



▼ Dept - (SSH) Administration of Justice



For 2017-18 Submitted by:: James Suits

APRU Complete for: 2017-18



Program Mission Statement: PLO #1: Students will identify the responsibilities of each component of the criminal justice system.



PLO#2: Students will analyze the issues and theories of ethical standards and unethical conduct that are unique to the criminal justice system.



PLO#3: Students will construct a professional report of a crime utilizing report criteria. The PLOs address and involve students in the college Mission and ICC by engaging them in analyzing and evaluating local, national, and global criminal and social justice issues.



Students accomplish these goals through personal introspection and research utilizing critical thinking processes and expression.



I.A.1 What is the Primary Focus of Your Program?: Career/Technical

I.A.2 Choose a Secondary Focus of Your Program?: Transfer

I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 35

I.B.4 # AA and/or AS Degrees Awarded: 21

I.C.1. CTE Programs: Impact of External Trends: *Trend in the various aspects of the administration of justice field is for expansion of job opportunities. Calif. government labor market information estimates for law enforcement a state-wide 6.2% growth (1,060) from 2014-2024. Regional growth is 2.4% (131)

*Corrections/Probation Officers will also see a state-wide increase of 7.4% (2,600) and regional increase of 2.9% (10) respectively for 2014-2024, data has not been updated for the 2016-17 year.

* Private security state-wide increase of 7.9% (880) during 2014-24.

* AOJ program is looking to enhance the curriculum content with an ethics/critical thinking course and an additional A.A. degree in Homeland Security; a Certificate of Achievement-Advanced in Cyber Forensics and Investigation is in the final approval process.

* The ethics/critical thinking course is in progress.

* The AOJ program is partnered with a state-wide consortium of colleges developing a K-12 through Phd. Homeland Security curriculum; our program is centering in the community college level.

*The A.A. in Homeland Security will offer a career path to those students who desire to have a career outside of traditional policing.

* The A.A.-T Degree does not require completion of a police report writing course but the A.A. Degree has this requirement. The belief is that this has decreased the enrollment in

the report class.

I.C.2 CTE Programs: Advisory Board Input: *The AOJ Advisory Board strongly recommends the addition of a stand-alone ethics/critical thinking course.

* The Board additionally agreed with the development of a Forensics/Investigation Certificate and expansion of the A.A. degree into Homeland Security.

* The AOJ Program is currently developing a partnership with the English Dept. to co-teach English fundamentals aimed specially at AOJ students due to the unique aspects of criminal justice reports.

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 4.1

I.E.2 #Student Employees:

I.E.3 % Full-time : *Full time ratio was 35.9% in 2015-16 and 33.1% in 2016-17 for a decrease of 2.8%

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: One new part-time instructor has begun teaching in Winter Qt 2017-18. This has allowed a slight increase in course offerings. At least one, and possibly two, instructors are needed to bring the department instructor level to where more offerings are possible and to fill in when an instructor is absent.

II.A Enrollment Trends: *Enrollment in the AOJ program increased from 1536 in 2014-15 to 1546 in 2015-16 and stayed the same in 2016-17 .

*A decrease occurred for course offerings during 2015-16 but then remained basically the same for 2016-17. The program had 63 offerings in 2014-15, dropped to 57 for 2015-16 and 57 in 2015-16 and then increased by 1 course to 58 in 2016-17. And yet the enrollment remained strong for the number of courses offered.

II.B.1 Overall Success Rate: *The targeted groups success rate increased with an average of 69.6 for the 3-year period (2013-17), up from 68.6%. The non-targeted groups increased with an average of 78.6%, up from 76% for the same 3-year period.

* The faculty is also aware and concerned about the "Withdrew" rates for the 3-year period, which remained steady for both groups, however the percentage of students withdrawing from the program, especially from targeted groups, is also a possible indicator of a weak success rate. .

*The "Withdrew" rates have decreased (12% to 5%) for African-American in 2014-17, decreased from 10% to 8% for Latino/a and increased for Filipino from 4% to 12% within the same time period. The concern now is why the rate for the Filipino category increased 4% in 2014-15, 6% in 2015-16 and 12% in 2016-17.

II.B.2 Plan if Success Rate of Program is Below 60%:

II.C Changes Imposed by Internal/External Regulations: *The loss of 2 part-time instructors without replacements impacted the number of courses that could be offered between 2015-17. The reduction in offerings equates to a reduction in enrollment and

faculty support time for students. Multiple faculty have also voiced, with great concern, opinions that the college policy of early course cancellations for low enrolled classes has negatively affected overall college enrollment as well as AOJ courses.

III.A Growth and Decline of Targeted Student Populations: Enrollment for African-American students decreased from 100 (2014-15) to 84 (2015-16) and dropped to 80 (2016-17). Filipino basically remained the same (97 to 98) in 2014-16, then decreased to 77 in 2016-17. Latino/a went from 756 (2014-15) to 740 (2015-16) and then increased to 786 (2016-17)

III.B Closing the Student Equity Gap: *With the addition of the first full-time AOJ faculty position in almost 25 years in 2013, faculty availability has increased greatly for counseling, mentoring, and academic intervention.

* The Dean of social Science & Humanities instituted a program to attempt to address the equity gap concern (C.A.R.). The AOJ faculty conducted a blind survey in 2014-15 of 264 students which identified out-of-class factors that affect a student's retention and success. The results enhanced faculty awareness of challenges students face to stay in college and to assist them to be successful.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: * The success rates for targeted and non-targeted groups have been safely above 60% for the last 3 years. However, in 2014-15 the rate for African American students dropped to 58% but rose to 67% in 2015-16.

* During the years (2015-17), faculty have been keenly aware of performance in courses to identify those students in need of support and guidance at an early stage to attempt to reverse negative trends.

III.D Departmental Equity Planning and Progress: * AOJ Dept. faculty discussed the equity gap concerns for students; primarily of the Targeted populations. To gain a more comprehensive understanding of the challenges facing students, a student success survey was conducted.

* Results showed that employment/family requirements and college preparation were major issues among others.

* Faculty are utilizing this information to better support students and address equity gap issues.

* Faculty are committed to address issues through course presentation methods and student support (specifically at-risk students).

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): *PLO assessments are not up to schedule due to class load and projects. Assessments resume in Spring 2018 with a goal of 25-50% completion. And to continue the assessments in Fall Qt. 2018-with the goal of completion by Winter 2019.

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): *SLO assessments are not up to schedule due to class load and projects. 12 SLOs were assessed in Winter 2018 with a goal of another 25-50% more assessment in Spring 2018. Assessments of the remaining SLOs are scheduled for Fall Qt 2018- Winter 2019.

V.A Budget Trends: * The AOJ program is the recipient of Perkins Grant /Strong Workforce grant funding for 2 years. Due to this funding the students have benefited

directly by the acquisition of instructional materials and course supplies for the establishment of a state-of-the-art laboratory for the Criminal Investigation and Forensic Science courses.

* The laboratory will be enhanced with additional equipment to be purchased with Strong Work Force grant funds in the coming year.

*Faculty have attended professional development seminars to acquire up-dated knowledge related to criminal justice and best practices.

V.B Funding Impact on Enrollment Trends: * Increased college funding allowed the program to obtain a full-time faculty position. This position provides students with enhanced opportunity for faculty contact, academic support and career consultation.

*There are 2 part-time vacancies have existed from 2 years. This loss has resulted in a dramatic reduction in course offerings and student support availability of instructors.

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): *The program has lost two part-time faculty in the last two years. This greatly impacted the number of course offerings and the available to students for assistance. This would bring the program up to the previous level to improve the course offerings, availability to students, enhance the learning opportunity, close the equity gap, and improve student success.

* This is not growth but replacement to the previous level.

V.D.1 Staff Position(s) Needed:

V.D.2 Justification for Staff Position(s)::

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: A classroom with secure storage cabinets has been obtained for a criminal forensic investigation lab. With grant funding from Perkins and Strong Workforce approximately 2/3 of the required equipment has been purchased. An additional \$48,000 in grant funding has recently been granted to purchase remaining critical lab items that are needed to make the lab a state-of-the-art facility.

Microscopes appropriate for a crime lab, digital camera with microscope attachments, ductless fume hood, self-contained sink, crime scene investigation mannequins with accessory kits, crime scene evidence collection kit, and crime scene camera kit. These items are all new and do not replace existing similar equipment; no infrastructure has to be removed, altered, or installed.

V.E.3 Equipment Justification: The new lab would expand and enhance the investigative skills, promote employment success, and expand career paths for a wider range of students into more diverse job options. This facility would supply career paths for students interested in non-traditional criminal justice employment in addition to currently employed law enforcement officers who strive to expand and enhance their skills and for career advancement. Research has shown that no community college or CSU in the Bay Area has a criminal investigation lab. Without the equipment, the program would not be able to offer the skills and knowledge needed for advanced crime scene investigation. The life expectancy of a majority of the equipment, specially the advanced scientific equipment, would be 7-10 years under normal use. One of the main purposes and goals of the college is to prepare students for entry into the workforce with an A.A. degree; The lab with expand

and enhance career opportunities in a wide variety of employment options. The establishment of the crime lab facility has the strong support and recommendation of the AOJ Advisory Board.

V.F.1 Facility Request: *AOJ has one class room identified for primary use.

*Program has physical equipment that is vital to instruction and student use for investigative courses. Additional equipment due to arrive which will require additional storage space.

V.F.2 Facility Justification: * For proper secure storage of additional equipment, to be purchased this year, a larger room would enhance the secure storage of equipment and instruction capabilities of the instructor and students.

* The number of students enrolling in the Criminal Investigation and Forensics Science classes have surpassed the seating limitations of the current classroom which has inhibited some class assignments, projects, and instructional capabilities of the instructor.

* This environment has been brought to the attention of the AOJ Advisory Board which supported the concept.

V.G Equity Planning and Support: No request for resources at this time.

V.H.1 Other Needed Resources: * Counselors interacting with AOJ faculty to be aware of the unique aspects of the career path.

* Funding to enable students with financial needs to purchase text. A large portion of students in AOJ classes come from low income families experiencing a lack of funding to purchase required text. This issue degrades the learning capability of the student in preparation of assignments and preparation for examinations.

V.H.2 Other Needed Resources Justification: No funding or equipment is requested for counselors interaction. This enhanced relationship would provide students with clear and concise educational pathways for success and reduction of tuition and time

V.J. "B" Budget Augmentation: Please refer to the Dean's summary.

V.K.1 Staff Development Needs: N/A

V.K.2 Staff Development Needs Justification: N/A

V.L Closing the Loop: N/A

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