



FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

**Instructional Programs
2014-2015 Self-Study
Three-Year Program Review Template**

Administration of Justice

Technology and Engineering

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

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1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission:

The Administration of Justice Department (AJ) provides a comprehensive platform for student success in both a theoretical and pragmatic setting. The mission of the program is to support student success across various learning techniques, concept-based, practical application, and learning activities. Student success is paramount in the program due to its overarching philosophy of Fullerton College and mandates by Police Officers Standards and Training (POST). The curriculum supports student success through simulating 21st Century skills necessary for a career in law enforcement. The utilization and development of various academic and applied skills sets are designed to prepare students for an entry-level position in law enforcement, or related career pathways. The enriched educational experience provides foundational achievement, which fulfills the mission of our students to be successful learners. The Administration of Justice is committed to successful student learning in a rigors and relevant environment. Administration of Justice provides the vehicle for successful students to development workforce skills, prepare to transfer their educational experience, and to achieve learning outcomes. The Administration of Justice affords the student with the necessary means to assume the responsibilities and execute the duties of a peace officer in today's society.

Vision:

The Administration of Justice Department creates a community that promotes inquiry and intellectual curiosity, personal growth, and a lifelong appreciation for the power of learning. This program prepares students for a career in law enforcement, or related public service. Students who successfully complete the AJ program receive their POST certificate and meet the educational and practical requirements by the State of California to become police officers. The safety of our community members is the essence of law enforcement and the motto "To Protect and to Serve" is an essential element of the educational experience. Community partnerships with AJ (e.g., statewide and local agencies, high schools, and businesses) are instrumental in promoting strategic inquiries to law enforcement practices, and academic interest through community involvement. The vision of AJ provides pathways for personal growth and a lifelong appreciation for learning. The degrees and certification programs equips students to thrive in their criminal justice careers.

Core Values:

The Administration of Justice Department respects and values the diversity of our entire community and prepares students to successfully enter their law enforcement careers. The core values of Fullerton College reflect the standards threaded into the fabric of the AJ program and shields of our students. The program envelops these primary principles into the

curriculum, state certification regulations, and through the hiring process of our student population. The use of both traditional and innovative instructional practices acknowledges student success and core value involvement. Department courses involve 21st Century skills, decision-making, and continuing education through local and state regulations. The law enforcement profession is dynamic and ever-changing specific to laws (e.g., Proposition 47, mental health issues, and first aid), public and victim services, along with tactical training. The law enforcement profession does not cease once a recruit (student) obtains a certificate; it is a lifelong journey of academic aptitude, physical endurance, and high ethical standards. The depth and rigor of this career commands a continuum of learning, certifications, and practical application.

Success and state recognition of the AJ program is demonstrated with its diverse population and inclusiveness of underrepresented student populations. For example, the AJ Police Academy student population is reflective of reducing the achievement gap through the recruitment and retention of Hispanic and African-American students. Academy Class #44 (current academy class) has over 60% Hispanics, 2% African-American's, and 6% Asian Americans. In addition, the AJ program enrolls an average of 25% of our Veterans (per Department tracking records). The Administration of Justice Department is actively engaged in several community outreach programs, partnerships, and recruiting endeavors. Building an additional level of diversity and educational excellence to an existing successful program (degree and certificate) delivers an unyielding platform that exceeds the goals and objectives set forth by Fullerton College (FCC). Overall the program has successfully demonstrated the core values set forth by FCC and the NOCCCD. The student population is a reflection of these goals with respect for a diverse student population, staff, and faculty. Valuing traditional and innovative skills encourages involvement in decision-making across all sectors. Students, faculty and staff are also committed to uphold the integrity of Fullerton College, its high ethical standards, and to promote the welfare of our campus and community partners.

College Goal 1: Fullerton College will promote student success.

Objective 1: Address the needs of under-prepared students.

The AJ Department promotes success to all students and offers an accessible, enriching education that provides students with essential academic skills and prepares students to transfer their education, augment their workforce-skills development, and to attain learning outcomes corresponding to future their educational goals. The program consists of three main components that may affect an under-prepared student: 1) Academic rigor, 2) Physical mandated standards, and 3) Financial obligation for safety equipment and ancillary gear. To fulfill this goal, AJ is committed to student success and addressing the needs of under-prepared students through academic support, remediation, a mentoring program, and accessibility to campus provisions. The program recognizes a current challenge in addressing the needs of under-prepared students that correlates with financial burdens. The police academy is physically, academically, and financially demanding for all students. In addition, the financial obligations, which are seldom, covered by financial aid (e.g., uniforms, weapons, bullets, ballistics vests, equipment bags, tactical equipment) bears ancillary afflictions. Students are responsible for purchasing the law enforcement equipment and uniforms necessary to carry out their duties as a trainee and as an officer. The economic encumbrance can exceed \$6,000 for each student. The program attempts to support under-

prepared students through an equipment and uniform loan program, yet due to the budget cut it is problematic to assist. Unfortunately, the program has witnessed highly qualified students that are under-prepared financially being forced out (self-resignation) due to the inability to pay for equipment and instructional materials. The financial recognition and sustenance of the Program Review Committee to approve safety and foundational equipment, along with staffing essentials will support students who are under-prepared. Despite the financial challenges for the police recruits (students), along with the lack of funding from the past review, the program continues to uphold statewide recognized accreditation with a retention rate of 86% and a success rate of 76%. The accomplishments of this program are reflective of student persistence, determination, along with the dedication of the staff, and faculty. The average years of service for faculty (adjunct and full-time) equates to over 20 years of instructing at Fullerton College. It is due to this commitment from students, staff, and faculty to successfully serve our under-prepared population. The Police Academy is recognized as one of the premier training and certifications programs in California. Police Officers Standards and Training confirmed FCPA's success and exceptional hiring rate of 41.19% (2007-2013).

In order to serve under-prepared students, active recruitment of Veterans, law enforcement cadets, and high school students has been developed and implemented. The law enforcement profession provides a comprehensive pathway for job experience through internships such as agency cadet programs. The cadet program affords a positive foundational venue for youth to gain the skills necessary to become police officers. The collaboration and partnerships with local agency cadet programs to promote under-prepared students has established prolific during the decades of this program. Police cadets are recruits in the academy and students in AJ courses.

Objective 2: Increase course retention and success.

The AJ program has increased course retention rate, which is 86% and has a success rate of 76%. Both retention and success rates exceed the Fullerton College averages and NOCCCD standards. These accomplishments are measured on a semester and annual basis at all levels (e.g., Department tracking records, POST, and KPI). Increasing course retention and student success can be achieved through an additional layer of financial subsidies to the program. Funding is necessary for safety equipment, instructional materials, and basic student gear. Also, it is essential to retain and restore courses and hire staff to support the program (Section 6.0: Two fulltime faculty members to maintain program structure and assist with ancillary Department and campus wide responsibilities). In addition, safe and appropriate facility access is essential for student success and retention. Learning activities and pragmatic skill development is necessary for AJ students. The ability to utilize the fields and facilities as part of the curriculum, to ensure student safety (i.e., retention and success to complete the academy) is paramount.

Objective 3: Increase the number of degrees and certificates awarded.

The Administration of Justice Department has witnessed a decrease in the number of certificates awarded to students. The Police Academy was reduced by 50% during the budget cuts and thus has decreased the number of certificates awarded. There are several various challenges associated with this outcome, yet not unique to other programs at FCC.

The statewide cutbacks are the major cause; yet reversing these outcomes is a goal for the department. This evidence is reflective in the retention rate of 86% and the success rate of 76%, along with the commitment of the AJ staff. In addition to the prosperous percentage of student success, internal data reflects a positive forecast in degrees and certificates awarded. This is attributed to proactive recruitment, collaboration with secondary institutions, and engagement with local ROP programs to develop articulation agreements, transfer programs, and agency support for under-prepared students. Department records and POST accreditation demonstrate recruit class certification and employment success. Students who successfully complete the Police Academy (FCPA) and receive a certificate have been hired at a rate of 41.19% (2007-2013). State verification and data within this timeframe indicates a 57.45% hiring rate prior to the budget cuts and course reductions. Local and state police departments and regulatory agencies recognize the recruitment, retention, and success of AJ students. The data reflected in the above analysis demonstrates the correlation between student success, certificates, and hiring rates within law enforcement. Several students who earned their certification and became police officers are now AJ adjunct faculty members.

Objective 4: Increase the number of transfers.

The increase in transfers and partnerships with baccalaureate degree programs is evident of the student success rates. The percentage of transfer students has increase due to several factors such as collaboration and partnerships with institutions to assist in advisory meetings, academic mentoring, along with affirmative standing from POST (state governing board). The AA/AS and AST degrees provide a seamless transition within the students transfer process.

Objective 5: Increase the persistence rate of students.

The Administration of Justice Department is successfully unique regarding student the persistence rate. Scholar determination coupled with a strategic academic plan equates to student success. This is accomplished through various means such as supporting all students academically, mentoring, developing remediation programs, availing and instructing students utilizing various teaching modalities. A common premise throughout the program is persistence and a passion for the law enforcement profession. The application of the college-wide theme, *Habits of Mind*, is the personification of grit. The implementation of *Habits of Mind* was introduced and embedded in the curriculum by instructions with great success. Specifically, AJ instructors and faculty members provided students with persistence tools (*Tools for Success* program) during the commencement of Police Academy Class #44. *Grit* has been the declaration and foundational motto within the law enforcement profession; it was officially implemented this year. Persistence continues to be a proven premise throughout the history of this prideful program, and it is evident with our student success rates (completion and hiring rates), alumni participation, and community involvement.

Goal 2: Fullerton College will reduce the achievement gap.

Objective 1: Address the needs of English language learners.

The Administration of Justice recognizes the need to address and support English language learners (ELL) students. A high percentage of AJ students have been identified as English second language (ESL). Addressing the needs of our ELL students and reducing the achievement gap has proven successful through our mentoring program, aligning student services with the individual needs of the student, advising students of specific support

programs campus-wide, and utilizing various teaching modalities. Embracing the diversity of our students and their cultural richness. This has elevated our program and gained statewide recognition. The program recognizes and incorporates a culturally diverse student population, as this is a direct reflection of the communities served. Students who effectively complete the program and that speak multiple languages have the ability to obtain employment at a faster rate, and are paid higher salaries (5-7%). Through the support of our faculty, our mentoring program, and campus-wide services addressing the needs of ELL students has proven successful results in reducing the achievement gap and providing professional excellence in our communities.

Objective 2: Increase retention rate of Hispanic and African-American students by 5% annually.

The Administration of Justice Department continues to increase the retention rate of Hispanic and African-American students in excess of 5% annually as recommended. Data provides the evidence of the increase in retention and success within the program. For example, the AJ Police Academy student population is reflective of reducing the achievement gap through the recruitment and retention of Hispanic and African-American students. Academy Class #44 (current academy class) has over 60% Hispanics, 2% African-American's, and 6% Asian Americans. The increase in the retention process is a reflection of recruiting a diverse student population, academic support programs, and a law enforcement profession that distinguishes and embraces students who reflect the communities they serve.

Objective 3: Increase success rate of Hispanic and African-American students in line with increase in retention rate.

The success rate for Hispanic and African-American students are 7% and 8% respectively. Regeneration to proliferate the success rate of Hispanic and African-American students surpasses the 5% annual as recommended in the second objective. This data reflects the ability to produce successful students and retain them throughout their educational journey. Evidence suggests the increase in retention rates are due to the comprehensive programs that support our student population throughout the academic journey. Despite budgetary obstacles the program continues to thrive and produce well-prepared students for the workforce, or extend their educational endeavors. The overall retention rate for the program is documented at 86% and the success rate data indicates 76%. Hispanics and African-Americans surpass 65%. The growth in the preservation process is a reflection of the academic support programs, recruitment of diverse student populations, and a law enforcement profession that embraces students who reflect the communities they serve.

Objective 4: Increase success rate of Hispanic and African-American students by 2% annually.

The data indicates a consistent trend in the annual success rate of Hispanic and African-American students in the AJ program. Though the last two years indicate a flat growth pattern an overall success and retention rates are positive indicators. The inclusion of the AJ mentoring and remediation support system proves to be an effective tool in supporting student needs.

Objective 5: Increase success rate of Hispanic and African-American students in mathematics in line with increase in retention rate.

N/A

Goal 3: Fullerton College will strengthen connections with the community.

Objective 1: Double the number of members of the Alumni Association.

The program consistently increases membership to the Alumni Association and exceeded the objective through an outreach program. Development of the Alumni Association is paramount to the law enforcement profession, career pathways and opportunities. The launch of membership to Alumni Association within the AJ program has been implemented with abundant success.

Objective 2: Increase contacts with local feeder high schools.

The Administration of Justice has established partnerships with local feeder high schools and programs. One of several area high schools partnering with the AJ program includes law enforcement and academic alliances. This collaboration implements and embraces the foundational skills necessary in criminal justice, legal professions, and in the forensic science fields. The Administration of Justice Department engages in conversations with local ROP programs to develop articulation agreements.

Objective 3: Increase contact with local business and industry.

The increase in contacts with local businesses and related professions has surpassed expectations and goals set forth. Partnerships with businesses and agencies, internships, and career placement are established successful formulas within the criminal justice profession. Collaboration with local businesses, police departments (e.g., Fullerton, Brea, La Habra), along with ancillary agencies (e.g., OC District Attorney's Office, Coroner's Office, Victim Assistance Agency, POST) allow for a flourishing partnership and student success.

Objective 4: Strengthen partnership with Foundation to increase fund raising.

The Administration of Justice Department is actively reaching out to current and former faculty members, alumni, and local partners to increase fundraising opportunities and scholarship funding. This is a goal that benefits both the Foundation and the Administration of Justice. Unfortunately, law enforcement has witnessed an increase in the tragic deaths of several officers' over the last few years. The AJ family has lost several officers' who were directly, or indirectly, vital members of the Fullerton team. Recognition of these brave heroes is never forgotten. Affording scholarships and awards to honor fallen officers is a tradition within law enforcement and the AJ family. It is with great pride and integrity to be part of the process and a Foundation partner.

Objective 5: Engage the community through Centennial events.

The Administration of Justice is committed to participate in the Centennial events through the donation of law enforcement artifacts and police academy historical documents to the museum. In addition, the AJ team has engaged the community through direct partnerships with the Veteran’s Resource Center, ESP Student Support Professionals, KinderCaminata, Career Day - Lincoln Elementary, College Fair Family Night – Anaheim School District, CF Dance Academy- Nutcracker, City of Fullerton, “First Night” New Year’s Eve community event, MECHA canned food drive donation, Campus Canned Food drive donation, City of Fullerton, Fourth of July community event, and Color Guard for Physical Education “Hall of Fame” event. Campus and community involvement is an important aspect of the AJ philosophy and educational foundation for our future law enforcement officers and leaders.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings (Narrative Format & Discuss Trends)
Enrollment	Enrollment has decreased since 2009 from 2,079 to 1,650. The data analysis verified the decrease in enrollment due to the mandated budget cuts to the academy and courses offerings brought on by state reductions. Further review of the KPI revealed a steady increase in enrollment over the last two years from 1,578 to the current 1,650. Though there was a 50% decrease in police academy courses offered during the 2011-12 year, the program continues to trend in a positive direction. In addition, significant growth is anticipated for the 2015-16 year due to several indicators (pre-registration in the academy; labor growth of over 7%; and local police agencies actively recruiting AJ for hire.
Total FTES	FTES has significantly decreased over the past five years, which is a direct correlation to the budget cuts. Despite trending from 435 in 2010-11 to the current 245, an increase of 3.6% has increased the FTES figures.
Sections	A decrease in the number of sections offered has decreased from 84 to 68 due to budget cuts. The data reflects a 4.4% increase in sections from 2013 to 2014. (Appendix attached)
FTEF	FTEF has decreased substantially over the five years from 941 to 251. Statewide budget cuts constitute a decrease in FTEF, yet the KPI data requires further analysis to verify the validity and reliability of the vast discrepancy identified in this field. The necessity to hire two additional fulltime faculty members is essential to maintain the stability of the program and to assist with Department and campus-

	wide ancillary mandated duties.
Fill Rate	Fill rate has increased four of the five years and currently obtains a 96%. Contribution factors are not consistent with budget cuts and decrease course offerings as indicated during the 2011-12 year with a fill rate of 98%.
WSCH/FTEF	Data indicates significant decrease in WSCH/FTEF from 941 in 2009-2010 to 251 in 2013-14.
Retention	Course retention rate continues to rank at an elevated ranking of 86%. Key Performance Indicators data demonstrated between 2009 and 2014 the program supported an average of 888 majors with a retention rate in courses of 86% and a success rate of 76%. Both retention and success rates exceed the Fullerton College averages. The high number of students identified with this major suggests a significant student population to draw from when filling classes in advanced coursework. Administration of Justice regularly ranks among the top seven majors selected by students at Fullerton College. This is due to several factors such as labor market demands (estimated +7% increase in law enforcement), the wealth of experience and depth of knowledge from faculty and staff, student success and support programs, mentoring and instructional remediation.
Success	The AJ program success rate of 76% continues to exceed the rates of Fullerton College averages and NOCCCD standards. These accomplishments are measured on a semester and annual basis at all levels of the AJ course and certification levels. In addition, the success rate for AJ students (police academy) is elevated to a rigorous threshold of 3.0 (B) or better on all exams. The success is attributed to the instructional knowledge base of faculty, utilizing various teaching modalities to ensure student success at all levels, development of a comprehensive mentoring and remediation program. Post-graduation or certification through hiring, internships, or career advancement substantiates the success of the AJ program, yet is not added into the KPI data. In addition to KPI data, POST has provided records that signifies a hiring rate of over 41% (2007-2013) for AJ students who earn certificates.

2.2 Peer Institution Comparison

Complete the table below. FALL ONLY (PRC Approved 9.11.14)

California Community Colleges
Chancellor's Office
Credit Course
Retention/Success Rate
Summary Report

	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013
	Credit	Credit	Credit	Credit	Credit	Credit
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
Fullerton Total	88.63%	81.99%	86.80%	77.30%	85.97%	73.30%
Non Distance Education Methods	88.63%	81.99%	86.80%	77.30%	85.97%	73.30%
LA City Total	80.00%	59.02%	80.26%	57.78%	79.83%	59.66%
Non Distance Education Methods	80.00%	59.02%	80.26%	57.78%	79.83%	59.66%
Palomar Total	91.54%	76.89%	94.16%	79.25%	94.72%	77.75%
Non Distance Education Methods	91.54%	76.89%	94.16%	79.25%	94.72%	77.75%
Rio Hondo Total	98.42%	92.80%	96.94%	88.51%	98.14%	91.10%
Non Distance Education Methods	98.42%	92.80%	96.94%	88.51%	98.14%	91.10%
Southwestern Total	90.84%	69.86%	100.00%	78.78%	94.55%	69.95%
Non Distance Education Methods	90.84%	69.86%	100.00%	78.78%	94.55%	69.95%

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

The comparison of peer institutions, evaluation of retention, and success data denotes that the program is consistent with other institution and programs. *It is noted that the data may not be reliability regarding one of the institutions due state sanctions.*

2.3 Achievement Gap (Findings) KPI & place % in each area for 5 years

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
Males	AN0910 86%; AN1011 87%; AN1112 89%; AN1213 87%; AN1314 87%	AN0910 78%; AN1011 77%; AN1112 83%; AN1213 80%; AN1314 77%
Females	AN0910 80%; AN1011 82%; AN1112 86%; AN1213 83%; AN1314 87%	AN0910 70%; AN1011 72%; AN1112 76%; AN1213 73%; AN1314 72%
Asian-American	AN0910 87%; AN1011 89%; AN1112 89%; AN1213 89%; AN1314 93%	AN0910 83%; AN1011 84%; AN1112 86%; AN1213 84%; AN1314 84%
African-American	AN0910 79%; AN1011 71%; AN1112 79%; AN1213 72%; AN1314 84%	AN0910 63%; AN1011 59%; AN1112 66%; AN1213 58%; AN1314 49%
Filipino	AN0910 88%; AN1011 91%; AN1112 92%; AN1213 86%; AN1314 85%	AN0910 85%; AN1011 89%; AN1112 88%; AN1213 79%; AN1314 82%
Hispanic	AN0910 83%; AN1011 84%; AN1112 86%; AN1213 84%; AN1314 88%	AN0910 72%; AN1011 73%; AN1112 77%; AN1213 74%; AN1314 74%
Native American	AN0910 94%; AN1011 72%; AN1112 100%; AN1213 75%; AN1314 100%	AN0910 88%; AN1011 61%; AN1112 100%; AN1213 75%; AN1314 91%
Other Non-White	AN0910 75%; AN1011 100%; AN1112 100%; AN1213 100%; AN1314 N/A%	AN0910 63%; AN1011 100%; AN1112 100%; AN1213 100%; AN1314 N/A%
Pacific Islander	AN0910 78%; AN1011 45%; AN1112 100%; AN1213 100%; AN1314 86%	AN0910 69%; AN1011 18%; AN1112 80%; AN1213 50%; AN1314 71%
White	AN0910 86%; AN1011 88%; AN1112 90%; AN1213 90%; AN1314 88%	AN0910 80%; AN1011 80%; AN1112 87%; AN1213 87%; AN1314 82%
Unknown	AN0910 86%; AN1011 88%; AN1112 88%; AN1213 89%; AN1314 59%	AN0910 76%; AN1011 85%; AN1112 88%; AN1213 89%; AN1314 59%
Range (Max-Min) Write Narrative & Analyze (See below for AGA)	100% (NA, PI & ONW) - 45% (PI) Data indicates a consistent trend specific to the NA and ONW populations with 100% for 2/5 years, yet the PI population obtained a highest retention (100%) in 2011-12 and also the lowest in 2010-11 (45%).	100% (NA & ONW) - 18% (PI) The success of the subgroups specifies a large discrepancy between 100% (2011-12) and 18% during 2010-11 with the PI population.

2.3 Achievement Gap Analysis

The proposed AJ program is constructed to “reduce the achievement gap” (Goals #2) through “increasing the success rate of Hispanic and African-American students by at least 2%.” The student population is reflective of reducing the achievement gap through the recruitment and retention of Hispanic and African-American students. The data reflects a trend in reducing the achievement gap and increasing success rates of AJ students. The data substantiates this analysis and reflects the current certification class of students who consist of over 60% Hispanics, 2% African-American’s, 6% Asian Americans, and 6.4% females. This growing trend in AJ enhances the cultural and gender diversity of our courses, program, college and communities.

The Administration of Justice Department is actively engaged in several community outreach programs, partnerships, and recruiting endeavors. Continuing to build a program reflecting the community, labor and growth markets affords enrichment to all students, staff, and faculty. This is accomplished through active recruiting (high school and college level students), success rates, certification programs, AA/AS and AST degrees, and statewide recognition.

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

The previous Program Review revealed the concerning statewide budget cuts, yet the dramatic alterations in the program were unforeseen. The program was considerably cut by 50% in the certification course (academy) offerings and advance office courses were postponed or completely eliminated. This reduction impaired the program in several aspects such as agency hiring, eliminating POST training reimbursement, course purging, decline in faculty hiring, inability to replace state mandated equipment, and an increase in student fees. It is paramount and state regulations to provide students (recruits) with equipment and instructional tools that mirror certify assessments, safety, and entry-level law enforcement skill proficiency. Facility access for instruction, testing, state regulations, and safety is essential, yet absent on a regular basis. In order to meet the minimum requirements for certification by POST and for safety purposes, the equipment, facilities, and staffing (Section 6, Appendix C) is required. State safety requirements are paramount for all police recruits, instructor, staff, and those assisting in the testing and training process. According to data (e.g., KPI, POST statistics, department tracking records, and labor statistics) the enrollment rates are anticipated to increase. In addition, law enforcement policies, procedures, and training have been revised since the past program Review. Training and equipment to reflect statewide regulations are necessary for the viability for curriculum and certification.

2.5 *Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.*

The State of California's Commission of Peace Officer Standards and Training provides the policies, procedures and delegated guidelines for the law enforcement profession. The laws are constantly being amended, or new laws are passed, such as Proposition 47 in the last elections. Curriculum changes, training alterations, and augmentation to current laws, impact the delivery of courses and curriculum. State audits are conducted on a regular basis in order to verify compliance, safety for our students, staff, and faculty. A breach in agreement, policies, or procedures may be grounds to sanction an academy through eliminating their contract with the college or agency. These sanctions are being implemented on a regular basis if the training program does not comply with state and local directives. In addition to Proposition 47, new state legislation has been passed requiring additional course hours and certification in the area of mental health and first aid (EMSA Regulations: LD 34). These required courses and certifications would increase instructional hours for faculty and staff, equipment purchase, personnel training, and ancillary provisions as required by the state and to support the program (Section 6, Appendix C).

The AJ program is committed to our student's safety, success, retention levels, certification, and AA/AS and AST degree programs. One of the short-term goals is to restore the second basic academy class to the program, along with advanced officer and transferable courses. The labor market reflects the demand to increase law enforcement officers and related professions. The necessity to hire additional fulltime faculty members, support staff, purchase equipment and instructional materials, along with providing the FCPA with accessible and adequate facilities and fields is paramount for program effectiveness and POST compliance.

Trends and Data

The local and statewide job market for law enforcement personnel continues to project growth. The current demand for agencies to hire qualified personnel who are POST certified is vital to the safety and security of our communities. In addition, the law enforcement profession is forecasting a deficient within the next ten years due to retirement's statewide. According to the Bureau of Justice Statistics (BJS) between 1992 and 2008, the number of sworn personnel employed by general-purpose agencies increased by 141,000, or 25%. The U.S. Department of Labor (2014) law enforcement agencies are anticipating at least a 6% growth between the years of 2012-2020. The local labor market is estimating a development in public service (law enforcement and related professions) to exceed 7%.

California Community Colleges are the primary academic venues outside of agency sponsored police academies, to prepare students for a profession in law enforcement. The Administration of Justice program provides an existing systematic pathway of degrees (AA/AS and AS-T), including a Peace Officer Standards and Training (POST) a law enforcement certificate. This platform supports the goals and objectives to promote student success, reduce the achievement gap, and strengthen connections with the community (Fullerton College Goals and Objectives, 2013-2015). California's Commission on POST recognizes FCPA with a successful (college academy) hiring rate of 41.19% (2007-2013). The commencement of POST's data collection indicates a hiring rate of 57.45% (2007). This is a positive trend statewide despite the budget reductions and course offers in the AJ program.

Local, state and federal entities reflect the high potential for law enforcement officers. The labor market indicators provide a comprehensive list for law enforcement (or related professions in the private and public sectors) availability for agencies throughout California. Several local and statewide agencies (e.g., LAPD, LA County Sheriff's Department and Orange County Sheriff's) are currently hiring officers and deputies. In addition, local agencies (Fullerton Police Department and Glendale Police Department) are currently recruiting and hiring personnel. The law enforcement profession provides a comprehensive pathway for job experience through internships such as the cadet program. Partnerships with local police department's avail the collaborations with cadet program afford a positive foundational venue for youth to gain the skills necessary to become police officers.

2.6 Provide any other data that is relevant to your self-study.

Key Performance Indicators (KPI) data demonstrate that during the period form 2009-2014 the program supported an average of 888 majors with a retention rate in courses of 86% and a success rate of 76%. Both retention and success rates exceed the Fullerton College averages. The high number of students identified with this major suggests a significant student population to draw from when filling classes in advanced coursework. Administration of Justice regularly ranks among the top seven majors selected by students at Fullerton College.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

The wealth of experience and depth of knowledge from our faculty and staff provide a foundation of strength that is unsurpassed by the majority of law enforcement training facilities in California. Peer programs and state agencies recognize the quality of instruction provided to the students (police recruits). The instructors for this program have educated and trained thousands of students who have become police officers from FCPA and outside agencies, earning certificates and degrees. The high rate of student success and retention is due to the dedicated staff and faculty, and a commitment for excellence. Despite the statewide budget cuts over the past few years and the reduction of 50% of the academy classes, along with AJ courses, the program continues to be viable and strong in its efforts to educate and produce quality students who contribute to the communities they serve. The ability to overcome obstacles and continue to thrive is the essence to the team at Fullerton. The opportunity to further strengthen the AJ program is directly related to the ability to properly fund and support students, staff, and faulty with the basic instructional tools (equipment and staff), along with state mandated safety equipment and facilities. Despite budget cuts and statewide reduction in hiring officers, the AJ program continues to flourish with a seven year average of 41.19% hiring rate throughout California (POST data). In comparison, the hiring rate for college academies range from the low teens to an occasional 60%.

3.2. What are the weaknesses of your program?

Statewide budget cuts significantly reduced course offerings, along with the police academy by 50%. Though the labor markets indicators and a high demand for law enforcement personnel, the police academy reduction eliminated at least 60% of new police recruits from the academy pool. The data includes a 50% reduction in the academy student enrollment, in addition to the loss of course offerings in the curriculum. This is reflective in student enrollment, informal assessments and questionnaires, along with police agencies inability to hire our certified students on a regular basis. The majority of police departments recruits and hire from training agencies that graduate basic level officers on a biannual basis. This provides the agencies with a consist education and training in which they can build a field force reflective of high standards and culturally diverse (FCPA ranks amongst the highest percentage of diverse graduates in California). On average it costs a department approximately \$125,000 during the first year (“rookie”) to train each officer. It is paramount for these agencies to trust the product (student and certified officer) will be well trained and prepared for their law enforcement career.

The Administration of Justice is faced with a continuous challenge of scheduling and utilizing facility, which involves the inability for the academy students to use Fullerton College facilities, for Fullerton College courses. An integral portion of the academy is to train, test, and become proficient in physical fitness, self-defense, and weaponless defense. These mandated course assignments should (POST requirements) be conducted in a safe and instructionally conducive environment. The college master calendar consistently reflects the reservation of facilities (e.g., track, football field, wrestling room/upper balcony) for academy students and staff, yet are removed from these approved areas by outside entities. Renting our facilities to outside organizations including the football field and soccer complex (including ancillary field areas) is an unacceptable practice that impedes the instruction of our Fullerton College students. The loss of instructional time due to transitioning from various campus facilities in order to accommodate outside groups is unconscionable. The AJ students pay for proper instructional facilities, along with safe and state regulations associated with delegated guidelines. Collaborating with outside community organizations and institutions is the philosophy of AJ, yet not at the expense of our student’s safety and academic success. Solution-based challenges may not always be easy to rectify, yet this trial only consist of common sense; Fullerton College students are paramount and should be protected, versus renting our facilities to off campus entities.

3.3 *What opportunities exist for your program?*

Program opportunities continue to reflect the labor market demand for law enforcement personnel. Career claims coupled with the proven success of the FCC Police Academy and AJ courses convey optimism and opportunities to the future. Currently, the program partners with several community organizations, police agencies, and high schools. It is predicated these partnerships will continue to flourish and additional collaboration will quantify the strength of all contributors. The program, as in law enforcement, is a multifaceted structure, which is reflective of the communities it serves. The opportunities to further develop articulation agreements, cadet programs, build bridges with businesses, and integrate internships will assist in driving the entire program to a higher level of learning and successful student outcomes. The qualifying equalizer for continued opportunities persists with funding issues and lack of safety equipment, staffing for instructions and safety regulations set forth by the state (student to instructor ratios), in addition to foundational backing for communal partnerships.

3.4 What challenges exist for your program?

The restoration of funding, course offerings, staffing (support staff and faculty); will assist in meeting or exceeding goals and objectives during the current and future review cycles. In addition to funding, facility access (Section 3.2) is paramount to the success of the AJ program, and specifically the police academy. The State of California (POST) regulates contractually the curriculum and certification process for law enforcement agencies. Therefore, the request of pre-scheduled and approved campus facilities for instructional purposes is paramount.

Increased administrative paper work is overtaxing the time of faculty members. The accumulated time it takes to complete comprehensive Program Review, PSLO'S, CSLOA'S, and ISLO'S, literally consumes weeks of faculty time. The valuable time invested in completing newly mandated forms and procedures could and should be used for writing lectures, updating classroom presentations, staff development, implementing department activities, and serving on college committees. The added paper work placed on faculty in the last few years is especially difficult for technology/vocational instructors. In addition to teaching responsibilities, vocational faculty, also have the added responsibility for the maintenance and updates of all labs and equipment. Programs that are put into place with the implied purpose of enhancing student achievement in fact take away from the time faculty could be using to implement department activities that directly enhance student success.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Analysis of PSLO's and data identified the need to implement valid and reliable course SLO's	11/2014	09/2014	2011-2014	Three-Year Cycle
2.	PSLO's will support student success with theoretical and pragmatic 21 st Century rigor and relevance	11/2014	09/2014	2011-2014	Three-Year Cycle
3.	Implement PSLO's that incorporate collaboration and critical thinking skills	11/2014	09/2014	2011-2014	Three-Year Cycle

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Development and implementation of PSLO's will reflect an increase in student success.	KPI data and reliable indicators will assess the success of the intended outcome.	KPI trends will reflect data collection in three-year increments. This will establish a baseline and objective consistent indicators for each subgroup.	The results will validate data trends and PSLO's during the next cycle for reevaluation.
2. Development and implementation of PSLO's will reflect an increase in student retention.	KPI data and reliable indicators will assess the success of the intended outcome.	KPI trends will reflect data collection in three-year increments. This will establish a baseline and objective consistent indicators for each subgroup.	The results will validate data trends and PSLO's during the next cycle for reevaluation.

4.3 *What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.* 100% of the AJ courses have identified SLO's. The current SLO's have been approved by the curriculum committee and are on schedule for administrative input into CurricuNet. In addition, the AJ Police Academy accreditation preparation has resulted in 100% compliance with POST regulations and curriculum alignment.

4.4 *How has assessment of program level SLOs led to improvements in student learning and achievement?* The initial assessment provided objective insight regarding SLO identification and assessment procedures. Evidence verified the necessity to provide SLO's encompassing rigor and relevance, which is bifurcated with theoretical and pragmatic outcomes. The utilization of various instructional and assessment modalities has proven to be a success tool and verified through KPI, certificate percentages awarded, transfers, and career preparation and hiring.

4.5 *How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?* The assessment provided a centered evaluation of the AJ transfer and certification degree process. Recognition of high student success rates (86% retention rate and 76% success rate); despite the budget reduction and decrease in

AJ enrollment verified the success of the program. The trends and data are positive indicators as to the improvements in transfer or certificates within this program. The necessity for law enforcement professional to obtain baccalaureate degrees (transfer ability) and certifications is a growing trend at the local and state levels. Career advancements and initial hiring processes, agencies are recommending and/or requiring post-AA/AS degrees.

4.6 *What challenges remain to make your program level SLOs more effective?* The continuity of program-level SLO's that align with the assessment process will move the pendulum from a challenge to strength within the AJ program. This process will consist of instructional collaboration, training and implementation program-wide.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*" - SAP's.)

5.1 *List the goals from your last self-study/program review.*

The Administration of Justice program goals are to anticipate the needs of the law enforcement community and the Administration of Justice student, by providing an educational program that meets those needs. The primary goal of the AJ program and the Fullerton College Police Academy is to prepare students mentally, ethically and physically to assume the responsibilities and execute the duties of a peace officer in today's society.

5.2 *Describe the level of success and/or progress achieved in the goals listed above.*

The goals from the past review cycle were met and specific to the success and retention goals the program exceeded the benchmarks. The goals from the past program review are general, yet measurable in the ability to validate through success and retention data (76% and 86% respectively).

5.3 *How did you measure the level of success and/or progress achieved in the goals listed above?* The level of success and achievement of goals were measured by analyzing KPI data, along with POST certification and the documentation of success rate of certified officer's obtaining positions in law enforcement. Department tracking records and POST accreditation indicate recruit class certification and employment success. Data from POST indicates a hiring rate of 41.19% (2007-2013). State verification and data within this timeframe indicates a high of 57.45% prior to the budget cuts and course reductions. Local and state police departments and regulatory agencies recognize the recruitment, retention, and success of AJ students. According to POST management personnel, FCCPA's hiring rate is above the average with 41.19% during this time period. *"They (college academies) range from the low teens to 60% occasionally. This is often attributable to differences in screening abilities of the various campuses. Agency academies range from the 60's to nearly 100%."*

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program. The AJ program is committed to excellence and the continuous goal achievement from the last cycle confirms our progress and program benchmark achievements. Focusing on data to analyze and objectively track goals and accomplishments (i.e. student success, retention, reduction of achievement gaps, and strengthen the connections with our community) has proven to assist with measuring quality improvements in the program.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program? Resources were reduced significantly from the last cycle due to statewide budget cuts and properties were not allocated. The police academy was reduced by 50%, along with the elimination and/or decrease in AJ course offerings.

5.6 If funds were not allocated in the last review cycle, how did it impact your program? The lack of funding negatively impacted the AJ program as a whole. The police academy went from two programs (two semesters each) to only one, which reduced the AJ graduates (certificates) from 100 to 37. The data indicated a direct correlation between the budget amendments and certificate reduction. In addition, several local police agencies ceased their recruitment of AJ recruits/students as officers due to a lack of continuous personnel pools available for hire. This impacted the AJ students (non-police recruits) as well, as faculty and courses were eliminated.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7) Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan:	Request of safety and instructional equipment for all AJ courses and specified equipment mandated by California regulations (POST). The attached request of equipment and personnel is in sequential order of necessity for compliance directives (Appendix C).
List College goal/objective the plan meets:	College Goal: Maintain the safety of all students, staff, and faculty. Required instructional equipment (classroom and field) and POST mandated inventory should be in current, working, safe, and state-of-the-art equipment that replicates the work environment. The equivalent to one additional faculty member and one support staff personnel (hourly: \$10 per hour; 20 hours per week) will assist with the required ancillary duties regulated by the college and POST. The master schedule will reflect the reservation of pre-scheduled classes by the police academy for FCC students (no cost). State compliance with regulatory agencies is contractual with Fullerton College (Appendix C).

	Objective: Provide a safe environment for all AJ students, compliance with POST mandates, faculty and staff support, along with facility-approved scheduling.	
Describe the SAP: (Include persons responsible and timeframe.)	State mandated for Police Academy Administration of Justice safety and instructional equipment. Management, coordinators, and directors will be responsible to approve, reevaluate, and provide the timeline of request.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Given the approval of the funding request for equipment, hiring of personnel, and field/facility access will assist in increasing student success and retention in the program.	
What specific aspects of this SAP can be accomplished <u>without</u> additional financial resources?	Facilities utilization by AJ students (police academy recruits, staff, and faculty). The master schedule reflects the academy schedule and approval of facilities, yet rental to outside entities forces FCC students and staff to compromise instructional time to use other venue sites.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	*Hire of two additional faculty (FTEF) members to maintain the stability of the program and to assist with Department and campus-wide ancillary mandated duties. *Hourly Support Staff to assist existing staff, faculty and students.	NOCCCD
Facilities	No Cost Utilization of existing facilities and fields for FCPA students, which is mandated curricular activities and not renting out the fields and facilities to outside organizations.	No Cost
Equipment	See Appendix C	FCC/NOCCCD
Supplies	See Appendix C	FCC/NOCCCD
Computer Hardware	See Appendix C	FCC/NOCCCD
Computer Software	See Appendix C	FCC/NOCCCD
Training	See Appendix C	FCC/NOCCCD
Other	See Appendix C	FCC/NOCCCD
Total Requested Amount	See Appendix C	Appendix C

STRATEGIC ACTION PLAN # 2

<p>Describe Strategic Action Plan:</p>	<p>SAP for AJ consists of equipment, personnel, and faculty utilization. The priority of goals is consistent with the past Program Review and verification from state agency regulations.</p>
<p>List College goal/objective the plan meets:</p>	<p>College Goal: Safety and instructional equipment is paramount for all students, staff, and faculty. Required instructional equipment (classroom and field) and POST mandated inventory should be in current, working, safe, and state-of-the-art equipment that replicates the work environment.</p> <p>The ability to provide appropriate instruction and support services, it is essential to hire two additional fulltime faculty members and one support staff (hourly) personnel (hourly: \$10 per hour; 20 hours per week) will assist with the required program and campus wide responsibilities and ancillary duties regulated by the college and POST.</p> <p>The master schedule will reflect the reservation of pre-scheduled classes by the police academy for FCC students (no cost). State compliance with regulatory agencies is contractual with Fullerton College (Appendix C). The FCPA is dependent on the use of fields and facility access to fulfill the student/recruit requirements.</p> <p>Objective: Provide a safe environment for all AJ students, compliance with POST mandates, faculty and staff support, along with facility-approved scheduling.</p>
<p>Describe the SAP: (Include persons responsible and timeframe.)</p>	<p>State mandated for Police Academy Administration of Justice safety and instructional equipment. Management, coordinators, and directors will be responsible to approve, reevaluate, and provide the timeline of request.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Given the approval of the funding request for equipment and personnel, an increase in student success and retention in the AJ program.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>Facilities utilization by AJ students (police academy recruits, staff, and faculty). The master schedule reflects the academy schedule and approval of facilities, yet rental to outside entities forces FCC students and staff to compromise instructional time to use other venue sites.</p>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	See Appendix C	NOCCCD
Facilities		FCC/NOCCCD
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	See Appendix C	
Total Requested Amount		FCC/NOCCCD

STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	Attachment (Appendix C)
List College goal/objective the plan meets:	
Describe the SAP: (Include persons responsible and timeframe.)	
What <i>Measurable Outcome</i> is anticipated for this SAP?	
What specific aspects of this SAP can be accomplished without additional financial resources?	

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

Long-term plans for the AJ Department consist of restoring course offerings, instructional equipment, staff and faculty personnel, along with revitalizing a second academy class. The attainment of the AJ program has withstood statewide budget cuts, yet compliance issues to meet state standards are necessary and urgent. While the range of our courses offered have been reduced by the budget reductions over the past three years, students were still able to enroll and complete their educational goals, due to the programs stable course offerings, despite budget mandates.

All Administration of Justice Instructors, four full times and forty adjuncts, are either retired or active members of the criminal justice system. As requested throughout this report and in section 6.0, the request of two additional fulltime faculty (FTEF) members are necessary to maintain the stability of the existing program and assist with committee and campus-wide obligations. They include Chiefs of Police, Command Staff Officers, Sergeants, Detectives, Police Officers, Sheriff's Deputies, and experts in the field of crime scene evidence and forensics, probation, parole and an Attorney at Law. Additionally, several retirements are likely in the next few years and it will be imperative to provide qualified subject matter experts (SME's) replacements in a timely manner.

The department regularly reviews the curriculum for appropriate content and when needed will submit modifications and new course proposals to the campus curriculum committee. Additionally, both full time and adjunct faculty participate in various POST workshops and committees related to their subject matter expertise.

Degrees and certificates awarded are indicators regarding the success of this program. Students, who successfully complete the ten-month police academy training, qualify for a certificate; this number is normally approximately 100 per year. However, even though we are experiencing an increase interest in the basic academy, the budget mandate that

required the discontinuing of our spring semester academy, will result in an approximate 60% decrease in the number of certificates issued. Department tracking records and POST accreditation indicate recruit class certification and employment success. Data from POST specifies a hiring rate of 41.19% (2007-2013). State verification and data within this time period indicates a high of 57.45% prior to the budget cuts and course reductions. Local and state police departments and regulatory agencies recognize the recruitment, retention, and success of AJ students. According to POST management personnel, FCCPA's hiring rate is above the average with 41.19% during this time period. "They (college academies) range from the low teens to 60% occasionally. This is often attributable to differences in screening abilities of the various campuses. Agency academies range from the 60's to nearly 100%."

It should be remembered, that trends in law enforcement education are driven by trends in the law enforcement community that employ our students. Thus it is extremely important that curriculum content keep pace with the changes in the law enforcement community. Administrations of Justice Instructors regularly refresh their teaching skills and understanding of these changes, as they relate to their individual law enforcement expertise. Training, equipment, instruction, and administrative support are essential components and segments of the long-term goals set forth in this Program Review.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The Administration of Justice Department is united with Fullerton College's goals and objectives, which include the following: Student success; reduction of the achievement gap; and strengthen connections with the community. The documentation within this Program Review reflects FCC's goals and objectives, along with District's Strategic Plan. The current goals and action agenda of the District Strategic Plan, as articulated in the North Orange County Community College District (NOCCCD) Strategic Plan 2014-2017 <http://www.nocccd.edu/StrategicPlanning/documents/StrategicPlan2014-2017.pdf>, specific to District Object (D.O.) 1.3: The NOCCCD "will support programs and strategies that have demonstrated quantifiable improvement in, and those that show innovative promise for, student completion of degrees, certificates, diplomas, transfer, transfer-readiness requirements, and courses."

In addition to the District Strategic Plan, Fullerton College goals and objectives (2013-2015) are parallel with the foundational philosophy of the Administration of Justice Department. The goals and institutional Student Learning Outcomes (SLO's) are imbedded in the program specific to promote student success and retention rates, and proliferation of degrees and certificates awarded. The program is constructed to "reduce the achievement gap" through "increasing the success rate of Hispanic and African-American students by at least 2%." The AJ Police Academy student population is reflective of reducing the achievement gap through the recruitment and retention of Hispanic and African-American students. Academy Class #44 (current academy class) has over 60% Hispanics, 2% African-American's, and 6% Asian Americans.

The level of success and achievement of goals were measured by analyzing KPI data, along with POST certification and the documentation of success rate of certified officer's

obtaining positions in law enforcement. Department tracking records and POST accreditation indicate recruit class certification and employment success. Data from POST indicates a hiring rate of 41.19% (2007-2013). State verification and data within this timeframe indicates a high of 57.45% prior to the budget cuts and course reductions. Local and state police departments and regulatory agencies recognize the recruitment, retention, and success of AJ students. According to POST management personnel, FCCPA's hiring rate is above the average with 41.19% during this time period. *"They (college academies) range from the low teens to 60% occasionally. This is often attributable to differences in screening abilities of the various campuses. Agency academies range from the 60's to nearly 100%."*

The Administration of Justice Department is actively engaged in several community outreach programs, partnerships, and recruiting endeavors. Building an additional level of educational excellence to an existing successful program that is recognized statewide with its solid foundation provides a platform that meets and exceeds district and college goals.

The program provides an existing systematic pathway of degrees (AA/AS and AS-T), including a Peace Officer Standards and Training (POST) Law Enforcement Certificate. The natural transition of the established degree and certificate programs allows for seamless transfer opportunities. This platform supports the goals and objectives to *promote student success, reduce the achievement gap, and strengthen connections with the community* (Fullerton College Goals and Objectives, 2013-2015).

The local and statewide job market for law enforcement personnel continues to project growth. Department tracking records indicate career growth in law enforcement, along with Orange County labor statistics. The current demand for agencies to hire qualified personnel who are POST certified is vital to the safety and welfare of our communities. In addition, the law enforcement profession is forecasting a deficient within the next ten years due to retirement's statewide. Bureau of Justice Statistics (BJS) projects an approximate increase in law enforcement employment by 7%. This was also forecasted by the U.S. Department of Labor (2014) law enforcement agencies will have a +6% growth between the years of 2012-2020. The local labor market is estimating a growth in public service (law enforcement and related professions) to exceed 7%.

Local, state and federal entities reflect the high demand for law enforcement officers. Peace Officer Standards and Training provides the certification for agencies and publications for employment opportunities. Most of the largest agencies in the State of California (e.g., LAPD, LA County Sheriff's Department, Orange County Sheriff's) are currently hiring officers and deputies (Appendix A-B). Local agencies (e.g., Fullerton Police Department, Orange PD, Santa Ana PD, and Glendale PD) are currently recruiting and hiring personnel. The law enforcement profession provides a comprehensive pathway for job experience through internships such as the cadet program. The cadet program affords a positive foundational venue for youth to gain the skills necessary to become police officers.

**Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page**

I concur with the findings contained in this Program Review.

I do not concur with the findings contained in this Program Review (include a narrative exception):

Glendale Police Department

Police Officer Recruit



Compensation

Application Period: 9/15/14 to 9/26/14
(Online applications only) www.glendaleca.gov/

Annual Base Salary
\$75,396 – \$98,544

Benefits Package:

3/12 Work Schedule (3 days per week, 12 hours per day)
2.7% @ 57 P.E.R.S. Retirement Plan
3% @ 55 for Eligible Laterals

Uniform Allowance \$1,400

Voluntary 457 Deferred Compensation Program Available

Yearly Holiday Leave- 106 hours/year

Starting Vacation Leave- 80 hours/year

Retirement Health Savings Plan

College Tuition Reimbursement Program

P.O.S.T. Educational Incentive:

-\$650 Monthly-Intermediate

-\$700 Monthly-Advanced

Monthly Bonus Pay for Specialized Assignments

5% - Police Agent, Detectives, K-9, Motorcycle, Helicopter Observer, Admin Assignments

6.5% - Helicopter Pilot

10% - Helicopter Trainer

Bilingual Pay - \$175 per month

For additional information please call us at (818) 548-3117
Glendale Police Department-Professional Standards Bureau

131 North Isabel Street

Glendale, CA 91206

Or visit our website <http://www.joinGPD.com>

Compensation and Benefits are Subject to Change

**Administration of Justice Budget Request
Section 6.0**

Item	Quantity	Item Cost	Total Estimated Cost	
Manikins – Rescue and Agility State Testing Mandated Equipment*	3	\$1,500	\$4,500	
Kicking Bags*	35	\$190	\$6,650	
ASP Bags*	35	\$200	\$7,000	
Hourly personnel member (\$10.00 per hour and 20 hours per week)**	1	\$5,500	\$5,500	
Training Vehicles (Patrol cars)	2	\$28,000	\$56,000	
Radios with Charging Stations	20	\$365	\$7,300	
Faculty (FTEF) Members	2	*	*	*HR Salary Schedule and Educational/Vocational Experience
Redman Training Pistol*	10	\$50	\$500	\$64-98 K per FTEF
Redman Training Rifle*	10	\$190	\$1,900	
Headgear (Faceguards)	35	\$90	\$3,150	
Boxing Glove sets	35	\$100	\$3,500	
Laptops Computers & Software*	60	\$600	\$36,000	
Side-Handle Batons*	70	\$50	\$3,500	
DuPont HAZMAT personal protective equipment	60	\$90	\$5,400	
Personnel Training Budget (Training and Certification)*		\$5,000	\$5,000	
Training Budget for AJ Personnel (Continuing Education and Certification)		\$1,000	\$1,000	
Cones for Obstacle Course & PT*	10	\$7	\$70	

* P.O.S.T. mandated equipment for certification of police academy students (recruits)

** P.O.S.T. recommendation