



# FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

***Instructional Programs***  
**2017-2018 Self-Study**  
**Three-Year Program Review Template**  
**ADMINISTRATION OF JUSTICE**  
**Technology and Engineering Division**

**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**

Kevin C. Sampson, Ed.D., Department Coordinator  
 Kelly Robertson  
 Kenneth Starkman, Dean

**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 (AJ) Department in the Division of Technology & Engineering has been an integral part of Fullerton College for over fifty years and shares in the College's multi-faceted mission to advance student learning and achievement via flexible pathways and supportive, diverse environments. The task is clear: create successful learners, cultivate responsible leaders, and ensure our students become engaged community members.

The program embodies the universal aspect of the College's mission in advancing student learning and achievement by offering programs and courses needed to meet transfer-level requirements to a four-year institution and/or entry-level employment opportunities in the fields of law enforcement, court administration, corrections, pre-law, homeland and private security and emergency services. We enhance student achievement through the offering of flexible pathways to multiple associate degrees and certificates. This is evidenced by our "Top 10" ranking in AS-T degrees awarded at Fullerton College of over the last three years and the #1 ranking of students obtaining a Career & Technical Education (CTE) degree at our public institution. We cultivate a supportive, inclusive environment through the offering of multicultural courses and the teaching of social justice theories in our pre-law classes. We emphasize educational and career growth strategies by including entry-level preparation courses for those who wish to obtain a job in public safety and continuing professional training courses for criminal justice professionals who seek promotion and/or special assignment. Upon completion of AJ courses, our students are successful in the attainment of high-level managerial and executive positions in the field of public administration.

Successful learners in higher education are defined by distinct characteristics - motivation, drive, persistence, and a positive focus on goal achievement. Students in the Administration of Justice program possess these characteristics and demonstrate meeting their educational goals. Institutional data reflect this focus. Since our Department's last Program Review, key performance indicators show an increase in AJ student enrollment, degrees awarded, student retention and success in key "Achievement Gap" categories. Public safety executives in the North Orange County area describe our program as the "go to" college for training and educational leaders describe the program as "robust", compared to many of our community college peers.

While awarded degrees and persistent students are notable to the health of the institution, the outcome of students truly engaged in their community and the creation of responsible criminal justice leaders, whether it be a new police officer or an experienced lawyer, is at the heart of the college's stated mission. Our program excels in balancing academic tradition with new ideas by using a variety of methodologies in the classroom and laboratory environment. AJ "foundation" courses, including AJ100 F – Introduction to Administration of Justice and AJ110AF – Criminal Law, both incorporate important instructional strategies that emphasize ethical purpose, social justice and community engagement. Courses like AJ071 F – Preventing Racial Profiling, and AJ 095 F – Preventing Sexual Harassment, deal with the fundamental

training needs to both limit racial bias and unlawful discrimination. We develop students with the clear understanding of community engagement by offering instruction that focuses on scenario training of daily criminal justice practices, and courses like AJ 279 F – Contemporary Issues in Law Enforcement, that require students to debate critical issues facing both our local communities and, more broadly, inter-connected relationships we possess with those around the globe.

### **Vision:**

The academic mission of the AJ Department is characterized by a pursuit of academic rigor and integrity, excellence in instruction, intellectual accomplishment, and community service. The program is aligned with the vision statement of the College, “Fullerton College will transform lives and inspire positive change in the world.” The Department creates an educational community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning. The field of criminal justice is a service-based discipline that promotes not just intellectual inquiry but the need to cultivate a true *service-oriented* vision of what we do and how we do it. Students in the program regularly make discoveries in the classroom that mirror the important societal events that they’ll encounter in our local communities. We’re reminded of recent events in San Bernardino, California, Las Vegas, Nevada, and Ferguson, Missouri. The very nature of public safety, homeland security, and social justice require our students be given an opportunity to explore the topical material they may encounter before stepping onto the streets with the responsibility to protect lives and property. The curiosity that leads to the discovery of new ideas of learning carries over into the lives of our students beyond the classroom. Many students in the program are involved in internship and research opportunities and also participate as volunteers in organized public service events. The experience and education provided to students by the Administration of Justice Department provides for both academic and personal growth of our students, and creates an appreciation for learning that undoubtedly continues through their personal and professional lives long after leaving the classroom for a world that depends on increased justice and security.

### **Core Values:**

The core values of Fullerton College are well supported by the Technology & Engineering Division, and more specifically, the Department of Administration of Justice. The Department is proud of its accomplishments, and, like the institution, strives to improve the program to enhance student learning and achievement by conducting this thorough and transparent performance review. Administration of Justice faculty recognize the importance of the College’s core values in achieving its vision, and to this end, encourage both instructors and students to respect and value diversity, involve all in the decision-making process, continue growing and learning, and promote the well-being of the local and campus community.

A series of representative examples demonstrate the AJ Department’s commitment to the core values at Fullerton College. The AJ Department, its programs, and members of the Department faculty conduct the following:

Community: We coordinate special food-bank programs to serve low-income community members, offer public safety career preparation programs to serve students in need of basic skills to successfully meet entry-level requirements, and collaborate with members of the college’s PUENTE Project to serve under-served AJ students.

Diversity: We develop specific courses with the goal of eradicating racial prejudice in the field of government and public safety occupations, including courses that have a past history receiving California Commission on Peace Officer Standards & Training (POST) state approval and certification (e.g., AJ071 F – Preventing Racial Profiling, AJ075 F – Cultural Diversity).

Equity: We work with the California POST Commission on their efforts to establish state-wide *Principled Policing: Procedural Justice and Implicit Bias* Training. This type of training has been developed to foster stronger relationships of trust between law enforcement and the communities they serve.

Excellence: We honor and build on the tradition of excellence by granting the #1 CTE associate's degree program offered on the Fullerton College campus, and an AJ transfer degree that falls in the top third in the California community college system.

Growth: We increase key performance indicators meeting institutional effectiveness, including the awarding of AS-T degrees in Administration of Justice, and an increase in success and retention rates found in recent data drawn from the college's Office of Institutional Research and Planning.

Inclusivity: We revise past institutional and Departmental practices, encouraging greater faculty and campus member involvement in the AJ program decision-making. Students are now being surveyed on important AJ Department matters, and a new student advisement program is now in effect where students obtain detailed educational matriculation and occupational career advisement.

Innovation: We design important instructional design programs like AJ091 F – Law Enforcement Instructor Development, to assist both current and aspiring law enforcement instructors with enhancing instructional skills and improving student achievement, and work with public safety constituents on special projects, including campaigns like the U.S. President's Task Force on 21<sup>st</sup> Century Policing.

Integrity: We collaborate with law enforcement training agencies on ethics-based programs like *Becoming an Exemplary Peace Officer*, developed to support the California POST Commission's Strategic Plan objective to fuse leadership, ethics, and community policing values throughout the law enforcement profession.

Partnership: We participate in important collaborative partnerships at the campus, regional, and state-wide level, including the college's Program Review Committee, the California Community College Chancellor's Office Public Safety Education Advisory Committee (PSEAC), the California POST Instructor Standards Advisory Council (ISAC), and the National Council on Emergency Management and Homeland Security (NCEMHS).

Respect: We support an environment of mutual respect and trust, and embrace individuality by developing courses seeking to lessen the negative impact of unlawful discrimination in the field of government and public safety occupations (e.g., AJ095 F – Preventing Sexual Harassment).

Responsibility: We accept responsibility for the betterment of the world around us by offering adaptive courses like AJ078 F – Multi-Agency Task Force. Under California Penal Code 13519.14 and in collaboration with key community constituents, this course provides critical training in law enforcement’s response to the growing crime of Human Trafficking. In addition, we seek to develop further continuing professional public safety training courses in the areas of behavioral health crisis intervention and community conflict resolution.

We are student-centered and driven by the desire to increase student success. As a result, Department faculty seek to reflect on course-level assessments, modifications in methodologies, and approaches to curriculum/program development to meet overall strategic goals and planning objectives.

### **Program Objectives**

1. Students will demonstrate in-depth knowledge of the criminal justice principles to solve multi-faceted public safety problems using critical thinking, ethics-based reasoning skills.
2. Students will apply the necessary problem-solving skills to answer relevant public safety questions that synthesize classroom learned principles of law and theory with the scenarios they conduct in classroom and/or field (lab) settings.
3. Students will engage collaboratively and independently in classroom and field (lab) settings with personal integrity, professional ethics, and academic honesty.

### **Strategies to Achieve Objectives**

The Administration of Justice Department will:

1. Provide textbooks and select classroom and scenario testing methodologies along with other instructional resources that are supported by evidence to improve student critical thinking and practical reasoning skills based on proven criminal justice pedagogies.
2. Engage students with course material and technology relevant to their real-world experiences.
3. Provide an environment where students develop skills using proper professional and ethical practices in their daily college-relevant interactions.

### **Alignment of Program to Fullerton College Goals**

The AJ Department program goals, objectives, and strategies to achieve the objectives support the College Goals through the promotion of student success, efforts to reduce the achievement gap and the strengthening of its connections with the local community. The exceptional opportunities for students both in and out of the classroom and scenario training promote student retention and success. This is particularly important for the underrepresented and underprepared students.

**COLLEGE GOAL 1: *(Promote Student Success)***

The Department is well-aligned with College Goal 1, as Department faculty continually identify opportunities to promote student success and persistence through effective teaching strategies that adhere to professional practices (i.e., California POST, CCC Chancellor's Office Public Safety Advisory Council, California Department of Corrections, etc.). Institutional data reveal increases in both success and retention. This increase is due to specific strategies employed by the AJ Program. For example, we offer courses for under-prepared students, including AJ079 F – Law Enforcement Career Preparation and AJ080F – Lifetime Fitness for Law Enforcement. Both courses focus on important mental and physical qualities needed by AJ students to successfully enter the criminal justice profession. Next, we utilize "Success Strategies" in our classroom activities and student advisement by developing student motivation exercises (i.e., motivation sessions), organizational skills (time schedules, calendar use, stress reduction), and institutional support connections (i.e., Writing Center assignments, FC Library classroom sessions, etc.). Thirdly, we focus on under-prepared or "At-Risk" students by developing content and structure to our students' daily habits, recommending courses consistent with the student's skill-level, requiring action-plan class activities, and teaching problem-solving methods in many of our criminal justice courses.

**COLLEGE GOAL 2: *(Reduce the Achievement Gap)***

In line with the relevant points made in Goal 1 above, members of the AJ Program at Fullerton College apply strategies to increase success and retention rates of under-represented students at our college, specifically those students who wish to work in the public safety or criminal justice field. We are dedicated to addressing the needs of these students by reducing academic and/or social problems that lead to gaps in student achievement. Our model focuses on comprehensive student support and classroom activities that support learning. Setting clear classroom standards is key. We work with students to ensure clear goals and methods of how to achieve those goals and we develop rigorous public safety curriculum that challenges students and creates a picture of success in their future criminal justice career. We allow for additional time to meet individually with students for special needs and to assist in the planning of their educational program or occupational needs. Finally, we understand the importance of the teacher in the classroom at the community college. To this end we seek to develop instructional skills as is evidenced by our AJ 091 F – Law Enforcement Instructor Development course. Our teachers engage students in the use of research and data to improve both critical thinking and problem-solving skills, through the use of special research sessions coordinated with FC Library personnel each semester.

**COLLEGE GOAL 3: *(Strengthen Community Connections)***

In alignment with College Goal 3, the program reaches out to the community in a variety of ways. For example, the program consistently increases membership to the Alumni Association outreach program. Development of the Alumni Association is paramount to the law enforcement profession, career pathways and opportunities. Our program has also 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 encourages the skills necessary for a successful career in the criminal justice, legal and forensic science fields. We're active in the development of ROP articulation agreements with local feeder schools, as evidenced by our recent participation in the NOCCCD CTE Articulation Program Meeting held in fall 2017.

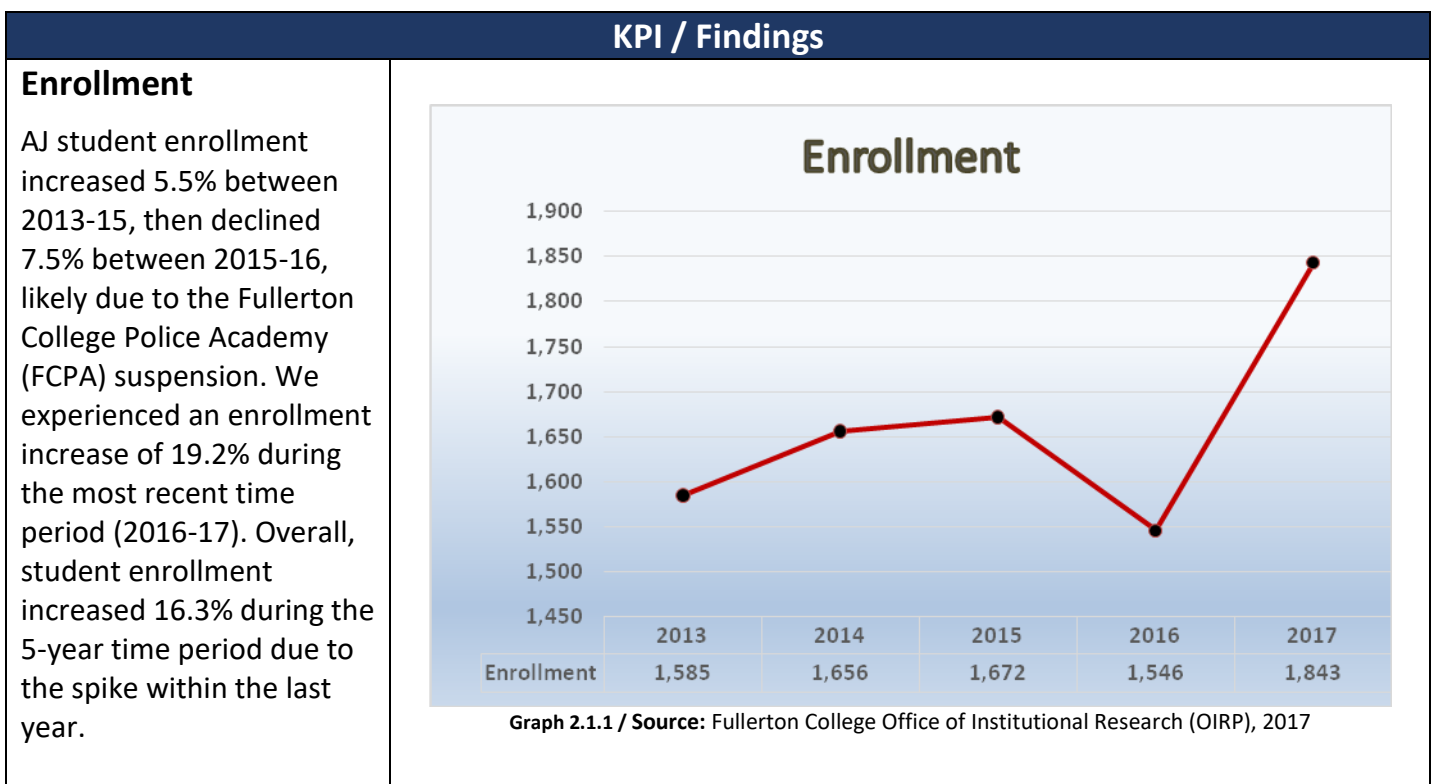
Our contacts with local businesses and related professions have surpassed our Department’s expectations and goals. Partnerships with local, internships, and career placement are established successful formulas within the criminal justice profession. Collaboration with local businesses, police departments (e.g., Fullerton, Brea, La Habra), along with ancillary agencies (e.g., POST, O.C. District Attorney’s Office, Coroner’s Office, Victim Assistance Agency) allow for a developing partnership that promotes student success. 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. Finally, our AJ program participates in Fullerton College events through the donation of law enforcement artifacts and police academy historical documents to the college museum. In addition, the AJ team engaged the community through direct partnerships with our Veteran’s Resource Center, ESP Student Support Professionals, MECHA canned food drive donation, and the Campus Canned Food drive donation.

## 2.0 Program Data & Trends Analysis

### 2.1 Key Performance Indicators (KPI)

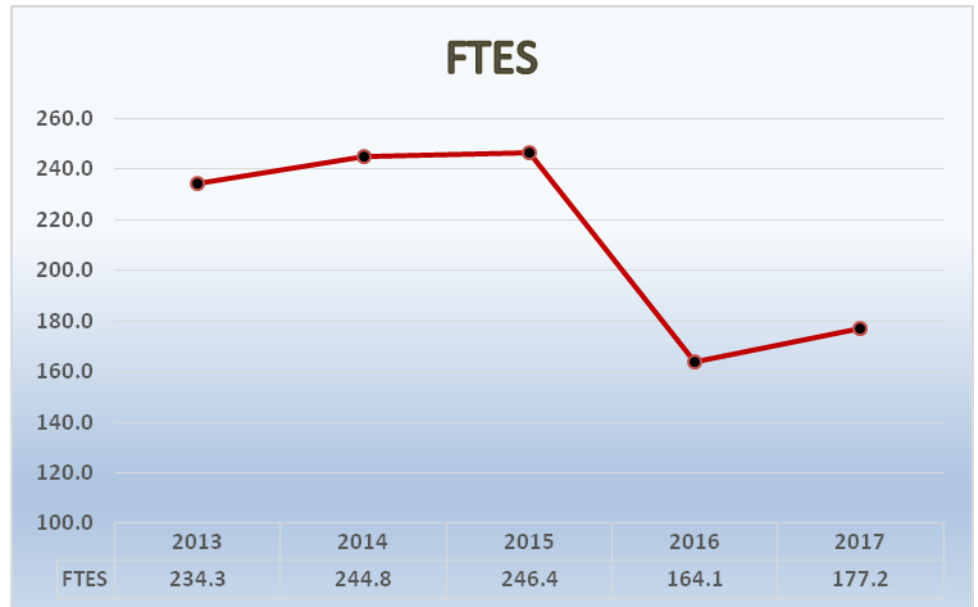
For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

The Office of Institutional Research and Planning (OIRP) provided the Administration of Justice Department with the five-year longitudinal data in chart format. This data can be seen in Appendix A of this document. The retirement of some full-time faculty members and the suspension of the police academy have not been without impact on our department. These issues and others will be shown in this section.



### Total FTES

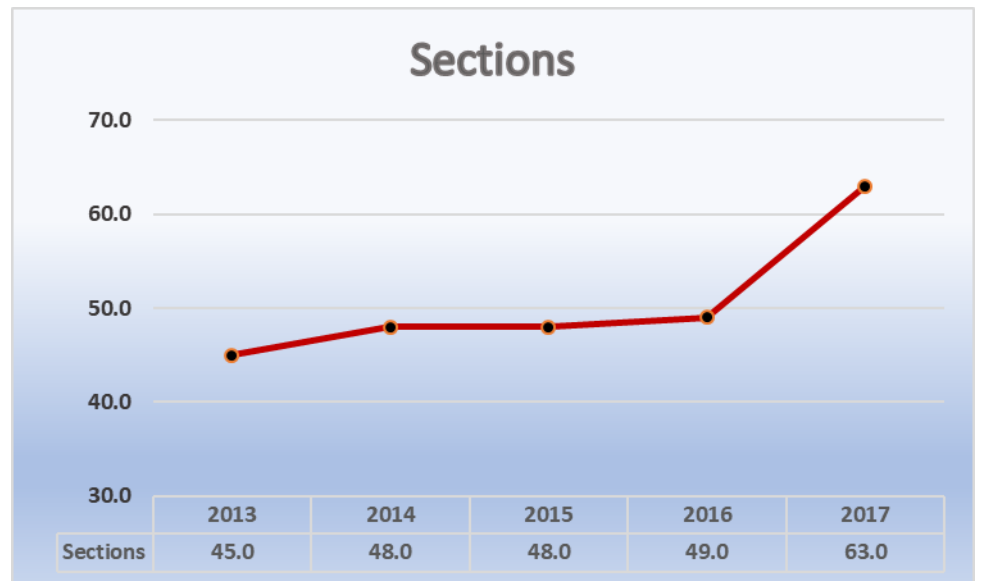
The AJ Program experienced a 5.2% increase in Total FTES between 2013-15. We encountered a significant drop (33.4%) between 2015-16, likely due to the FCPA suspension. An 8% increase in Total FTES occurred during the most recent time period of 2016-17. Overall, Total FTES decreased 24.4% during the 5-year time period and 28% during this 3-year Program Review period.



Graph 2.1.2 / Source: Fullerton College Office of Institutional Research (OIRP), 2017

### Sections

AJ Department course Section offerings increased 8.9% between 2013-16. The department showed Section increase of 28.6% during the most recent time period (2016-17). Overall, Section offerings increased 40% during the 5-year time period and 31% during this 3-year Program Review period. This increase in Sections can be attributed to the FCPA cancellation and the corresponding increase in university-transfer course offerings as a replacement.

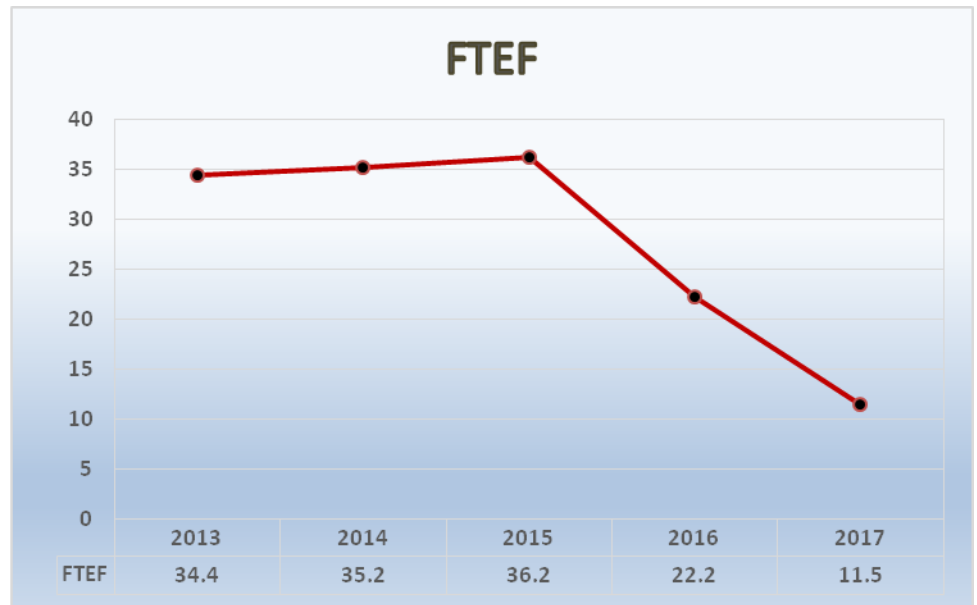


Graph 2.1.3 / Source: Fullerton College Office of Institutional Research (OIRP), 2017



### FTEF

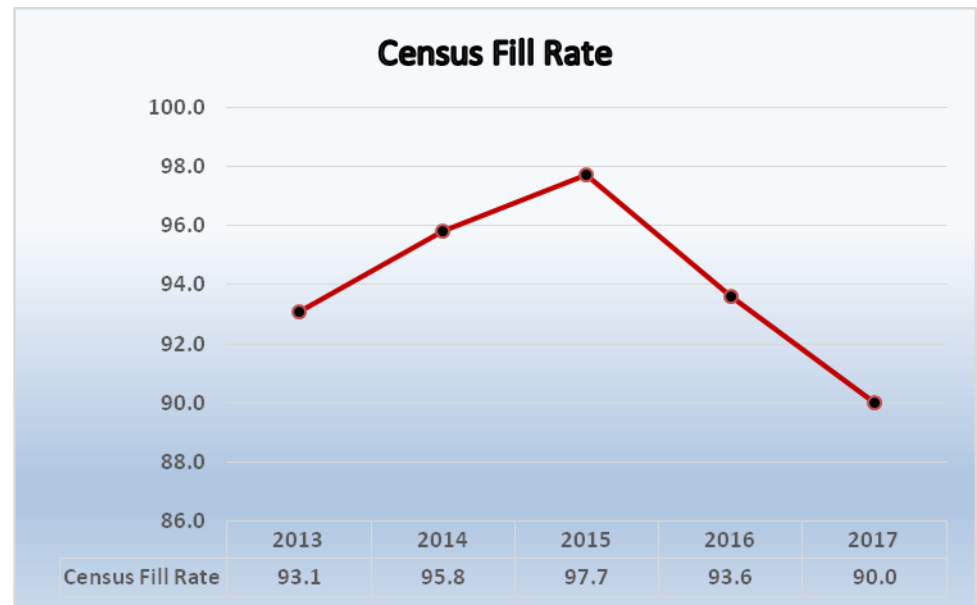
We experienced a 5.2% increase in Full-time Equivalent Faculty (FTEF) between 2013-15, then observed a dramatic decrease of 38.7% between 2015-16. This decline can be attributed to the loss of all adjunct faculty employed in the Fullerton College Police Academy (FCPA). Overall, FTEF decreased 66.7% during the 5-year time period and 68.2% between 2015-17 Program Review period.



Graph 2.1.4 / Source: Fullerton College Office of Institutional Research (OIRP), 2017

### Fill Rate

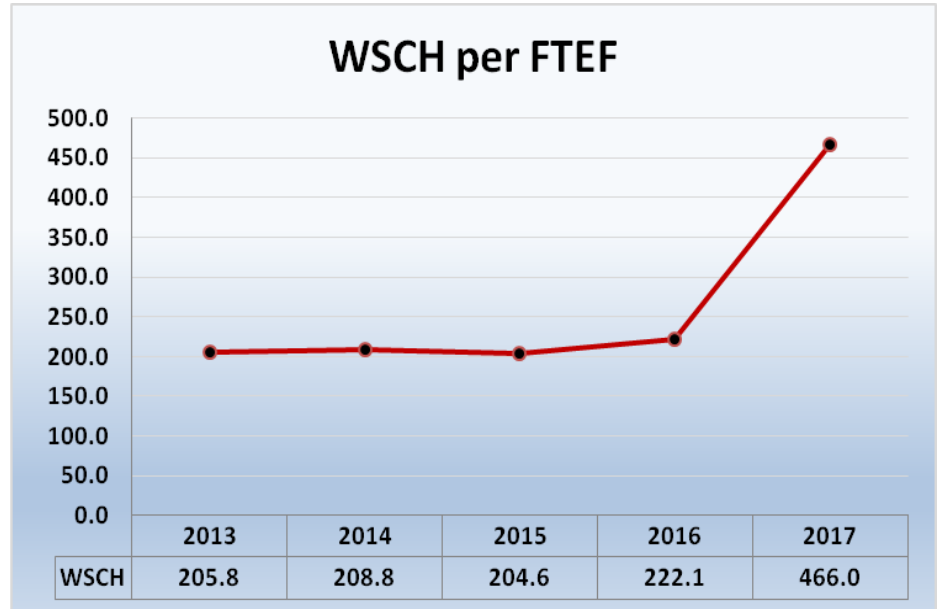
Census Fill Rate increased 4.6% between during the 2013-15 two-year period, then saw a drop of 7.7% during the most recent two-year reporting period (2015-17). Overall, Census Fill Rate decreased 3.1% during the 5-year time period.



Graph 2.1.5 / Source: Fullerton College Office of Institutional Research (OIRP), 2017

## WSCH/FTEF

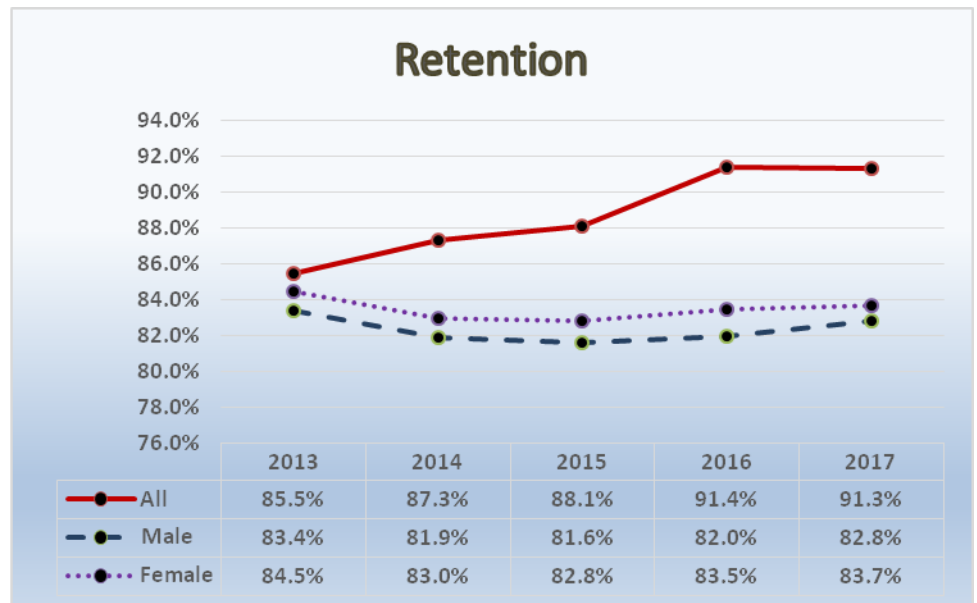
The weekly student contact hours maintained stability between 2013-15 with a fluctuation no greater than +/- 2% during the period. We saw an increase of WSCH/FTEF 8.6% between 2015-16 and 110% during the most recent reporting period (2016-17). The change can be attributed to the FCPA suspension and cost savings from the loss of the academy staff. Overall, WSCH per FTEF increased a significant 126% during the 5-year time period and 128% between 2015-17 Program Review period.



Graph 2.1.6 / Source: Fullerton College Office of Institutional Research (OIRP), 2017

## Retention

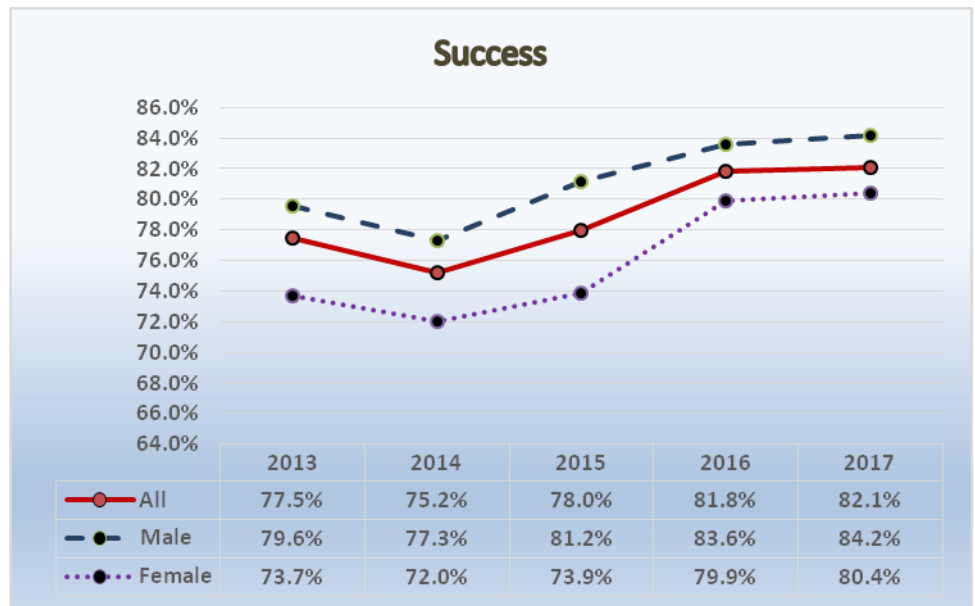
Overall, the Retention Rate for students in the Administration of Justice Program increased 5.8% during the 5-year time period and 3.2% between 2015-17 Program Review period. The rate dropped less than 1% over the last reporting period (2016-17).



Graph 2.1.7 / Source: Fullerton College Office of Institutional Research (OIRP), 2017

## Success

Overall, the Success Rate for students in the Administration of Justice Program grew 4.6% during the 5-year time period and 4.1% between 2015-17 Program Review period. The rate increased less than 1% over the last reporting period (2016-17).



Graph 2.1.8 / Source: Fullerton College Office of Institutional Research (OIRP), 2017

## 2.2 Peer Institution Comparison

Complete the table below.

In reviewing how the Fullerton College Administration of Justice Program stacks up to other similar criminal justice programs, Department faculty selected four representative southern California community college AJ programs based on similarities in areas such as curriculum offerings, student enrollment numbers and geographical proximity. It should be noted that while Fullerton College offered a POST-approved police academy during the first three years of this report's 5-year comparison period, none of the colleges picked for this review currently offer a POST approved police academy. The community colleges selected as peer institutions for this project were: Moorpark, Long Beach, Mt. San Antonio and Chaffey. The five-year longitudinal data are shown in the chart below:

		2016 – 2017				
College/Program:		Fullerton (887)	Moorpark (815)	Long Beach (782)	Mt. SAC (767)	Chaffey (732)
<b>Retention:</b>	Fall 2012:	87.25%	92.57%	85.41%	89.32%	89.96%
	Fall 2013:	86.68%	92.86%	85.30%	91.26%	94.52%
	Fall 2014:	89.86%	90.43%	82.44%	91.17%	96.17%
	Fall 2015:	92.86%	90.89%	84.93%	89.69%	94.58%
	Fall 2016:	91.58%	93.28%	84.53%	84.57%	93.70%
<b>Success:</b>	Fall 2012:	77.53%	81.42%	62.49%	74.59%	74.33%
	Fall 2013:	74.65%	83.89%	62.71%	75.68%	76.21%
	Fall 2014:	79.71%	83.00%	54.49%	70.51%	74.71%
	Fall 2015:	84.43%	82.82%	61.96%	69.96%	76.18%
	Fall 2016:	83.74%	87.81%	65.97%	66.99%	78.45%
<b>Degrees Awarded:</b>	Fall 2012:	53	28	33	36	40
	Fall 2013:	60	26	53	35	42
	Fall 2014:	73	49	49	36	45
	Fall 2015:	68	44	36	49	66
	Fall 2016:	72	55	81	48	59

<b>Certificates Awarded:</b>	<b>Fall 2012:</b>	24	8	22	19	13
	<b>Fall 2013:</b>	37	11	17	18	9
	<b>Fall 2014:</b>	31	20	12	8	6
	<b>Fall 2015:</b>	0	10	17	7	5
	<b>Fall 2016:</b>	0	9	8	2	3
<b>Transfers:</b>		No Data	No Data	No Data	No Data	No Data

Table 2.2.1 / Source: California Community Colleges Chancellor's Office / Management Information Systems Data Mart, 2017

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)).

AJ Department faculty reviewed the *Peer* college comparison data in the areas of student retention, student success, associate degrees awarded, and CTE vocational certificates awarded using the most recent academic year (2016-17). Attempts to obtain AJ Program transfer information from both the Fullerton College Office of Institutional Research and Planning and California Community Colleges Chancellor's Office Data Mart Management Information were unsuccessful. Neither agency provided data specific to the Administration of Justice Department; only college-wide transfer data was available.

**Retention:** Using the Fall 2012 starting point for data gathering, the Fullerton College AJ Program began the comparison with the second lowest retention rate of the four peer compared colleges (87.25%), but increased at a greater rate than any other peer institution, growing 4.33% at the end of the 5-year longitudinal study. Chaffey College increased 3.74% during the period, while two of the colleges, including Mt. SAC College and Long Beach City College suffered declines in overall retention rate.

**Success:** Fullerton College began in the Fall of 2012 with the second highest student success percentage (77.53%) and gained an impressive 6.21% during the 5-year longitudinal study, losing the top spot to Moorpark College by a mere 0.18%. In contrast, Mt. SAC College fell 7.60% during the same period. The study showed Fullerton College made its most concentrated movement during the last three years of the study.

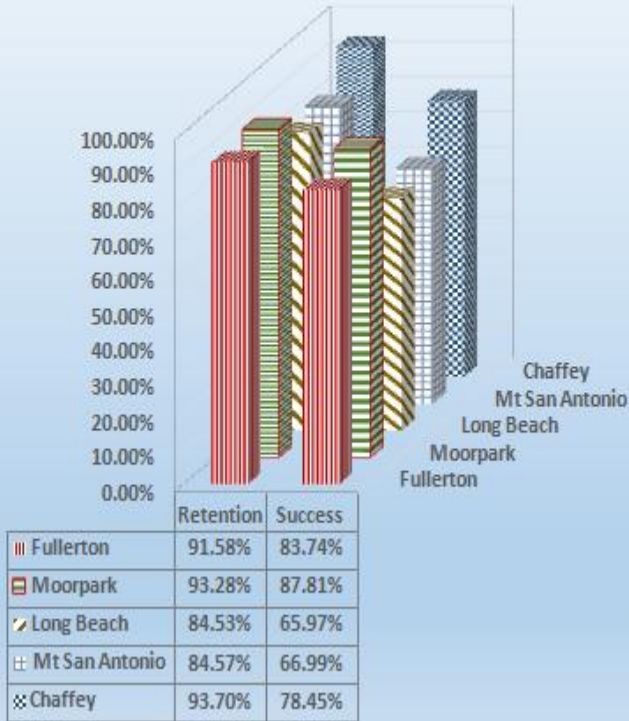
**Degrees Awarded:** FC's AJ Department was the frontrunner amongst peer colleges in the number of degrees awarded during the first four years in the five-year period studied, and was surpassed only by Long Beach City College in the last year of the reporting period. Fullerton experienced a consistent growth in degrees awarded during the first three years (2012 – 2014), a slight drop in 2015, then another increase during the 2016 report year. From 2014-2016, data show that Fullerton numbers remained fairly stable. The total number of degrees awarded to peer institutions during the 5-year reporting period were as follows: 1) Fullerton: 326, 2) Long Beach: 252, 3) Chaffey: 252, 4, Mt. SAC: 204, 5) Moorpark: 202. In sum, Fullerton awarded 74 more associate degrees, 22.7% more than the next highest peer college during this peer review session.

**Certificates Awarded:** Data indicate that Fullerton College exceeded other colleges in the AJ peer comparison during the first three years of the five-year longitudinal study. It must be noted that during this period, Fullerton was offering a police academy that accounted for most of the certificates awarded. In contrast, the peer institutions used for this report's comparison did not offer a POST-approved police academy. With the suspension of the police academy in the fall of 2015, Fullerton's numbers dropped to zero. This placed Fullerton below all of the other colleges in the comparison.

Supporting graphs for the above data and analysis can be found in the Appendix of this document.

The following charts show a comparison of Retention / Success Rates and of Degrees / Certificates Awarded for the Fullerton College Administration of Justice Department and the peer institutions during 2016-2017:

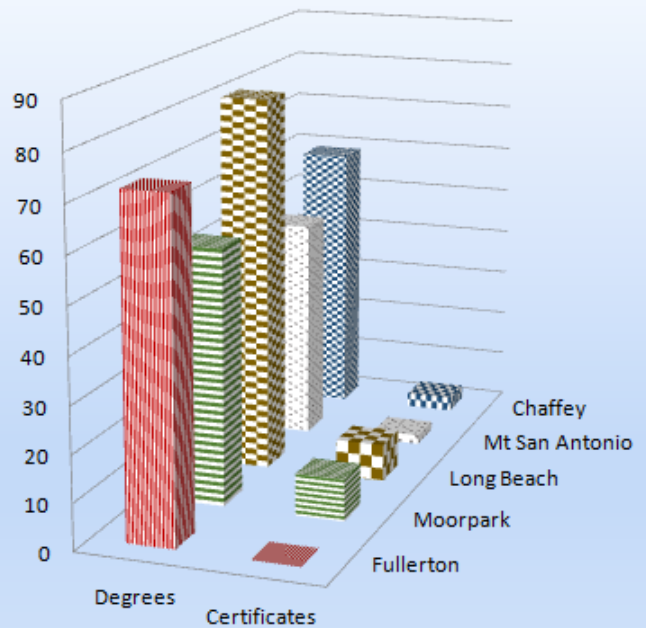
### Comparison Colleges - Retention / Success Rates 2016-2017



Graph 2.2.2 / Source: California Community Colleges Chancellor’s Office; Management Information Systems Data Mart, 2017

The graph on the left (Graph 2.2.2) provides a visual depiction of AJ Department student retention and success rates in comparison with those of our peer institutions, demonstrating that the rates of the Administration of Justice Department at Fullerton College are comparable to those of our peer institutions for 2016-2017.

### Comparison Colleges - Degrees / Certificates 2016-2017



	Degrees	Certificates
Fullerton	72	0
Moorpark	55	9
Long Beach	81	8
Mt San Antonio	48	2
Chaffey	59	3

Graph 2.2.3 / Source: California Community Colleges Chancellor’s Office; Management Information Systems Data Mart, 2017

The graph on the right (Graph 2.2.3) gives a visual depiction of associate degrees and CTE vocational certificates awarded in comparison with those of our peer institutions, demonstrating that while the FC Administration of Justice Department awarded no certificates during 2016-2017, peer institutions failed to grant many occupational certificates during the same academic year.

### 2.3 Achievement Gap

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.)

The following chart shows the longitudinal data for the period of 2013 – 2017 and was extracted from the graphs provided by the Office of Institutional Research and Planning.

**Gender Retention Rate Comparison / 2013 – 2017**

Gender	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
Male	83.4%	81.9%	81.6%	82.0%	82.8%
Female	84.5%	83.0%	82.8%	83.5%	83.0%

Table 2.3.1 / Source: Fullerton College Office of Institutional Research (OIRP), 2017

Male student retention rates declined less than one-percent from 2012-13 to 2016-17, and increased 1.2% during since the last program review. Female student rates dropped 1.5% in the same five-year period and gained 0.2% since 2014-15. Data show male/female student retention rates are similar and fairly consistent (Males 82.8% / Females 83.0%).

**Gender Success Comparison / 2013 – 2017**

Gender	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
Male	79.6%	77.3%	81.2%	83.6%	84.2%
Female	73.7%	72.0%	73.9%	79.9%	80.4%

Table 2.3.2 / Source: Fullerton College Office of Institutional Research (OIRP), 2017

Male student success increased 4.6% during the five-year study and 3.0% since the last program review. Female student success rate showed a more significant increase of 6.7% during the five-year study period, and 6.5% since the last review. Data indicated a 3.8% gap between male/female AJ students as of the last academic year (2016-17).

**Ethnicity Retention Rate Comparison / 2013 – 2017**

Nationality	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
American Indian / Alaska Native	81.20%	81.80%	84.80%	74.10%	85.70%
Asian	85.70%	85.20%	84.80%	86.40%	86.50%
Black / African American	80.60%	78.60%	77.20%	76.70%	78.80%
Filipino	85.00%	84.40%	85.60%	86.00%	83.60%
Hispanic	83.20%	81.70%	81.20%	81.80%	80.20%
Native Hawaiian Pacific Islander	72.10%	75.60%	77.60%	76.90%	80.20%
Two or More	84.30%	82.10%	81.90%	82.90%	83.30%
White	85.10%	84.20%	84.50%	84.10%	85.10%
Unknown	84.90%	77.50%	77.10%	82.70%	83.10%

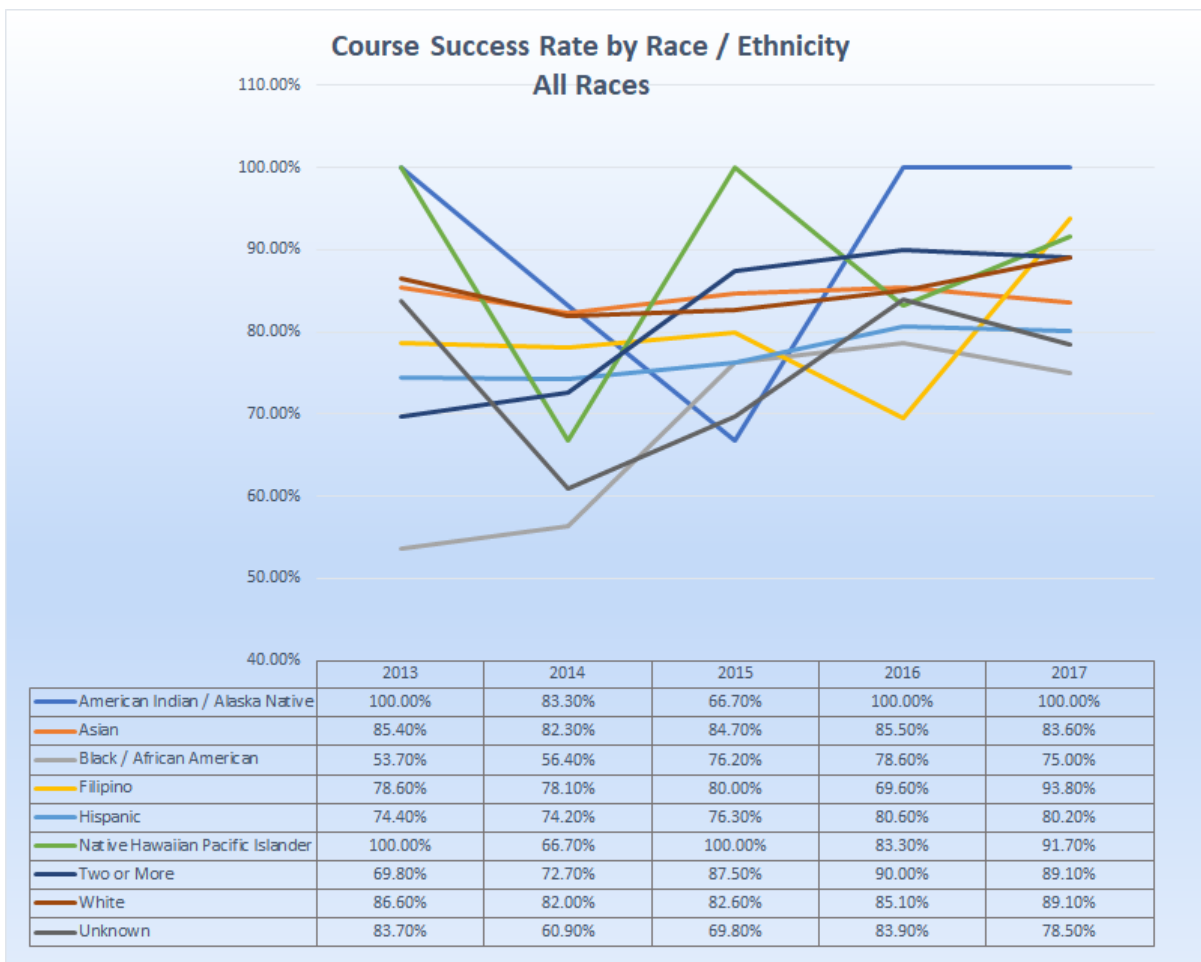
Table 2.3.3 / Source: Fullerton College Office of Institutional Research (OIRP), 2017

### Ethnicity Success Rate Comparison / 2013 - 2017

Nationality	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
American Indian / Alaska Native	100.00%	83.30%	66.70%	100.00%	100.00%
Asian	85.40%	82.30%	84.70%	85.50%	83.60%
Black /African American	53.70%	56.40%	76.20%	78.60%	75.00%
Filipino	78.60%	78.10%	80.00%	69.60%	93.80%
Hispanic	74.40%	74.20%	76.30%	80.60%	80.20%
Native Hawaiian Pacific Islander	100.00%	66.70%	100.00%	83.30%	91.70%
Two or More	69.80%	72.70%	87.50%	90.00%	89.10%
White	86.60%	82.00%	82.60%	85.10%	89.10%
Unknown	83.70%	60.90%	69.80%	83.90%	78.50%

**Table 2.3.4 / Source:** Fullerton College Office of Institutional Research (OIRP), 2017

The following Graph (2.3.5) depicts student success rates for all of the ethnicities included in the data provided by the Fullerton College Office of Institutional Research and Planning. Some data included may skew the overall results, as sample sizes are extremely small and not generalizable. Because of this, we have included an additional chart, Graph 2.3.6, (shown on page 16) focusing on data for the following ethnic groups: Asian, Black/African American, Hispanic and White.

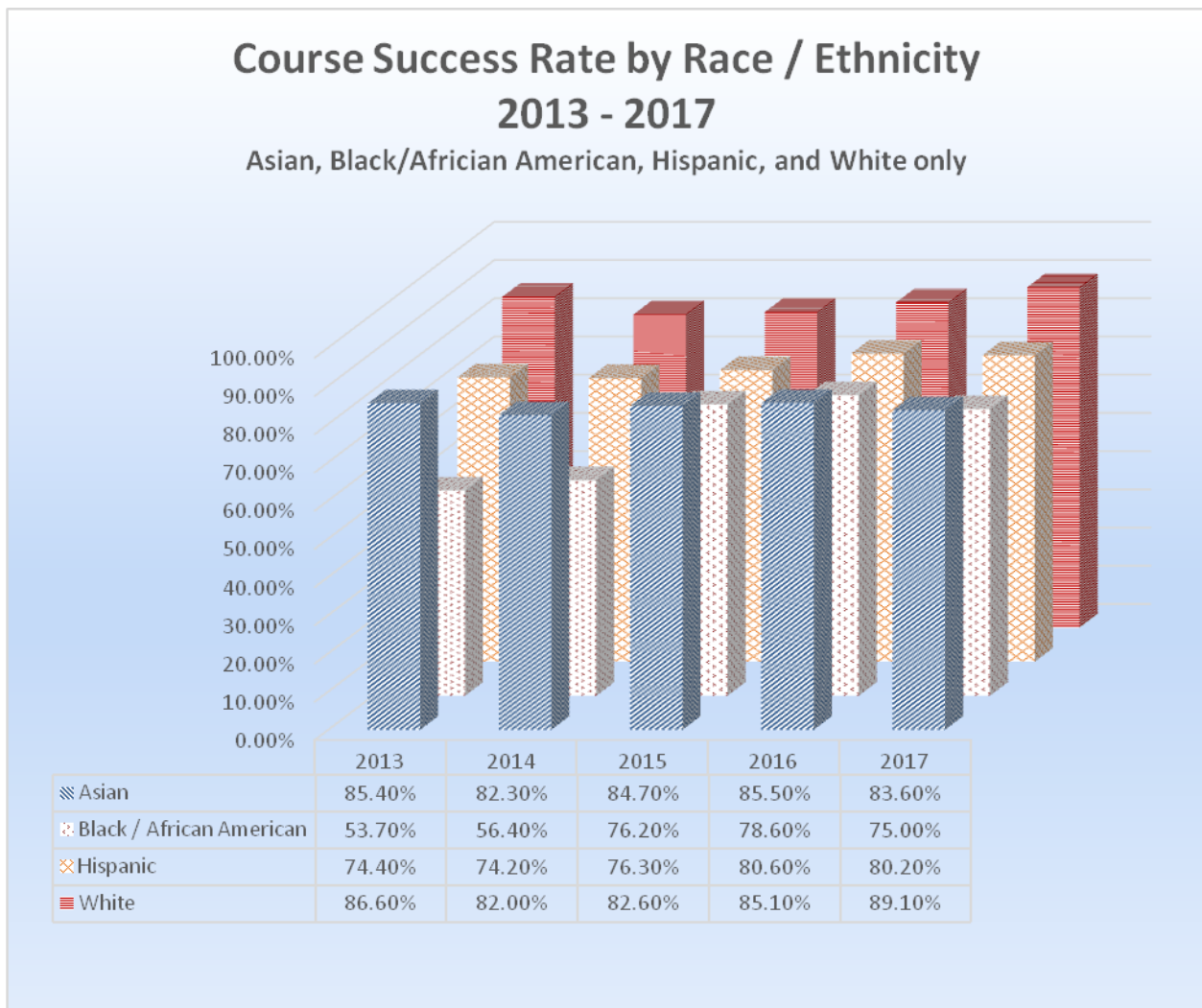


**Graph 2.3.5 / Source:** Fullerton College Office of Institutional Research (OIRP), 2017



The graph below indicates the following regarding our AJ Program students during the five-year longitudinal study:

- Asian-American students showed a slight dip of 1.8% during the five-year time period and 1.1% during the three-year period;
- African-American students showed a significant increase of 21.3% from 2013-17, but a decrease of 1.2% since the last program review;
- Hispanic students increased 5.8% during the five-year report; they also grew 3.9% since 2015;
- White students grew 2.5% since 2013, and a more significant 6.5% during the last report.



**Graph 2.3.6 Source:** Fullerton College Office of Institutional Research (OIRP), 2017

## 2.4 Program Effectiveness

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

Much has occurred in the Fullerton College Administration of Justice Department since the last Program Review. We have seen fundamental shifts in some of our core academic and training programs, a change in KPI data, faculty and staff changes, shifting employment trends and evolving



leadership roles. To provide a clear understanding of these changes and their impact, this program review section is organized in two categories: *Constructive Changes Impacting Effectiveness*, and *Adverse Changes Impacting Effectiveness*.

### **Constructive Changes Impacting Effectiveness:**

1. **KPI Data:** Since our last Program Review Self-Study, KPI data demonstrate some very positive signs supporting program growth. The awarding of our program's AS-T degree increased 124% between the years 2013-14 and 2016-17; there was also an increase of 20% in the awarding of all AJ associate degrees between the same time-period. Student enrollments in the AJ Program increased 16.3% between 2013-17; 19.2% in the most recent year data were collected (2016-17). Full-Time Equivalent Faculty (FTEF) increased by 67.2% between the two-year period of 2015-17 and Weekly Student Contact Hours (WSCH) to Full-Time Equivalent Faculty (FTEF) increased a robust 128% between the same two-year time period. Finally, both student retention and success rates showed a consistent percentage increase since the last self-study report.
2. **Course Offerings:** In the last three years, our program re-initiated the offering of some additional short-term courses focused on law enforcement continuing professional training. While these were regularly offered over a decade ago and received strong student enrollment numbers, course offerings had been reduced in the last several years to just 2-3 a semester. This caused a negative impact to students wishing to obtain professional certificates in the fields of Crime Scene Investigation and Law Enforcement Skills Development, two critical areas for entry-level employment. Short-term classes, offered on Fridays and weekends, are receiving additional focus when class schedules are being drafted. These courses include important advanced officer training courses like, AJ072 F - Investigating Domestic Terrorism, AJ071 F - Preventing Racial Profiling, AJ079 F – Law Enforcement Career Preparation, and AJ095 F – Preventing Sexual Harassment.
3. **Curriculum Update/Revision:** From faculty's perspective, an unfortunate by-product of gaps in program leadership are gaps in meeting institutional needs in critical areas like program and curriculum development. One example of this is the lack of oversight to keep up with curricular revisions and the development of new degrees, certificates, and courses. A positive change in the AJ Program is now occurring, with new Department leaders focusing on developing associate degrees in emerging public safety fields, updating professional certificates to meet evolving employment needs, revising courses that have passed their six-year review expiration date, and deleting curricular components that no longer demonstrate relevance in our program. Recently, faculty designed an AJ curriculum work-sheet that categorizes all needed changes in four degree and certificate areas and eighteen different university-transfer courses. The spread-sheet organizes all needed curricular changes in the FC CurricUNET system. In addition, faculty also developed a curriculum spreadsheet to prioritize academic courses needing curricular modifications and identify faculty work responsibilities to efficiently complete the needed curriculum changes. The spreadsheet includes a work distribution plan for thirty-nine AJ courses. Due to this newly constructed work plan, revised courses have successfully entered the CurricUNET system and are on track for final Curriculum Committee approval.

4. **Leadership in Public Safety Higher Education:** Another encouraging by-product of a change in AJ has been the movement toward faculty leadership roles in the fields of law, criminal justice, and public safety. To enhance the credibility of our program, and the reputation of Fullerton College, our full-time faculty members hold leadership positions with several important state-wide organizations, including the California Community Colleges Chancellor's Office Public Safety Education Advisory Committee, the Commission on Peace Officer Standards and Training (POST) Instructor Standards Advisory Council, the National Council for Emergency Management and Homeland Security, and the California Academic Senate's Law and Public Policy Transfer Model Curriculum/C-ID Discipline Input Group. In addition, faculty participate in important institutional committees, including program review and faculty grievance representation, assisting the FC campus community with critical program and employment-relations needs.

#### **Adverse Changes Impacting Effectiveness:**

1. **Fullerton College Police Academy Suspension:** During this Program Review period, the California Commission on Peace Officer Standards and Training (POST) suspended the Fullerton College Police Academy (FCPA) from offering a Regular Basic Course (RBC) to Fullerton College students, effective October 5, 2015. The Regular Basic Course or "The Academy" is the entry-level training requirement for law enforcement recruits in their attempt to become certified peace officers as specified in POST Regulation 1005, and was one of three major programs offered within the Administration of Justice Department. In its correspondence, POST alleged that the FCPA deviated from POST regulations in the areas including, but not limited to the following: student attendance tracking, Learning Domain instruction, proper documentation of academy operations, scenario training and testing, Training/Testing Specification performance measurement, and Academy Instructor Certificate Program (AICP) qualifications. Both FCPA Class #44 and #45 were negatively impacted by the state commission's decision, as were Fullerton College students who aspired to attend our college's academy. The impact was also seen in KPI data. Where once we awarded over 100 AJ police recruits with an Administration of Justice certificate each academic year, with the closure of the police academy, our certificate numbers have decreased to 0. We also saw our enrollment numbers decline 7.5% the academic year following the academy shut-down, yet we've been able to effectively market the strength of our AS-T degree to increase the enrollment numbers almost 20% in the last year. Needless to say, the FCPA suspension resulted in significant impairment to the Fullerton College AJ Program's institutional health and reputation.
2. **Full-time AJ Faculty & Staff Attrition:** Several years ago, the Fullerton College Administration of Justice Department employed five full-time faculty members, fifty-nine adjunct faculty, two administrative assistants working in staff support, and several volunteer student hourly employees. With the suspension of the police academy and the decrease of the POST-certified short-term continuing professional training program, our numbers have decreased to two full-time faculty members, eight adjunct faculty and no support staff. The lack of adequate faculty and support staff creates an undue burden on the program in its continued attempts to grow. Most pressing is the need to hire an

administrative assistant in the AJ office to assist with tasks that could better support student needs and AJ project coordination. The AJ Department is still a large enough program to facilitate the need of hiring some type of support staff.

3. **KPI Data:** Due in large part to the FCPA suspension, AJ Program Total Full-time Equivalent Student (FTES) numbers plummeted from 246.4 in 2015 to 164.1 in 2016, a drop of over 33% in one year. As previously discussed, enrollment numbers during that time period dropped 7.5%, but rebounded the following year in 2017. Census fill rate also saw a decline starting in 2015. This decrease has continued through 2017, showing a 7.7% downturn. Institutional awards have also suffered. Our Associate in Science (A.S.) degree, which created an educational pathway for FCPA recruits leading to a degree and entry-level law enforcement employment, experienced a reduction of 56% between 2013-14 and 2016-17. Associate in Arts degrees, the award preparing our students for CSU transfer before the advent of the AS-T degree, and now used for preparing our students for university-transfer study outside the CSU system, fell 22% between 2015-17. We attribute this drop-off to students transferring over to the AS-T degree program. Finally, as discussed previously, the ability for our AJ students to obtain certificates to become certified peace officers, crime scene investigators, or obtain POST-certified continuing professional training has decreased to 0. The AJ Department, once the most prominent discipline on campus to gain an approved CTE certificate, is no longer a viable contact point for this type of educational award. Members of the AJ Department wish to resolve this issue with a strategic plan that seeks to offer more short-term courses, and the revising of existing CTE certificates. In addition, AJ faculty also plan to schedule class offerings at advantageous times for student participation, employ subject matter experts to instruct in these professional training courses, and market the program to increase the course fill rates to the levels we held a decade ago.

**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 most prominent laws and/or regulations impacting the Fullerton College AJ Program were previously addressed in the discussion above regarding the FCPA suspension. The California Code of Regulations, Title 11 - Law, Division 2, Commission on Peace Officer Standards & Training, sets the regulatory standards for both Regular Basic Course (RBC) requirements, as well as Continuing Professional Training requirements for our short-term POST-certified courses. Relevant regulatory codes include, but are not limited to:

- 1005. Minimum Standards for Training
- 1009. Academy Instructor Certificate Program (AICP)
- 1010. Participation in the POST Program
- 1051. Course Certification Program
- 1052. Requirements for Course Certification
- 1053. Course Certification Request and Review Process
- 1055. Requirements for Course Presentation

1057. Decertification

1071. Minimum Training Standards for Basic Academy Directors, Coordinators, and Recruit Training Officers

Outside of the POST-certification domain, other California state laws impacted the operation of the Fullerton College AJ Department and its program offerings. One of the more positive legislative actions in recent years was the passing of California Senate Bill 1440, also known as the Student Transfer Achievement Reform Act. This law, signed into legislation in 2010, requires community colleges to grant an associate degree for transfer to a student once a student has met specified general education and major degree requirements. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system. The Administration of Justice's AS-T degree is our program's #1 associate's degree, and Fullerton College is in the top third of all Administration of Justice Department AS-T degrees awarded in the California Community Colleges as of 2017.

Another positive legislative change was the passage of California Senate Bill 850, which established a statewide baccalaureate degree pilot program in the community colleges. Fullerton College AJ faculty members proposed an innovative plan to offer a bachelor's degree in Police Supervision. The proposal was approved by the Fullerton College Faculty Senate and sent forth for final District approval, but lost out to Cypress College's Mortuary Science program. Of the fifteen pilot baccalaureate degree programs approved in the state, no public safety program met final approval.

As the California community colleges move forward with evolving public safety education initiatives, the California Community College Chancellor's Office Public Safety Education Advisory Committee has identified homeland security as the emerging academic discipline in the field of public safety over the next ten years. This discipline which includes three critical components, homeland security, cyber-security, and emergency management, offers a wide array of new public safety career opportunities in fields like information security, security management, intelligence analysis, business continuity and critical infrastructure planning. The development of U.S. Department of Homeland Security led to the largest re-organization of the federal government in over seventy years and is now the third largest branch of the federal government, employing over a quarter million workers. In line with this data, and its corresponding impact to job opportunities in California, the CCC Chancellor's Office awarded a two-year financial grant to the PSEA committee to develop homeland and cyber-security academic programs through its 113 community colleges. Members of this Chancellor's committee, including Fullerton College AJ Department faculty, have made presentations across the state in furtherance of developing this program.

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

Trust between law enforcement agencies and the people they protect and serve is essential in a democracy. It is key to the stability of our communities, the integrity of our criminal justice system, and the safe and effective delivery of policing services.

In light of recent events that have exposed rifts in the relationships between local police and the communities they protect and serve, then-President Barack Obama signed an executive order establishing the Task Force on 21st Century Policing. The President charged the task force with identifying best practices and offering recommendations on how policing practices can promote

effective crime reduction while building public trust. In line with this action-plan, AJ Department faculty are eager to employ many of the recommendations that were made in the President's report. The six pillars established in this report focus on trust-building and legitimacy action-plans, managing technology and social media, community policing strategies, crime reduction methods, and a focus on officer wellness/safety. The report asks that public safety trainers focus future training and educational programs in the following areas:

- Community policing and problem-solving principles
- Interpersonal and communication skills
- Bias awareness
- Scenario-based, situational decision making
- Crisis intervention
- Procedural justice and impartial policing
- Trauma and victim services
- Mental health issues
- Analytical research and technology
- Languages and cultural responsiveness

### **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 following *strengths* section allows our Department to consider its competitive advantages in the community college marketplace. These advantages should become a focal point of our AJ Department's operation and strategic planning, and should coincide with the way the college markets the value of our program:

##### **a. KPI Data:**

The awarding of the AJ/AS-T degree rose 124% since 2013-14 and ranks in the top third of AJ transfer degrees awarded amongst the California Community Colleges system. Overall, AJ associate degrees increased 20% in the same time period. Student enrollment is up 16.3% since 2013 and 19.2% in the most recent academic year. FTEF increased 67.2% during the last two-year period and WSCH/FTEF surged 128% during the same time span, demonstrating a marked increase in instructional efficiency. Both student retention and success grew consistently during the last program review period. FC college students who identify as AJ Majors gained 30% between the years 2013-16 before a slight decrease last year.

##### **b. Program Award/Curriculum Options:**

The AJ Department offers multiple degrees and vocational certificates to meet student needs in the areas of transfer and entry-level public safety employment. The Associate in Science in

Administration of Justice for Transfer (AS-T) prepares students to transfer to CSU campuses that offer bachelor's degrees in Administration of Justice or Criminal Justice. The Administration of Justice Associate in Science Degree (A.S.) prepares students for entry-level employment in the field of law enforcement or a closely related public safety field (i.e., probation, parole, corrections, marshal's, etc.). Finally, the Association of Arts Degree (A.A.) is a transfer-model curriculum that prepares students for articulation to the university-level, offering specific curriculum to meet IGETC AREA 2 Math and AREA 4 Social Science for students transferring to universities outside California. Our CTE occupational certificate program includes the Administration of Justice Certificate for students who successfully complete the FC Police Academy; the Crime Scene Investigation Skills Certificate prepares students for entry-level employment as a crime scene investigator or field evidence technician in the public safety field; and the POST Law Enforcement Skills Development Certificate (LESD), intends to meet the basic requirements of California Penal Code 13510 in raising the continuing professional training competence level of current and aspiring law enforcement personnel.

**c. Program Longevity:**

For over 50 years, Fullerton College has been in the business of educating students throughout Orange County and all of Southern California to successfully meet their goals of working in the criminal justice field. The Administration of Justice Program started as police science program, in the early 1960s, with many of the initial courses still being offered today. The California Community Colleges Chancellor's Office approved the first degree in 1970, the first approved POST-certified Reserve Police Academy in 1975, and the first Regular Basic Police Course (RBC) in 1991. During that same year, POST also certified a new continuing professional training course program. All of these courses were designed to meet law enforcement legal and regulatory requirements found in the California Penal Code and the California Code of Regulations (Title 5; Title 11). Passage of California Assembly Bill (AB) 1725 in 1988 led to the re-structuring of many academic disciplines in the California Community Colleges, including police science, which was re-named Administration of Justice to encompass the need to educate a broader realm of students in the sub-specialties of criminal justice. This training expanded to include college-level courses, degrees and certificate programs in closely-related fields like probation, parole, corrections, and industrial or private security. Fullerton College is proud of its role in educating thousands of well-trained law enforcement officials, attorneys, court administrators, and community correction officers during the last half century.

**d. Instructor Experience:**

The wealth of experience and depth of knowledge from our faculty and staff provide a foundation of strength that is unsurpassed by most other local law enforcement training colleges in Southern California. Peer programs and state agencies recognize the instructional experience possessed our cadre of instructors. Faculty members include lawyers, local police executives, current law enforcement field supervisors, and federal law enforcement agents. The high rate of student success and retention is due to our dedicated faculty, and their commitment to excellence in the law enforcement field.

**e. Faculty Leadership Role:**

Both our institution and its students benefit from faculty involvement in professional and campus-related advisory groups that seek to increase the effectiveness and professional in the criminal justice field. Currently, both full-time faculty members engage in such activities, participating in state-wide professional groups that include the California Community Colleges Chancellor's Office Public Safety Education Advisory Committee (PSEAC), the POST Commission's Instructor Standards Advisory Council (ISAC), the National Council on Emergency Management and Homeland Security (NCEMHS), and California Academic Senate's Law and Public Policy Transfer Model Curriculum/C-ID Discipline Input Group. AJ full-time faculty also participate on important campus participatory governance and employee-relations committees, including program review and United Faculty.

**f. Occupational Preparation Courses:**

An important goal advanced by Fullerton College in this program review is to address the needs of the under-prepared student. As AJ Department enrollment numbers increase, so do the number of students 'at-risk' for academic success. Students defined as unprepared are a result of inadequate educational experiences (e.g., academic failure, poor preparation, low expectations). The American Association of College and Universities reports that over half of students entering colleges and universities are academically underprepared. To aid in the skill development of underprepared students, our AJ Department developed two important college courses: AJ079 F – Law Enforcement Career Preparation, and AJ080 F – Lifetime Fitness for Law Enforcement. The intent of the AJ079 F Career Preparation course is to develop each student's understanding of the complex hiring process in the criminal justice field. The course develops skills in writing, reading comprehension, exam techniques, oral presentation and background preparation. The course develops resilient students who, despite improbable circumstances, can succeed. The AJ080 F Lifetime Fitness course introduces important wellness concepts to interested students and teaches strategies of how to develop successful fitness habits and minimize job related stress. The course design emphasizes proper fitness assessment, effective exercise principles, proper fitness program design, current nutrition guidelines, and the prevention of physical disablers through stress reduction.

**3.2. What are the weaknesses of your program?**

It may seem counterintuitive that a college program would see advantages in assessing its weaknesses, but understanding them makes weak areas easier to deal with. Our goal is to seek to improve them to aid the college with implementing its strategies to achieve student goals.

**a. KPI Data:**

Of great concern was the 33.4 % loss of Total Full-time Equivalent Students (FTES) between 2015-16 of this program review period. While we show an increase of 8% within the last year, we are still down 28% from our 2015 high of 246.4. FTES is a state-wide measure of student enrollment that denotes a key productivity measure, and important funding rate, so the loss is important to both the Department, and the institution as a whole. Census Fill Rate also saw a

7.7% decline starting in 2015, continuing through 2017. Both our A.S. and A.A. degree programs experienced a contraction over the last three years, due in large part to the focus of our students on obtaining the AS-T degree. Finally, the awarding of vocational certificates (e.g., Administration of Justice / FCPA, Crime Scene Investigation, and POST Law Enforcement Skills Development) dropped to zero, due in large part to the police academy suspension and the limited offerings of POST short-term continuing professional training courses.

**b. Department Planning/Coordination:**

A careful review of the setbacks experienced by the Administration of Justice Department over the last three years, including suspension of the FCPA, the decline of vocational certificates awarded, problems with outdated curriculum, and lack of professional advisory input, yields an important conclusion: There is a fundamental weakness in how the Department approaches the process of program planning, project management, and work-plan implementation. When this most recent program review cycle started, our Department employed five full-time faculty members and a full-time administrative assistant. Even with a full cadre of faculty and support staff, we were unable to meet some of our program's most basic institutional requirements. Program review is about being clear and candid of Department needs to meet future program and institutional goals. It is in this spirit that those working in our program take responsibility for this failure and begin to set into motion a more effective strategic framework so the mistakes of the past don't re-occur. This framework begins with closer collaboration between administration and faculty, the development of coherent operational plans and timelines, and clearer communication between Department faculty working on AJ projects. Recommendations include more frequent Department meetings, agreed-upon academic calendar timelines, and agreement of shared faculty responsibilities, including curriculum and program development.

**c. AJ Curriculum Oversight:**

A review of the college's CurricUNET system, as well as other AJ Department curricular reports indicate that much of our Department's course curriculum has not been Board approved in the last ten (10) years. 56% of transfer courses and 57% of professional skills courses do not meet these basic curricular requirements. Some courses haven't been Board approved since 2000 (17 years). Failure to keep current with curriculum updates and revisions puts our program at significant risk of complying with CCR Title 5 requirements, District policy, and professional campus responsibilities. Another problem is that our program's most popular degree, the Associate in Science for Transfer degree, does not meet the CSU/CCC Criminal Justice transfer-model curriculum approved by the state-wide academic senate in 2012. The degree submitted for approval by AJ Department faculty failed to include the List B courses, including Introduction to Psychology, Introduction to Sociology, and Introduction to Statistics. This flaw in the degree puts students at risk for failing to meet lower-division criminal justice requirements at the California State University. Another problem associated with our curriculum is our Department faculty's lack of understanding the importance of course student learning outcomes and corresponding assessment. While faculty have met the course SLO input requirements, they still struggle with understanding the purpose and assessment design for SLO's. A survey of AJ Department faculty during Fall 2017 indicated a fundamental lack of knowledge of their own



SLO's and why these outcomes were important for faculty to create. Faculty shared no meaningful assessment activities to aid student academic success in this area.

**d. Instructional Skills/Evaluations:**

As professional and experienced as our Department faculty are, they are still in need of additional professional training regarding instructional design and the use of classroom training effectiveness approaches. AJ students comment that faculty still dominate with a lecture-centered instructional approach instead of incorporating student exercises that are participatory and meaningful. There are a lack of critical thinking activities and writing assignments to prepare students for their chosen path: upper-division university transfer programs. We would best be served by designing staff training that develops instructional skill-sets for our faculty, including adult-learning concepts, classroom scenario training and testing and the enhanced use of instructional technology in the classroom. An institutional practice that exacerbates this problem is the lack of regularly scheduled adjunct faculty classroom evaluations. The implementation of a well-planned adjunct faculty evaluation calendar, meeting both CBA and District policy requirements, would serve both our instructors and students to meet important institutional outcomes. Evaluations need to be properly conducted and reports written to ensure that poor instructional techniques are modified and best teaching practices are used. As with problems previously noted with the lack of timely curriculum revisions, many adjunct faculty members have not been evaluated within the agreed-upon contract time periods, and are in need of classroom observation to ensure their instructional skills meet student needs.

**e. AJ CTE Advisory Council Input:**

Within the field of Career and Technical Education at the California Community Colleges, the role of the CTE advisory committee is to support technical/career education programs by providing an understanding of employment needs and labor market trends. Federal law (e.g., Carl Perkins Act), and California regulation (e.g., Title 5) both require the support of CTE program through these advisory committees. For years, the AJ Program held an annual Orange County Police Chief's CTE Advisory meeting at Fullerton College. Law enforcement executive officers and our department representatives would discuss local public safety needs and how our Department could design curriculum to meet these needs. Per the Brown Act, meeting minutes were taken and presented to CTE college administrators, as well as to law enforcement officials at participating law enforcement agencies. A review of the AJ Department files indicates there is no record of an Administration of Justice CTE advisory meeting in almost ten (10) years. A meeting is required at least once a year to comply with Title 5 mandates.

**f. Innovation:**

As sometimes happens in organizations, people become complacent and stagnation sets in as the norm. The AJ Program has seen its successes over the years and the feeling was, "don't fix what's not broken." Continuing with a successful pattern is one thing, but, over time, there is a risk in not keeping pace with evolving labor changes and emerging technology that shape the next generation. One example is that of distance education. Most community college criminal

justice programs have created new online courses to meet the needs of their AJ students, and some have become very successful. The AJ program has yet to seek approval for any course as distance education, whether online, hybrid or Teleweb. The lack of web-based courses hurts our ability to attract new students and retain the ones we have. We also lack in our foresight of establishing new and emerging degree and/or certificate programs. The CCC Chancellor's Office Public Safety Education Advisory Committee has identified homeland security as the emerging public safety academic discipline of the next ten years. Along with cyber-security, homeland security as a discipline is growing, as are the jobs in public safety and private security. The lack of a focused plan to identify how to meet these evolving trends puts the AJ behind in keeping up with emerging educational program to meet 21<sup>st</sup> Century labor market needs.

### **3.3 What opportunities exist for your program?**

The opportunities section is critical to development of Department strategies as it helps our team identify ways to improve and grow. Constantly reviewing market opportunities helps colleges take advantage of new markets or changes in the marketplace. Our Department has identified the following opportunities impacting the AJ Program:

#### **a. Program Expansion:**

Historically, the AJ Department at Fullerton College has focused on law enforcement training. POST's recent suspension of FC Police Academy's operations provides us the opportunity to look at other public safety areas where our skill and experience can be useful. Courses should not just focus on law enforcement, but all of criminal justice, as we prepare our students for transfer-level degrees at the university-level. Employment needs in the areas of homeland security, cyber-security, community corrections, and court administration are ripe areas for further training. Cross-discipline certificates like Law and Public Policy may aid our current students who are already studying pre-law courses. As a CTE program, we should step back and reflect on where our options are for further advancement in our public safety areas.

#### **b. Outside Funding Sources:**

Most successful academic departments in higher education learn how to make good use of outside funding sources. In the CTE field, Perkins funding has been the mainstay, and provides funding for things like curriculum and program development, staff development, equipment, and student internships. The Strong Workforce Program (Proposition 98) provided almost \$250 million dollars to the California Community College system for the purpose of expanding the availability of quality community college career technical education and workforce development pathways. In addition, the CCC Chancellor's Office provides grant funding for specific public safety needs in the areas of police, fire, and homeland security. Our AJ Department has the opportunity to access all of these important funding sources, but currently makes no use of the funding. A change in this area is sorely needed to supplement new programs and future curriculum. At minimum, our program should be supporting the CCCCO's Public Safety Committee's work on becoming a Regional Sector. It would open the gates to additional funding for the Public Safety committee via the Chancellor's office.

### **c. Instructor Development:**

Enhanced instructional design, better use of technology in the classroom, SLO alignment, student development in the domains of critical thinking and effective writing, principled policing – these are all of the areas in which our AJ faculty can be focused and working on advancing student skills and knowledge. To meet this goal, we need to seriously consider the need to more fully develop our instructional staff. By offering Instructional Skills Development (ISD) training, careful and timely faculty evaluations, and additional access to professional workshops and conferences, we could see a marked difference in student academic performance and job-related outcomes that more closely meet the growing requirements of law enforcement.

### **d. Technology Training:**

Technology has transformed our daily lives and replaced analog communication systems with apps and social networks. People naturally feel protective of their personal data and are wary of surveillance from police and intelligence agencies. Societal change has led to a growing concern about the impact of technology, both on community members and law enforcement. Despite people's desire for privacy, law enforcement authorities have a duty to keep Americans safe from crime and terrorism. Because of this, law enforcement is in dire need of additional training in the field of body cameras, drone use, computer link analysis, and cyber-security. These training needs demonstrate an opportunity for our AJ program to develop new courses and stackable certificates in these areas.

### **e. Student Development:**

To meet Fullerton College Goals dealing with student retention, persistence, and student success, it is essential that students be actively engaged in their surroundings in order to learn and grow as part of the college environment. Student clubs and organizations are an important way to engage the student in college life. There are a variety of these associations available to all students. These include honors and leadership organizations, academic-related affiliations, and special interest groups. Unfortunately, none of these clubs or organizations are connected to the Administration of Justice Program. For us to make a difference in terms of student retention and success, there is an opportunity to sponsor such clubs in the areas of law, investigations, lifetime fitness, career preparation, and forensics. In addition, our program seeks to provide additional support in the form of enhanced criminal justice student advisement and instructor-student mentoring.

## **3.4 What challenges exist for your program?**

Analyzing challenges to the AJ Department helps the program insulate itself from external threats. The environment, regulations, technology and trends are among possible factors that can threaten the viability and ongoing success of a program. By assessing these risks and challenges, AJ Department faculty can better prepare them or decide how to respond from a strategic standpoint.

**a. Institutional Planning:**

Earlier in the SWOC analysis we identified a weakness in the AJ Department’s planning process and lack of department coordination. External forces exacerbate this lack of planning. Domestic terrorism, gangs, illegal narcotics, gun violence, cyber-crimes, social media, and behavioral health issues pose significant challenges for law enforcement at all levels, and this is not an all-inclusive list by any means. In addition to those widely recognized concerns, there exist two pressing matters that are demanding our immediate attention, particularly at the local level: (1) Principled Policing, and (2) Law Enforcement Recruitment and Retention. Our ability and capacity to respond effectively to these concerns are largely dependent upon how well we manage these issues as a part of our own instructional program. The AJ Department needs a clear plan to allocate resources for these training needs. Institutional data retrieval will be important and needs to be easier to obtain with more specificity to our program’s evolving curriculum.

**b. Marketing Plan:**

As part of proper institutional planning, it is imperative that the AJ Department develop a cohesive marketing plan to deal with two important external forces: 1) The need for additional public safety workers, and 2) the contraction of our local student population due to changing demographics. Creating brand awareness by contacts with local feeder schools, dynamic web-based presentations, social media accounts, and tiered communication flows are possible ways to handle this challenge. A well-prepared YouTube video is a starting point to create the connection. Of particular importance is our ability to pull in those military veterans who have developed the skill-set and experience in a related field but who need the professional training and academic background necessary to compete for entry-level public safety positions.

**c. Regional Program Competition:**

Over the next ten years, it is apparent that criminal justice programs in higher education will be dealing with the challenge to compete for a smaller cadre of interested students. Competition amongst public community colleges, private and proprietary schools, online-based programs, and new and emerging degrees in cyber and homeland security will demand a more focused and well thought-out approach to student recruitment. We can keep pace with the competition if we develop our own emerging academic programs, serving the needs of our local public safety community, as well as branch out with the development of well-designed distance learning courses in the new Canvas-based Learning Management System.

## 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.	Upon successful completion of the Administration of Justice AA, AS, or AS/T degrees the student will demonstrate an understanding of the laws, Constitution requirements, and legally defined procedures that criminal justice professionals have to adhere to when practicing within the field of criminal justice.	Spring 2017	Spring 2017	Fall 2014-Spring 2017	1
2.	Upon successful completion of the Administration of Justice AA, AS, or AS/T degrees the student will analyze contemporary issues in law enforcement and their impact on day to day operations of a law enforcement agency.	Spring 2017	Spring 2017	Fall 2014-Spring 2017	1
3.	Upon successful completion of the Administration of Justice AA, AS, or AS/T degrees the student will be able to construct and compose comprehensive reports that include proper fact patterns and appropriate administrative actions and investigations by law enforcement officers.	Spring 2017	Spring 2017	Fall 2014-Spring 2017	1

4.2 Assessment: Complete the expandable table below.

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. The student will be able to demonstrate an understanding of the history of law enforcement, the Constitution and laws, and law enforcement procedures within the criminal justice profession.	The assessment is conducted through examinations.  Criteria for Success: 70%	The use of the results will assist in the analyzing future assessments practices to support student success.	The use of the results will assist in the analyzing future assessments practices to support student success.

2. The student will be able to analyze contemporary issues in law enforcement through demonstrating knowledge of investigative practices, gathering evidence, and documentation practices.	The assessment is conducted through examinations.  Criteria for Success: 70%	The use of the results will assist in the analyzing future assessments practices to support student success.	The use of the results will assist in the analyzing future assessments practices to support student success.
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**4.3** What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

- Majority of courses have been assessed
- eLumen data provides evidence of AJ’s assessment progress
- Assessment practices demonstrate the use of collecting data to evaluate SLO’s
- Completion of all program level SLO’s is necessary in order to provide accurate and updated data

**4.4** How has assessment of program level SLOs led to improvements in student learning and achievement?

- The assessment of PSLO’s should lead to improvements in student learning and achievement
- The analysis and interpretation of data obtained through the CSLO assessment should assist in this process

**4.5** How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

- While the number of AJ certificates has decrease significantly (0), the AS/T degree awards continues to increase (see Tableau data)
- Assessment practices of PSLO’s and CSLO’s may have led to improvements in transfer degree awarded

**4.6** What challenges remain to make your program level SLOAs more effective?

- Continuing to assess SLOA’s on a consistent basis
- Analyzing data and developing effective assessments
- Utilizing data department-wide to facilitate faculty alignment and instructional practices

**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.

*(2014-15 SELF-STUDY GOAL STATEMENT)*

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 is to prepare students mentally, ethically and physically to assume the responsibilities and execute the duties of a peace officer in today's society.

Goal 1: *Provide educational programs that meet the anticipated needs of the law enforcement community and the Administration of Justice student.*

Goal 2: *Prepare students 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 are too general, and upon further review, need to be updated to ensure a clearer view of the overall Administration of Justice program and its mission. Nevertheless, to comply with institutional program review requirements, faculty will use the previously identified program goals as a framework to explain the program's level of success and/or progress.

With regard to goals of providing educational programs that meet the needs of the law enforcement and the Administration of Justice student, and preparing students to meet the duties of law enforcement officers, it is apparent that the Administration of Justice offers multiple degree and certificate program in an attempt to meet the needs of the law enforcement labor market and sub-specialty areas including crime scene investigation. The AJ Department also offers career and technical certificates (e.g., Law Enforcement Skills Development) and preparation courses that develop both professional knowledge and career building skill-sets. With regard to key performance indicators, one positive sign was the marked increase of AJ program AS-T degrees, which increased 124% from 2013-2017, and the overall increase of associate degrees, which rose 20% during the same time period. The program also saw an increase of AJ Majors, up 30% from 2013-16. Overall, student success and retention rates increased compared to the last program review, with success rates up 4% and retention rates up 3% since the 2015 academic year.

It goes without saying that a major obstacle to meeting AJ Program goals was both the suspension of the Fullerton College Police Academy and the continued lack of offering POST-certified continuing professional short-term courses so our AJ students could obtain vocational entry-level certificates. These set-backs impair our Department's ability to meet important student needs, as well as important institutional benchmarks. We observed the negative impact regarding the above noted items in the KPI data, where we suffered a 33% drop in FTES between 2015 and 2016, and a 28% decline during the current reporting period. In addition, Census fill rates dropped within the last two years, falling 7.7%. The awarding of police academy and other continuing professional training certificates dropped to zero. This is in stark contrast to the institutional goal of promoting student success and meeting the objective of increasing the number of certificates awarded by the college.

## **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 state (e.g., California Data Mart), college (e.g. Office of Institutional Research), and POST certification statistics. Members of the AJ Department assessed both program and college goals of strengthening community connections by reviewing documentary evidence, including professional contact information, articulation agreements, professional meeting minutes, and conference attendance records.

**5.4** Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Example 1: The Associate in Science in Administration of Justice for Transfer Degree prepares students to transfer to CSU campuses that offer bachelor's degrees in Administration of Justice or Criminal Justice. The California Education Code states that students earning the Administration of Justice AS-T Degree are granted priority for admission as a criminal justice major to the CSU. KPI data show that the AJ program increased its awarding of the AS-T degree 24% since the last program review report. Fullerton College is #19 in Southern California and #27 in all of California in the granting of Administration of Justice AS-T community college degrees.

Example 2: The Administration of Justice Associate in Arts Degree Program is designed to meet basic lower-division major degree requirements for criminal justice students wishing to transfer to a 4-year university. The degree is directed at preparing the university-transfer student for study outside the CSU system, and includes important IGETC transfer-level courses including Introduction to Statistics, Introduction to Psychology, and Introduction to Sociology. KPI data show that the awarding of this degree declined 22% since 2015.

Example 3: The Administration of Justice Associate in Science Degree requiring a total of 24 units provides the Administration of Justice student with college-preparation course-work to prepare them for entry-level employment in the field of law enforcement. KPI data show that the awarding of this degree declined 39% since 2014.

Example 4: The Administration of Justice Certificate Program is commonly referred to as the "Police Academy." Consisting of approximately 1100 hours of instruction, the basic extended course is delivered over a 38-week period, as an alternative to a full-time basic academy. This certificate requires the completion of 52 units with a minimum grade point average of 3.0. We no longer offer this certificate due to the suspension of the FCPA by the California Commission on Peace Officer Standards and Training (POST) in 2015.

Example 5: The Crime Scene Investigation Skills Certificate Program prepares students for entry-level employment as a crime scene investigator or field evidence technician in the law enforcement field. The program requires the completion of 17 units with a minimum grade point average of 3.00 or better for courses offered in the certificate program. Institutional data show no granting of this certificate since the last program review. The AJ Department did not offer a sufficient number of short-term professional training courses in the program in order for students to successfully complete the certificate requirements.

Example 6: The Law Enforcement Skills Development Skills Certificate Program requires the completion of 17 units, of which 9.5 units are in required courses. An additional 7.5 units must be taken from a group of restricted elective-unit courses. This certificate is intended to meet the basic requirements of California Penal Code 13510 in raising the competence level of current and aspiring law enforcement personnel. Institutional data show no granting of this certificate since the last program review. The AJ Department did not offer a sufficient number of short-term professional training courses in the program in order for students to successfully complete the certificate requirements.



**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?

Respective committees on the college campus canceled most of the funding resources requested for the Administration of Justice program in the 2015 Program Review report, as many of the items were ear-marked for the Fullerton College Police Academy. The college annulled the decision to purchase Manikins used for training in rescue and agility state testing, public safety portable hand-held radios, Redman training equipment, Haz-Mat protective gear, and lap-top computers. The college still allowed for the purchase of basic safety equipment for physical training courses, including protective gear for the AJ135 F – Weaponless Defense course, and the AJ080 F – Lifetime Fitness for Law Enforcement course. These items were helpful to present both classes, providing the necessary exercise and protective gear to successfully meet basic course requirements.

**5.6** If funds were not allocated in the last review cycle, how did it impact your program?

While additional funding was not necessary during the last program review cycle, members of the AJ Department would be wise to plan for future program needs by taking a more comprehensive approach to resource allocation, including how to effectively plan for the use of additional personnel (i.e., adjunct faculty, support staff, etc.), the proper use of facilities (i.e., classrooms, computer labs, physical training rooms/fields, etc.), equipment/supplies, computers and software licensing, and staff development (i.e., conferences, travel, etc.). While funding is important, it is a sub-set of a larger strategic planning process that is currently lacking in the AJ Department daily operations and annual program review.

**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:

<b>STRATEGIC ACTION PLAN # 1</b>	
Describe Strategic Action Plan: (formerly called short-term goal)	<b>Update Administration of Justice Program Curriculum</b>
List College goal/objective the plan meets:	<p>College Goals:</p> <p>Goal #1: Fullerton College will promote student success.</p> <p>- Objectives:</p> <p>1.1: Address the needs of under-prepared students.</p> <p>1.2: Increase course retention and success.</p> <p>1.3: Increase the number of degrees and certificates awarded.</p> <p>1.4: Increase the number of transfers.</p> <p>1.5: Increase the persistence rate of students.</p> <p>Goal #3: Fullerton College will strengthen connections with the community.</p> <p>- Objectives:</p> <p>3.1: Strengthen our contacts with Alumni.</p>

	<p>3.2: Strengthen partnerships with local high schools and universities.</p> <p>3.3: Strengthen partnerships with local business and industry.</p> <p>3.4: Increase funding capabilities of the college.</p> <p>3.5: Increase engagement of the college with the community through college events, community service, and other partnerships.</p>	
Describe the SAP: (Include persons responsible and timeframe.)	Update Administration of Justice curriculum, emphasizing the modification of the current AS-T and A.A. degrees, the development of a new cross-disciplinary (Pre-Law) Law and Public Policy degree and CTE vocational stackable certificates in homeland security and technology training, the revision of the Crime Scene Investigation CTE vocational certificate, and the inclusion of a distance education delivery program, offering online courses through the college's new Canvas Learning Management System. The AJ Department Coordinator will be responsible coordinating the curriculum process, dividing and equitably distributing curricular review job tasks to AJ Department faculty, establishing curriculum deadlines, and reporting the progress to the Division. Dean. AJ Department full-time faculty will be responsible for completing the curriculum development and program/course revisions within twelve months. Completion of this goal is scheduled based on the curriculum work prioritization plan approved by the AJ Department Coordinator.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> <li>- Increased number of AJ degrees/certificates awarded</li> <li>- Increased number of AJ majors transferring</li> <li>- Increased recruitment of underrepresented groups to the major</li> <li>- Increased success rate of AJ students</li> <li>- Increased persistence and retention of AJ students</li> <li>- Creation of a AJ Alumni Network</li> <li>- Increased placement of students in internship programs</li> <li>- Increased student participation in community service</li> <li>- Greater connectivity and partnerships with area local agencies</li> </ul>	
What specific aspects of this SAP can be accomplished without additional financial resources?	This plan is highly dependent on funding, however, basic curriculum revisions in the CurricUNET system can be handled by AJ Department faculty members.	
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.		
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>
Personnel (e.g., staff)	\$10,000	General Fund
Facilities	0	

Equipment	0	
Supplies	0	
Computer Hardware	0	
Computer Software	0	
Training	\$5,000	Staff Development Fund
Other	0	
<b>Total Requested Amount</b>	<b>\$15,000</b>	

<b>STRATEGIC ACTION PLAN # 2</b>	
Describe Strategic Action Plan: (formerly called short-term goal)	<b>Develop Homeland Security Certificate Program</b>
List College goal/objective the plan meets:	<p>College Goals:</p> <p>Goal #1: Fullerton College will promote student success.</p> <p>- Objectives:</p> <p>1.1: Address the needs of under-prepared students.</p> <p>1.2: Increase course retention and success.</p> <p>1.3: Increase the number of degrees and certificates awarded.</p> <p>1.5: Increase the persistence rate of students.</p> <p>Goal #3: Fullerton College will strengthen connections with the community.</p> <p>- Objectives:</p> <p>3.2: Strengthen partnerships with local high schools and universities.</p> <p>3.3: Strengthen partnerships with local business and industry.</p> <p>3.5: Increase engagement of the college with the community through college events, community service, and other partnerships.</p>
Describe the SAP: (Include persons responsible and timeframe.)	<p>Revise and develop Homeland Security (HS) CTE certificate programs designed to prepare students for entry-level employment in field of homeland security and emergency management. Jobs within in the homeland security field include border protection, aviation security, intelligence analysis, critical infrastructure protection, corporate security management, business continuity planning and aerial geo-spatial (GPS) intelligence.</p> <p>The proposed Homeland Security Program will require a faculty member to serve as the Homeland Security Program Director. The director would handle the following duties:</p> <ul style="list-style-type: none"> <li>Identify potential HS majors and recruit them; develop a database for tracking</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop contact folders and meet with HS majors</li> <li>• Assist HS majors with educational plan, and resume development</li> <li>• Coordinate with Institutional Research and other student support services to identify employment trends and opportunities</li> <li>• Match HS majors with faculty mentors for increasing connectivity to college support systems</li> <li>• Identify scholarship, internship, and employment opportunities in HS field</li> <li>• Assist HS majors with applications for scholarships and internships</li> <li>• Update HS calendar of events</li> <li>• Develop/Maintain/Update HS website</li> <li>• Act as liaison with CSU/UC/private college HS programs</li> <li>• Communicate/market HS programs to campus and community</li> </ul> <p>The AJ Department Coordinator will be responsible coordinating the program development process, working with the HS Director, dividing and equitably distributing job tasks to AJ Department faculty, establishing project deadlines, and reporting the progress to the Division Dean. AJ Department full-time faculty will be responsible for developing educational, business, and industry partnerships with federal, state; local and private security agencies and corporation personnel as part of their shared faculty responsibilities designed to identify the key competency components needed to offer well-designed CTE vocational certification for employment purposes. Completion of this goal is scheduled for eighteen months, based on the work prioritization plan approved by the AJ Department Coordinator.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<ul style="list-style-type: none"> <li>- Increased number of AJ degrees/certificates awarded</li> <li>- Increased number of AJ majors transferring</li> <li>- Increased recruitment of underrepresented groups to the major</li> <li>- Increased success rate of AJ students</li> <li>- Increased persistence and retention of AJ students</li> <li>- Creation of a HS Alumni Network</li> <li>- Increased placement of students in internship programs</li> <li>- Increased student participation in community service</li> <li>- Greater connectivity and partnerships with area local agencies</li> </ul>
<p>What specific aspects of this SAP can be accomplished</p>	<p>The AJ Department can accomplish the following parts of the Strategic Action Plan (SAP) without additional financial resources:</p>

without additional financial resources?	<ol style="list-style-type: none"> <li>1. Establishment of a program Director of Homeland Security</li> <li>2. Development of additional certificate and course curriculum</li> </ol>	
<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.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel (i.e., stipend)	\$5,000	General Fund
Facilities (i.e., command center)	\$50,000	District Funding
Equipment (i.e., TV monitors, electrical)	\$15,000	Instructional Equipment Funds
Supplies (i.e., file storage)	\$3,000	Supply Funding
Computer Hardware (i.e., computers)	\$50,000	Instructional Equipment Funds
Computer Software (i.e., GPS, etc.)	\$10,000	Software Funding
Training (i.e., conferences, etc.)	\$5,000	Staff Development Funds
Other (i.e., classroom tables)	\$10,000	Instructional Equipment Funds
<b>Total Requested Amount</b>	<b>\$148,000</b>	

<b>STRATEGIC ACTION PLAN # 3</b>	
Describe Strategic Action Plan: (formerly called short-term goal)	<b>Revise Crime Scene Investigation Certificate</b>
List College goal/objective the plan meets:	<p>College Goals:</p> <p>Goal #1: Fullerton College will promote student success.</p> <ul style="list-style-type: none"> <li>- Objectives: <ol style="list-style-type: none"> <li>1.1: Address the needs of under-prepared students.</li> <li>1.2: Increase course retention and success.</li> <li>1.3: Increase the number of degrees and certificates awarded.</li> <li>1.5: Increase the persistence rate of students.</li> </ol> </li> </ul> <p>Goal #3: Fullerton College will strengthen connections with the community.</p> <ul style="list-style-type: none"> <li>- Objectives: <ol style="list-style-type: none"> <li>3.2: Strengthen partnerships with local high schools and universities.</li> <li>3.3: Strengthen partnerships with local business and industry.</li> <li>3.5: Increase engagement of the college with the community through college events, community service, and other partnerships.</li> </ol> </li> </ul>
Describe the SAP: (Include persons responsible and timeframe.)	Revise and develop the Crime Scene Investigation CTE certificate programs designed to prepare students for entry-level employment in field of crime scene technicians or forensics specialist. Jobs within the field include Crime Laboratory Analyst, Crime Scene Analyst,

	<p>Crime Scene Technician, Evidence Technician, Forensic Science Examiner, Forensic Scientist, Forensic Specialist, Latent Fingerprint Examiner, and Latent Print Examiner.</p> <p>The AJ Department Coordinator will be responsible for coordinating the CTE certificate program, working in conjunction with both full-time and part-time faculty members with subject matter expertise in the field. The Department Coordinator will divide and distribute curriculum development job tasks to AJ Department faculty, establishing curriculum deadlines, and reporting the progress to the Division Dean. AJ Department full-time faculty will be responsible for completing the curriculum development and program/course revisions as part of their shared faculty responsibilities. Completion of this goal is scheduled for twelve months, based on the work prioritization plan approved by the AJ Department Coordinator.</p>
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<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<ul style="list-style-type: none"> <li>- Increased number of AJ degrees/certificates awarded</li> <li>- Increased recruitment of underrepresented groups to the major</li> <li>- Increased success rate of AJ students</li> <li>- Increased persistence and retention of AJ students</li> <li>- Creation of a CSI Alumni Network</li> <li>- Increased placement of students in internship programs</li> <li>- Increased student participation in community service</li> <li>- Greater connectivity and partnerships with area local agencies</li> </ul>
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<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>The AJ Department can accomplish the following parts of the Strategic Action Plan (SAP) without additional financial resources: Development of additional certificate and course curriculum</p>
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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 (i.e., Prof expert)	\$50,000	General Fund
Facilities (i.e., CSI room)	\$20,000	District Funding
Equipment (i.e., Fume hood)	\$10,000	Instructional Equipment Funds
Supplies (i.e., cameras; fume control)	\$15,000	Supply Funding
Computer Hardware (i.e., computers)	\$20,000	Instructional Equipment Funds
Computer Software (i.e., CAD)	\$5,000	Software Funding
Training (i.e., conferences)	\$5,000	Staff Development
Other (i.e., Classroom tables)	\$10,000	Instructional Equipment Funds
<b>Total Requested Amount</b>	<b>\$135,000</b>	

## STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (formerly called short-term goal)	<b>Update/Replace Fitness Training Equipment</b>
List College goal/objective the plan meets:	<p>College Goals:</p> <p>Goal #1: Fullerton College will promote student success.</p> <p>- Objectives:</p> <p>1.1: Address the needs of under-prepared students.</p> <p>1.2: Increase course retention and success.</p> <p>1.3: Increase the number of degrees and certificates awarded.</p> <p>1.4: Increase the number of transfers.</p> <p>1.5: Increase the persistence rate of students.</p> <p>Goal #3: Fullerton College will strengthen connections with the community.</p> <p>- Objectives:</p> <p>3.1: Strengthen our contacts with Alumni.</p> <p>3.2: Strengthen partnerships with local high schools and universities.</p> <p>3.3: Strengthen partnerships with local business and industry.</p> <p>3.4: Increase funding capabilities of the college.</p> <p>3.5: Increase engagement of the college with the community through college events, community service, and other partnerships.</p>
Describe the SAP: (Include persons responsible and timeframe.)	Administration of Justice safety and instructional equipment. The AJ Department Coordinator will be responsible distributing the equipment to both the AJ080 F – Lifetime Fitness for Law Enforcement and AJ135 F – Weaponless Defense courses. Completion of this goal is scheduled for twelve months; taking into consideration the program budget and class schedule plan approved by the AJ Department Coordinator.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> <li>- Increased number of AJ degrees/certificates awarded</li> <li>- Increased number of AJ majors transferring</li> <li>- Increased recruitment of underrepresented groups to the major</li> <li>- Increased success rate of AJ students</li> <li>- Increased persistence and retention of AJ students</li> <li>- Greater connectivity and partnerships with area local agencies</li> </ul>
What specific aspects of this SAP can be accomplished without additional financial resources?	Facilities utilization by AJ students, students, staff, and faculty. The master schedule reflects the AJ Department schedule and approval of physical activity 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	0	
Facilities	0	
Equipment	\$20,000	Instructional Equipment Funds
Supplies	0	
Computer Hardware	0	
Computer Software	0	
Training (i.e., conferences)	\$5,000	Staff Development Funds
Other	0	
<b>Total Requested Amount</b>	<b>\$25,000</b>	

## 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 planning for the Administration of Justice Department is done with recognition that reaching both college and department goals can require an effort undertaken over a number of years, with many steps that must be completed along the way. In contrast, the AJ Department's annual plan is focused on how to allocate the program's financial and human resources only for the next year. The annual plan has much more detailed resource projections than the long-term plan, which is more of a statement of general strategic direction. With this in mind, we look to align the college's goals and corresponding objectives with the future needs stated by both professional public safety forecasters and the respective labor market statistics provided by the U.S. Department of Labor (U.S. Bureau of Labor Statistics), the California Labor & Workforce Development Agency, and the California Employment Development Department.

What is the job outlook? More opportunities are expected in local and special public safety departments than in federal and State law enforcement agencies. Because of attractive salaries and benefit packages, there is a larger supply of qualified applicants than there are jobs in federal and State law enforcement agencies, resulting in increased hiring standards and selectivity by employers. Stiff competition exists for higher paying jobs with State and federal agencies in more affluent areas. Applicants with college education should have the best opportunities. A more security-conscious society and concern about crime, terrorism, and natural/technological disasters contribute to the increasing demand for public safety and security services. However, employment growth may be hindered by reductions in Federal hiring grants to local police departments. On the other hand, expectations from community drug and gang-free neighborhoods and lower-crime rates may increase the size of departments. The U.S. Department of Labor identified the following occupations as "*Bright Outlook*." Bright Outlook occupations are expected to grow rapidly in the next several years, will need large numbers of new job openings, or are new and emerging occupations. In the Public and Protective Services category, they include:



- Police/Patrol Officers
- Correctional Officers
- Private/Corporate Security Managers
- Forensic/Crime Scene Technicians
- Intelligence Analysts
- Information Security Analysts (Including cyber-security)
- Remote Sensing Technicians (e.g., Geo-spatial, aerial intelligence, etc.)
- Legal Professions

To properly align trending labor demands to the college's institutional goals, members of the Administration of Justice Department developed the following program goals anticipating implementation prior to the next comprehensive program review report:

Goal #1: Clarify AJ Department Strategic Directives, Goals, and Work Prioritization Plans

*The following activities serve to assist in meeting the above goal:*

1. Review and update Department mission, objectives, initiatives
2. Develop action plans, work prioritization agreements
3. Align budget and other resource allocation

Goal #2: Increase Student Enrollment & Program Awards

*The following activities serve to assist in meeting the above goal:*

1. Student recruitment project
2. Web-based information campaign (Web-site)
3. Gain approval for student club/campus organization

Goal #3: Update Curriculum and Program/Course Student Learning Outcomes

*The following activities serve to assist in meeting the above goal:*

1. Use approved work prioritization plan to complete curriculum update
2. Review Program/Course SLO's and assessment, align with I-SLO's
3. Modify AS-T to meet CSU criminal justice transfer-model curriculum

Goal #4: Recruit Program Subject Matter Experts/Develop Instructional Excellence

*The following activities serve to assist in meeting the above goal:*

1. Collaborate with District HR to market new AJ adjunct hiring needs
2. Arrange instructional development training for all AJ faculty
3. Ensure adjunct faculty evaluations are up-to-date and meet CBA

Goal #5: Increase Industry Partnerships That Enhance Student Employment Opportunities

*The following activities serve to assist in meeting the above goal:*

1. Schedule annual CTE advisory meeting to comply with CCR
2. Review possibility for formal internships programs with local agencies
3. Broaden partnerships to include federal and corporate organizations

Goals #6: Develop Innovative Strategies to Meet Flexible Student Educational Pathways

*The following activities serve to assist in meeting the above goal:*

1. Design new pre-law and homeland security degree/certificate programs

2. Offer web-based course instruction, including online and hybrid courses
3. Incorporate computer-based classrooms to handle HS command center

## 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.

For over half a century, Fullerton College's Administration of Justice Program has educated thousands of men and women in law enforcement to serve the public safety needs of North Orange County and the greater southern California area. Since our initial course offerings in the early 1960s and the granting of a state-approved degree beginning in 1970, we have developed into a premiere location for law enforcement and security-related higher education in the western United States. Our three associate degrees and three CTE vocational certificates attract students to develop competency so that they may enter the employment field, transfer to a university, or assist communities seeking legal and/or security services.

Success brings increased demands. Fullerton College's AJ Department has had its hands full with new opportunities in the field of public safety education. This includes taking a leadership role in developing law enforcement and homeland security training throughout California community colleges. Department faculty are members of the California Community Colleges Chancellor's Office Public Safety Education Advisory Committee (PSEAC), advancing educational programs in protective services throughout the state, and co-chair the associate's degree program for the National Council for Emergency Management and Homeland Security, a national program advocating postsecondary educational development in the fields of emergency management, homeland security and cyber-security. In addition, we are proud of the work we've accomplished as senior members on the California Commission on Peace Officer Standards and Training (POST) Instructor Standards Council, promoting instructional excellence in California law enforcement. As campus community members, AJ Department faculty serve an important role, participating on institutional committees dealing with program development and employee-relations. We are also excited about developing a *Guided Pathways* Program, providing our students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for successful completion of our program. Our goal to be proactive in responding to student needs through clearer academic/career advising, better student tracking systems, and additional support services will make a marked difference for student wishing to transfer and/or obtain entry-level jobs in a more efficient manner.

There are several strong aspects of our college program. First, institutional data indicate a robust program with overall increases in degrees awarded, student enrollment, majors, student success rates, student retention rates, and institutional efficiency (i.e., FTEF, WSH/FTEF). Second, our Associate in Science for Transfer Degree increased 124% in the last three years, and is in the top third of California community college rankings for AS-T degrees in the field of Administration of Justice. Third, our program employs an eclectic group of faculty, ranging from ABA-approved attorneys to law enforcement executives, federal agents to homeland security consultants. Finally, in line with the important institutional goal of promoting student success, we address the needs of under-prepared students by developing and offering specific law enforcement preparation courses, designed to develop core job competency skill-sets in the areas of career preparation and lifetime fitness for law enforcement personnel.

With success comes the need to reflect on areas to better develop our programs and services. First, we suffered an unusual event, with the temporary suspension of our police academy by the California Commission on Peace Officer Standards and Training due to alleged non-compliance with POST regulations. Second, we noted declines in important institutional health indicators during this program review period, including a drop in Full-time Equivalent Students (FTES), Census fill rates, CTE vocational certificates, and selected degree programs. Third, we identified fundamental intra-departmental planning and communication problems that were hindering our ability to successfully complete program, curriculum, and SLO assessment development to maximize operational efficiency. Finally, we identified the need to more fully develop our instructor’s classroom teaching skills to better meet the needs of our university-transfer students, the largest segment of our program.

Our eyes are toward the future with regard to long-term planning. Listed below are some of the AJ Department’s primary goals developed in alignment with the college’s institutional planning over the next 4-6 years:

1. Clarify AJ Department Strategic Directives, Goals, and Work Prioritization Plans
2. Increase Student Enrollment & Program Awards
3. Update Curriculum and Program/Course Student Learning Outcomes and Assessments
4. Recruit Program Subject Matter Experts/Develop Instructional Excellence
5. Increase Industry Partnerships That Enhance Student Employment Opportunities
6. Develop Innovative Strategies to Meet the Four Pillars of Guided Pathways

## 9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at [lmcpheon@fullcoll.edu](mailto:lmcpheon@fullcoll.edu).

Information on the college’s graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

Please identify when the publication was last reviewed, and confirm that it is accurate in how it represents the college. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study.

Publication	Date last reviewed	Is the information accurate?	URL of publication
AJ Webpage	October 13, 2015	No	<a href="http://techneng.fullcoll.edu/justice.html">http://techneng.fullcoll.edu/justice.html</a>
Fullerton College Police Academy Training Center	Unknown		<a href="https://www.facebook.com/pages/Fullerton-College-Police-Academy-Training-Center/108746425859974">https://www.facebook.com/pages/Fullerton-College-Police-Academy-Training-Center/108746425859974</a>


For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Both of the above listed web-based sites need to be shut-down.

1. The information on the department web-page will need to be re-written removing all reference to the police academy and rebuilt with accurate information regarding the department, degrees and certificates, contact information, etc.
2. The Fullerton College Police Academy Training Center Facebook page will need to be shut down until such time that the police academy should be reimplemented.

## Routing & Response Page

Originator → IMS → Appropriate President's Staff Member → Program Review Chair

### Originator

*Electronically submit completed Program Review to Division Dean/IMS for review.*

### Appropriate Immediate Management Supervisor (IMS)

#### RESPONSE

Printed name of IMS \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

*Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

*I concur with the findings contained in this Program Review.*

*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

---

---

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

---

---

### Appropriate President's Staff Member

#### Acknowledging Receipt

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

*Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*



## Fullerton College Mission Statement

### MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

### VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College  
President's Advisory Council and  
accepted by President Schulz  
May 2017.*

### VALUES

#### Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

#### Diversity

We embrace and value the diversity of our entire community.

#### Equity

We commit to equity for all we serve.

#### Excellence

We honor and build upon our tradition of excellence.

#### Growth

We expect everyone to continue growing and learning.

#### Inclusivity

We support the involvement of all in the decision-making process.

#### Innovation

We support innovation in teaching and learning.

#### Integrity

We act in accordance with personal integrity and high ethical standards.

#### Partnership

We work together with our educational and community partners.

#### Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

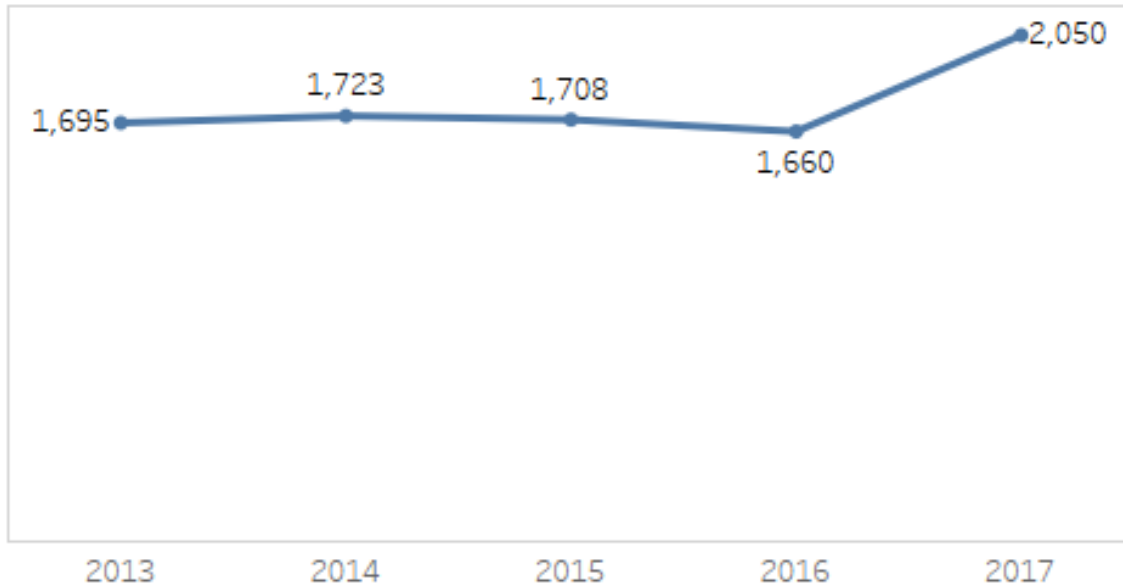
#### Responsibility

We accept our responsibility for the betterment of the world around us.

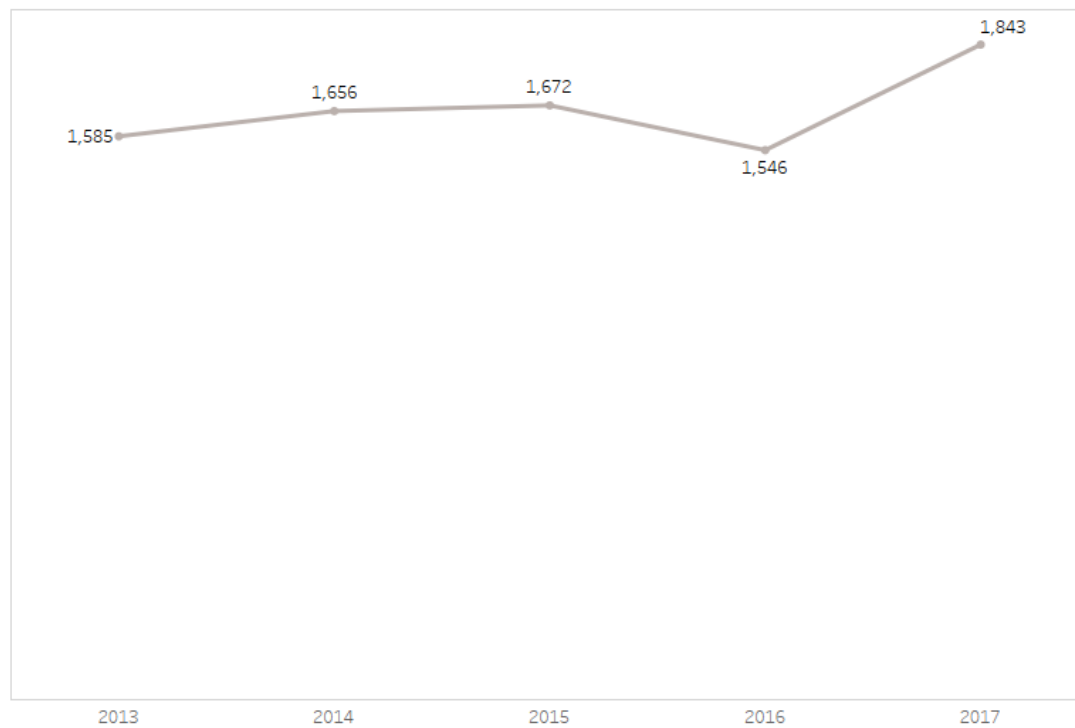
# KEY PERFORMANCE INDICATORS

Provided by: Office of Institutional Research & Planning, Fullerton College

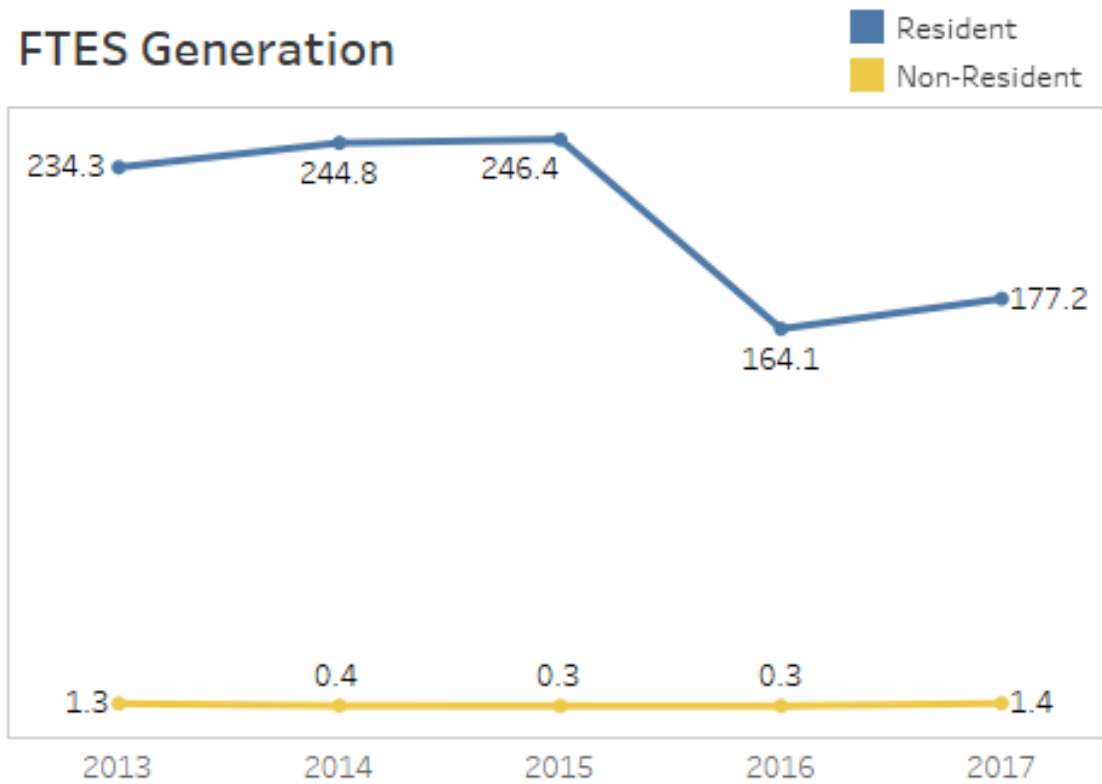
## Capacity (Total Seats)



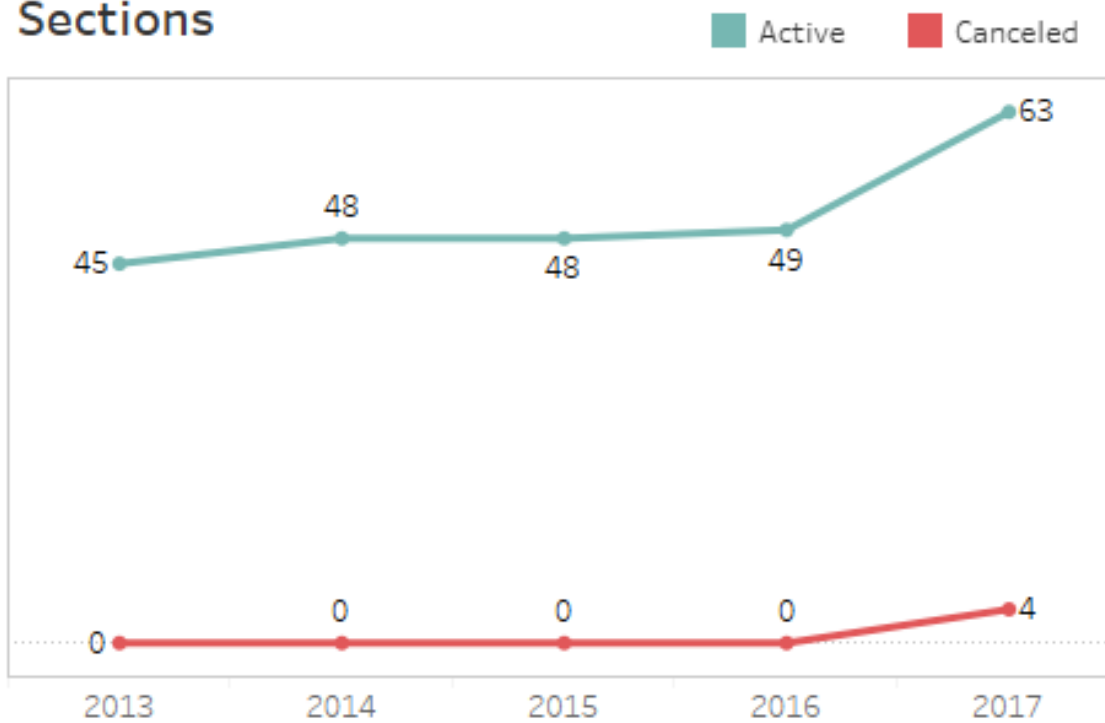
## Enrollment Details



## FTES Generation

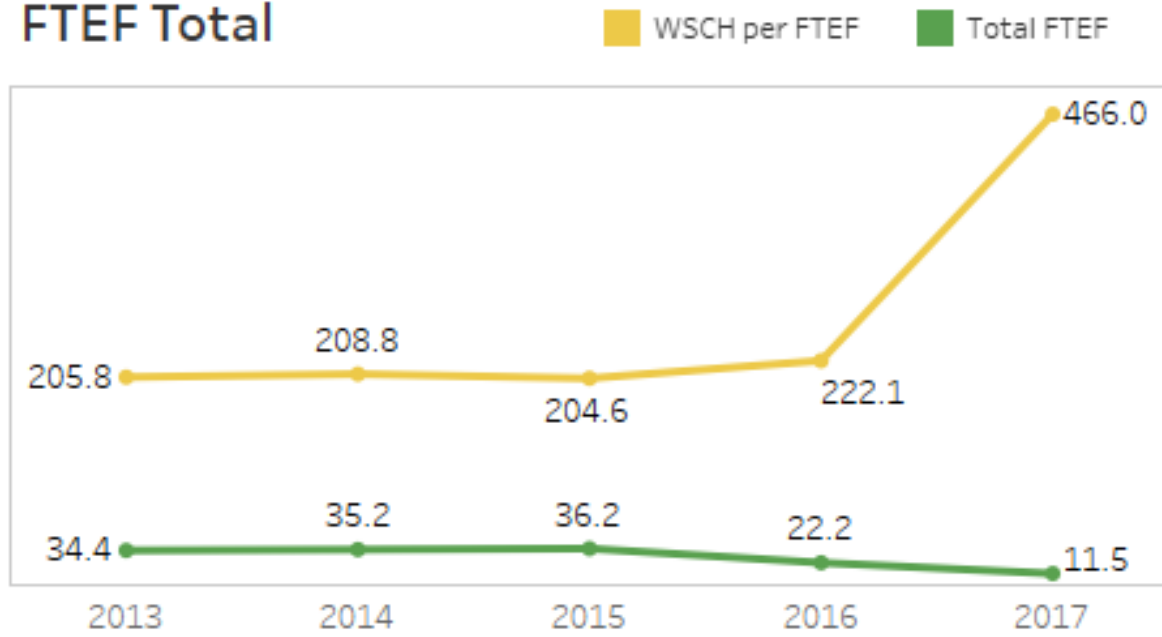


## Sections

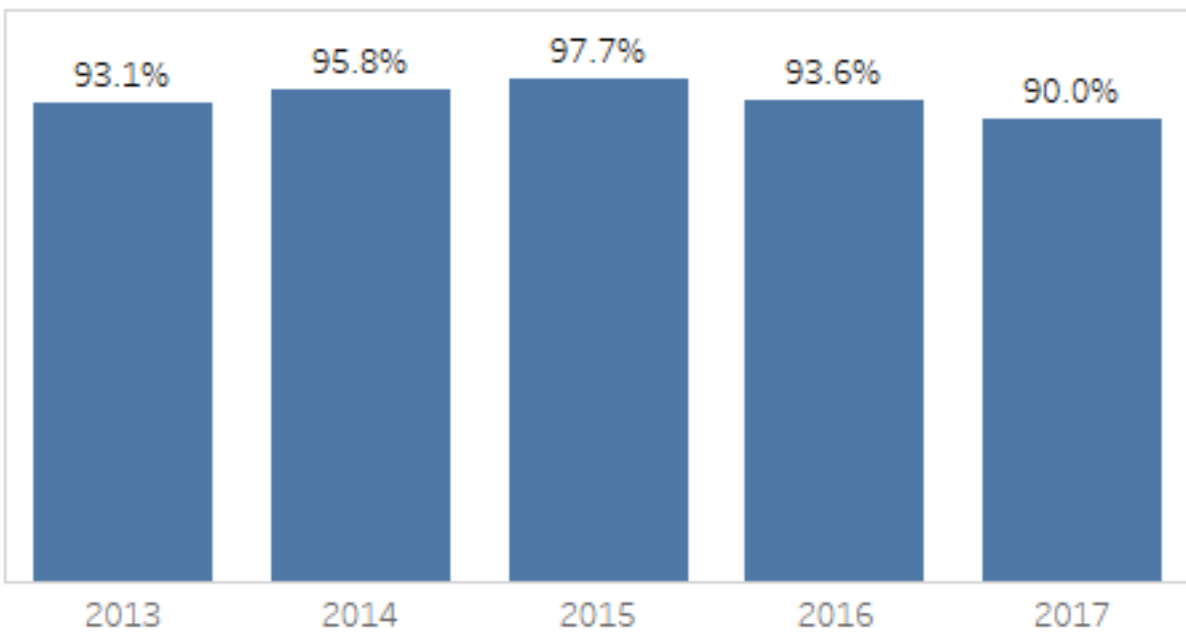




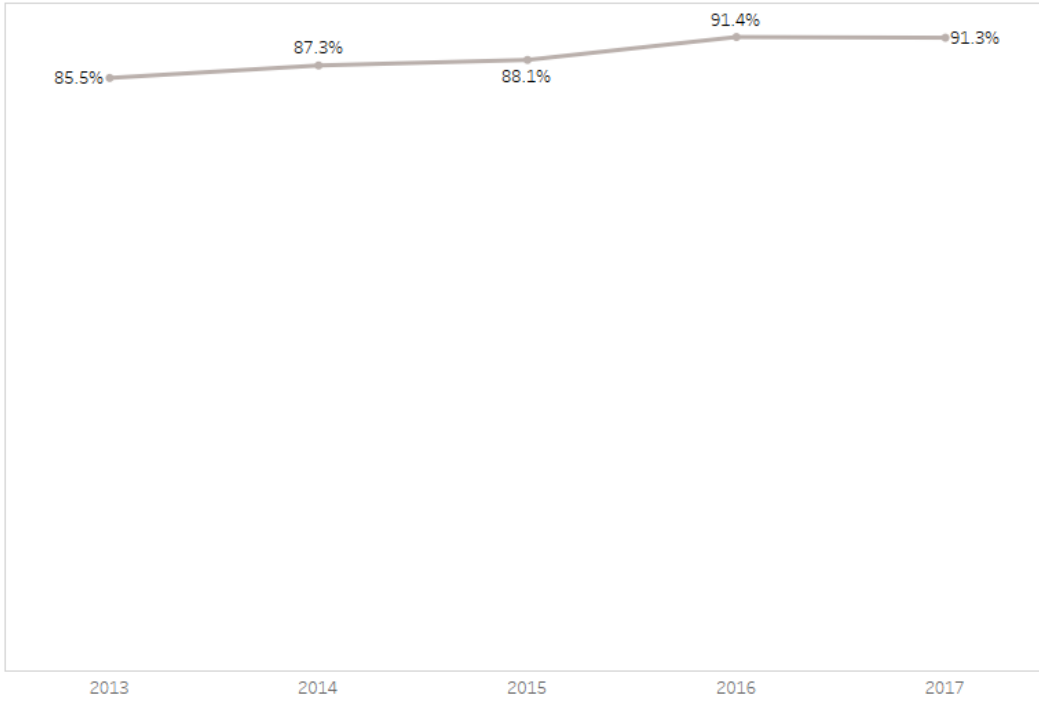
## FTEF Total



## Census Fill Rate



### Enrollment Details



Additional Filters:

Course

Race / Ethnicity

Gender

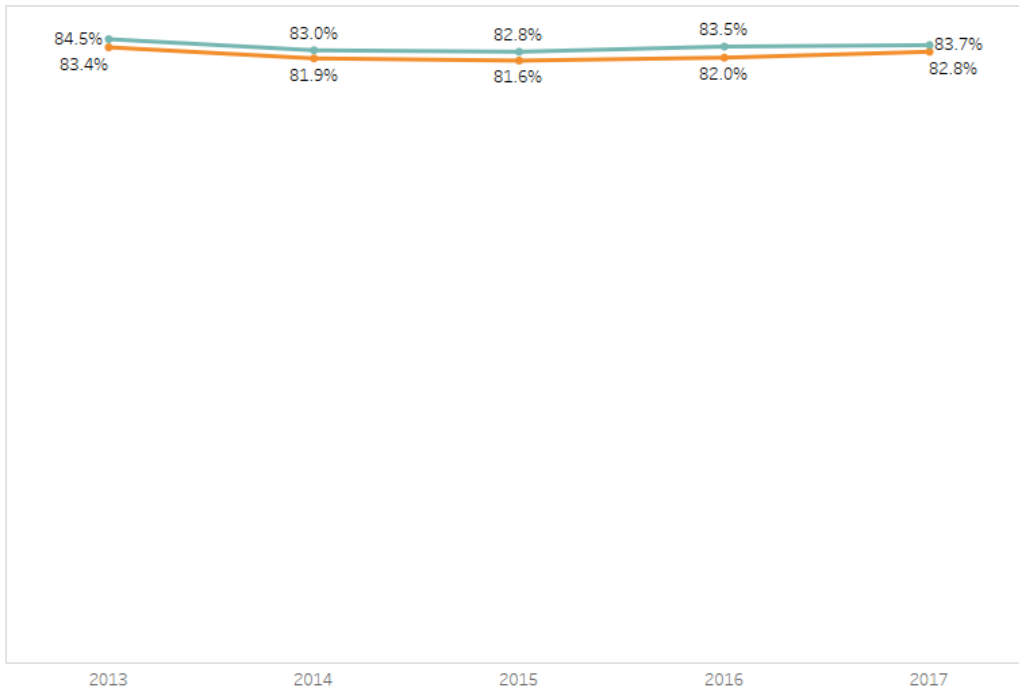
Views:

Outcome / Measure

Student / Course Breakdown

Category  
 All

### Enrollment Details



Additional Filters:

Course

Race / Ethnicity

Gender

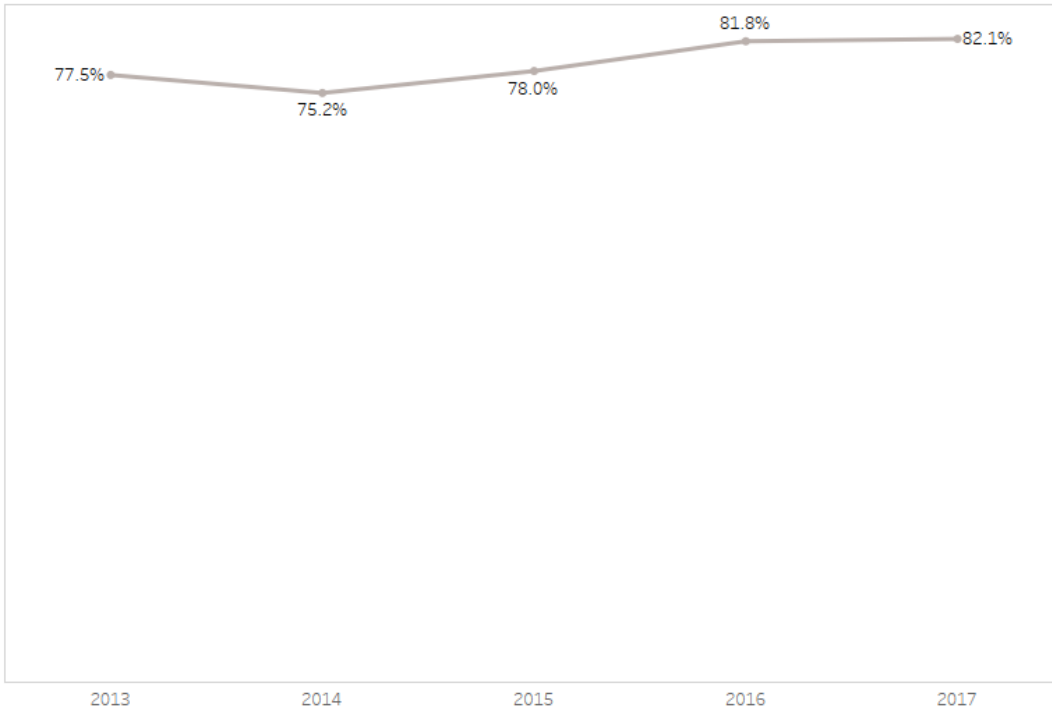
Views:

Outcome / Measure

Student / Course Breakdown

Category  
 Female  
 Male

### Enrollment Details



Additional Filters:

Course

Race / Ethnicity

Gender

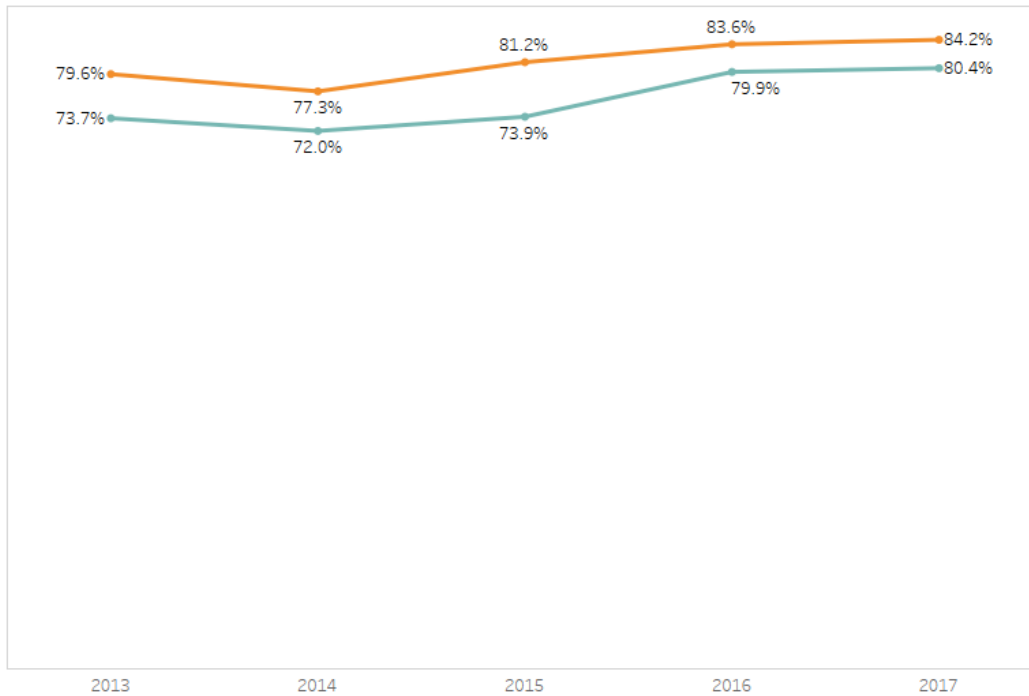
Views:

Outcome / Measure

Student / Course Breakdc

Category  
 All

### Enrollment Details



Additional Filters:

Course

Race / Ethnicity

Gender

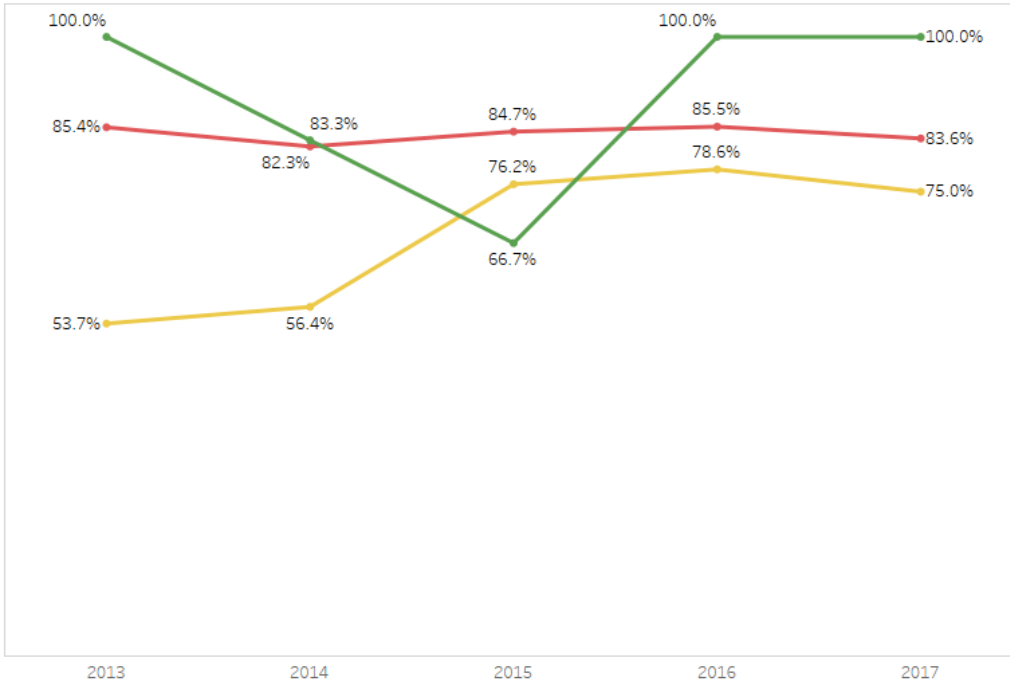
Views:

Outcome / Measure

Student / Course Breakdc

Category  
 Female  
 Male

### Enrollment Details



Course: (All)

Race / Ethnicity: (Multiple values)

Gender: (All)

Views:

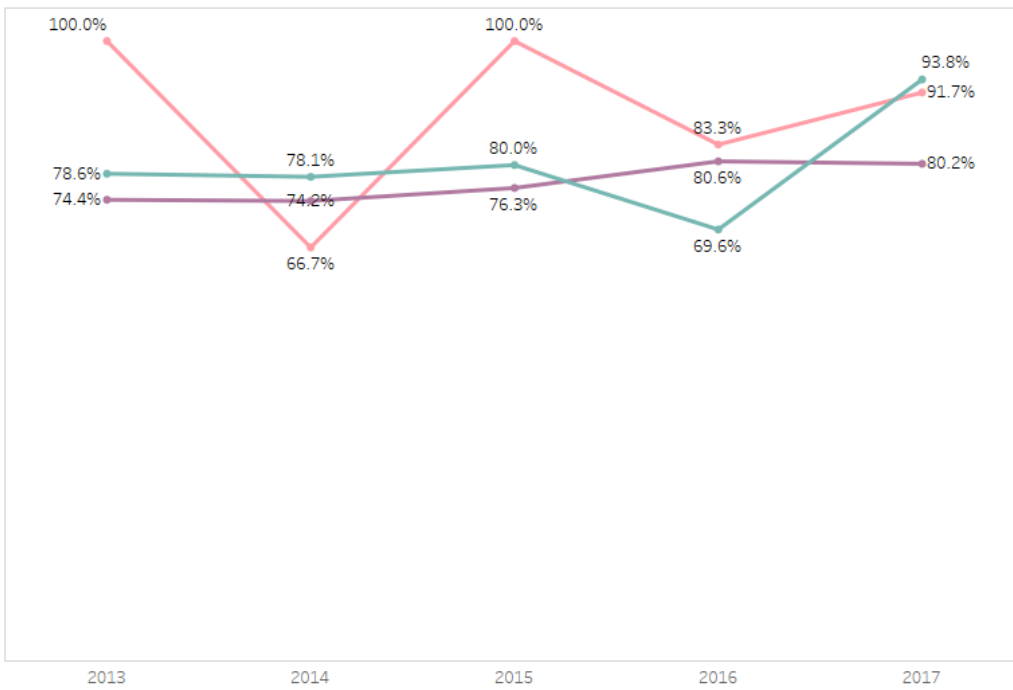
Outcome / Measure: Course Success

Student / Course Breakdown: Race / Ethnicity

Category:

- Amer. Indian / Alaska ..
- Asian
- Black / African Americ..

### Enrollment Details



Course: (All)

Race / Ethnicity: (Multiple values)

Gender: (All)

Views:

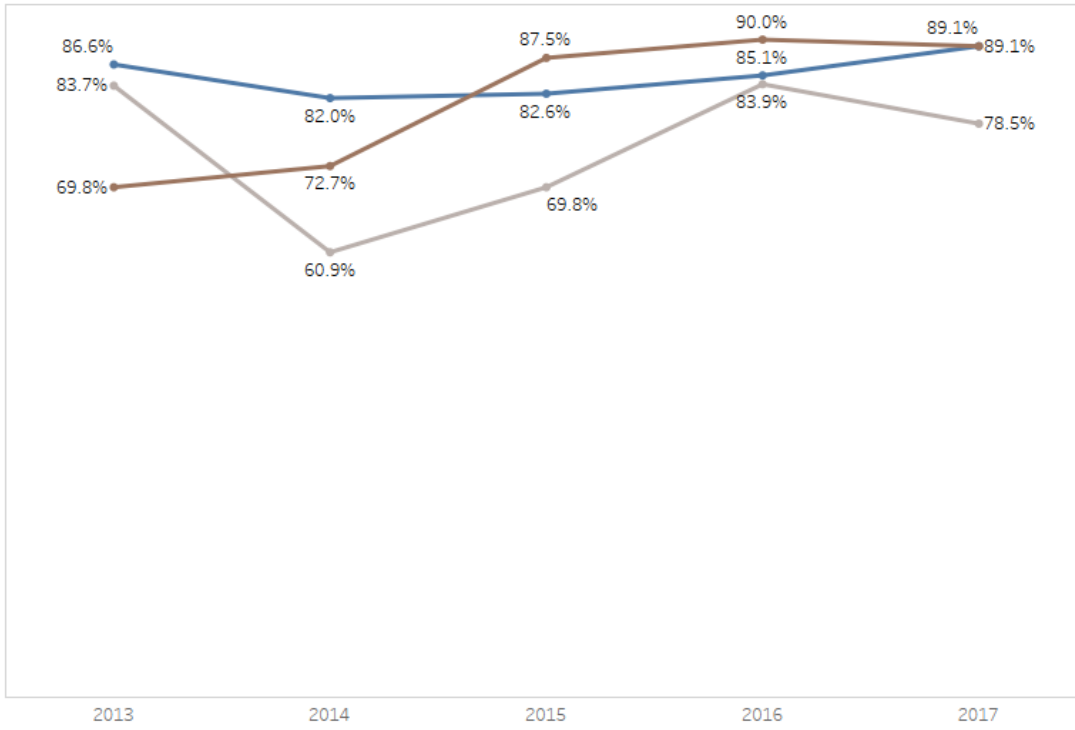
Outcome / Measure: Course Success

Student / Course Breakdown: Race / Ethnicity

Category:

- Filipino
- Hispanic
- Native Hawaiian / Paci..

### Enrollment Details



Course

Race / Ethnicity

Gender

Views:

Outcome / Measure

Student / Course Breakdov

- Category
- Two or More
  - White
  - Unknown

## California Community Colleges Chancellor's Office

### Program Awards Summary Report - Administration of Justice - Code #2105

Report Run Date As Of : 10/23/2017 8:57:41 PM

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Fullerton Total</b>					
AJ Enrollment	761	781	759	700	855
Retention	664 / 87.25%	677 / 86.68%	682 / 89.86%	650 / 92.86%	783 / 91.58%
Success	590 / 77.53%	583 / 74.65%	605 / 79.71%	591 / 84.43%	716 / 83.74%
Degrees	53	60	73	68	72
Certificates	24	37	31	0	0
Transfers					
<b>Moorpark Total</b>					
AJ Enrollment	646	602	606	582	640
Retention	598 / 92.57%	559 / 92.86%	548 / 90.43%	529 / 90.89%	597 / 93.28%
Success	526 / 81.42%	505 / 83.89%	503 / 83.00%	482 / 82.82%	562 / 87.81%
Degrees	28	26	49	44	55
Certificates	8	11	20	10	9
Transfers					
<b>Long Beach Total</b>					
AJ Enrollment	1,021	1,129	1,002	836	808
Retention	872 / 85.41%	963 / 85.30%	826 / 82.44%	710 / 84.93%	683 / 84.53%
Success	638 / 62.49%	708 / 62.71%	546 / 54.49%	518 / 61.96%	533 / 65.97%
Degrees	33	53	49	36	81
Certificates	22	17	12	17	8
Transfers					
<b>Mt San Antonio Total</b>					
AJ Enrollment	665	629	668	669	836
Retention	594 / 89.32%	574 / 91.26%	609 / 91.17%	600 / 89.69%	707 / 84.57%
Success	496 / 74.59%	476 / 75.68%	471 / 70.51%	468 / 69.96%	560 / 66.99%
Degrees	36	35	36	49	48
Certificates	19	18	8	7	2
Transfers					
<b>Chaffey Total</b>					
AJ Enrollment	787	912	783	848	682
Retention	708 / 89.96%	862 / 94.52%	753 / 96.17%	802 / 94.58%	639 / 93.70%
Success	585 / 74.33%	695 / 76.21%	585 / 74.71%	646 / 76.18%	535 / 78.45%
Degrees	40	42	45	66	59
Certificates	13	9	6	5	3
Transfers					

**Notes:** 1. (All-Awards) Annual numbers

2. (Retention/Success) Credit; Non-Distance Education Methods; Fall Semester numbers

Credit Course Retention/Success Rate Summary Report - ADMINISTRATION OF JUSTICE - CODE #2105

Fall 2012	Credit					Degree Applicable					Transferable					Vocational				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
<b>Chaffey Total</b>	787	708	585	89.96 %	74.33 %	787	708	585	89.96 %	74.33 %	630	579	475	91.90 %	75.40 %	787	708	585	89.96 %	74.33 %
Delayed Interaction (Internet Based)																				
Non Distance Education Methods	787	708	585	89.96 %	74.33 %	787	708	585	89.96 %	74.33 %	630	579	475	91.90 %	75.40 %	787	708	585	89.96 %	74.33 %
<b>Fullerton Total</b>	761	664	590	87.25 %	77.53 %	761	664	590	87.25 %	77.53 %	618	540	478	87.38 %	77.35 %	761	664	590	87.25 %	77.53 %
Non Distance Education Methods	761	664	590	87.25 %	77.53 %	761	664	590	87.25 %	77.53 %	618	540	478	87.38 %	77.35 %	761	664	590	87.25 %	77.53 %
<b>Long Beach Total</b>	1,021	872	638	85.41 %	62.49 %	1,021	872	638	85.41 %	62.49 %	934	802	588	85.87 %	62.96 %	1,021	872	638	85.41 %	62.49 %
Non Distance Education Methods	1,021	872	638	85.41 %	62.49 %	1,021	872	638	85.41 %	62.49 %	934	802	588	85.87 %	62.96 %	1,021	872	638	85.41 %	62.49 %
<b>Moorpark Total</b>	799	730	616	91.36 %	77.10 %	799	730	616	91.36 %	77.10 %	799	730	616	91.36 %	77.10 %	799	730	616	91.36 %	77.10 %
Delayed Interaction (Internet Based)	153	132	90	86.27 %	58.82 %	153	132	90	86.27 %	58.82 %	153	132	90	86.27 %	58.82 %	153	132	90	86.27 %	58.82 %
Non Distance Education Methods	646	598	526	92.57 %	81.42 %	646	598	526	92.57 %	81.42 %	646	598	526	92.57 %	81.42 %	646	598	526	92.57 %	81.42 %
<b>Mt San Antonio Total</b>	723	640	531	88.52 %	73.44 %	723	640	531	88.52 %	73.44 %	542	470	383	86.72 %	70.66 %	723	640	531	88.52 %	73.44 %
Delayed Interaction (Internet Based)	58	46	35	79.31 %	60.34 %	58	46	35	79.31 %	60.34 %	58	46	35	79.31 %	60.34 %	58	46	35	79.31 %	60.34 %
Non Distance Education Methods	665	594	496	89.32 %	74.59 %	665	594	496	89.32 %	74.59 %	484	424	348	87.60 %	71.90 %	665	594	496	89.32 %	74.59 %

Fall 2013	Credit					Degree Applicable					Transferable					Vocational				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
<b>Chaffey Total</b>	912	862	695	94.52 %	76.21 %	912	862	695	94.52 %	76.21 %	876	834	674	95.21 %	76.94 %	912	862	695	94.52 %	76.21 %
Delayed Interaction																				
Non Distance Education	912	862	695	94.52 %	76.21 %	912	862	695	94.52 %	76.21 %	876	834	674	95.21 %	76.94 %	912	862	695	94.52 %	76.21 %

<b>Fullerton Total</b>	781	677	583	86.68 %	74.65 %	781	677	583	86.68 %	74.65 %	657	569	484	86.61 %	73.67 %	781	677	583	86.68 %	74.65 %
Non Distance Education	781	677	583	86.68 %	74.65 %	781	677	583	86.68 %	74.65 %	657	569	484	86.61 %	73.67 %	781	677	583	86.68 %	74.65 %
<b>Long Beach Total</b>	1,129	963	708	85.30 %	62.71 %	1,129	963	708	85.30 %	62.71 %	927	795	582	85.76 %	62.78 %	1,129	963	708	85.30 %	62.71 %
Non Distance Education	1,129	963	708	85.30 %	62.71 %	1,129	963	708	85.30 %	62.71 %	927	795	582	85.76 %	62.78 %	1,129	963	708	85.30 %	62.71 %
<b>Moorpark Total</b>	755	679	598	89.93 %	79.21 %	755	679	598	89.93 %	79.21 %	755	679	598	89.93 %	79.21 %	755	679	598	89.93 %	79.21 %
Delayed Interaction	153	120	93	78.43 %	60.78 %	153	120	93	78.43 %	60.78 %	153	120	93	78.43 %	60.78 %	153	120	93	78.43 %	60.78 %
Non Distance Education	602	559	505	92.86 %	83.89 %	602	559	505	92.86 %	83.89 %	602	559	505	92.86 %	83.89 %	602	559	505	92.86 %	83.89 %
<b>Mt San Antonio Total</b>	686	616	506	89.80 %	73.76 %	681	613	503	90.01 %	73.86 %	509	454	363	89.19 %	71.32 %	686	616	506	89.80 %	73.76 %
Delayed Interaction	57	42	30	73.68 %	52.63 %	57	42	30	73.68 %	52.63 %	57	42	30	73.68 %	52.63 %	57	42	30	73.68 %	52.63 %
Non Distance Education	629	574	476	91.26 %	75.68 %	624	571	473	91.51 %	75.80 %	452	412	333	91.15 %	73.67 %	629	574	476	91.26 %	75.68 %

Fall 2014	Credit					Degree Applicable					Transferable					Vocational				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
<b>Chaffey Total</b>	783	753	585	96.17 %	74.71 %	783	753	585	96.17 %	74.71 %	692	665	532	96.10 %	76.88 %	783	753	585	96.17 %	74.71 %
Delayed Interaction																				
Non Distance Education	783	753	585	96.17 %	74.71 %	783	753	585	96.17 %	74.71 %	692	665	532	96.10 %	76.88 %	783	753	585	96.17 %	74.71 %
<b>Fullerton Total</b>	759	682	605	89.86 %	79.71 %	759	682	605	89.86 %	79.71 %	634	571	503	90.06 %	79.34 %	759	682	605	89.86 %	79.71 %
Non Distance Education	759	682	605	89.86 %	79.71 %	759	682	605	89.86 %	79.71 %	634	571	503	90.06 %	79.34 %	759	682	605	89.86 %	79.71 %
<b>Long Beach Total</b>	1,002	826	546	82.44 %	54.49 %	1,002	826	546	82.44 %	54.49 %	859	717	476	83.47 %	55.41 %	1,002	826	546	82.44 %	54.49 %
Non Distance Education	1,002	826	546	82.44 %	54.49 %	1,002	826	546	82.44 %	54.49 %	859	717	476	83.47 %	55.41 %	1,002	826	546	82.44 %	54.49 %
<b>Moorpark Total</b>	741	659	587	88.93 %	79.22 %	741	659	587	88.93 %	79.22 %	695	619	547	89.06 %	78.71 %	741	659	587	88.93 %	79.22 %
Delayed Interaction	135	111	84	82.22 %	62.22 %	135	111	84	82.22 %	62.22 %	135	111	84	82.22 %	62.22 %	135	111	84	82.22 %	62.22 %
Non Distance Education	606	548	503	90.43 %	83.00 %	606	548	503	90.43 %	83.00 %	560	508	463	90.71 %	82.68 %	606	548	503	90.43 %	83.00 %
<b>Mt San Antonio Total</b>	720	653	504	90.69 %	70.00 %	716	650	501	90.78 %	69.97 %	585	528	406	90.26 %	69.40 %	720	653	504	90.69 %	70.00 %
Delayed Interaction	52	44	33	84.62 %	63.46 %	52	44	33	84.62 %	63.46 %	52	44	33	84.62 %	63.46 %	52	44	33	84.62 %	63.46 %
Non Distance Education	668	609	471	91.17 %	70.51 %	664	606	468	91.27 %	70.48 %	533	484	373	90.81 %	69.98 %	668	609	471	91.17 %	70.51 %



Fall 2015	Credit					Degree Applicable					Transferable					Vocational				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
<b>Chaffey Total</b>	848	802	646	94.58 %	76.18 %	848	802	646	94.58 %	76.18 %	814	771	623	94.72 %	76.54 %	848	802	646	94.58 %	76.18 %
Delayed Interaction																				
Non Distance Education	848	802	646	94.58 %	76.18 %	848	802	646	94.58 %	76.18 %	814	771	623	94.72 %	76.54 %	848	802	646	94.58 %	76.18 %
<b>Fullerton Total</b>	700	650	591	92.86 %	84.43 %	700	650	591	92.86 %	84.43 %	625	580	526	92.80 %	84.16 %	700	650	591	92.86 %	84.43 %
Non Distance Education	700	650	591	92.86 %	84.43 %	700	650	591	92.86 %	84.43 %	625	580	526	92.80 %	84.16 %	700	650	591	92.86 %	84.43 %
<b>Long Beach Total</b>	836	710	518	84.93 %	61.96 %	836	710	518	84.93 %	61.96 %	733	624	455	85.13 %	62.07 %	836	710	518	84.93 %	61.96 %
Non Distance Education	836	710	518	84.93 %	61.96 %	836	710	518	84.93 %	61.96 %	733	624	455	85.13 %	62.07 %	836	710	518	84.93 %	61.96 %
<b>Moorpark Total</b>	714	641	583	89.78 %	81.65 %	714	641	583	89.78 %	81.65 %	673	601	545	89.30 %	80.98 %	714	641	583	89.78 %	81.65 %
Delayed Interaction	132	112	101	84.85 %	76.52 %	132	112	101	84.85 %	76.52 %	132	112	101	84.85 %	76.52 %	132	112	101	84.85 %	76.52 %
Non Distance Education	582	529	482	90.89 %	82.82 %	582	529	482	90.89 %	82.82 %	541	489	444	90.39 %	82.07 %	582	529	482	90.89 %	82.82 %
<b>Mt San Antonio Total</b>	743	654	509	88.02 %	68.51 %	733	644	499	87.86 %	68.08 %	568	494	383	86.97 %	67.43 %	743	654	509	88.02 %	68.51 %
Delayed Interaction	74	54	41	72.97 %	55.41 %	74	54	41	72.97 %	55.41 %	74	54	41	72.97 %	55.41 %	74	54	41	72.97 %	55.41 %
Non Distance Education	669	600	468	89.69 %	69.96 %	659	590	458	89.53 %	69.50 %	494	440	342	89.07 %	69.23 %	669	600	468	89.69 %	69.96 %

Fall 2016	Credit					Degree Applicable					Transferable					Vocational				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
<b>Chaffey Total</b>	739	691	571	93.50 %	77.27 %	739	691	571	93.50 %	77.27 %	678	637	525	93.95 %	77.43 %	739	691	571	93.50 %	77.27 %
Delayed Interaction	57	52	36	91.23 %	63.16 %	57	52	36	91.23 %	63.16 %	57	52	36	91.23 %	63.16 %	57	52	36	91.23 %	63.16 %
Non Distance Education	682	639	535	93.70 %	78.45 %	682	639	535	93.70 %	78.45 %	621	585	489	94.20 %	78.74 %	682	639	535	93.70 %	78.45 %
<b>Fullerton Total</b>	855	783	716	91.58 %	83.74 %	831	760	693	91.46 %	83.39 %	798	727	663	91.10 %	83.08 %	855	783	716	91.58 %	83.74 %
Non Distance Education	855	783	716	91.58 %	83.74 %	831	760	693	91.46 %	83.39 %	798	727	663	91.10 %	83.08 %	855	783	716	91.58 %	83.74 %
<b>Long Beach Total</b>	808	683	533	84.53 %	65.97 %	808	683	533	84.53 %	65.97 %	704	596	466	84.66 %	66.19 %	808	683	533	84.53 %	65.97 %
Non Distance Education	808	683	533	84.53 %	65.97 %	808	683	533	84.53 %	65.97 %	704	596	466	84.66 %	66.19 %	808	683	533	84.53 %	65.97 %
<b>Moorpark Total</b>	754	704	658	93.37 %	87.27 %	754	704	658	93.37 %	87.27 %	706	657	613	93.06 %	86.83 %	754	704	658	93.37 %	87.27 %
Delayed Interaction	114	107	96	93.86 %	84.21 %	114	107	96	93.86 %	84.21 %	114	107	96	93.86 %	84.21 %	114	107	96	93.86 %	84.21 %

Non Distance Education	640	597	562	93.28 %	87.81 %	640	597	562	93.28 %	87.81 %	592	550	517	92.91 %	87.33 %	640	597	562	93.28 %	87.81 %
<b>Mt San Antonio Tota</b>	934	776	611	83.08 %	65.42 %	921	764	599	82.95 %	65.04 %	798	662	514	82.96 %	64.41 %	934	776	611	83.08 %	65.42 %
Delayed Interaction	98	69	51	70.41 %	52.04 %	98	69	51	70.41 %	52.04 %	98	69	51	70.41 %	52.04 %	98	69	51	70.41 %	52.04 %
Non Distance Education	836	707	560	84.57 %	66.99 %	823	695	548	84.45 %	66.59 %	700	593	463	84.71 %	66.14 %	836	707	560	84.57 %	66.99 %

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## California Community Colleges Chancellor's Office

## Program Awards Summary Report - Administration of Justice - Code #2105

Report Run Date As Of : 10/23/2017 8:57:41 PM

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Fullerton Total</b>					
AJ Enrollment	761	781	759	700	855
Retention	664 / 87.25%	677 / 86.68%	682 / 89.86%	650 / 92.86%	783 / 91.58%
Success	590 / 77.53%	583 / 74.65%	605 / 79.71%	591 / 84.43%	716 / 83.74%
Degrees	53	60	73	68	72
Certificates	24	37	31	0	0
Transfers					
<b>Moorpark Total</b>					
AJ Enrollment	646	602	606	582	640
Retention	598 / 92.57%	559 / 92.86%	548 / 90.43%	529 / 90.89%	597 / 93.28%
Success	526 / 81.42%	505 / 83.89%	503 / 83.00%	482 / 82.82%	562 / 87.81%
Degrees	28	26	49	44	55
Certificates	8	11	20	10	9
Transfers					
<b>Long Beach Total</b>					
AJ Enrollment	1,021	1,129	1,002	836	808
Retention	872 / 85.41%	963 / 85.30%	826 / 82.44%	710 / 84.93%	683 / 84.53%
Success	638 / 62.49%	708 / 62.71%	546 / 54.49%	518 / 61.96%	533 / 65.97%
Degrees	33	53	49	36	81
Certificates	22	17	12	17	8
Transfers					
<b>Mt San Antonio Total</b>					
AJ Enrollment	665	629	668	669	836
Retention	594 / 89.32%	574 / 91.26%	609 / 91.17%	600 / 89.69%	707 / 84.57%
Success	496 / 74.59%	476 / 75.68%	471 / 70.51%	468 / 69.96%	560 / 66.99%
Degrees	36	35	36	49	48
Certificates	19	18	8	7	2
Transfers					
<b>Chaffey Total</b>					
AJ Enrollment	787	912	783	848	682
Retention	708 / 89.96%	862 / 94.52%	753 / 96.17%	802 / 94.58%	639 / 93.70%
Success	585 / 74.33%	695 / 76.21%	585 / 74.71%	646 / 76.18%	535 / 78.45%
Degrees	40	42	45	66	59
Certificates	13	9	6	5	3
Transfers					

**Notes:** 1. (All-Awards) Annual numbers

2. (Retention/Success) Credit; Non-Distance Education Methods; Fall Semester numbers