Fullerton College Program Review and Planning
Self-Study for Instructional Programs
Fall 2021

Statement of collaboration

The program faculty members 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 comprehensive self-study.

Participants in the self-study

Kelly Robertson, Department Coordinator
Ken Starkman, Dean of Technology and Engineering Division
Mark Yokoyama
Leticia Ramirez
John Hunter

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 and Planning Committee.

Kelly Robertson	_____	10/10/2021
Printed name of principal author	Signature	Date
Kelly Robertson	_____	10/10/2021
Printed name of department coordinator	Signature	Date
Ken Starkman	_____	_____
Printed name of Dean	Signature	Date

A Note on terminology

"Program review" is the blanket term for all parts of this process. This document is a comprehensive "self-study." Fullerton College defines "program" as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1.0 Executive Summary

The Administration of Justice (AJ) Department in the Technology and Engineering Division has been an essential part of Fullerton College for over fifty years and shares the College's mission to advance student learning and achievement by developing flexible and supportive, diverse environments. The department represents the collective characteristics of the College's mission and vison to advance student learning and achievement by offering programs and courses to meet the degree, and certificate requirements, and pathways to career readiness. The program offers an Associates in Science degree, an Associates in Science for Transfer degree, and a Crime Scene Investigation certificate. The AJ Department has transitioned over the years and has expanded its program to serve our students and our community partners.

The AJ Department continues to increase enrollment (+17.5%), maintain high course completion and success rates, design new innovative courses to meet the needs of our students and community partners (Drone courses), along with expanding course offerings and flexible pathways for student achievement. 71.2% of the student population are Latinx, versus 57.5% of all other programs. In addition, 78% of the student population are low-income, compared to 74% of all other programs. The AJ Department continues to have the highest enrollment in the Technology and Engineering Division, with only two full-time faculty members. The evidence of these highlighted program achievements is imbedded in the self-study and verified in the OIE *Appendix A* report.

The program accomplishments are due to the dedicated faculty members who comprise this department. Currently, the AJ Department has two full-time faculty members and twelve part-time adjunct faculty members. The continuing expansion and demand for the program, and development of new courses, has demonstrated the necessity to hire two additional full-time faculty members.

The adjunct faculty members in the department are full-time law enforcement, CSI Supervisor at a local police department, a Community College Dean and former Police Chief, a District Attorney Investigators, criminal law professionals, and a Superior Court Commissioner (Judge). These professional individuals are all extremely experienced in the fields, and provide our students with a wealth of theoretical and practical experience. In addition, their devotion to our students through mentoring and providing career pathway guidance is unprecedented.

The majority of the adjunct faculty members have been in the program for over 20 years, which proves their dedication to the students, the program and to Fullerton College. The adjunct faculty members are the backbone of this department. These individuals go above and beyond to serve our students, and volunteer to work on projects and program development. Hiring two additional full-time faculty members will support the department growth, allow the

program to expand, along with assisting with the mandated and necessary administrative duties. Hiring new faculty will also reduce the voluntary duties from our adjunct faculty members.

The department has developed four new courses within the program (Drone: AJ 050; 051; 052; & 053). These courses are prepared to be offered starting in Fall 2022. These innovated courses are in high demand with our students and with our community partners. The ability to instruct, train, and prepare our students for career readiness in this field is essential. Fullerton College has one of the only Drone certification programs in the State of California, along with FAA certified instructor. It is anticipated that enrollment, certificates, and community recognition for the college will increase greatly with the addition of these course to the program. The department is requesting funding for Drone equipment and training necessary for these courses. These are State and Federal regulated courses, therefore the equipment needed for instruction will reflect these standards.

The AJ Department has received requests from students, community partners, and the Advisory Committee to expand the Crime Scene Infestation Certificate and aligned courses. This field of study and career opportunities has expanded. The department currently has a CSI certificate available to students, yet needs to expand course offerings, and update courses to meet hiring requirements. In order to prepare students for career readiness, course completing, and student success, the program is requesting funding for equipment, training, and lab space. The AJ Department and the Biology Department are collaborating on a CSI/Biotech course/certificate for students. This campus partnership will enhance both programs, increase student enrollment and certificates, and prepare students for careers in Crime Labs and Crime Scene Investigations.
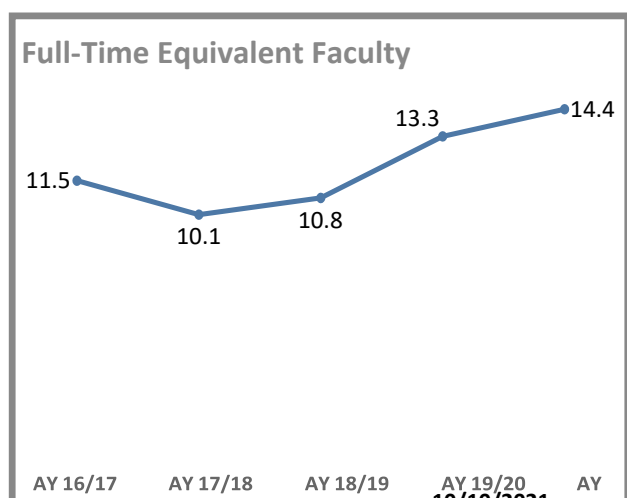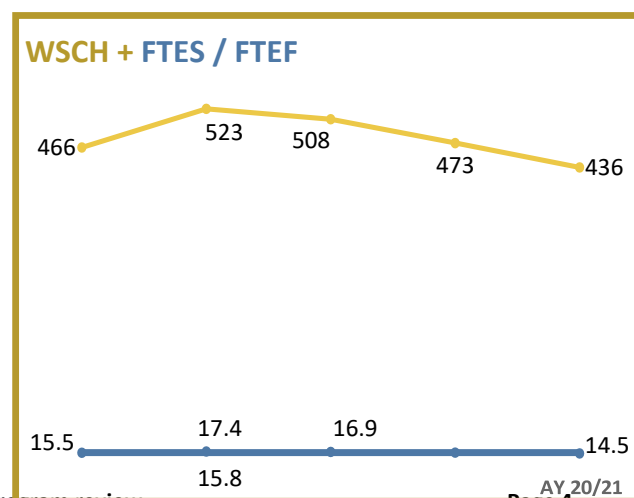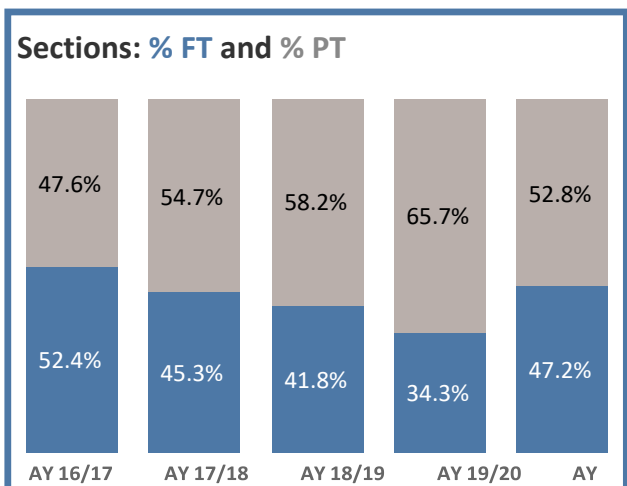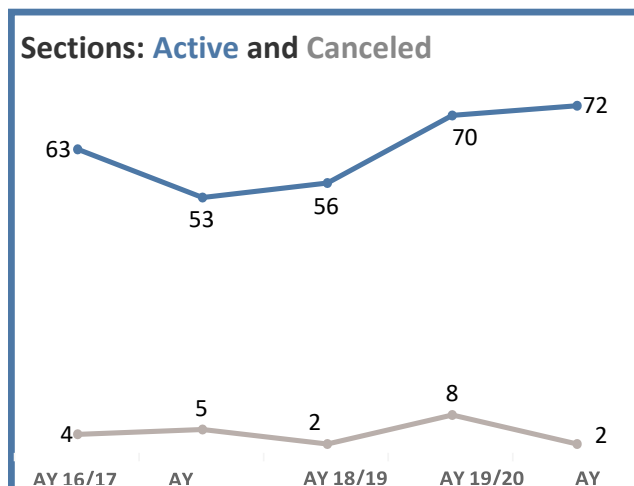
The following are highlights of the AJ Department:
- Dual Enrolment continues to be in high demand for AJ course offering to our local district partners
- Administration of Justice Pathways Program (AJPP) was designed and commenced the first cohort in the Fall of 2021
  - AJPP Counselor
  - College Liaison Leaders
  - Peer Mentors
- Drone courses were developed (AJ 050; 051; 052; & 053) will be offered in Fall 2022
- Career and job placement expansion for students
  - AJPP Staff
  - Police Cadets
  - Campus Safety
  - Local, State and Nation-wide law enforcement recruitment efforts and hiring
- CTE marketing and recruitment efforts
- Expansion of CSI Certificate Program
- Increase in Adjunct Faculty hiring due to high demand in courses, & sections
- Course and program expansion with cross-curriculum development with other departments (Biology Dept.-CSI/Biotech course)
- Scholarship (Advisory Committee approved) to support student equity and those underrepresented academically and professionally.

- Career Professionals to mentor, hire, and guide students
- FBI Summer Internship Opportunities
- Orange County Coroner's Office Tours, Training, and Internship Opportunities
- Police Officer Cadet (paid) Opportunities
- Orange County Superior Court Tours, Training, and Internship Opportunities
- Service Learning and Community Outreach with the Homeless Organizations
- Sex and Human Trafficking Training and Internship Opportunities
- Local and Federal Law Enforcement Guest Speakers and Mentorships
- Law Enforcement Ride-Alongs (Police Patrol or CSI Investigators); and/or Sit-Alongs with Dispatchers (Service Learning)
- Articulation Agreements with Local Partners
- CTE – Career & Counseling Support

Administration of Justice Faculty:

Section 3.4.1 Faculty

Sections: Active and Canceled

Active: AY 16/17: 63, AY 17/18: 53, AY 18/19: 56, AY 19/20: 70, AY: 72

Canceled: AY 16/17: 4, AY 17/18: 5, AY 18/19: 2, AY 19/20: 8, AY: 2

Sections: % FT and % PT

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY
% PT	47.6%	54.7%	58.2%	65.7%	52.8%
% FT	52.4%	45.3%	41.8%	34.3%	47.2%

WSCH + FTES / FTEF

WSCH: 466, 523, 508, 473, 436

FTES/FTEF: 15.5, 17.4 / 15.8, 16.9, 14.5

AY 20/21

Full-Time Equivalent Faculty

AY 16/17: 11.5, AY 17/18: 10.1, AY 18/19: 10.8, AY 19/20: 13.3, AY: 14.4

2.0 Mission

Please explain briefly how your program contributes to the College's mission, vision, core values, and goals. Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

- The AJ Department has several new projects and programs, which have contributed to the increase in enrollment, course completion and success rates, development and expansion of courses, partnerships with local districts, and cross-curricular collaboration with campus programs. The following highlight constitutions since the last self-study:
  - Development of four *NEW* Drone courses and set to offer Fall 2022
    - Certificate launch Spring 2023
  - Expanded Crime Scene Investigation Certificate
    - Course offerings each semester and summer session
    - Partnerships with local agencies for student job and internships
      - Mentoring and career preparation
    - Collaboration with Biology Department for CSI/Bio Tech courses and certificate
  - Dual Enrollment Program
    - High demand from local district partner to expand courses
      - La Habra; Anaheim; Fullerton; Loara; Katella H.S.'s
  - Administration of Justice Pathways Program (Title V Grant)
    - Cohort Fall 2021
      - Fall 2022 expansion anticipated
  - AJ Department Scholarship (Approved by AJ Advisory Committee) for low-income and underrepresented students who are AJ majors
  - Job and Internship Opportunities
    - FBI Summer Internship Program
    - OC Superior Court Internship Program
    - Fullerton Police Department Cadet Program
      - AJ students hired
    - Career-Readiness Opportunities
      - Police Ride-Along Program
      - Law Enforcement/Fire Dispatcher Sit-Along Program
      - K-9 Presentations and Demonstrations
      - Drone Presentations and Demonstrations

- Guest Speakers and Field Trips
- Local, State, and Federal Agency Recruitment

- AJ Department's general mission: *The Administration of Justice Department is dedicated to student achievement and success by providing various educational and career pathways for all students in a positive and inclusive environment.*

3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

AJ Department enrollment trends:
- <u>17.5% increase</u> in enrollment over the past five years
    - All other programs experienced a 12.3% decrease
- <u>36.9% increase</u> in headcount over the past five years
    - All other programs experienced a 12.3% decrease
- The AJ Department substantially increased both enrollment and headcount despite the COVID-19 pandemic and on-campus course closures. This was attributed to the dedications and professionalism of the faulty to transition
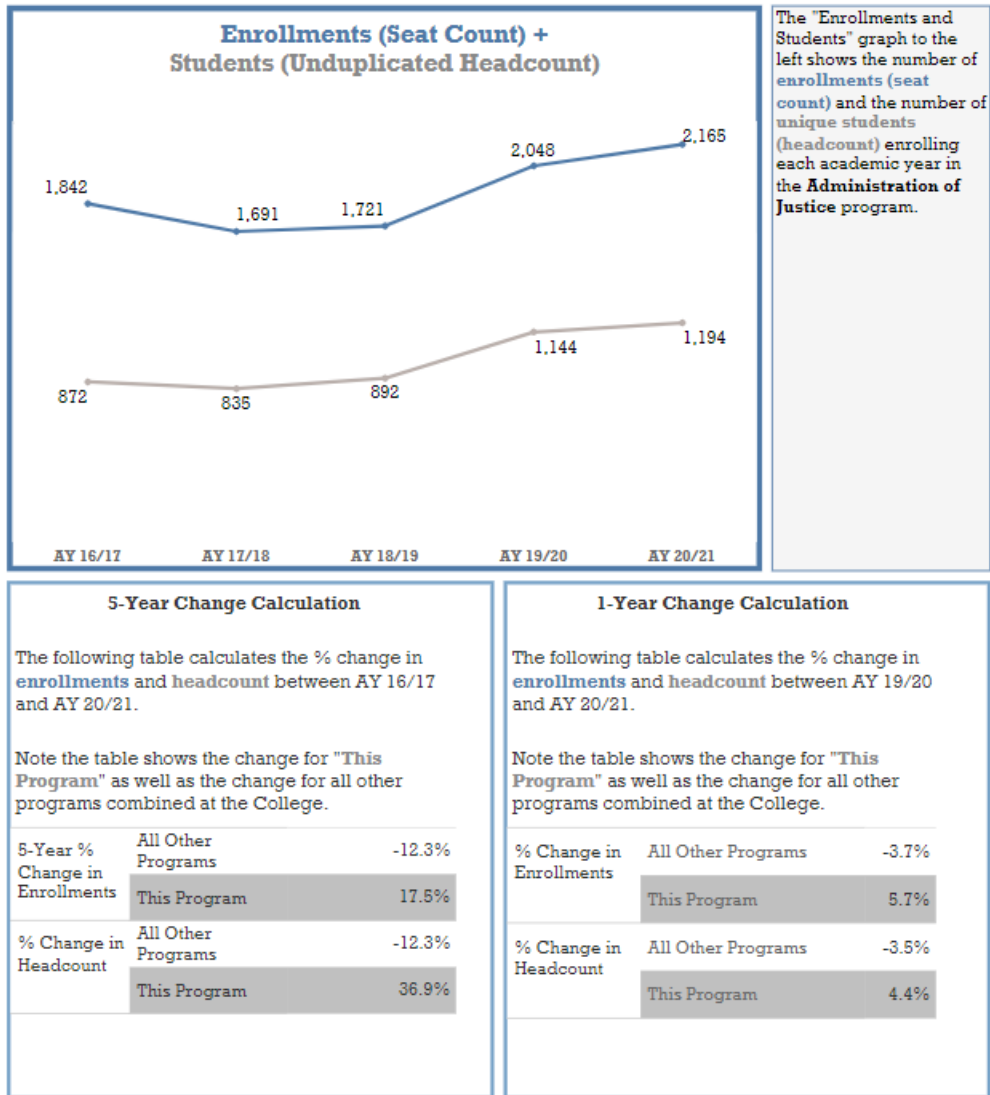
instructional modes to meet the student needs and safety protocols.

APPENDIX A
Fall 2021 Instructional Program Review

Administration of Justice

SECTION 3.1.1: *Enrollment Demographics*: Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.

Enrollments (Seat Count) + Students (Unduplicated Headcount)

The "Enrollments and Students" graph to the left shows the number of enrollments (seat count) and the number of unique students (headcount) enrolling each academic year in the **Administration of Justice** program.

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Enrollments	1,842	1,691	1,721	2,048	2,165
Students	872	835	892	1,144	1,194

5-Year Change Calculation

The following table calculates the % change in enrollments and headcount between AY 16/17 and AY 20/21.

Note the table shows the change for "This Program" as well as the change for all other programs combined at the College.

5-Year % Change in Enrollments	All Other Programs	-12.3%
	This Program	17.5%
% Change in Headcount	All Other Programs	-12.3%
	This Program	36.9%

1-Year Change Calculation

The following table calculates the % change in enrollments and headcount between AY 19/20 and AY 20/21.

Note the table shows the change for "This Program" as well as the change for all other programs combined at the College.

% Change in Enrollments	All Other Programs	-3.7%
	This Program	5.7%
% Change in Headcount	All Other Programs	-3.5%
	This Program	4.4%

2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

AJ Department's student population:
   ▪ 78% indicate degree for transfer, which is comparable to all other programs at 77%.

- 3% for certificates, and 6% designate career development. Both areas are comparable to all other programs yet is a concern for this program.
  - Outreach and marketing strategies are planned to increase these areas to better serve our student population.
- 10% of the student population are special admits, compared to 2% of all other programs. In addition, last year special admit increased to 12%.
  - The AJ Dual Enrollment Program has increased this student population and continues to grow as demand is high with the local district partnerships.
- 45% of the student population are between the ages of 20-24, which equates to the age range required for law enforcement hiring.
- 52% of the student population have declared AJ as their major, compared to 20% of all other programs. This is significant to serving AJ students throughout their academic experience and providing them with career pathways during this time at Fullerton College, through internships, practical experiences with local partners, and job opportunities within the AJ Pathways Program.
- 20% of our students register for 3 or more AJ courses per year, compared to 2% of all other programs. This provides evidence of expanding courses and sections per semester to serve this high demand from our student population. An increase in courses and sections equates to the need to hire additional full-time faculty to serve our department, expand the program, and to meet the graduation goals according to program mapping.
- 5% of students enrolled during AY 20/21 graduated, compared to all other programs at 7%. This has been addressed to increase the mission and goals to graduate the AJ student population at a higher rate and within the two-year mapping goal. Completing the college-wide mapping project, expanding the Dual Enrollment Program, implementing the AJ Pathways Program (AJPP), along with specialized CTE and AJPP Counselors, should increase the graduation rate.
- DSS, Foster Youth, LGBT, and Veterans within the AJ population are comparable to all other programs.
- 78% of the student population are low-income, compared to 74% of all other programs. This confirms the continuing need to support students financially through various opportunities, such as financial aid counseling and faculty mentoring, scholarship opportunities (AJ Department Advisory Committee approved scholarships for students), job placement, and course evaluation regarding textbook options.
- 71.2% of the student population are Latinx, compared to all other programs at 57.5%. This is significant as it relates to the labor market and recruitment efforts of our local law enforcement to higher individuals that reflect the communities they are serving.
- 57.6% of the student enrollment are females, compared 42.5% males within the AJ program, during the AY 20/21. This reflects the above mentioned explanations of the increase in this student populations, along with the hiring of additional female faculty members who are role models for our female students interested in pursuing careers in law enforcement, and in the legal justice system.

SECTION 3.1.2: Using the data provided by the OIE, describe the student population your department serves. Do you have a way of determining which students are your majors, for example through a gateway course? Please explain...

Enrollments in Administration of Justice Compared to All Other Programs: AY 20/21

Category		All Other Programs	This Program
% Degree | Transfer		77%	78%
% Certificate		3%	3%
% Career Dev.		6%	5%
% Special Admit		2%	10%
% Age: Under 20		33%	28%
% Age: 20 - 24		42%	45%
% Age: 25+		26%	26%
% Majors		20%	52%
% 3+ Program Courses / Year		7%	20%
% Special Admit Last Year		7%	12%
% 24+ Unit Attempts This Year		22%	30%
% College Grad		7%	5%
% DSS		6%	6%
% Foster Youth		1%	1%
% LGBT		9%	10%
% Low-Income		74%	78%
% Veteran		2%	2%

AY 20/21 Enrollments (Seat Count) for "This Program" Administration of Justice: 2,165

AY 20/21 Enrollments (Seat Count) for "All Other Programs": 127,818

Administration of Justice Enrollments by Race | Ethnicity | Ancestry

	All Other Prog..	This Program
Amer. Indian | Alaska N..	0.2%	0.1%
Asian	11.3%	3.4%
Black | African Amer.	2.9%	1.8%
Filipino	2.7%	1.4%
Latinx	57.5%	71.2%
Native Hawaiian | Pacifi..	0.2%	0.1%
Two or More	3.5%	2.1%
Unknown	5.6%	5.7%
White	16.1%	14.1%

Administration of Justice Enrollments by Gender

	All Other Programs	This Program
Female	52.9%	57.6%
Male	42.5%	38.5%
Different Ident..	4.6%	3.9%

The data provided by OIE reflects several data points regarding student population in the AJ Department. The following are highlights from OIE data:

- Highlights include department certificates equal those of the other programs at a 3% rate. It is the goal of the AJ Department to increase this rate through offering additional courses, internships with our community partners, and outreach programs.
- *Career Development* data for AY 20/21 in the AJ Department was 5%, and other programs were at 6%. Though the data indicates only a 1% difference in this category, it was identified as a concern since this department falls under the Career and Technical Education (CTE) umbrella. Strategies have been implemented to increase career development with students.
- One of the strategies has been implemented to assist in career development is the *Dual Enrollment Program*. The current data for AY 20/21 is reflecting this growth, which was identified by OIE in the *Special Admit* collection. The AJ Department possesses 10% *Special Admit,* in comparison to other programs at 2%. The Dual Enrollment Program in partnership with our local high school districts has created a high demand for Administration of Justice courses. As this program continues to expand, it has increased the hiring of adjunct faculty to teach these courses. Though the Dual Enrollment faculty are hired and evaluated by the Dean of Technology and Engineering Division, they are guided, trained, and instructed under the Educational Partnerships and Programs/Dual Enrollment Director, Ericka Adakai.
- Program development and expansion will require additional faculty members to be hired and trained.
- Course focus will continue to be on gateway courses to support students in this program to transition as full-time student status their freshman year in college.
- In addition to the Dual Enrollment Program, the AJ Department was selected to participate in the Pathways Program this year (Fall 2021). The Dual Enrollment and Pathways Programs provide a seamless transition for student in high school to obtain college courses, and transition to Fullerton College under the AJ Pathways Program (AJPP). Students who qualify for the AJPP are placed in a cohort where their degree and certificate process has been mapped, along with receiving various benefits and support throughout their academic experience. The combination of these two programs, though early in its inception, has proven to be a success (increase in course sections; increase in demand from district partners; increase in students transitioning from high school to the AJ Department). The OIE has been instrumental in gathering data to analyze and measure the success of these programs.
- A review of the age groups within the AJ Department equates to the average age of adults entering the law enforcement profession. One of the several qualifying elements to become a law enforcement professional is the person must be at least 21 years old. The OIE data reflects most students in the AJ department are between 20-24 years old (52%)
- OIE's data report (Section 3.1.2) provides a snapshot of *Majors vs. Non-Majors in AJ Courses: AY 20/21*
  - Majors: 1,132 vs. Non-Majors: 1,033

Majors vs. Non-Majors in Administration of Justice Courses: AY 20/21

% Degree | Transfer	Non-Majors	76%
	Majors	80%
% Certificate	Non-Majors	1%
	Majors	3%
% Career Dev.	Non-Majors	8%
	Majors	4%
% Special Admit	Non-Majors	21%
	Majors	0%
% Age: Under 20	Non-Majors	28%
	Majors	28%
% Age: 20 - 24	Non-Majors	43%
	Majors	47%
% Age: 25+	Non-Majors	28%
	Majors	25%
% Majors	Non-Majors	0%
	Majors	100%
% 3+ Program Courses / Year	Non-Majors	11%
	Majors	34%
% Special Admit Last Year	Non-Majors	15%
	Majors	8%
% 24+ Unit	Non-Majors	22%
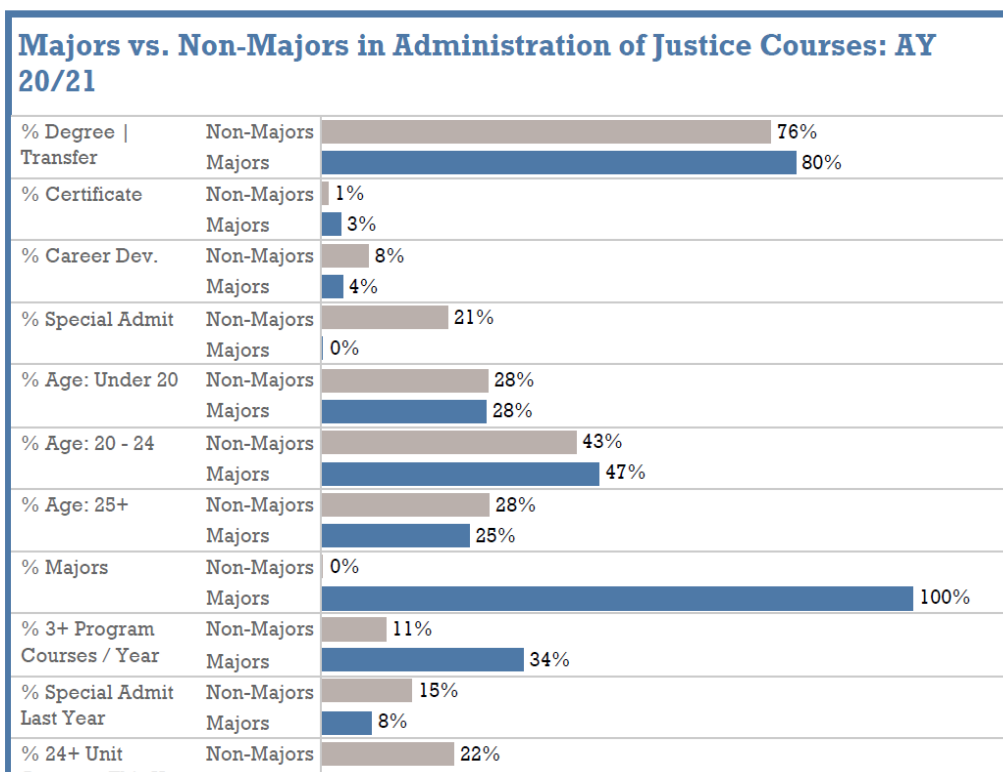
AY 20/21 Enrollments in Administration of Justice courses for Majors

1,132

AY 20/21 Enrollments in Administration of Justice courses for Non-Majors

1,033

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

The highest demand for courses in the AJ Department are the following (5-year data):
- AJ 100 – Introduction to Criminal Justice: 2,169
  - 2% Online
  - 19% Evening course offering
  - Gateway course
- AJ 110A – Criminal Law: 1,438
  - 0% Online
  - 34% Evening course offering
  - Gateway course
- AJ 223 – Criminal Investigation: 927
  - 6% Online
  - 53% Evening course offering
  - Degree requirement
- AJ 140 – Juvenile Procedures: 632
  - 0% Online

- o   78% Evening course offering
  - ▪ AJ 230 – Crime Scene Techniques: 623
    - o   0% Online
    - o   45% Evening course offering

SECTION 3.1.5: Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

5 Courses with Most Enrollments
(5 Year Totals)

Course	Enrollments	Sections	% Online	% Evening
AJ 100 F	2,169	75	2%	19%
AJ 110AF	1,438	48	0%	34%
AJ 223 F	927	31	6%	53%
AJ 140 F	632	20	0%	78%
AJ 230 F	623	17	0%	45%

Average* Number of Sections Offered and Enrollment by Semester
*(5-Year Avg.)

	Avg. Sections	Avg. Enrollments
Summer	5	135
Fall	29	895
Spring	29	863

4. Please describe how course offerings match students' preparation and goals.

AJ Department's course offerings:
Course offerings are being aligned with the degrees and certificate for the AJ student population. An analysis of OIE data, faulty discussions, and AJ Advisory Committee recommendations have provided the necessary evidence and objective structure to support student preparation and goals for future scheduling. The OIE data over the past 5 years indicates the need to provide course offerings over various schedules and instructional modes to accommodate the high demand. It also provides evidence as to the need to offer additional courses and sections during the summer sessions (5 sections). Specifically, gateway and required degree courses are being offered every semester and summer session, along with adding sections of these course to increase student offerings. Updating the 6-year curriculum mandates, along with the campus-wide course and degree mapping provided additional insight into course offerings for degree and certificate success. Several courses from previous department programs have been deleted from curriculum, or not offered, to provide students with the necessary course requirements.

5 Courses with Most Enrollments (5 Year Totals)				
Course	Enrollments	Sections	% Online	% Evening
AJ 100 F	2,169	75	2%	19%
AJ 110AF	1,438	48	0%	34%
AJ 223 F	927	31	6%	53%
AJ 140 F	632	20	0%	78%
AJ 230 F	623	17	0%	45%

Average* Number of Sections Offered and Enrollment by Semester
*(5-Year Avg.)

	Avg. Sections	Avg. Enrollments
Summer	5	135
Fall	29	895
Spring	29	863

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

AJ Department's student enrollment by semester:
Fall and spring semesters over the 5-year average, indicates 29 sections each, yet the summer session only 5 sections. To meet student demand and assist with their academic goals, it will be necessary to add several sections in future scheduling. The completion of the campus-wide mapping project supports this strategy of adding required courses and sections throughout the entire academic year. The demand for the program continues to grow, yet the challenge is the immediate need to hire two new full-time faculty members to support student demand.

3.2 Student Achievement and Equity (and student demographic profile)?

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

Student achievement and equity:
- Course completion has been consistent over the past 5-year data collection yet showed a slight decrease in AY 19/20 (89.4%)-20/21 (87.9%) respectively due to COVID-19 pandemic.
  - Course completion of AJ students continues to perform at a higher rate than all other programs.
- Course success rate over the past 5-years indicates a consistent level of achievement, except for AY 20/21 with a data dip of 77.9%. The 5-year average indicates a range from 77.9 to 85.3%.
  - Course success continues to outperform all other programs.

Course Completion and Success for Administration of Justice					
	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Course Completion	91.3%	92.4%	91.6%	89.4%	87.9%
Course Success	82.2%	85.3%	84.5%	82.7%	77.9%

Course Completion and Success for Administration of Justice

91.3%   92.4%   91.6%   89.4%   87.9%

82.2%   85.3%   84.5%   82.7%   77.9%

AY 16/17   AY 17/18   AY 18/19   AY 19/20   AY 20/21
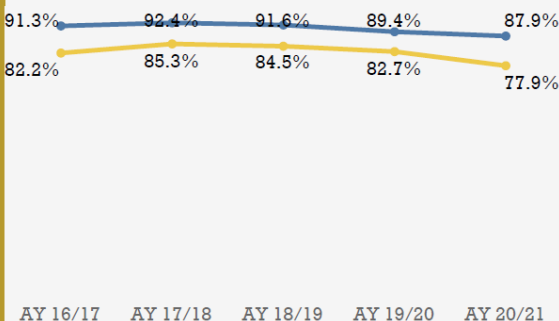
- Total awards increased over the past 5-year data collection, except AY 19/20 there was a drop of 13 awards (AY 18/19: 24 compared to AY 19/20: 111). There was a significant increase in awards during AY 20/21 (152).
- Degrees have steadily increased over the past five years for a total of 553.
  - o 386 AS-T degrees
  - o 104 AS degree
  - o 63 AA degree (Note: no longer available)
- Certificates awards has been significantly impacted after the separation of the Police Academy. The past 5-year data only indicates 1 certificate awarded.
  - o The faculty and AJ Advisory Committee is focusing on increasing the certificate awards through new and innovative courses and programs (CSI and Drone courses/certificates).
- Transfers over the past 5-year period were 574
  - o 359 transfers earned a degree or certificate
  - o AY 20/21 data indicated significant decrease in students starting at a 4-year college
    - ▪ COVID-19 pandemic
  - o 319 students transferred to CSU, Fullerton (#1 most popular college destination)
- Job Placement data is missing AY 2016, 2018, and 2019, therefore it is inconclusive to analyze due to the lack of information
  - o CTE Outcomes Survey does not reflect accurate data for conclusive analysis
  - o 2013-2015 data indicates a range from 44% to 67% of students who are working in their field of study (Note: The FCC Police Academy was active during this period of data collection)
- Earnings data indicates students whose median annual earnings in 2018 were $25,536
  - o Specific data relating to students working in a related field of study (i.e., law enforcement, legal profession, military, private investigation, etc.) is not reflected in this data collection
  - o LAPD's Salary (Full-Time Police Officer): $80,053
    - ▪ 2 Years Military or Degrees: $83,144 – LAPD website
  - o OC Sheriff's Department Salary (Full-Time Deputy): $76,252-$109,387
    - ▪ Bilingual Pay (Bonus) – OCSD website
  - o Legal Assistant Salary: $44,557-59,079 (estimated average)

   o Private Investigator Salary: $44,240 (estimate average)

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

Equity Analysis:

Course completing by race, ethnicity, and ancestry, indicates student achievement rate is significantly above average in all categories. The data shows no gaps in student course completion rates.
   o 89.9% Latinx achievement: #1 enrollment population 6,798
   o 92.6% White achievement: #2 enrollment population 1,440

- Gender data indicates males have a slightly more completion rate than females or different identified students, yet females have higher enrollment (4,908) than the other two groups.

- DSS data indicates course completion rate of 89.3%, compared to non-DSS students of 90.4%

- Foster Youth data indicates course completion of 88.3%, compared to non-Foster Youth of 90.4%.

- LGBT data indicates course completion of 87.1%, compared to non-LGBT students of 90.5%.

- Low Income data indicates student course completion rate of 90.3%, compared to non-Low income students of 90.8%.
   o 8,122 Low-Income students are enrolled, compared to 1,345 non Low-Income students.

- Military data indicates a higher course completing rate (92.7%) than non-military students (90.3%).

3. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

Course completion and equity analysis for the AJ Department's student population provides evidence of significant student achievement rates across all categories. Specifically, with Latinx student achievement of 89.9%, as the highest enrollment group (6,798). Gender equity is significant as the highest enrollment of the groups with 4,908, and a completion rate of 89.8%.
Recruitment efforts by law enforcement agencies to hire individuals that reflect the communities they serve, including females and military (active duty reserves or veterans), has assisted in academic achievement and career pathways.

Department discussions regarding equity across all categories and classroom policies are practices, yet not on a consistent basis. Though most AJ instructors discuss best practices for equity alliance, there are additional

discussions that need to take place to continue the successful student achievement rates seen during this 5-year period. Campus-wide equity training, department discussions, and data analysis, will provide the necessary tools equity and student achievement.

Section 3.2.2. Equity Analysis: Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

by Race | Ethnicity | Ancestry

	Enrollments	Course Co..	Gap
Amer. Indian | Alaska Native	15	93.3%	
Asian	356	91.6%	
Black | African Amer.	139	86.3%	
Filipino	123	93.5%	
Latinx	6,798	89.9%	
Native Hawaiian | Pacific Island..	22	95.5%	
Two or More	178	91.0%	
Unknown	396	88.6%	
White	1,440	92.6%	

by Gender

	Enrollments	Course Co..	Gap
Different Id..	218	84.4%	
Female	4,908	89.8%	
Male	4,341	91.3%	

by DSS

	Enrollments	Course Completion	Gap
Not DSS	8,824	90.4%	
DSS	643	89.3%	

by Foster Youth

	Enrollments	Course Completion	Gap
Not Foster Y..	9,356	90.4%	
Foster Youth	111	88.3%	

by LGBT

	Enrollments	Course Completion	Gap
Not LGBT	9,010	90.5%	
LGBT	457	87.1%	

by Low Income

	Enrollments	Course Completion	Gap
Not Low Income	1,345	90.8%	
Low Income	8,122	90.3%	

by Military Status

	Enrollments	Course Completion	Gap
Not Military	9,096	90.3%	
Military	371	92.7%	

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

The AJ Department will continue to strive for equitable course success and achievement for all students in the program. Though the data reflected high achievement and course success within the AJ student population, it is necessary to continue with these trends and to expand awareness and strategies for ongoing equity commitment to students and the communities we serve. Providing an environment that is welcoming and inclusive to students, staff, and faulty is the mission of this department. This is achieved through various platforms, which include:

- Department and Division discussions and communications
    - Department Newsletter
        - The current Department Coordinator writes and distributes this newsletter to faculty members and is posted on Canvas
- Respect, professionalism, and service to our students starts in the classroom
- Faculty professional development
- Flex day sessions
- Data analysis to access achievement, course success, and address any deficiencies
- Department Advisory Committee recommendations
- Community partners to provide training to students and faculty
- Student education regarding their rights of equality, non-discrimination, and appropriate notification to administration, if needed

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

The gateway courses indicated the highest levels of student withdraw rates and repeating the classes.
The following data provides insight into these concerns:
- AJ 110 (Criminal Law) has the lowest success rate at 72%, the highest student repeating the course at 95 (7.1%), the highest withdraw rate at 16%.
    - Prior to the OIE's data collection for this reporting period, the issue was evident through faculty reviews, student surveys, and discussions. It was determined to provide students with alternative instructors, days, and times for course offerings to allow students with options. It was identified that assigning an individual faculty member to instruct a gateway course does not support student success. Utilizing CSLO data in eLumen indicates a positive trend in assigning more than one instructor for this gateway course. Making minor adjustments to the schedule and instructor assignments has proven to be a successful practice.

- o 7.1% of students had to repeat this course, which contributed to possible decline in degree rates, and delay graduations.
- o Additional data analysis post scheduling adjustments will assist in confirming this practice.
- ▪ AJ 100 (Introduction to Criminal Justice) is identified as having high enrollment, also have high success rates of 84%-89%. This includes a gateway course with 2,169 students enrolled, a completion rate of 91%, and course success of 84%.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

AJ Department has completed course and degree mapping, along with updating the 6-year review in curriculum to align with the Transfer Model Curriculum. The department has omitted the AA degree from degree options, which provides students with a pathway of obtaining an AS or ADT degree. Students continue to have options for degree pathways, yet eliminates course overlap and instructional redundancy.

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

The Department Coordinator, Kelly Robertson collaborated with Counselor Mayra Frias to complete the curriculum mapping for the AS and ADT degrees, along with the Crime Scene Investigation Certificate. Kelly Robertson met with *Jeanne Costello, Co-Chair of Pathways Workgroup #4* for a mapping training session. Based off the data, the ADT degree is the most popular with 386 students over the past 5-years.
- ▪ All programs and degrees are mapped

Top 50 Mapped
Administration of Justice AS Degree Administration of Justice AS for Transfer Degree Crime Scene Investigation Certificate

- ▪ Students can complete the course maps for degree or certificate created. Below is a sample of the ADT, Semester One. *Note: Copies of completed maps are attached.*

HORNET PATHWAYS PRO   <mark>2-Year Map</mark>

PROGRAM NAME   Administration of Justice Associate in Science Degree for Transfer

FACULTY NAMES   Kelly Robertson

PROGRAM TYPE   Associate in Science Degree for Transfer

DATE   6/29/21

SEMESTER	UNITS	ADDITIONAL INFORMATION		
		GE	MAJOR	ELECTIVE
SEMESTER ONE				
ENGL 100 **F** (AREA A2)	4	X		
AJ LIST B - MATH 120 F (AREA B4)	4	X	X	
AJ 100 F (REQUIRED)	3		X	
AREA A1	3	X		
Total Units for Semester 1	**14**			

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

The following data identified differences in the AJ Department's AS, ADT, and CSI Certificate during the past 5 years:
- AJ has a total of 3 degrees (AA, AS, and ADT) and 1 certificate (CSI)
  - 553 degrees were awarded
    - Note: The AA degree is no longer offered, yet is counted in this 5-year OIE data report
  - 1 certificate was awarded
  - AY 20/21 ADT's awarded increase from 73 to 122

3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or "adjunct" faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)
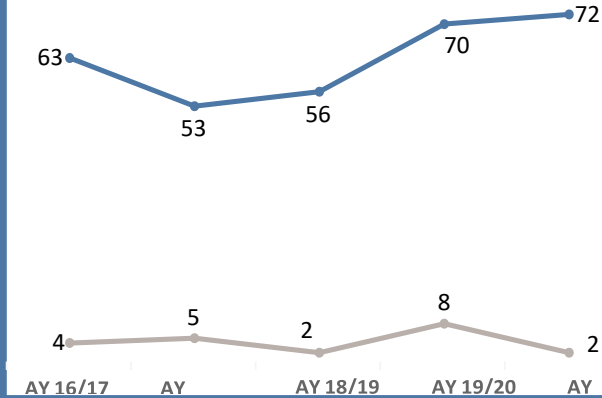
The OID data and graph below for Administration of Justice Faculty 3.4.1 indicate that the numbers are consistent with full-time faculty. Data shows an upward trend with part-time faulty, except AY 19/20-20/21 (COVID-19), and an increase in FTEF in AY 20/21 to 14.4.
- FTF: 2
- PT: 10.5 (5-Year Average: AY 16/17-20/21)
- FTEF: 14.4 AY 20/21
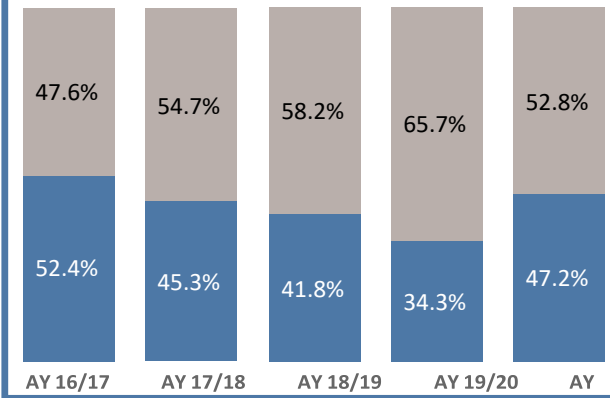- WSCH per FTEF: 14.5 AY 20/21

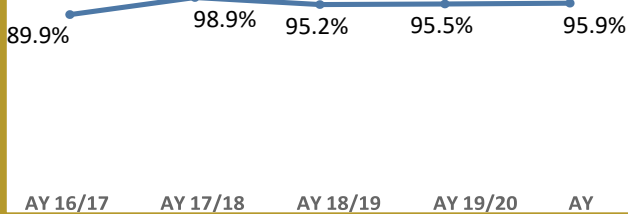**Administration of Justice Faculty:**
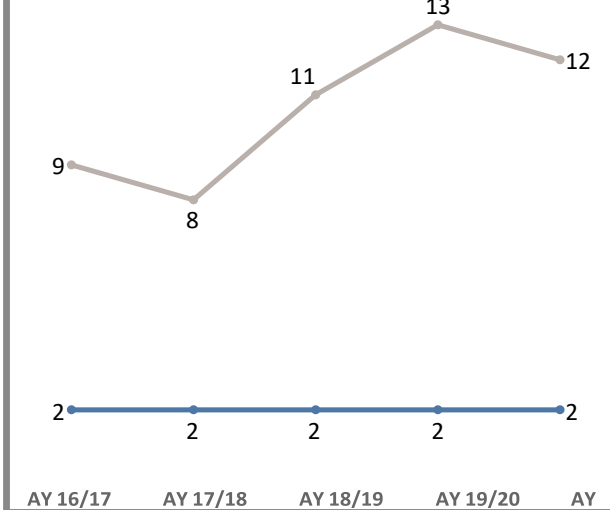
Section 3.4.1 Faculty

Sections: Active and Canceled

63
53
56
70
72

4
5
2
8
2

AY 16/17   AY   AY 18/19   AY 19/20   AY

Sections: % FT and % PT

AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY
47.6%	54.7%	58.2%	65.7%	52.8%
52.4%	45.3%	41.8%	34.3%	47.2%

Fill Rate

89.9%   98.9%   95.2%   95.5%   95.9%

AY 16/17   AY 17/18   AY 18/19   AY 19/20   AY

Instructors: FT and PT

9
8
11
13
12

2   2   2   2   2

AY 16/17   AY 17/18   AY 18/19   AY 19/20   AY

Average Class Size

29.3   31.9   30.8   29.5   30.2

AY 16/17   AY 17/18   AY 18/19   AY 19/20   AY

WSCH + FTES / FTEF

466   523   508   473   436

15.5   15.8   17.4   16.9   14.5

AY 20/21

Full-Time Equivalent Faculty

11.5   10.1   10.8   13.3   14.4
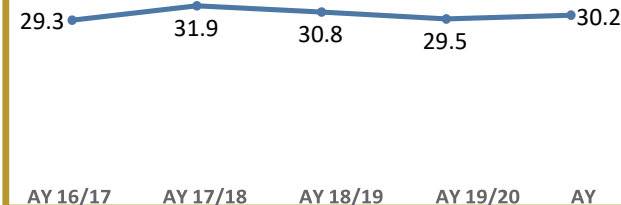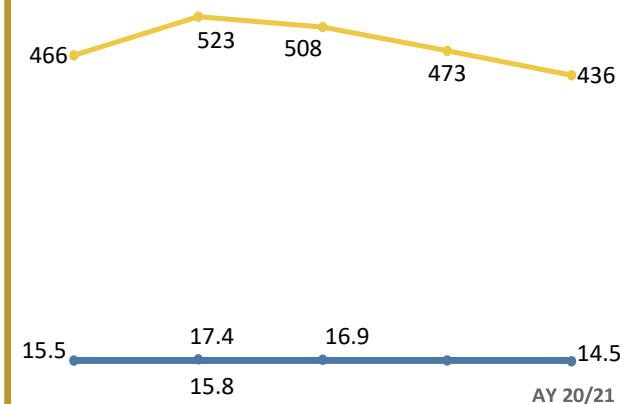
AY 16/17   AY 17/18   AY 18/19   AY 19/20   AY
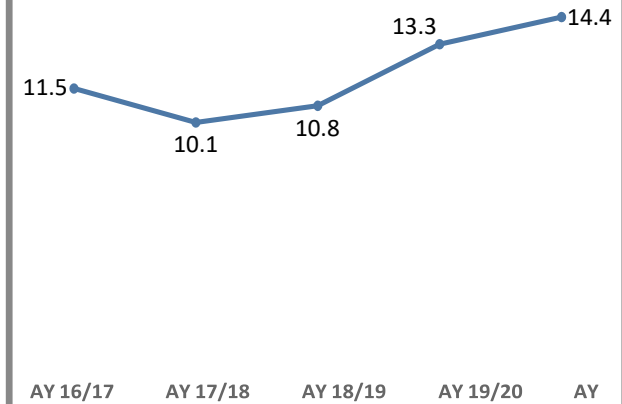
2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

The Administration of Justice Department needs two additional full-time faculty members to teach Crime Scene Investigations, Drone courses (FAA certified), along with the expansion of the Dual Enrollment course demands from local district partners. As the department continues its transition and rebuilding from post academy courses, and certifications, to contemporary and innovative labor market and public safety programs. This pivot also requires the recognition and support of administration to hire two full-time instructors in these specialized areas, which require state and federal certifications and not just a degree to teach such courses. Part-time instructors to fill these specialized areas of instruction pose challenging scheduling for courses offered during the day, or evenings for student access. As a note, part-time instructors for these positions, are currently working full-time in their law enforcement and investigative agencies. Course scheduling is predicated on their full-time schedule abilities, and not on student requests. Scheduling should be based on offering courses to fit student needs, versus the instructors. It should be noted that the Drone and CSI courses have been approved by the Curriculum Committee, and supported by Ken Starkman, Dean of Technology and Engineering, along with the College VPI, Dr. Nunez. Therefore, hiring two full-time faculty members is essential for student demand, labor market growth in these areas, along with department expansion.

AJ Department

	FTEF Load	FTEF Overload	FTEF Adjunct	Total FTEF	Adjunct %	# Adjuncts
Fall 2020	1.53	1.57	2.83	14.4	81.82%	9
	Total Sections		Total Sections Taught by Adjuncts		% Sections Taught by Adjuncts	
Fall 2020	29		15		51.7%	
	Average Census Class – Size		Certificates Issued 2020 – 2021		Degrees Awarded 2020 – 2021	
Fall 2020	27		0		152	

The Administration of Justice (AJ) Department is requesting to hire two (2) full-time faculty members. Currently the department has two tenured faculty members, and nine adjunct faculty members that is reflected in the Fall 2020 semester. The AJ Department continues to increase total enrollment, course completion, course sections, section size, fill rate, and total FTES. Labor market demands has offered an expansion of career opportunities in the Administration of Justice market.

As of 2020, the FTES was 209.4, and increased to 209.5 in 2021, despite the continuing challenges of COVID-19, and online course offerings. On August 31, 2021, the summary seat count for the AJ Department was 967 (90%), which far

outnumbered the other 15 departments within Technology and the Engineering Division (see below), and the overall college percentage.

As a note, this did not include the complete registration with the Dual Enrollment courses (3 courses at La Habra HS, and 1 course at Anaheim HS).

The AJ Department has a comprehensive partnership in the Dual Enrollment (D.E.) Program with the local high schools. Due to the success of this program and increased enrollment of high school students interested in Administration of Justice careers, the Title V Promise Grant has expanded to include the AJ program. The growth in the AJ Department has places staffing challenges on all members on the instructional team. The increase in the D.E. programs at our local high school requires additional adjunct instructors, which decreases their ability to teach the traditional college courses. This is prevalent in the AJ Department since most adjunct instructors are full-time administrators at other institutions, Police Officer's, CSI Investigators, Attorney's, or even a Judge. Therefore, scheduling instructors continues to be a challenge to serve our students. The continued expansion of the traditional AJ courses, development of new courses (4 drone courses), certificate growth in course offerings in the CSI program, increase in the demand of Dual Enrollment courses, along with the new Administration of Justice Pathways Program (AJPP) defends the necessity of hiring two additional full-time faculty members. Despite these expanding challenges, and demands on the current two full-time faculty members, data indicates an increase in degrees awarded from 123 to 152 (23.6% Increase).

As the FTES continues to increase in the AJ Department, the introduction courses are impacted, and course offerings have been added to serve the student requests and needs. For example, AJ 100 (Introduction to Criminal Justice) section offerings have increased from 5 to 7 sections. AJ 100 was the highest student enrollment, which continues to require additional sections. Since this is a foundational course the AJ degree, instructors were willing to add additional students over the seat count to accommodate their students and promote the FCC Mission Statement ("*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."*).

The hiring of two new full-time faculty members will allow for the continuing the growth and development of the department, in addition to expanding the degree and certificate programs for our students. The adjunct faculty instructors in this department are comprised of highly skilled fields of the legal system (Judge, District Attorney's), law enforcement (Department Chief's, Detectives, Command Staff, and CSI Supervisors), who are working full-time in the respective careers. Therefore, their ability to schedule classes during their primary career responsibilities, along with the teaching limits (10 units) leads to further burdens on the program. The ability to hire specialized and qualified adjunct instructors is particularly challenging within this department. In addition to the intrinsic challenges of hiring and scheduling adjuncts, during COVID-19, and the current climate in our communities, most of our adjuncts are being deployed to various critical assignments and are not available to teach additional courses. This has forced division management (Ken Starkman, Dean) to reassess courses that are essential to the AJ degree and/or certificate programs.

The AJ Department is viable to the Technology and Engineering Division, to our Fullerton College students, and to the communities we serve. Thank you in advance for recognizing the importance of hiring two new full-time faculty members to this department.

Key Performance Indicators: Program Overview

Division:	Tech & Engineering
Program:	Administration of Justice
View By:	Academic Years

Change What is Displayed in "Completions" Box

Program Award Detail: All

Total Awards or Unique Students: Student Headcount

*NOTE: An Academic Year combines the Summer, Fall, and Spring terms (e.g., Academic Year 2013 includes Summer 2012,

Fullerton College Seat Count Summary - Fall 2021

Department	Total Avail	Taken	% Fill	Wait Count	Day Avail	Taken	Evening Avail	Taken
Tech & Engineering								
Administration of Justice	1079	955	89%	20	1049	936	30	19
Architecture	320	279	87%	10	250	216	70	63
Automotive Mechanics	300	222	74%	8	300	222	0	0
Cinema-Radio-TV	756	715	95%	24	705	674	51	41
Construction Technology	250	289	116%	22	90	101	160	188
Cosmetology	425	219	52%	18	300	147	125	72
Drafting Technology	160	131	82%	3	160	131	0	0
Engineering	70	70	100%	5	40	41	30	29
Fashion	427	336	79%	8	402	319	25	17
Interior Design Technology	320	225	70%	11	175	127	145	98
Journalism	351	237	68%	3	276	198	75	39
Machine Tools	217	128	59%	0	109	71	108	57
Metallurgy	25	25	100%	0	0	0	25	25
Photography	339	272	80%	5	274	230	65	42
Printing Technology	82	33	40%	0	30	12	52	21
Technology Related Courses	150	104	69%	3	150	104	0	0
Welding	170	153	90%	13	100	84	70	69
Total	5441	4393	81%	153	4410	3613	1031	780
Grand Total:	5441	4393	81%	153	4410	3613	1031	780
College Totals:	60733	52698	87%	1456	56100	49005	4633	3693

| Total FTES | 164.4 | 178.6 | 176.4 | 182.7 | 209.4 | 209.5 |

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

The courses, and instructional modes, in March of 2020 pivoted to comply with the COVID-19 pandemic compliance issues. Transitioning instruction in the middle of a semester was difficult for all programs across the college, yet especially when the majority of faculty consist of part-time instructors. In addition, the AJ Department consists of only two full-time members, and 12 adjunct faculty members who are active law enforcement or employed in the justice system (i.e., Superior Court Judge).

These dedicated employees were still going to work each day on "Maximum Deployment" (working 18+ hour days/nights) to assist in various Public Safety assignments, such as COVID-19 testing sight security, patrols assignments due to an increase in criminal activity, and working to keep our court system moving. Though these devoted members of

our department carried the extra burden in their full-time positions, they continued to remain teaching despite transitioning to online/remote modes of instruction. Shifting from in-person to remote learning necessitated the need for Canvas training and certification for all instructors. Though this certification was mandated to continue teaching (note: Great work by the Canvas training cadre), a few adjunct faculty members were unable to, or chose not to teach remotely. One of our courses, AJ 135 (Weaponless Defense) has not been offered since Spring 2020 and is a graduation requirement (1 Unit/P.E.).

New adoptions and long-lasting practices that enhanced teaching within the AJ Department has provided the following:

- Provided alternative modes on instruction to students
- Students have instructional flexibility to support work and family schedules
- Allows additional course sections for students and instructors (Zoom; Remote; in-Person)
- Alternative means for guest speakers and career preparation training from community partners to utilize Zoom to assist in student instruction and course success

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

The AJ Department, as well as Technology and Engineering Division programs, require labs and practical application for successful student learning to flourish. For example, providing instruction on latent prints, blood splatter at a murder scene, or how to conduct an interview of a rape victim is difficult for students to grasp on Zoom, or on a recorded YouTube video. It is necessary for applied in-person learning take place for most AJ courses and to prepare students to be career ready.

Suggestions questions that would support student learning and course success:

- How did students prefer Zoom, remote, or hybrid over in-person?
- Did students believe that their educational goals were altered during the campus closure?
- Did students miss the interaction between their peers, and instructors?

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

The Administration of Justice Department has completed all PSLO revisions to date, along with PSLO plan. Below is the status of the departments PSLO's:

- Associates of Science Degree have been revised and aligned with the ISLO's. The PSLO's are under review and awaiting confirmation from the SLOA Committee.

- Associates of Science for Transfer Degree have been revised and aligned with the ISLO's. The PSLO's are under review and awaiting confirmation from the SLOA Committee.
- Crime Scene Investigation certificate have been revised and aligned with the ISLO's. The PSLO's are under review and awaiting confirmation from the SLOA Committee.

4.2 PSLO Assessment

The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

The Administration of Justice Department completed the PSLO redesign process and utilizes the new the principles for assessment purposes of degrees and certificates. Below provides the specific assessment process for each program:

- Program Student Learning Outcomes in the Administration of Justice Department's Associates of Science Degree will be assessed using a combination of capstone assignments and exit surveys, along with of direct and indirect means, as necessary.
- Program Student Learning Outcomes in the Administration of Justice Department's Associates of Science for Transfer Degree will be assessed using a combination of capstone assignments and exit surveys, along with of direct and indirect means, as necessary.
- Program Student Learning Outcomes in the Administration of Justice Department's Crime Scene Investigation Certificate Degree will be assessed using a combination of capstone assignments and collaborative projects, which will be reviewed and implemented as necessary.

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

The Administration of Justice Department has not assessed CSLOs on a consistent basis in the past, nor discussed results to make improvement until recently, and under the guidance of the current department coordinator. Spring 2021, all courses were assessed, and the loop was closed. The importance of this process was discussed at the 2020 and 2021 AJ Department Advisory Committee meetings. Advisory members agreed and endorsed the new practice of assessing courses at least once a year, if not every semester. The challenge is implementing this practice of course assessments and closing the loop every semester, due to lack of faculty compliance. Course assessment provides insight into programs, student success, and needed improvements. This is an essential measuring tool to improve student academic achievement and implement changes as necessary.

Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
☐ **Administration of Justice Dept.** *Department*				

Assessments	Assessments	Assessments	Assessments	Assessments
0 / 0	0 / 0	0 / 0	6 / 6	53 / 57
Complete Total	Complete Total	Complete Total	Complete Total	Complete Total
Active: 0	Active: 0	Active: 0	Active: 0	Active: 0
Assigned: 0	Assigned: 0	Assigned: 0	Assigned: 0	Assigned: 4
Overdue: 0	Overdue: 0	Overdue: 0	Overdue: 0	Overdue: 0

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

The CSLO attainment data does not indicate significant differences by race, ethnicity, gender, and other categories. Course data from AJ 100 has the highest enrollment over the past five years (2,169/ 75 sections). The demographic data from eLumen provides evidence over the equivalent time. In addition, as an example of course completion, and enrollment rates by race, ethnicity, and ancestry (OIE data). Latinx population have a course completion rate of 89.9%, with 6,798 enrolled over the past five years.

Strategies and goals regarding attainment gaps will consist of the following:

- Complete and close the loop on SLO/CSLO's in eLumen on an annual, or semester basis to assess on a regular basis
- Faulty discussion and implementing changes, as needed
- Advisory Committee meeting reviews, recommendations, and implementations

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	90	89.11%	0	0.00%	11	10.89%
Filipino	0	0.00%	0	0.00%	44	83.02%	0	0.00%	9	16.98%
Hispanic	0	0.00%	0	0.00%	1665	90.74%	0	0.00%	170	9.26%
Pacific Islander	0	0.00%	0	0.00%	7	100.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	77	88.51%	0	0.00%	10	11.49%
Unspecified	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White Non-Hispanic	0	0.00%	0	0.00%	410	92.34%	0	0.00%	34	7.66%

by Race | Ethnicity | Ancestry

	Enrollments	Course Co..	Gap
Amer. Indian | Alaska Native	15	93.3%	
Asian	356	91.6%	
Black | African Amer.	139	86.3%	
Filipino	123	93.5%	
Latinx	6,798	89.9%	
Native Hawaiian | Pacific Island..	22	95.5%	
Two or More	178	91.0%	
Unknown	396	88.6%	
White	1,440	92.6%	

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but

they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

- Course completion and success rates per OIE data in 3.2.1, indicate higher scores than other programs. This is evident over the 5-year data collection (AY 16/17-20/21).

Course Completion for Administration of Justice

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Program Match					
All Other Progra..	83.2%	82.7%	84.2%	80.1%	81.0%
This Program	91.3%	92.4%	91.6%	89.4%	87.9%

Course Success for Administration of Justice

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Program Match					
All Other Progra..	68.0%	68.5%	70.1%	68.5%	69.0%
This Program	82.2%	85.3%	84.5%	82.7%	77.9%

- Course success gaps were identified in 3.2.2 OIE data:
    - Black/AA: 70.5%
    - Gender/Different Id: 71.6%
    - Not Military: 82%
- CSLO data in eLumen was not entered from AY 16/17-AY 20/21
    - The CSLO chart below demonstrates the lack of data entry into eLumen

Demographic Category: Ethnicity

African American

CSLO: Analyze constitutional principles related to operational police practices.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

- Department strategies, discussions, and ongoing equity training is necessary to close the gaps with these student populations. The following are suggested discussion topics:
  o Complete CSLOs in eLumen on an annual basis
  o Identify gaps in student populations
  o Provide necessary support for identified students
    ▪ Academic Support Center services
    ▪ Evaluate grading system: weighted grades for high-stake assignments/exams; restructure assessment process
    ▪ Reassess policies on tardiness (i.e., do not lock students out of classroom if tarried to class)
    ▪ Life and Career Center instruction (present organizational and time management skills)
    ▪ Faculty mentoring
    ▪ CTE Counselor support
    ▪ Peer Mentoring Programs
    ▪ Tutors support
    ▪ Research and Librarian assistance
    ▪ Design *Study Hall* safe places (campus locations/classrooms)

- SLO attainment rates provided in the Performance Report by Program with courses by term and ethnicity (generated by eLumen), indicate some differences in SLO achievement rates for these programs. Deficient data in eLumen could explain the reason for the difference in the attainment gaps compared to OIE data. To obtain meaningful and measurable data to compare SLO attainment rates within eLumen and OIE database

systems, it is imperative for faculty to complete the assessment process on a regular basis. This is evident regarding past years and the lack of faculty entering data and closing the loop, which has made it problematic to evaluate gaps in eLumen. The data reflected in OIE reports provide evidence that the Administration of Justice programs attainment rate were higher than the other programs in the college.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
    - The AJ Department offers the following courses for GE credit:
        - AJ 135/Weaponless Defense – 1 Unit P.E.
        - AJ 278/Multicultural Issues in Administration of Justice – 3 Units C.D.
2. What role does your department play in helping students complete the GE pathway? (Define GE pathways and how to use it in this section)
    - The AJ Department provides the following assistance to students
        - CTE Counseling
        - AJPP Counseling, Peer Mentors, College Liaison Staff
        - Student Support Reinforcement by Faculty
        - Career and Professional Mentors
3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?
   The AJ Department only offers each of these courses once a semester due to lack of faculty, and classroom availability to teach them.
    - AJ 135 – Weaponless Defense
        - This course is only offered 1 time per semester
        - Evening course
            - Lack of qualified faculty to teach this course
    - AJ 278 – Multicultural Issues
        - This course is only offered 1 time per semester
            - Lack of faculty
            - Day course
4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.
   Pre-COVID, AJ 278 was available in-person to students during daytime scheduling. Due to the COVID shutdown, this course has been offered online and continues to meet or exceed enrollment. Pre-COVID, AJ 135 was available in-person to students during the evening. This course always met the maximum seat count. Due to the COVID shutdown, this course was unable to pivot to an online or Zoom instructional mode due to the curriculum requirements.

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

   - The AJ Department conducts an annual *Advisory Committee* meeting. This committee provides guidance, recommendations on curriculum, equipment, purchases, scholarship opportunities, enrollment strategies, labor market trends, regulations and laws associated with this program.
   - The development of the new AJ Department Drone courses will be offered (Fall 2022), which encompassed outside influences (no data available):
     - FAA laws and regulations
     - Certified Pilots as instructors
     - Student policies and procedures
     - Equipment certification
   - CSI courses and certificate must adhere to campus regulations pertaining to the use of equipment and materials (no data available):
     - Safety glasses; gloves; chemicals
   - The Dual Enrollment and AJ Pathways Programs have outside influences (no data available):
     - District partners regulations
       - FCC instructors must be approved through District HR
         - Fingerprinted
         - Mandated Reported Training
         - HR Interview

2. Make sure you are including all degree and certificate programs, including the College's GE program.
   - The Advisory Committee meetings address the degrees and certificate list below:
     - Administration of Justice Associates in Science Degree
     - Administration of Justice Associates in Science for Transfer Degree
     - Administration of Justice Crime Scene Investigation Certificate

3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.
   - AJ 110B (Advanced Criminal Law) is the only course with a prerequisite in the program.

4. If AB 705 applies to the program, then how are you meeting its mandates?
   - AB 705 does not apply to the Administration of Justice Department degrees or certificate.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

The Administration of Justice Department provides students with both theoretical and practical learning application to strengthen their academic and career pathways. Several learning activities and applied efforts have been developed since the last Program Review Self-Study. These high-impact practices and programs have constituted a continuing increase in student enrollment, student success and completion, along with internships, career pathway opportunities, and the hiring of our students with law enforcement agencies, and law offices. These opportunities provide our students with the practical application necessary to successfully complete their degrees and certificate, along with providing a pathway towards their careers. These active and applied learning practices include capstone projects, internships, service learning, job and career opportunities, and mentorships that have been intentionally embedded in coursework, and within alternative programs.

Below is a showcase of the various active and applied learning and high-impact practices that have contributed to the success rate of students, and the continued increase in enrollment within the department:

- FBI Internship Opportunities
- Orange County Coroner's Office Tours, Training, and Internship Opportunities
- Police Officer Cadet (paid) Opportunities
- Orange County Superior Court Tours, Training, and Internship Opportunities
- Service Learning and Community Outreach with the Homeless Organizations
- Sex and Human Trafficking Training and Internship Opportunities
- Local and Federal Law Enforcement Guest Speakers and Mentorships
- Law Enforcement Ride-Alongs (Police Patrol or CSI Investigators); and/or Sit-Alongs with Dispatchers (Service Learning)
- Dual Enrollment Program
- Administration of Justice Pathways Program (AJPP)
- Articulation Agreements with Local Partners (Supports Incoming Students)
- CTE – Career & Counseling Support

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.

Institutional barriers that hinder the department's ability to enhance student learning is the following:
- The lack of full-time faculty members within the department hinders the growth and learning experiences for students. Currently, the department only employs two full-time faculty members, yet continues to have the highest student enrollment within the Technology and Engineering (T&E) Division. There is an immediate need for two additional full-time faculty members to support the current student demand. Due to the growth of students pursuing their degrees, certificates, and career pathways within the law enforcement profession has limited the ability to extend learning experiences. In addition, career opportunities for both sworn and civilian positions are available, as recruiters have informed the Department Coordinator. As an example, LAPD is hiring 750 new Police Officers by June 30, 2022. The labor market continues to provide growth indicators within this career field.

- Professional development for faculty and staff members specific to data analysis, eLumen training and updates, and data tracking practices. This is necessary for faculty to enhance student learning by utilizing data to identify students in need.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.
- The AJ Department requested approval and additional funding for full-time faculty
  - o Full-time faculty was not allocated
2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?
- The lack of resource allocation to hire full-time faculty impacted the program:
  - o Course section offerings were limited to students
  - o Forced to hire additional part-time instructor to fill required course demands
  - o Courses aligned with certificates were not offered
  - o Administrative duties increased, as the expansion of the AJ Department with the Dual Enrollment and AJ Pathways Program, and high demand for the CSI Certificate, influenced workloads
  - o The AJ Club (students request) was unable to provide a faculty sponsor, due to limited time to devote to this new project
  - o Faculty was limited on outreach and recruiting events and efforts, due to limited time

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faulty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep to track of them. Also, make sure that each funding request includes the following elements:
1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the College mission, vision, goals, or objectives.
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

Program Review Comprehensive Self-Study
Strategic Action Plans Template
Please fill out this table for each of your Strategic Action Plans.
Strategic Action Plan (SAP) # <u>1</u>, department (or program) name: <u>Administration of Justice Department</u>

Describe Strategic Action Plan.	Hire 2 full-time faculty members
List College goal/objective the plan meets.	**SAP #1 meets the College Goals and Objectives** Goal #1: "Promote success for every student" Objectives #1-5 Goal #2: "Cultivate a culture of equity" Objectives #2 & 3 Goal #3: "Strengthen connections with our community" Objectives: #1 & 2 Goal #4: "Commit to accountability and continuous quality improvement" Objectives #1 & #3
Describe the SAP. Include persons responsible and timeframe.	Hire 2 full-time faculty members. One by Fall 2022, and the second by Spring 2023. Person responsible: Ken Starkman, Division Dean
What Measurable Outcome do you anticipate for this SAP?	Increase student enrollment, and certificate completion by 1.0-1.5%
What specific aspects of this SAP can you accomplish without additional financial resources?	Unable to accomplish SAP without funding.

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	District Funds	District/HR
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	District Funding	District

Program Review Comprehensive Self-Study

Strategic Action Plans Template

Please fill out this table for each of your Strategic Action Plans.

Strategic Action Plan (SAP) #2, department (or program) name: <u>Administration of Justice Department</u>

Describe Strategic Action Plan.	Drone equipment for new courses
List College goal/objective the plan meets.	**SAP #2 meets the College Goals and Objectives** Goal #1: "Promote success for every student" Objectives #1-5 Goal #2: "Cultivate a culture of equity" Objectives #2 & 3 Goal #3: "Strengthen connections with our community" Objectives: #1 & 2 Goal #4: "Commit to accountability and continuous quality improvement" Objectives #1 & #3
Describe the SAP. Include persons responsible and timeframe.	Drone equipment for four courses being offered in the Fall 2022 semester. All equipment needs to be available by Summer 2022. Person responsible: Ken Starkman, Division Dean and Drone Coordinator.
What Measurable Outcome do you anticipate for this SAP?	No baseline for measurable outcomes, due to new courses in the program. Measurable outcomes can be anticipated due to the high demands for these innovative courses, and advisory committee members conquer. In the initial semester of offering the courses, 60% fill rate is the goal.
What specific aspects of this SAP can you accomplish without additional financial resources?	Unable to accomplish SAP without funding. The need for equipment is necessary for the course to function.

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

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment: Drones; Cameras; Ancillary Course Equipment	$65,000	District
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	$65,000	District

Program Review Comprehensive Self-Study

Strategic Action Plans Template

Please fill out this table for each of your Strategic Action Plans.

Strategic Action Plan (SAP) #__3__, department (or program) name: <u>Administration of Justice Department</u>

Describe Strategic Action Plan.	Equipment for Crime Scene courses and Certificate
List College goal/objective the plan meets.	**SAP #3 meets the College Goals and Objectives** Goal #1: "Promote success for every student" Objectives #1-5 Goal #2: "Cultivate a culture of equity" Objectives #2 & 3 Goal #3: "Strengthen connections with our community" Objectives: #1 & 2 Goal #4: "Commit to accountability and continuous quality improvement" Objectives #1 & #3
Describe the SAP. Include persons responsible and timeframe.	Crime Scene Investigation course equipment. The equipment is necessary for the current and expanding CSI program by Spring 2022. By Fall 2022 the CSI and Biotech courses will need all equipment for this collaboration project and CSI/Biotech Certificate. Person responsible: Ken Starkman, Division Dean
What Measurable Outcome do you anticipate for this SAP?	Increase the AJ CSI Certificate completion by 10%
What specific aspects of this SAP can you accomplish without additional financial resources?	Unable to teach courses and accomplish SAP without funding.

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

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment Crime Scene photography equipment; photography lighting; CSI investigative kits for students (40); Crime scene scenario equipment; Scenario facility (on or off campus)	$115,000	District
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	$115,000	District

Program Review Comprehensive Self-Study

Strategic Action Plans Template

Please fill out this table for each of your Strategic Action Plans.

Strategic Action Plan (SAP) #__4__, department (or program) name: <u>Administration of Justice Department</u>

Describe Strategic Action Plan.	Innovative Instructional Classroom – Lab & Command Center
List College goal/objective the plan meets.	**SAP #4 meets the College Goals and Objectives** Goal #1: "Promote success for every student" Objectives #1-5 Goal #2: "Cultivate a culture of equity" Objectives #1 -4 Goal #3: "Strengthen connections with our community" Objectives: #1 -3 Goal #4: "Commit to accountability and continuous quality improvement" Objectives #2 & #3
Describe the SAP. Include persons responsible and timeframe.	Instructional classroom will allow for in-person or remote/Zoom instruction, which will include labs, group projects and collaboration, AJ/Biology Dept. courses, along with Command Center conversion for AJ courses and community partners training. Timeline: Fall 2022 Person responsible: Ken Starkman, Division Dean
What Measurable Outcome do you anticipate for this SAP?	Increase the AJ CSI Certificate completion by 10%
What specific aspects of this SAP can you accomplish without additional financial resources?	Unable to teach courses and accomplish SAP without funding.

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

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities: /Tables; Chairs	$20,000	District
Equipment: Smart Boards and Monitors	$65,000	District
Supplies		
Computer hardware: Remote and Zoom equipment- Cameras; projectors	$110,000	District
Computer software: Zoom software	$42,000	District
Training		
Other: Consultant and contractor	$12,000	District
TOTAL requested amount	$249,000	District

Program Review Comprehensive Self-Study

Strategic Action Plans Template

Please fill out this table for each of your Strategic Action Plans.

Strategic Action Plan (SAP) #__5__, department (or program) name: <u>Administration of Justice Department</u>

Describe Strategic Action Plan.	Training
List College goal/objective the plan meets.	**SAP #5 meets the College Goals and Objectives** Goal #1: "Promote success for every student" Objectives #1,2,4&5 Goal #2: "Cultivate a culture of equity" Objectives #2 & 3 Goal #3: "Strengthen connections with our community" Objectives: #1 & 2 Goal #4: "Commit to accountability and continuous quality improvement" Objectives #2 & #3
Describe the SAP. Include persons responsible and timeframe.	Training and conferences for course instruction and program products/equipment. Timeframe: Starting in Spring 2022 Person responsible: Ken Starkman, Division Dean
What Measurable Outcome do you anticipate for this SAP?	Increase knowledge and product information for Drone course; CSI courses and certificate program. A 2% increase in enrollment and course completion is anticipated, due to innovative instruction and products to support student completion and course success.
What specific aspects of this SAP can you accomplish without additional financial resources?	None. Innovate knowledge of product and instructional utilization is necessary for these high demand and technical courses.

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

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		District
Supplies		
Computer hardware		
Computer software		
Training: Drone and CSI	$12,000	
Other		
TOTAL requested amount	$12,000	District

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

AJ Department's long term plans include the following:
- Hire two full-time faculty members within the next four years
- Increase CSI courses and develop scenario labs on campus for certification
- CSI Certificate growth
- Expand the innovative Drone Certificate and courses
- Increase Dual Enrollment with local district partners
- Develop two additional AJ Pathway Program cohorts
- Partner with local agencies and community leaders for internships, work experience, and job opportunities

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

Please see page 1 for *Executive Summary*

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.
   - CTE/Technology & Engineering/AJ Dept. Website: https://techeng.fullcoll.edu/
   - CTE/Administration of Justice Department Website: https://cte.fullcoll.edu/department/public-services/
     - https://cte.fullcoll.edu/programs/administration-of-justice/
     - https://cte.fullcoll.edu/programs/crime-scene-investigation/
   - CTE: https://counseling.fullcoll.edu/wp-content/uploads/sites/4/2021/08/Fullerton-College-CTE-Flyer_July2021-FINAL.pdf
   - Pathways Program: AJPP/Dual Enrollment: [Administration of Justice Pathway Program | Educational Partnerships and Programs Office | Fullerton College (fullcoll.edu)](#)
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence, then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?

4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.