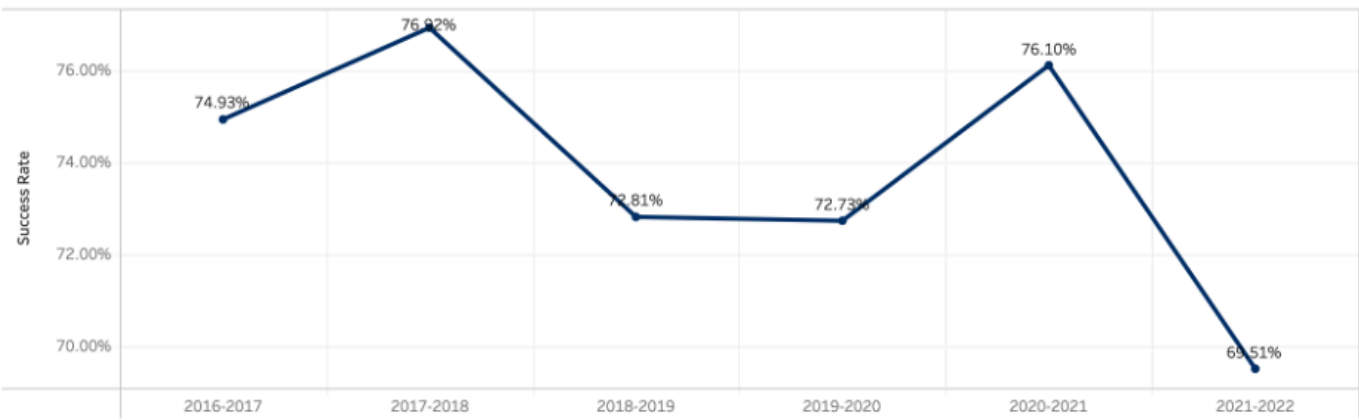
The department evaluates enrollment trends and makes staffing decisions accordingly.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

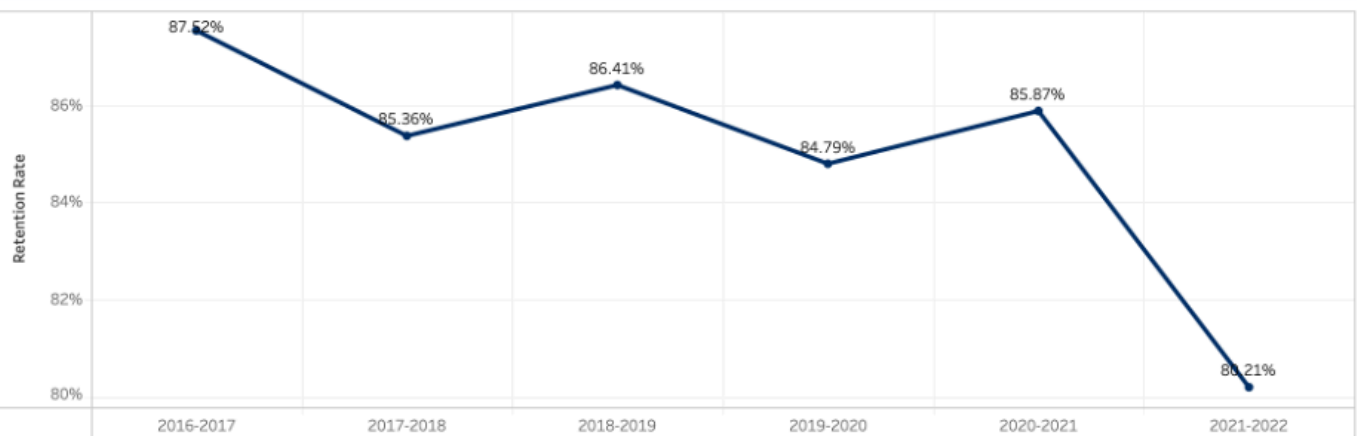
The success rates have remained relatively stable over time, hovering between 70% and 76% which is slightly higher than the overall college success rate of 67-70%. When examining retention rates for AJ, the range is higher at 80-87% when compared to Cerritos College at 79-82%.

Success Rates



Population: All students

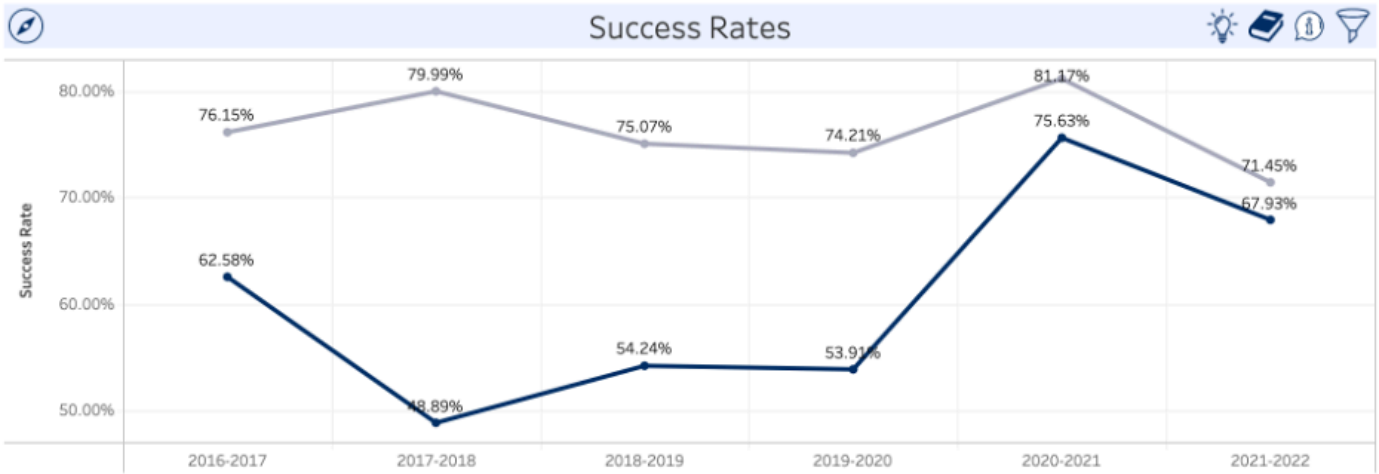
Retention Rates



Population: All students

Select Student			2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Division	Department	Attribute	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total			87.52%	85.36%	86.41%	84.79%	85.87%	80.21%
Business, Humanities & Social Sciences	AJ	All students	87.52%	85.36%	86.41%	84.79%	85.87%	80.21%

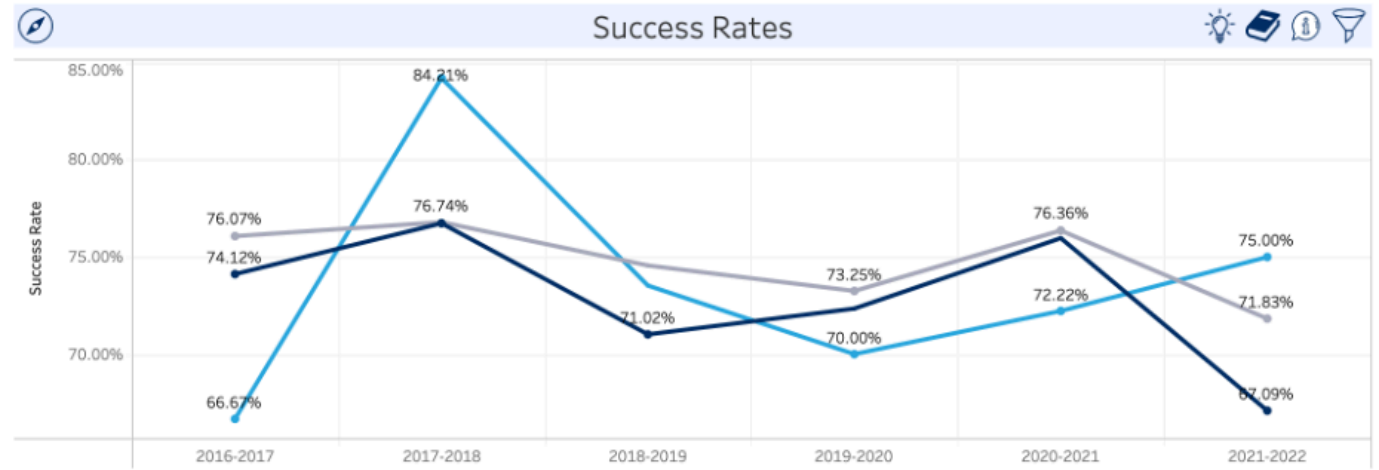
In viewing the mode of instruction, the department offered a limited number of online sections at the start of the program review cycle and the success rate for those courses was significantly lower compared to in-person courses. Success rates began to increase as the department offered more online sections and is now comparable to in-person course success rates.



Population: All students

Division	Department	Subject	Select Student Attribute	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grand Total				74.93%	76.92%	72.81%	72.73%	76.10%	69.51%
Business, Humanities & Social Scienc..	AJ	AJ	Online	62.58%	48.89% DI	54.24%	53.91%	75.63%	67.93%
			Traditional	76.15%	79.99%	75.07%	74.21%	81.17%	71.45%

Although enrollment trends show a higher population of female students, success rates indicate that male students succeed at a higher rate (75-76%) compared to female students (67-76%).



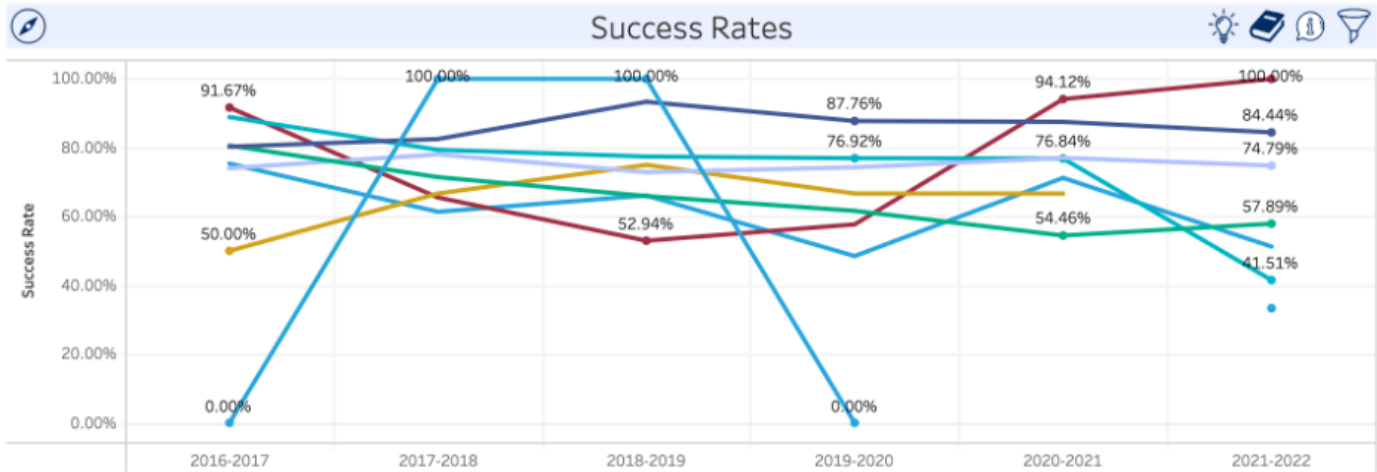
Population: All students

Division	Department	Subject	Select Student Attribute	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grand Total				74.93%	76.92%	72.81%	72.73%	76.10%	69.51%
Business, Humanities & Social Sciences	AJ	AJ	Female	74.12%	76.74%	71.02%	72.35%	75.97%	67.09%
			Male	76.07%	76.79%	74.56%	73.25%	76.36%	71.83%
			Unknown	66.67%	84.21%	73.53%	70.00%	72.22%	75.00%

Success rates disaggregated by age indicate that older students have higher success rates in the first half of this program review cycle but then decline in the second half. Given the state of emergency to shift classes online due to the COVID-19 pandemic, older students were most affected by this change in the department.

Disaggregating success rates by race highlighted a few disproportionately impacted groups of students throughout the 2016-2022 IPR cycle. Some DI indicators have either stabilized or are

outliers due to low enrollment counts for the identified racial group. The data showed an overall DI indicator for White students in 2021-2022 (41.5%), which is of interest to the department because this racial group saw an increase in enrollment in the same year (4.5% in 2021 to 9% in 2022). In digging deeper, the department compared the data to the retention rate, which also identified this student population as DI, with a retention rate of 47%.

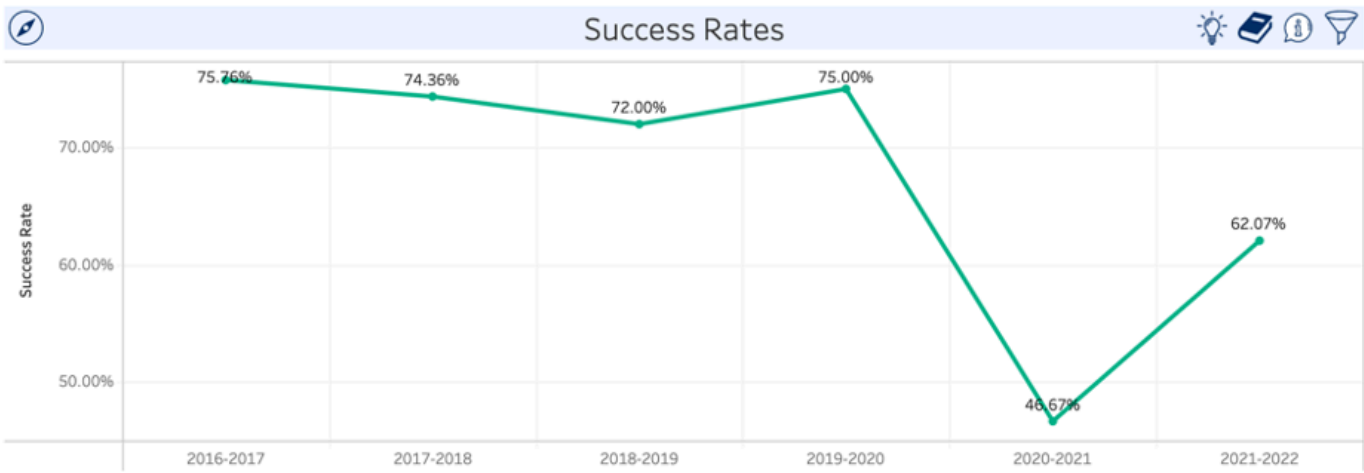


Population: All students



Division	Department	Subject	Select Student At..	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year
Grand Total				74.93%	76.92%	72.81%	72.73%	76.10%	69.51%
Business, Humanities & Social Sciences	AJ	AJ	American Indian or ..	0.00%	100.00%	100.00%	0.00%		33.33%
			Asian	80.28%	82.50%	93.33%	87.76%	87.50%	84.44%
			Black or African A..	80.61%	71.43%	65.93%	61.63%	54.46% DI	57.89%
			Hispanic/Latino	74.04%	78.04%	72.90%	74.29%	77.03%	74.79%
			Native Hawaiian or..	50.00%	66.67%	75.00%	66.67%	66.67%	
			Two or More Races	91.67%	65.52%	52.94% DI	57.69% DI	94.12%	100.00%
			Unknown	75.36%	61.36%	66.10%	48.48% DI	71.21%	51.26% DI
		White	88.89%	79.37%	77.42%	76.92%	76.84%	41.51% DI	

Although there is only one overall DI indicator for Black/African American student success rates, the department has identified a downward trend, with the rate dropping consistently in the program cycle by over 20% (2016-17 - 80%, 2021-22 - 57.89%). In further disaggregating the success rates for Black/African American students by gender, male students in this demographic show DI indicators for almost every year of this program review cycle.



Population: Male students

Black or African American 0.00% 100.00%

Division	Department	Subject	Course	Select Student At..	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year
Grand Total					75.76% DI	74.36%	72.00% DI	75.00% DI	46.67% DI	62.07% DI
Business, Humanities & Social Sciences	AJ	AJ	AJ 101	Black or African A..	83.33%	60.00%	62.50%	62.50%	50.00%	54.55%
			AJ 102	Black or African A..	83.33%	88.89%	33.33%	66.67%	100.00%	75.00%
			AJ 103	Black or African A..	50.00%	75.00%	100.00%	50.00%	100.00%	66.67%
			AJ 104	Black or African A..	100.00%	50.00%	66.67%	100.00%	0.00%	100.00%
			AJ 105	Black or African A..	50.00%	0.00%	75.00%	100.00%		100.00%
			AJ 107	Black or African A..	100.00%	100.00%	100.00%	100.00%	0.00%	
			AJ 110	Black or African A..	100.00%		100.00%	100.00%	100.00%	50.00%
			AJ 113	Black or African A..					0.00%	
			AJ 202	Black or African A..	100.00%				50.00%	

The department has identified AJ 222 Juvenile Procedures as a course of interest, as the success and retention rates for students in this course are the lowest in the department (42%). The AJ 173 Work Experience course has also skewed the overall success and retention data for the department. Initially, the department had a significant amount of interest from students in developing a work experience course. Unfortunately, many obstacles prevented course success, including a lack of placement options, administrative red tape regarding student safety, and insurance issues. The inability to secure work locations for students has placed a pause on offering AJ 173.

Division	Department	Subject	Course	Select Student At..	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year
			AJ 107	All students	84.62%	94.78%	92.41%	81.44%	83.84%	76.40%
			AJ 110	All students	95.59%	92.31%	87.62%	92.86%	83.90%	89.22%
			AJ 113	All students				88.64%	73.33%	88.10%
			AJ 173	All students		50.00%	82.35%	37.50%		
			AJ 202	All students	95.45%	91.18%	90.00%	93.51%	91.40%	81.01%
			AJ 208	All students	100.00%	95.35%	81.08%	72.00%	84.00%	88.89%
			AJ 220	All students	89.22%	83.70%	85.39%	95.79%	95.15%	90.54%
			AJ 221	All students	77.27%	90.48%	88.46%	86.11%	83.33%	93.10%
			AJ 222	All students	76.47%	68.66%	70.00%	79.38%	64.94%	42.11%

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

Based on the data, assessment review, and personal experiences of faculty and students, the department's focus is on improving the online teaching experience for both faculty and students. This includes scheduling adaptations to promote more support for part-time faculty in terms of both financial support and working conditions, as well as flexibility and variation in

department class scheduling procedures that will allow the maximum amount of students across campus to be able to enroll and participate in our classes in conjunction with other college classes.

The department strives to provide students access to faculty members who have professional in-the-field experience. All faculty members are current or recently retired law enforcement officers with first-hand experience and are subject-area experts for their assigned courses. The department is working towards hiring faculty that is diverse and reflective of student demographics, such as hiring a female faculty member. In order to address community needs for students with quality writing skills, the department has placed ENGL 100 placement recommendations on 11 of our course offerings. The department is in the development phase of a mentorship program. Students would have access to mentors, alumni, and other career professionals of similar backgrounds that would support their education and career goals.

The department has partnered with local law enforcement agencies to establish AJ Motivational Career Workshops. These workshops are held several times per semester and introduce students to individuals of similar backgrounds who are now enjoying a career in various fields of law enforcement. Participants include faculty members, alumni, and AJ Advisory Board members who are employed at local police agencies and within the private sector.

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

Overall the department has seen a decline in enrollment across all student demographics, which is consistent with college-wide enrollment trends. Other factors affecting student enrollment in AJ courses include the state of emergency caused by the COVID-19 health pandemic, the increased scrutiny of law enforcement agencies around the country, strained relations between law enforcement agencies and the communities they serve, and the increase in situations involving the use of force and/or perceived racial bias.

The department has faced its own set of turmoil in this program review cycle. The department saw two of its most tenured faculty retire by Fall 2016, leaving the department with only one full-time faculty member who was an external hire and new to Cerritos College. The department was co-chaired with the support of the Law department chair, Bruce Greenberg, and former instructional dean, Rachel Mason, but the department needed more institutional support and lacked the infrastructure to address all of its goals. In Fall 2017, the department received a new full-time hire and began to make progress on goals such as the formation of the AJ Student Club, revitalization of the AJ 173 Work Experience course, and concentrated outreach efforts to local feeder schools. The COVID-19 pandemic halted much of the department's growth efforts and shifted the focus to emergency distance education measures. During the first summer term of the pandemic (SU 20), the department lost one of its full-time hires, bringing the department back to only one full-time hire. The following year, at the end of the Fall 2021 term, the department lost its division manager. Under all of the duress, the program has maintained a positive outlook on its viability to Cerritos College and the surrounding community.

Curricular Course Review : Version by Jimenez, Fernando on 05/05/2023 20:02

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

The department is working to create a course curricular review cycle so that all courses are reviewed and updated at year five of the six year program review cycle based on the IPR cycle approved by Faculty Senate in Fall 2022.

In 2021 the department worked on updating its student learning outcome and is now focusing on updating the textbook offerings for almost every course. The goal is to update current course offerings as needed.

Explain any course additions to current course offerings.

The department worked on transitioning AJ 91 Report Writing to a 100-level course - AJ 113. This course is essential in all areas of law enforcement and has been changed to a transferable course and may now be applied to the university system.

Explain any course deletions and inactivations from current course offerings.

In 2017-2018 the program reactivated AJ 173 Work Experience. The course has only been active for three semesters and has not yielded successful results. There has been little interest from AJ students, and there have been many obstacles in establishing acceptable work sites to place students. The department consensus has been to deactivate this course.

The College Catalog currently shows AJ 71 - First Aid on the course offerings list. This course has not been offered in over 6 years and has been identified for deactivation. Students requesting First Aid certification are redirected to the Health Occupations division as they offer HED 110 - Community First Aid and CPR.

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

THE AJ DEPARTMENT OFFERS AT LEAST ONE SECTION OF EVERY COURSE EVERY SEMESTER, WITH THE EXCEPTION OF AJ 208 - SPECIAL ISSUES IN LAW ENFORCEMENT, WHICH IS OFFERED DURING THE FALL TERMS, AND AJ 221 - NARCOTICS & VICE CONTROL WHICH IS OFFERED DURING THE SPRING TERMS. THESE COURSES ARE RECOMMENDED ELECTIVES FOR BOTH THE AA AND AS-T DEGREES AND DO NOT AFFECT THE LENGTH OF TIME STUDENTS WILL NEED TO OBTAIN EITHER DEGREE. THE ONLY CHANGE TO THE AA AND AS-T DEGREES THAT HAS OCCURRED IN THIS PROGRAM REVIEW CYCLE HAS BEEN THE UPDATED COURSE NAME OF AJ 91 TO AJ 113 REPORT WRITING PROCEDURES.

DEGREE COMPLETION HAS INCREASED, STARTING AT 88 TOTAL AWARDS IN 2016-17 AND AN OVERALL HIGH OF 122 AWARDS IN 2020-2021, 114 OF WHICH WERE AS-T DEGREES.

THE DEPARTMENT ANTICIPATES DEGREE COMPLETIONS WILL INCREASE AS NEW STATE LEGISLATION IS INTRODUCED, ASSEMBLY BILL 89 - PEACE ACT, WHICH RAISED THE MINIMUM AGE REQUIREMENT FOR PEACE OFFICERS FROM 18 TO 21 YEARS OF AGE AND WILL REQUIRE THEM TO HAVE AT LEAST 60-SEMESTER COLLEGE UNITS COMPLETED.



Awards by Area



"What is the Number of Awards awarded?"

	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
Grand Total	88	103	115	111	122	99
All students	88	103	115	111	122	99

"What is the Number of Awards awarded as Associate Degrees for Transfer?"

Division	Department	Program	Academic Plan Title	Student Attribute	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22
Total Transfer Degrees					79	89	93	95	104	87
Humanities ..	Administration of Just..	Administration of Jus..	Administration of Justice	All students	79	89	93	95	104	87

"What is the Number of Awards awarded as Associate Degrees?"

Division	Department	Program	Academic Plan Title	Student Attribute	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22
Total Associate Degrees					9	14	22	16	18	12
Humanitie..	Administration of Justi..	Administration of Just..	Administration of Justice	All students	9	14	22	16	18	12

Most of our enrolled students seem intent on obtaining a career in law enforcement. All of our AJ courses mirror those courses taught at local police and sheriff academies. This knowledge is essential to graduate from the academy. We frequently check the course information taught at local academies and revise our courses to mirror them if needed.

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.

Most local law enforcement agencies do not require a college diploma except federal law enforcement agencies.

Program Reflection

Six-Year Program Reflection : Version by Jimenez, Fernando on 05/05/2023 20:02

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The Administration of Justice program continues to provide an exceptional educational experience to Cerritos College students. The program has undergone internal and external struggles that have prevented the program from expanding and working at its full potential but have been able to pull through to maintain its success and retention rates at levels that exceed the college rates. The department has been able to shift to an online format during the COVID-19 pandemic and continue to provide online opportunities in its course offerings. Disaggregated student demographic data has provided the department with a snapshot depicting areas of improvement, such as diversifying its faculty, updating the intended learning outcomes for almost every course, student outreach and recruitment efforts, and career-focused workshops for current students.

The program faced shortcomings in its attempt to acquire specialized technological equipment and software, the MILO Range Simulator system. The MILO Virtual is a simulation training systems provider for government, military, law enforcement, and police agencies for critical incident training, de-escalation, decision support training, traditional tactical judgment training, and firearms proficiency training. With simulations, scenario-based training, and mission-specific interactive judgment training, MILO Virtual is portable and available any time, anywhere, any space, any place. The departments' efforts were supported by the former instructional dean and Vice President of Academic Affairs but failed to meet the requirements set by the Technical Standards Compliance team as the software did not meet AB 508 compliance standards. The MILO equipment would have drawn the interest of many students looking to enter the law enforcement field and catapulted the department's reach as not many law enforcement agencies have access to such equipment.

The department has had much success with the AJ Motivational Career Workshops, and attendance has increased steadily. The department is looking to continue to host more workshops and expand mentorship opportunities for students in their chosen law enforcement profession.

The department has identified a need to update its courses by implementing technical equipment and software to keep up with local agency requirements. The use of Virtual Reality headsets would allow students an immersive experience in mock law enforcement scenarios. These scenarios will show students the importance of making split-second, life-and-death decisions as in everyday law enforcement roles.

IN 2021, THE DEPARTMENT WAS ABLE TO OBTAIN AN AB-508 EXEMPTION STATUS FOR THE MILO RANGE SIMULATION SOFTWARE BUT DID NOT MOVE FORWARD IN ACQUIRING THE MILO SYSTEM SINCE A RETURN TO IN-PERSON INSTRUCTION HAD NOT YET OCCURRED. THE DEPARTMENT WILL CONTINUE TO PURSUE THE ACQUISITION OF SIMILAR SOFTWARE DURING THIS UPCOMING PROGRAM REVIEW CYCLE.

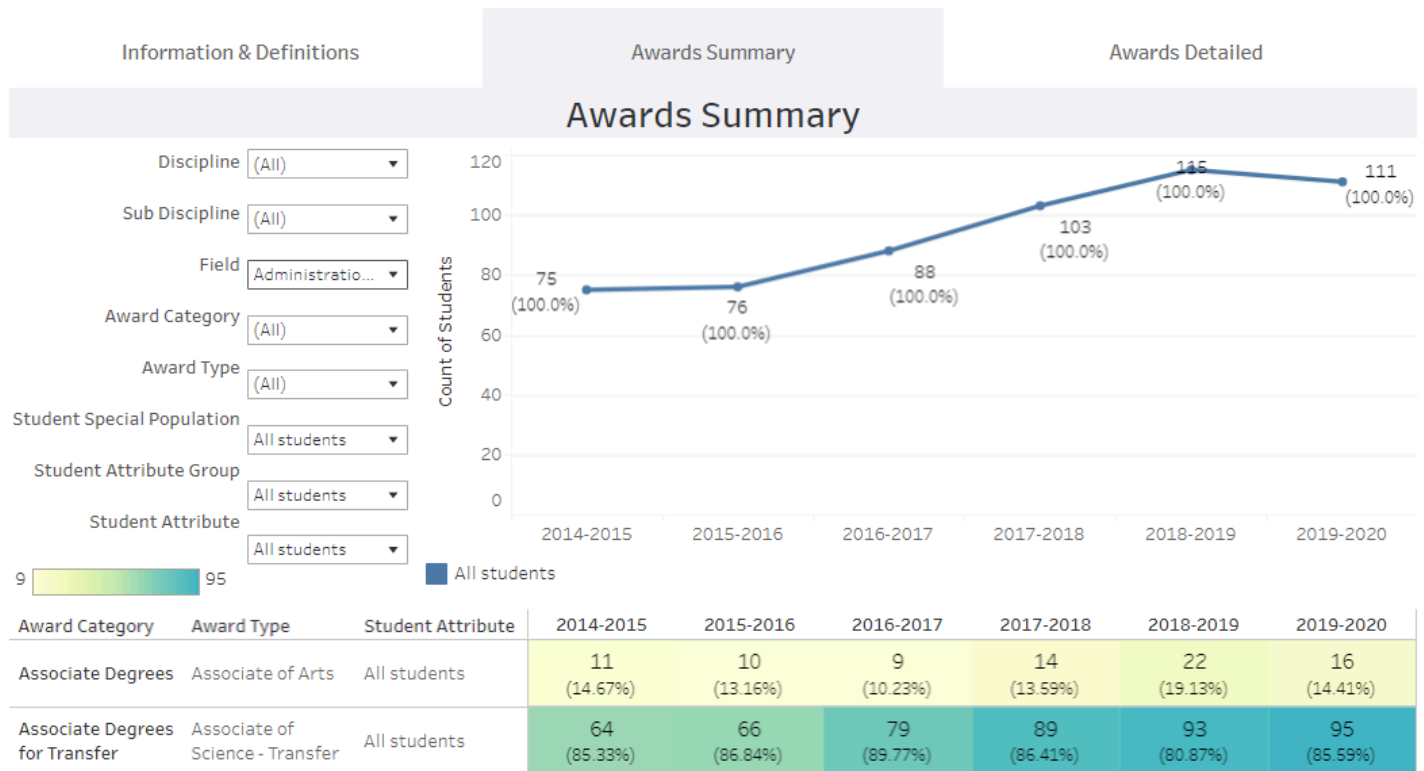
AS MENTIONED ABOVE, ASSEMBLY BILL 89, ALSO TITLED THE PEACE OFFICERS EDUCATION AND AGE CONDITIONS FOR EMPLOYMENT (PEACE) ACT, WAS ENACTED TO IMPLEMENT REFORMS TO MINIMIZE THE USE OF DEADLY FORCE BASED ON LEGISLATIVE FINDINGS DERIVED FROM RESEARCH ON EARLY-ADULTHOOD COGNITIVE DEVELOPMENT, AND THE EFFECT OF EDUCATION ON PEACE OFFICERS' WORK PERFORMANCE. MOST SIGNIFICANTLY, AB 89 RAISES THE MINIMUM EMPLOYMENT AGE FOR MOST STATE AND LOCAL PEACE OFFICERS FROM 18 TO 21.

IN ADDITION, THE BILL DIRECTS THE CHANCELLOR OF THE CALIFORNIA COMMUNITY COLLEGES, WITH THE ADVICE OF THE COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING (POST) AND OTHER STAKEHOLDERS, TO DEVELOP A “MODERN POLICING DEGREE” PROGRAM FOCUSING ON COURSES SUCH AS PSYCHOLOGY, COMMUNICATIONS, HISTORY, ETHNIC STUDIES, LAW, AND OTHER COURSES DETERMINED TO DEVELOP CRITICAL THINKING AND EMOTIONAL INTELLIGENCE. THE BILL REQUIRES THE CHANCELLOR TO SUBMIT A REPORT TO THE LEGISLATURE BY JUNE 1, 2023, WITH RECOMMENDATIONS ON ADOPTING SUCH A PROGRAM.

CURIOSLY, THE BILL DIRECTS POST TO ADOPT A NEW MINIMUM EDUCATIONAL REQUIREMENT FOR PEACE OFFICERS WITHIN TWO YEARS AFTER THE CHANCELLOR’S REPORT, BUT DUE TO AN APPARENT LEGISLATIVE DRAFTING ERROR, IT IS NOT CLEAR THAT POST HAS STATUTORY AUTHORITY TO DO SO. BASED ON THE BILL’S DRAFTING HISTORY, THE LEGISLATURE INTENDS TO EVENTUALLY REQUIRE ALL NEW PEACE OFFICERS TO HAVE AT LEAST EITHER A BACHELOR’S DEGREE OR THE NEWLY DEVELOPED MODERN POLICING DEGREE. SINCE THE BILL GIVES POST UNTIL 2025 TO ADOPT THIS REQUIREMENT, THERE WILL LIKELY BE SOME CLEAN-UP LEGISLATION CLARIFYING THIS ASPECT OF THE BILL.

AS THE PEACE ACT MOVES TO SHAPE FUTURE CURRICULUM, THE AJ DEPARTMENT WILL WORK COLLABORATIVELY ACROSS ALL DISCIPLINES TO DEVELOP COURSES THAT ENHANCE CRITICAL THINKING AND EMOTIONAL INTELLIGENCE/DE-ESCALATION TRAINING OPPORTUNITIES (E.G., PSYCHOLOGY AND COUNSELING DEPARTMENTS). ADDITIONALLY, WE WILL WORK TO ENSURE THE CURRENT COURSE CURRICULUM MEETS AND OR EXCEEDS THE INTENT OF THE PENDING REQUIREMENTS. FORTUNATELY, MUCH OF OUR CURRENT AJ COURSE CURRICULUM ALREADY MEETS THE REQUIREMENTS IN THE FOLLOWING FOCUS AREAS: INTRODUCTORY CRIMINAL JUSTICE THEORY, CRIMINAL LAW CONCEPTS, AND COMMUNITY RELATIONS.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?



The number of awards has increased over time. The department is working towards implementing an internal certificate program to help students earn a milestone on the way to getting the AA or AS-T. The hope is to provide students with an incentive to complete the program and use the certificates as leverage to advance their career goals.

ESSENTIALS 1

- AJ 101 Intro to Administration of Justice 3.0
- AJ 107 Intro to Corrections, Probation, and Parole 3.0
- AJ 102 Concepts of Criminal Law 3.0

ESSENTIALS 2

- AJ 110 Patrol Procedures 3.0
- AJ 220 Criminal Investigation 3.0
- AJ 113 Report Writing 3.0

ESSENTIALS 3

- AJ 105 Community Relations 3.0
- AJ 104 Criminal Evidence 3.0
- AJ 202 Substantive Law 3.0

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

As mentioned throughout the report, the main unplanned event was the COVID-19 pandemic, which resulted in losing our work experience class. The work experience class facilitates internship positions with law enforcement agencies. In addition, we lost two full-time faculty members and have worked through fluctuating managerial changes. The department has navigated the changes by focusing on matters within our control such as ensuring all faculty complete proper training for online instruction, understanding the importance of assessing student learning outcomes, and providing students with the opportunity to network with current law enforcement agencies through the AJ Motivational Career workshops.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work. Our department has recently created AJ Motivational Career Workshops via Zoom. The workshops are comprised of various law enforcement guest speakers (sheriff, police officer, CHP, defense attorney, prosecution attorney, probation, parole and corrections officer) who make themselves available for Q&A by the faculty host. Students are allowed to listen and ask questions to obtain a better understanding of the particular duties and responsibilities of each guest speaker. Provide a status update on goals from the last program review cycle. An initial status update was provided in the Program Goals table located at the top of the report.

Goal 1: Conferences - this goal will continue into the next program cycle but will be modified to include the mandated local conferences sworn officers must attend to adhere to state requirements. Most of our faculty are still active and sworn law enforcement officers. The knowledge gained from these conferences are incorporated into the classroom design and the student assignments as needed.

Goal 2: AJ Advisory Committee - the department will continue to expand or update the committee roster as needed to help address diversity needs. Currently the advisory committee is made up of the following members:

- Long Beach PD Recruiter Daniel Haas
- LAPD Recruiter Capilouto
- LA Sheriffs Recruiter Kolter
- Cerritos College Police Chief Mueller
- Private Investigator Business Owner Luis Rodriguez
- Private Patrol Business Owner Rudy Hernandez
- National University Liaison Vivian Becerra – female member
- Private Practice Attorney Kendra Carney Mehr – female member
- Axon Corp Liaison Taylie Clark – female member
- Cerritos College Instructor Fernando Jimenez
- Cerritos College Instructor Ryan Bodmer
- Cerritos College Instructor Bruce Greenberg
- Cerritos College AJ part-time staff

Goal 3: Outreach events - the department will continue this goal into the next program cycle with slight modifications to the types of outreach events faculty will attend.

Goal 4: AJ Club - the department does not have the internal bandwidth to support an extracurricular club and will instead focus on supporting students via AJ Motivational Career Workshops.

Goal 5: AJ Motivational Career Workshop stipends - These events have become popular among AJ students, and the department has received positive feedback. Panelists are selected from different areas of law enforcement (Police, Sheriff, Probation, CHP, and some private practice attorneys) to attend and provide students with opportunities to expand their networks within and outside of the college. The department will continue to work with the instructional dean to provide stipends to panelists. This will ensure the department can recruit quality panelists and compensate them for their time and efforts.

Goal 6: The department was granted one full-time faculty hire to begin in Fall 2022, bringing the department up to two full-time faculty members. To fully support current student needs and growth within the department, this goal will be continued into the next program review cycle with the request for one additional full-time faculty to restore the department's 3 full-time faculty positions.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

Although the department received two full-time faculty members in this program review cycle, it also lost two full-time faculty members causing the program to be managed by only one full-time faculty.

Resource Requests

Faculty Resource Request(s) : Version by **Jimenez, Fernando** on **05/05/2023 20:02**

TWO Full-Time Faculty

Program/Department/Division:

Administration of Justice - Humanities, and Social Sciences Division

Title of instructor position:

Full-time faculty (2 positions)

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1. Critical

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

Replacements (vacant: one retiree, one separation)

Cost estimate:

\$200,000 (\$100,000 per faculty)

Occurrence:

- Recurring expense
- One-time augmentation

Recurring

Funding source:

- Instructional equipment

- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund (Program 100)

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

The Department lost two full-time faculty members (2016 and 2020) which has left only one remaining full-time faculty member to manage the department in this program review cycle. The department underwent the Faculty Hiring Committee process and hired one full-time faculty member to begin working Fall of 2022. With the addition of the new full-time hire, the department still requires at least one more faculty member in order to address the goals set for the upcoming program review cycle. The department is not as effective and struggles to meet the needs of students who desire a career in law enforcement.

If this position is not filled, what is the potential impact to student success?

It is crucial for the institution to support the AJ departments request for full-time faculty to keep the program viable and marketable to students looking to complete their studies in Administration of Justice.

Classified Resource Request(s)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary

- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

Professional Development Resource Request(s) : Version by Jimenez, Fernando on 05/05/2023 20:02

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

The AJ department is looking to expand its AJ Motivational Career Workshop series by providing students the opportunity to gain insight about what is currently happening within law enforcement agencies directly from professionals working in the field. The workshop series allows students to expand their network by connecting with professionals and, potentially, establishing a mentorship pathway.

1. Planning, coordinating, and executing these workshops require additional time and effort from department faculty, whose workloads are already at capacity.
2. Recruiting panelists/guest speakers for the workshops also takes a concerted effort and the department seeks to compensate the professionals who take time from their work schedules to participate in the event.

Professional Development Resource Request(s):

1. Use of professional development hours or additional release time to coordinate workshops
2. Stipends for guest speakers/panelists

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

2. Important (creates value and efficiency for program)

Cost estimate:

1. Professional Development Hours (24hrs) or additional release time

2. \$3,000

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

1. General Fund (program 100)

2. Perkins

Facilities Resource Request(s) : Version by Jimenez, Fernando on 05/05/2023 20:02

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

The department is working towards acquiring virtual reality equipment to provide students with real-world mock simulations and de-escalation training. The use of this equipment will require

the an open-space classroom where multiple projector screens can be setup and students would be able to move about the classroom with minimal obstruction of desks and chairs. The cost of a dedicated space would impact scheduling as the classroom would be dedicated to house the virtual reality simulator.

The acquisition of this equipment and establishment of a dedicated classroom space would not only support the AJ department, it would also support other disciplines such as the Sociology, Psychology - Mental Health Worker Program, or TeacherTRAC.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

The dedicated classroom space would allow students to experience real-world, high pressure scenarios in a safe and controlled environment. Students would be able to conduct peer evaluations or work in teams to coordinate and execute a plan of action for mock scenarios and see them played out within the simulations.

The consequence of not having this resource fulfilled would be the program falling behind to other institutions leading to steep declines in enrollment.

Facilities Resource Request(s):

Dedicate classroom space for virtual reality simulator.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

2. Important (creates value and efficiency for program)

Cost estimate:

\$1,000

Occurrence:

- Recurring expense
- One-time augmentation

One-time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund (program 100)

Technology and Software Resource Request(s) : Version by Jimenez, Fernando on 05/05/2023 20:02

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

The department is looking to revise its current course offerings through the use of technical equipment and software resources. Many law enforcement agencies are utilizing virtual reality equipment to train their officers in multi-faceted real-life experiences. With the increase in community scrutiny towards law enforcement officers, it is imperative for students to have a semi-immersive, virtual experience prior to real-life mock scenarios provided at the police academy or agency.

Students interested in entering the law enforcement field may not yet meet the physical requirements needed to attend a police academy. Students will benefit by obtaining their education at Cerritos College in a low-stress environment with easy access to instructors. By contrast, much of the same information is used in the law enforcement academies but in a high stress environment. The academy is paramilitary which introduces police recruits to simulated stress levels while learning. The high stress environment, although necessary, can making learning much more difficult for some students.

Other disciplines would be able to utilize the equipment as most systems offer training courses in autism awareness, behavior analysis, infectious diseases, mental illness, suicidal subject, tourniquet application, etc.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

The software provides students with real life experiences that require split-second, decision-making skills as required in all law enforcement occupations. Law Enforcement academies use similar technology in their academy classes to train future law enforcement personnel.

Failure to acquire and incorporate this technology will place our students behind the times. Our students will not have equal educational experiences as students from other colleges who have already incorporated this type of technology.

Technology and Software Resource Request(s):

Virtual Reality Equipment and Software

(APEX Officer Training, MILO Virtual - Range Simulator,)

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

2. Important (creates value and efficiency for program)

Cost estimate:

Estimated between \$80,000 to \$120,000

Occurrence:

- Recurring expense

- One-time augmentation

One time augmentation but it may require occasional software updates as in any type of software.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Instructional Equipment

Perkins

Grants/Contracts

Other Resource Request(s) : Version by Jimenez, Fernando on 05/05/2023 20:02

Identify and justify any other needs. Explain how it will help the program better meet its goals.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Other Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Prioritized Resource Request Recommendations : Version by Jimenez, Fernando on 05/05/2023 20:02

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Faculty	1	\$200,000	
Technology & Software	2	\$120,000	
Professional Development	1	\$3,000	
Facilities Resource	2	\$1,000	

Career Technical Education (CTE) Supplemental Questions : Version by Jimenez, Fernando on 05/05/2023 20:02

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

Based on the EMSI report, in 2016 the labor market demand was 9% below the national average but over the last six years has grown by over 7% and is now 2.6% above the national average indicating that job demand in occupations requiring an Associate's degree in Administration of Justice have increased.

*Filtered by the proportion of the national workforce in these occupations with an Associate's degree

<p>6,428</p> <p>Jobs (2016)*</p> <p>9% below National average*</p>	<p>+7.3%</p> <p>% Change (2016-2022)*</p> <p>Nation: +2.6%*</p>	<p>\$56.59/hr</p> <p>\$117.7K/yr</p> <p>Median Earnings</p> <p>Nation: \$33.47/hr;</p> <p>\$69.6K/yr</p>	<p>550</p> <p>Annual Openings*</p>
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Occupation	2016 Jobs*	Annual Openings*	Median Earnings	Growth (2016 - 2022)*	Location Quotient (2016)*
Police and Sheriffs Patrol Officers	5,523	446	\$55.49/hr	+6.01%	1.03
Detectives and Criminal Investigators	459	33	\$63.05/hr	+2.18%	0.85
First-Line Supervisors of Police and Detectives	210	49	\$80.35/hr	+83.81%	0.27
Private Detectives and Investigators	169	13	\$33.10/hr	-29.59%	1.06
Transit and Railroad Police	35	4	\$31.32/hr	-40.00%	0.80
Emergency Management Directors	26	2	\$52.61/hr	+3.85%	0.39
Bailiffs	<10	Insf. Data	\$54.94/hr	Insf. Data	Insf. Data

According to the Los Angeles Centers of Excellence for Labor Market Research, there is a 5% 5-year projected growth for the Public Safety sector. They also project 2,742 projected annual openings (new + replacement jobs) with the largest openings for police and sheriff's patrol officers. With recent cultural shifts and demands to "defund the police", job growth in many law enforcement agencies has been stunted as their budgets are subject to local and state funding.

Law Enforcement

Employment Demand Analysis

Seven middle-skill occupations account for 34,065 jobs in law enforcement and combined have 2,742 projected annual openings (new + replacement jobs). The largest occupation, by far, is police and sheriff's patrol officers. This occupation is projected to have the most job openings, 2,053.

Exhibit 3. Law enforcement occupational employment, annual openings, and wages



How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

The Administration of Justice department at Cerritos College is unique in that the majority of our faculty are active, sworn police officers for local law enforcement agencies. Students are learning from professionals are still experiencing the course content they are teaching. The department recently hired a full-time faculty member in Spring 2022, Ryan Bodmer, who is POST-Certified (POST - Peace Officer Standards and Training). For reference, all law enforcement officers in CA must be certified by the Commission on Peace Officers Standard and Training. POST sets the State minimum requirements and certifies individuals to teach this training to all law enforcement academies. Ryan Bodmer is one of these individuals. As such, he has performed advanced training techniques to other officers as part of their continued education mandates. The benefit to our students is that he is very familiar with the minimum standards and also has insight into future mandates which is very important for our students who are seeking a law enforcement career.

What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

According to the PERKINS IV Core Indicators of Performance, the department performance rate is less than the standard goal for two of the five standards.

1. "Core 1: Skill Attainment" 88.15% out of 91.75% of students obtain a G.P.A. of 2.0 or higher, and
2. "Core 3: Persistence in Higher Education" 85.76% out of 87.08%.

The department has revised its student learning outcomes in an effort to address core indicator 1 regarding skill attainment. As of Fall 2021, the department has 100% compliance rate in submitted SLO assessment results into eLumen which will support analysis of student skill attainment in all course offerings. SLOs are addressed at every department meeting throughout the term and faculty have the ability to discuss course updates and action plans that would support student success.

Student persistence in AJ courses is slightly lower than the standard and because many public sector jobs do not require an AA degree, students are able to enter a career path prior to completing their studies. The department has established internal completion certificates, Essentials 1, 2, & 3, to motivate student persistence and obtaining a degree in Administration of Justice.

For "Core 4: Employment", the department is exceeding the employment standard of 73.23% with 82% of AJ students gaining employment after completing department courses. The department will continue to seek out new partnerships with local law enforcement agencies to provide students more avenues for employment.



PERKINS IV Core Indicators of Performance by Vocational TOP Code
Indicators for 2019-2020 Fiscal Year Planning
Summary by College for: CERRITOS - CERRITOS

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
+ 02 ARCHITECTURE AND RELATED TECHNOLOGIES	96.43	91.67	83.93	82.35	30.36	27.78
+ 05 BUSINESS AND MANAGEMENT	90.35	83.94	81.34	85.43	49.59	48.10
+ 06 MEDIA AND COMMUNICATIONS	88.46	92.00	89.74	73.91	29.27	38.46
+ 07 INFORMATION TECHNOLOGY	93.10	88.70	90.00	63.83	17.24	18.49
+ 08 EDUCATION	100.00	100.00	75.00	100.00		
+ 09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	94.99	67.96	76.91	82.45	5.92	6.67
+ 10 FINE AND APPLIED ARTS	88.10	96.00	83.33	63.64	26.32	30.43
+ 12 HEALTH	95.26	94.17	87.23	90.09	22.09	20.89
+ 13 FAMILY AND CONSUMER SCIENCES	94.79	83.57	84.94	79.73	15.93	16.92
+ 14 LAW	89.45	85.33	83.25	82.54	17.89	17.33
- 21 PUBLIC AND PROTECTIVE SERVICES	86.59	89.45	85.96	81.90	47.98	48.21
+ 2104 HUMAN SERVICES	41.67	100.00	91.67	80.00		
- 2105 ADMINISTRATION OF JUSTICE	88.15	88.95	85.76	82.00	47.98	48.21
210500 ADMINISTRATION OF JUSTICE	88.15	88.95	85.76	82.00	47.98	48.21
+ 30 COMMERCIAL SERVICES	98.01	93.06	66.21	75.00	7.28	8.70

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - (2016- 2017)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 81.11% Performance Goal - (2016- 2017)
 Core 3 - Persistence in Higher Education: 87.08% Performance Goal - (2016- 2017)
 Core 4 - Employment: 73.23% Performance Goal - (2016- 2017)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 26.00% Participation & 30.00% Completion - (2016- 2017)

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

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. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates. There are no licensure or certification exams required to enter the law enforcement workforce.