



# **PROGRAM REVIEW**

## **Six-Year Review Academic and Vocational Programs**



**2021-2022**

**Program Name: Administration of Justice**

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## SECTION 1

DEFINITION OF PROGRAMS,  
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## Definitions of Program

### Administration of Justice program Mission Statement

*The program mission of the Administration of Justice (AJ) Program mirrors Allan Hancock College (AHC's) mission by enhancing all AJ students, prizing equity and diversity with a solid educational platform, preparing students for either an Associate of Science degree or the pathway for those to transfer to a higher institution and/or an immediate employment in this career field, including the certified Law Enforcement Academy. The AJ program specifically focuses on the fundamental processes of the criminal justice system coupled with the changing laws of our society.*

### Administration of Justice Program Review Purpose and Goals

The Administration of Justice Program(s) provide the knowledge and skills necessary for entry level positions of employment as a career in the criminal justice system. Those positions include, but are not limited to:

Police officer, Deputy Sheriff, State Patrol, State/county/city Probation officer, Criminologist, Correctional officer, court specialist, Bailiff, Federal officer (Military officer/investigator, Program Analyst, FBI, DEA, Border Patrol), and private security.

This rate of employment growth is consistent across most criminal justice occupations, especially for those seeking law enforcement and correctional type positions. This rate of expansion is expected to increase in California by 3.7%, or 2,700 positions between now and 2028, according to the California EDD. ([www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)).

The broad range of education opportunities offers college students vocationally oriented and university transferable academic courses. The curriculum provides students with content knowledge that supports competency-based industry standards and workforce needs. Students have many opportunities to apply their knowledge and skills in our academic programs and activities such as Skills USA, an opportunity extended to both our Santa Maria and Lompoc Valley Centers.

Specific career days during each school semester provide an additional opportunity for each student to meet individually with a recruiter from an agency and obtain information on each department and a cooperative work experience opportunity with local governmental agencies in a diverse community.

Developing opportunities for students to participate, provides both paid and unpaid internships with our local criminal justice agencies which increase student success. Students grow personally and professionally.

Our instructional faculty are experienced professionals in all aspects of the criminal justice field and education. The faculty are highly qualified and are currently employed with various agencies or recently retired from their role in the criminal justice system. Students grow personally and professionally because of their classroom experiences.

The Administration of Justice Program includes the following:

- Associate of Science Degree (AS),
- Associate in Science for Transfer (AS-T).

### Course Enrollments

#### 6 Majors Admin of Justice for Transfer, Administration Of Justice, Administration of Justice - Headcount

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Admin of Justice for Transfer	96	149	232	268	372	495
Administration Of Justice	789	1,079	1,078	987	940	891
Grand Total	882	1,222	1,291	1,231	1,270	1,344

### Program Award Summary

	Annual 2016-2017	Annual 2017-2018	Annual 2018-2019	Annual 2019-2020	Annual 2020-2021
Allan Hancock Total	59	64	88	115	130
Associate in Science for Transfer (A.S.-T) Degree	38	42	57	64	82
Associate of Science (A.S.) degree	21	22	31	18	26

Source: Chancellor's Office Data Mart: [https://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](https://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

### Projections of Employment by Occupation, 2018-2028 Top Code: 210500 Administration of Justice Geography: Santa Barbara County

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
333051	<a href="#">Police and Sheriff's Patrol Officers</a>	600	520
	<b>Total</b>	600	520

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

Source: <https://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

## SECTION 2

SELF-STUDY QUESTIONS

AND

FORMAT

## PLAN OF ACTION - POST-VALIDATION Six Year

DEPARTMENT: Pubic Safety Training      PROGRAM: Administration of Justice

Listed below are specific actions which the department plans to take as a result of this program review.

### RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT

	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
<ol style="list-style-type: none"> <li>1. Improve classroom design.</li> <li>2. Obtain student technology learning devices.</li> <li>3. Improve teaching props and aids.</li> </ol>	<ol style="list-style-type: none"> <li>1. IR4, SLS5</li> <li>2. SL2, IR3</li> <li>3. SL1, SL6</li> </ol>	ASAP

### RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
<b>Enrollment Changes</b> Greater emphasis will be needed for technology-based instruction.	SLS2, IR3	ASAP
<b>Demographic Changes</b> Greater emphasis on interactive learning activities will be needed.	IR4, SLS5	ASAP

### RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
<b>Curricular Changes</b> Continue compliance with statewide C-ID project.	SLS2	Existing
<b>Co-Curricular Changes</b> None anticipated.	N/A	N/A
<b>Neighboring College and University Plans</b> Continue compliance with statewide C-ID project.	SLS2	Existing
<b>Related Community Plans</b> Continued emphasis on community relations for criminal justice practitioners.	I1	Existing

### RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

	Theme/Objective/ Strategy Number AHC from Strat Plan	TARGET DATE
<b>Facilities</b> Develop a contemporary adult learning environment classroom and lab conducive to group discussion and interactive exploratory learning.	IR4	ASAP
<b>Equipment</b> <ol style="list-style-type: none"> <li>1. Forensic Science and Criminal Investigation Teaching Props and Aid.</li> <li>2. Student Instructional Technology Devices.</li> </ol>	<ol style="list-style-type: none"> <li>1. SLS2</li> <li>2. SLS2</li> </ol>	ASAP
<b>Staffing</b> <ol style="list-style-type: none"> <li>1. Increase secretary to full-time, 12 months.</li> <li>2. Program assistant, part-time flexible hours.</li> </ol>	<ol style="list-style-type: none"> <li>1. IR2</li> <li>2. IR2</li> </ol>	ASAP



## **Allan Hancock College Program Review**

### **2016-2022 Comprehensive Self-Study**

#### **I. Program Mission**

The program mission of the Administration of Justice (AJ) Program mirrors Allan Hancock College (AHC's) mission by enhancing all AJ students, prizing equity and diversity with a solid educational platform, preparing students for either an Associate of Science degree or the pathway for those to transfer to a higher institution and/or an immediate employment in this career field, including the certified Law Enforcement Academy. The AJ program specifically focuses on the fundamental processes of the criminal justice system coupled with the changing laws of our society.

#### **II. Progress Made Toward Past Program/Departmental Goals**

The Administration of Justice Program(s) has continued to provide students with an innovative academic experience by a highly qualified and diverse instructors, which includes opportunities to apply skills learned in academic classes through practical experience in our investigation lab courses and training facility. Both academic classroom experiences combined with opportunities to apply knowledge in a lab school environment prepare students for either their Associate in Science degree, transfer to a four-year institution, attend the Allan Hancock law enforcement program and/or become gainfully employed in the criminal justice workforce.

From 2014-2020, the Administration of Justice Program has experienced a growth in the number of students attending the courses. The program had 927 students in 2014 and 1,152 students in 2020 with a retention rate average of 94%. The program currently has twelve courses of study including an independent study course, and twelve part-time instructors. The program averages 18-20 sections each semester and 3 sections during the summer session.

In the Administration of Justice program, 6-year review completed in 2014-2015, the following recommendations were provided. Progress for each recommendation has been recorded below:



1. Technology: Improved and updated classroom technology and technological devices for the Administration of Justice program are needed to fulfill the applications components of course material and to engage students with simulation activities to facilitate learning. This remains an on-going process.
2. Support Staff: Additional program assistance is needed to help with inventory and the maintenance of equipment. Secretarial support for the department should be increased, at minimum, to full-time equivalent for the department. As the program was transferred to the Public Safety Training, our support assistance has greatly increased.
3. Full-time faculty: Additional full-time faculty are needed to assist in coordinating and developing the Lompoc Valley Center Administration of Justice and the Distance course offerings. A full-time faculty member has been selected to start with the program in the Fall/2022 semester, but that position only took the place of the coordinator for the program who retired in 2019.
4. Facilities: Dedicated long-term space is needed. Classroom designed for administration of justice adult learners and interactive coursework are needed to meet program objectives and to improve student success. The classroom is currently shared with another academic discipline and remains an important task.
5. Equipment: Teaching props and aids are needed to facilitate student learning and course presentations. Though the program received monies for equipment, the program remains in need of additional supplies and aids to better facilitate the learning environment of the students.
6. Counseling: An embedded academic counselor for the department to provide student outreach and advisement for administration of justice majors. The program was assigned a dedicated counselor.
7. Professional development is needed for faculty to maintain currency of knowledge and skills. Our program remains in need of training specific to this program.

The program review annual update. 2020 reported added resources received below:

1. Obtain a separate office space for the program. This was awarded in 2021, in Building, H- adjacent to the programs assigned classroom.
2. The program requires a full-time faculty coordinator to facilitate the program. A full-time faculty member was chosen and will begin in the fall semester-2022.

### III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

**Human:** Human resources have been addressed in two categories of need. The categories of need are instructional faculty and our two courses which include a working lab.

**Instructional Faculty:** The Administration of Justice academic program currently employs no full-time instructional faculty and 10 active and 1 inactive employee. The program also utilizes one full-time college administrative employee to avoid part-time course overload. The FTEF in 2019-2020 was 7.63 taught by Part-time instructors (100% Part-Time instructor load). There are currently no openings for additional faculty in the program.

The program has two courses which denote investigatory components necessitating specialized techniques in enhancing "criminal evidence." Those procedures are part of the courses and set in a lab environment with the instructional means provided by certified faculty. The program has two classrooms for instruction. One is on the Santa Maria campus, the other on the Lompoc campus within the Public Safety Training Center. Due to the Covid-19 pandemic, in-person instruction was discontinued in Santa Maria and our Lompoc campus. In August 2021, in-person instruction was re-established on both campuses.

**Physical:** Classrooms for eleven courses plus an independent study course, and approximately 21-23 sections, scheduled per semester (including four sections at the Lompoc Valley Center) at both the Santa Maria and Lompoc Valley campuses; with video and live stream technologies; equipment such as storage cabinets and filing cabinets; various instructional materials and miscellaneous office supplies (file folders, DVDs, etc.).

**Technological:** Two dedicated classrooms for the Administration of Justice Program courses that also have desktop computers with one printer shared by other programs in Santa Maria and no printer accessible for the Lompoc Center. 2 podiums with a document camera, DVD/VHS player, internet access and screen projector (Lompoc Center) and a large screen video monitor (Santa Maria campus).

**Fiscal:** The Administration of Justice program budget is quite insignificant compared to the number of students in the program and sections offered. The budget provides minimal support for course and operational supplies such as printer ink, Scantrons, printer paper, pens, pencils etc. The current funding level for instructional materials does not meet the minimal level of need. In the past several years, the Administration of Justice program has received a grant fund and recently funding for materials that assisted in closing the fiscal gap mentioned above.

Resources Needed to Support Program/Student Success: Adequacy of Resources  
Human: Human resources have been addressed in two categories of need. The

categories of need are a full-time instructional faculty member and additional equipment.

- **Instructional Faculty:** Given the current size of the Administration of Justice program, consideration was provided, and a full-time faculty member was recently selected for August 1, 2022.
- The program is set up to prepare the student for a career in the criminal justice system. Some courses have instructional needs to effectively promote an industry standard learning environment such as: updated measuring devices, fingerprinting materials, evidence kits, digital cameras and other instruments.
- The technology needs updating in both the Santa Maria and Lompoc classrooms. The technology set-up, including the internet signal in the Santa Maria campus classroom repeatedly fails and causes numerous delays with course instruction. The internet access at the Lompoc Training center is also lacking along with technology. The classroom at the Lompoc Training center remains with projection technology which commonly delays accessibility, along with poor internet connection as neither students nor staff can secure a reliable internet connection while inside the classroom. The program does not have direct access to a printer for the faculty, nor a dedicated staff work room for supplies.

Outcomes: As an institution of higher education will are responsible for educating and training the current and future students, promoting, synthesizing theoretical and practical methodologies and successfully moving them into a workforce. Promoting practices that ensure equitable learning for all students, while supporting and ensuring that those who need services most get them, bringing equity to the workforce, and using data to bring equity to the forefront of change. Faculty of the Administration of Justice program provides professional opportunities and understanding of the continuous review of current program philosophies, policy, and procedures, as well as curricular changes will be needed to support the mission and vision of Allan Hancock College.

#### **IV. Program SLOs/Assessment**

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? [Describe changes you have made to courses, or the program based on these data.](#)

The graduate of the Associate in Science for Administration of Justice degree/transfer will be able to:

- demonstrate multicultural awareness
- respect constitutional and human rights
- respect the dignity and humanity of victims, perpetrators, and wrongfully convicted persons
- understand the fundamental theories of the American Criminal Justice system

- analyze and compare current and historical societal responses to crime victims
- analyze, and apply basic legal principles and rules to factual situations
- identify and implement the principles and procedures utilized in legitimate scientific and criminal investigation
- apply the ethical components of decision-making in the three major components of the criminal justice system: police, courts, and corrections
- learn and apply the Criminal Justice's Professional Values
- understand the impact that ethics, emotions, and prejudices have on discretionary decision making
- compare different specialized scientific methods
- practice and assess the application of forensic techniques to the analysis of evidence

<https://hancockcollege.sharepoint.com/:b:/r/sites/Groups/other/ProgramReview/Program%20Review%20Documents/Academic%20Affairs/Administration%20of%20Justice.pdf?csf=1&web=1&e=OLe06K>

Within each course, there are student learning outcomes that are associated to both the program and institutional learning outcomes.

#### **V. Distance Learning (If applicable):**

The Administration of Justice program during the time of this review did not offer on-line courses for the program. Outside of Covid-19 ERT instruction, both methods of instruction are above the overall college percentages for retention and success. When comparing retention rates of our online courses as compared to our face-to-face courses, the program enjoyed a 95% retention rate for 2019-2020 as well as 2017-2018. The peer review process provides faculty with a sense of what others are doing and provides feedback on how to sustain opportunities for regular substantive student contact in our offerings. The program will seek to adopt OER (Open Education Resource) textbook and resources to eliminate student barriers to success that cannot obtain a textbook on their own.

#### **VI. Success, Retention, and Equity**

The following graphs identify the Administration of Justice program's success, retention, and equity outcomes. Data on outcomes demonstrates success and negative outcomes in age, gender, student type, and distance learning (COVID-19 period of instruction) which are shown below.

In teaching innovations, use of innovations, use of academic and academic and student support services (library, counseling, LAP-LEARNING ASSISTANCE PROGRAM, community partnerships, etc.). Refer to list of student services.

## AGE DATA

	Academic Year 2019-20									
	Headcount	Enrollment	EW count	FTEs	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Under 20	306	531	16	56	94.4%	-0.3%	2	83.1%	-4.1%	23
20-24	240	472	14	50	94.8%	0.4%		86.7%	2.3%	
25-29	48	93	1	10	94.6%	0.0%		87.0%	1.8%	
30-34	16	27	1	3	92.3%	-2.3%	1	88.5%	3.2%	
35-39	8	13	1	1	100.0%			100.0%		
40-49	7	12	0	1	100.0%			100.0%		
50+	4	4	0	0	75.0%			75.0%		
Grand Total	609	1,152	33	121	94.5%			85.3%		

In reviewing student data, it was identified that students under the age of 20 had a disproportionate success rate of -4.1% (28). It was found also that students in the 35-39 and 40-49 age groups demonstrated a 100% retention success rate and 50+ demonstrated a 75% retention rate. Reasons for the impact of students under the age of 20 could be caused by an unfamiliarity with college systems and academic preparation for college level work.

## ETHNICITY DATA

	Academic Year 2019-20									
	Headcount	Enrollment	EW count	FTEs	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	6	11	1	1	90.0%			90.0%		
Black	15	20	0	2	100.0%	5.6%		90.0%	4.7%	
Filipino	6	10	0	1	90.0%			60.0%		
Hispanic	355	702	18	74	94.6%	0.1%		84.2%	-2.9%	21
Native Am	17	29	1	3	92.9%	-1.7%	1	75.0%	-10.6%	4
Pac Isl	7	11	1	1	100.0%			90.0%		
White	189	344	11	36	94.3%	-0.4%	2	89.5%	5.9%	
Unknown	14	25	1	3	95.8%	1.3%		75.0%	-10.6%	3
Grand Total	609	1,152	33	121	94.5%			85.3%		

In reviewing of the student ethnicity data, there were three categories that showed a negative impact on student success. The two areas were Hispanics with -2,9% (23), Native Americans with 10.6% (4), and Unknown ethnicity with -10.6% (3). Reasons for the impact could be caused by implicit bias (misguided perceptions of people of color) of faculty of staff, accessibility to campus resources, balancing school, and home/work commitments, miscommunication with instructors and counselors, as well as effective instructor engagement. The Administration of Justice Program will address the disproportionate impact of ethnicity by reviewing current curriculums and course materials, have faculty/staff attend professional development opportunities related to social justice, equity, diversity, and inclusion

[Barriers to Academic Success: A Qualitative Study of African American and Latino Male Students | The League for Innovation in the Community College](#) (Dulabaum, 2016).

## GENDER DATA

	Academic Year 2019-20										
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact	
Female	317	593	16	62	94.8%	0.5%		85.6%	0.6%		
Male	286	550	16	58	94.4%	-0.3%	2	85.2%	-0.3%	2	
Unknown	6	9	1	1	87.5%			75.0%			
Grand Total	609	1,152	33	121	94.5%			85.3%			

In reviewing student gender data, it was noted male students had a disproportionate impact in success of -0.3% (2). Reasons for the impact of these 2 students could be the cost of materials, time conflicts due to family/work commitments, insufficient family support and lower levels of self-confidence.

[Examining Educational Barriers for Latino Children and Youth at the UnidosUS 2021 Changemakers Summit | UnidosUS](#) UnidosUS 2022

The Administration of Justice Program will address the disproportionate impact of gender by reviewing current curriculums and course materials, leveraging campus resources to support and strengthen students' experiences where they can practice their skills and build confidence.

## STUDENT DATA

	Academic Year 2019-20										
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact	
First Time	153	166	1	17	92.1%	-2.8%	5	80.0%	-6.3%	11	
First Time Tran..	10	13	0	1	92.3%	-2.3%	1	92.3%	7.0%		
Continuing	481	913	28	96	95.3%	3.4%		86.2%	4.2%		
Returning	37	50	1	5	89.8%	-5.0%	3	83.7%	-1.7%	1	
Special Admit	9	10	3	1	100.0%			100.0%			
Grand Total	609	1,152	33	121	94.5%			85.3%			

In reviewing student type data, first time students showed a -6.3% (11) of disproportionate impact in success and returning students had a -1.7% (1) impact. Reasons for the impact could be caused by lack of college preparatory coursework at the high school level, reduction of remedial coursework upon entering college, having a balance home and educational responsibilities, lack of awareness of college programs such as academic advising, LAP, and counseling. Further there is a connection between financial assistance and student persistence.

[factors influencing college persistence for first-time students](#) (Stewart, Hun Lim, & Kim, 2015).

The Administration of Justice program will address this disproportionate impact by working with students in the introduction courses to obtain a student success plan and visit a counselor during their first semester. Further, the Administration of Justice program will encourage students to become involved in program activities and if part of their success plan allows, direct the students path toward the Hancock College Public Safety Center.

## VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review.

The following graphs identify the Administration of Justice Program's success, retention, and equity outcomes. Data on outcome that demonstrates success and negative outcomes in age, ethnicity, gender, student type, and distance learning are demonstrated with the information.

Negative impacts on specific outcomes are identified by a negative percentage. Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP (LEARNING ASSISTANCE PROGRAM), community partnerships, etc.). Refer to list of Student Services.

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
AJ101	Under 20	222	23.5	92%	70%	248	26.2	89%	74%	227	23.8	96%	86%
	20-24	101	10.8	89%	72%	115	12.1	93%	78%	73	7.8	92%	86%
	25-29	23	2.4	91%	74%	19	2.0	100%	89%	18	2.0	83%	83%
	30-34	8	0.8	100%	100%	7	0.7	71%	57%	7	0.7	86%	86%
	35-39	5	0.5	80%	60%	4	0.4	75%	75%	1	0.1	100%	100%
	40-49	6	0.6	67%	50%	2	0.2	50%	50%	5	0.5	100%	100%
	50+					1	0.1	100%	100%	2	0.2	50%	50%
AJ102	Under 20	42	4.4	88%	64%	30	3.2	80%	77%	47	4.9	87%	81%
	20-24	75	7.9	96%	82%	48	5.3	94%	82%	58	6.1	95%	90%
	25-29	15	1.5	80%	67%	7	0.7	100%	100%	13	1.4	100%	92%
	30-34	9	0.9	100%	100%	6	0.6	83%	83%	2	0.2	50%	50%
	35-39	5	0.5	100%	100%	1	0.1	100%	100%	1	0.1	100%	100%
	40-49					1	0.1	100%	100%	1	0.1	100%	100%
	50+									1	0.1	100%	100%
AJ103	Under 20	49	5.2	94%	80%	68	7.1	96%	71%	65	6.9	95%	56%
	20-24	52	5.5	98%	90%	76	8.1	95%	88%	59	6.3	91%	75%
	25-29	8	0.8	100%	100%	10	1.0	100%	100%	9	1.0	100%	89%
	30-34	7	0.7	100%	100%	4	0.4	75%	75%				
	35-39	2	0.2	100%	100%	4	0.4	75%	75%				
	40-49					1	0.1	100%	100%	2	0.2	100%	100%
AJ104	Under 20	20	2.1	90%	70%	25	2.6	80%	72%	39	4.1	95%	95%
	20-24	54	6.1	93%	57%	52	5.6	91%	77%	50	5.3	100%	96%
	25-29	7	0.7	86%	86%	9	1.0	89%	89%	7	0.7	86%	57%
	30-34	5	0.5	100%	100%	2	0.2	50%	50%	2	0.2	100%	100%
	35-39	2	0.2	100%	100%	4	0.4	75%	50%				
	40-49					3	0.3	100%	67%				
AJ105	Under 20	27	2.8	100%	100%	25	2.6	100%	100%	41	4.3	98%	98%
	20-24	49	5.2	96%	92%	60	6.3	97%	95%	47	4.9	98%	94%
	25-29	7	0.7	100%	100%	6	0.6	100%	100%	8	0.8	100%	100%
	30-34	4	0.4	100%	100%	3	0.3	100%	100%	5	0.5	100%	100%

AJ105	35-39	1	0.1	100%	100%	4	0.4	75%	50%	3	0.3	100%	100%
	40-49	3	0.3	67%	67%	1	0.1	100%	100%	1	0.1	100%	100%
	50+	2	0.2	50%	50%					1	0.1	100%	100%
AJ111	Under 20	31	3.2	100%	94%	24	2.5	100%	100%	36	3.7	97%	94%
	20-24	36	3.7	97%	89%	50	5.3	98%	92%	59	6.2	95%	82%
	25-29	3	0.3	100%	100%	3	0.3	67%	67%	14	1.6	93%	80%
	30-34	2	0.2	0%	0%	1	0.1	100%	100%	5	0.5	100%	80%
	35-39	2	0.2	100%	100%	2	0.2	100%	100%	1	0.1	100%	100%
	40-49	2	0.2	100%	100%	1	0.1	100%	100%	1	0.1	100%	100%
	50+	1	0.1	100%	100%								
AJ120	Under 20	22	2.3	86%	64%	17	1.8	71%	59%	21	2.3	91%	59%
	20-24	41	4.3	98%	71%	44	4.6	93%	82%	32	3.5	94%	73%
	25-29	10	1.1	90%	70%	13	1.4	85%	85%	4	0.4	100%	75%
	30-34	5	0.5	100%	100%	3	0.3	100%	100%	1	0.1	100%	100%
	35-39	1	0.1	0%	0%	4	0.4	100%	100%				
	40-49	1	0.1	100%	100%	1	0.1	100%	100%				
	50+	2	0.2	50%	0%	1	0.1	0%	0%				
AJ130	Under 20	19	2.0	95%	89%	20	2.1	95%	90%	36	3.8	94%	91%
	20-24	39	4.1	95%	79%	47	5.0	98%	92%	45	4.7	98%	93%
	25-29	19	2.1	95%	85%	10	1.0	100%	80%	7	0.7	100%	100%
	30-34	4	0.4	100%	75%	2	0.2	100%	100%	1	0.1	100%	100%
	35-39	1	0.1	100%	100%	3	0.3	67%	67%	4	0.4	100%	100%
	40-49	2	0.2	100%	100%	1	0.1	100%	100%				
	50+	3	0.3	33%	33%								
AJ150	Under 20	10	1.1	90%	90%	9	1.0	100%	100%	14	1.5	86%	86%
	20-24	23	2.5	100%	91%	28	3.0	93%	86%	32	3.4	100%	97%
	25-29	3	0.3	100%	100%	4	0.4	100%	100%	3	0.3	100%	100%
	30-34					4	0.4	100%	75%	2	0.2	100%	100%
	35-39	2	0.2	50%	50%	1	0.1	100%	100%	2	0.2	100%	100%
	40-49	1	0.1	100%	100%								
AJ150	50+	1	0.1	100%	100%	3	0.3	33%	0%				
AJ315	Under 20	14	1.5	100%	93%	12	1.2	75%	67%	3	0.3	67%	67%
	20-24	30	3.2	87%	63%	33	3.4	94%	88%	13	1.4	77%	77%
	25-29	8	0.8	75%	63%	2	0.2	100%	100%	8	0.9	100%	100%
	30-34	3	0.3	33%	0%	5	0.6	83%	67%	2	0.2	100%	100%
	35-39	4	0.4	100%	100%					1	0.1	100%	100%
	40-49	1	0.1	100%	100%	2	0.2	50%	50%	2	0.2	100%	100%

## VIII. Long-Term Program Goals and Action Plans (Aligned with the College Educational Master Plan)

### EDUCATIONAL MASTER PLAN:

<https://www.hancockcollege.edu/planning/docs/Educational%20Master%20Plan%20-%202020-2026.pdf>

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover a five-year period and include target dates and resources needed.)



Program Goal	Education Master Plan Goals and Strategies (pg.19-21)	College Educational Master Plan Area Alignment
1) Review and revision of program curriculum, workforce /Industry standards, Guided Pathways, and student retention success rates. Revision and creation of courses Revision and creation of degree/certificate pathways Revision and creation of program processes	B. Successful entry into an area of interest and program of study C. Student progression through a program of study Strategies: B.1-B.5, B.7-B.8 C.1-C.5, C.7-C.8	I, II, III, VI & VII
2) Increase program budget to support faculty and assist students in completing educational/vocational goals.	A. Connect with students D. Student completion Strategies: A.1-A.8 D.1-D.7	IV
3) Maintain and upgrade existing program technology and facilities to support academic instruction for both faculty and students. Implement new innovative technology strategies to support JEDI lens for students and increase retention and student success rate.	C. Student progression through program of study D. Student completion E. Transition to transfer and/or gainful employment Strategies: C.1-C.5, C.7-C.8 D.1-D.7 E. 1-4 & E. 6-8	IV
4) Increase student success and retention rates across program student groups and address disproportionate impacts consistent with justice, equity, diversity, and inclusion gaps.	A. Connect with students B. Successful entry into an area of interest and program of study C. Student progression through a program of student D. Student completion E. Transition to transfer and/or gainful employment Strategies: A.1-A.9 B.2, B. 4, B.5, B.7 & B.8 C.1-C.5 D.1-D.7	I, II, III, V, VI, & VII
5) Hire a minimum of 1 FT Faculty to meet FTEF/FTES ratio and highly qualified instructors to support program quality, student retention and student success.	A. Connect with students B. Successful entry into an area of interest and program of study C. Student progression through a program of student D. Student completion E. Transition to transfer and/or gainful employment A.1-A.9 B.2, B. 4, B.5, B.7 & B.8 C.1-C.5, C.7-C.8 D.1-D.7 E.1-E.8	I, II, III, V, VI, & VII
6) Partner with other AHC programs, workforce/industry partners to support student integration that is inclusion of higher education institutions	B. Successful entry into an area of interest and program of study C. Student progression through a program of student D. Student completion E. Transition to transfer and/or gainful employment B.2, B. 4, B.5, B.7 & B.8 C.1-C.5, C.8 D.1-D.7 E.1-E.8	I, II, III, & VII

# E-1

## STUDENT DATA SUMMARY

### STUDENT DATA SUMMARY

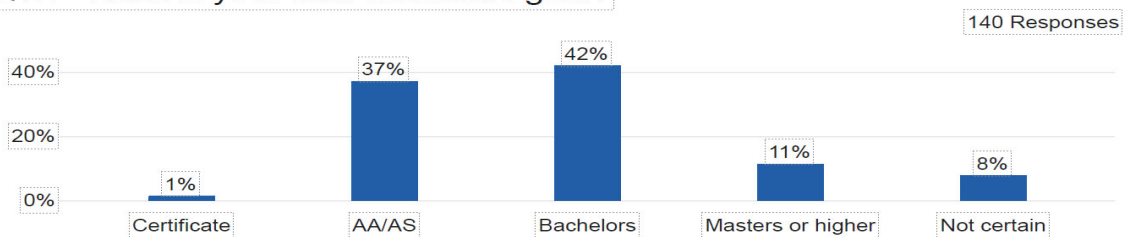
#### [AJ Program Review Fall 2020 \(2\).pdf](#)

Based on the student surveys from fall 2020, with 146 participants responding, the following positive factors were identified by students in the discipline:

1. 74% of students were highly satisfied with the quality of instruction.
2. 76% of students felt the Administration of Justice Program contributed to their intellectual growth.
3. 77% of students reported they were highly satisfied with the way the program meets their educational goals.
4. 70% of students were satisfied with the courses offered in the Administration of Justice Program.
5. 65% of students compared to the beginning of the semester (Fall-2020), their attitude about the Administration of Justice Program improved.
6. 85% of students plan on taking additional courses in the Administration of Justice Program.

All positive factors identified by students have implications for continued planning on course sequencing and expansion of the Associate of Science degree and transfer with their preparation for immediate employment in the workforce.

#### Q12 - What is your final academic goal?



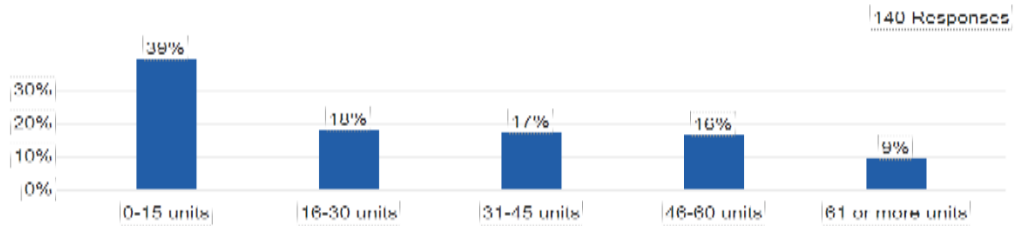
Based on the student surveys from fall 2020, with 146 participants responding, the following negative factors were identified by students in the discipline:

1. Only 56% of students reported that they were highly satisfied with the way textbooks and other materials used in courses within the program help them learn.
2. 56% of students reported that they were highly satisfied with the physical facility and space of the classroom while 47% were highly satisfied with the instructional equipment.
3. Based on the student data collected, only 28% of students had taken the introductory course (AJ 101) and less than 15% had taken the required core courses for the program. Additionally, only less than half of the program's students took advantage of the college's tutorial services.

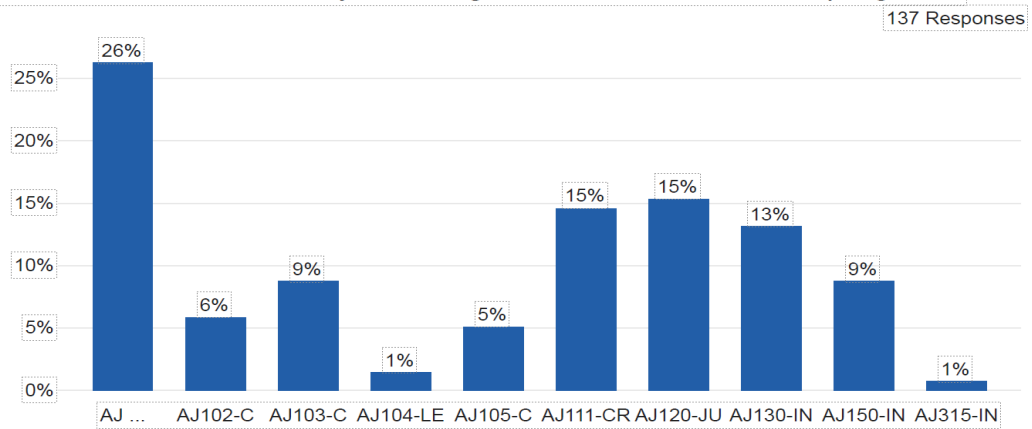
- First negative factors identified by students have implications for continued planning and program success. The program needs to audit each textbook and learning device utilized to ensure the maximum outreach of success is achieved.
- The second negative factor would benefit by simply enhancing the presentation of the facility and space available for the students. During the lab portions of certain courses, providing an additional space would greatly benefit the learning platform.
- The third negative factor has the most significant negative implications for our future workforce. With only less than 15% of Administration of Justice students taking the core courses for graduation and transfer requirements, our program must take additional steps to produce an attractive array of opportunities for the students.

Additional information of interest, obtained from student data, is students' completion of required units prior to the semester of this survey. This shows a small percentage of units have been completed by students as they have progressed through subsequent college semesters.

Q10 - How many units have you completed prior to this semester?



Q8 - Which courses are you taking this semester in the AJ program?



Last, based on the graph above, there appears to be a vast discrepancy in the enrollment factors which students are electing to participate in. Though students are beginning in the Introduction program, they appear to be jumping towards the elective courses rather than base their studies on the core studies for the program.

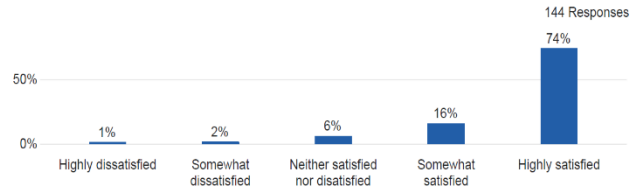
# E-2 STUDENT DATA

## Administration of Justice Program Fall 2020

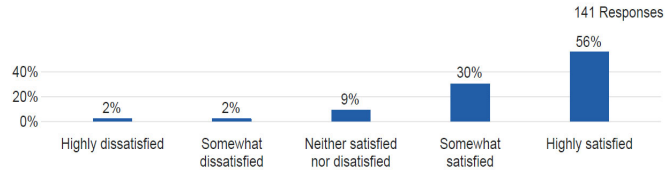
A total of 146 students completed the program review survey during fall 2020 semester.

Part I. Please indicate how satisfied you are, in general, with the following aspects of the Administration of Justice program

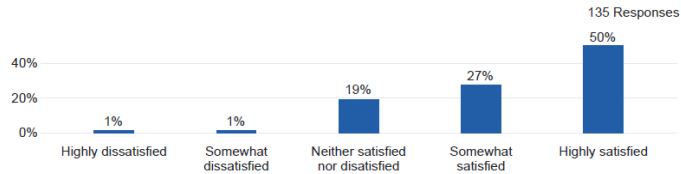
Q2\_1 - Quality of instruction within the program



Q2\_2 - The way textbooks and other materials used in courses within the program help me learn



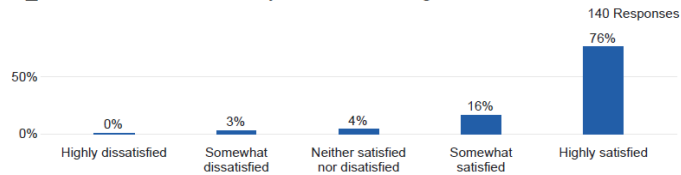
Q2\_3 - Advice about the program from counselors



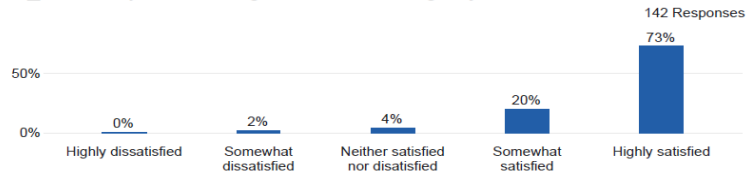
Q2\_4 - The way this program meets your educational goals



Q2\_5 - Contribution towards your intellectual growth



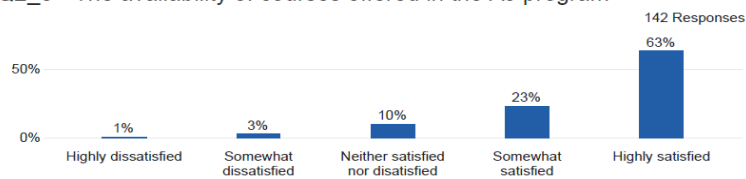
Q2\_6 - Clarity of course goals and learning objectives



Q2\_7 - Feedback and assessment of progress towards learning objectives



Q2\_8 - The availability of courses offered in the AJ program



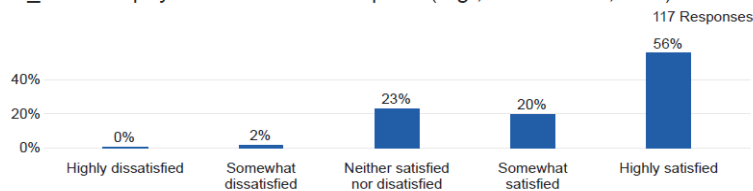
Q2\_9 - The content of courses offered in the AJ program



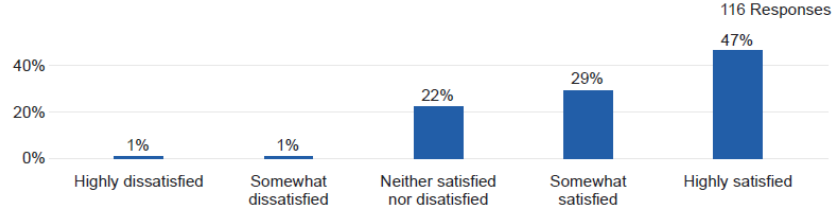
Q2\_10 - The coordination of courses offered in the AJ program and courses offered in other departments that may be required for your major



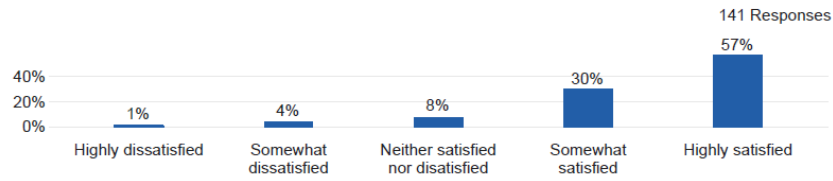
Q2\_11 - The physical facilities and space (e.g., classrooms, labs)



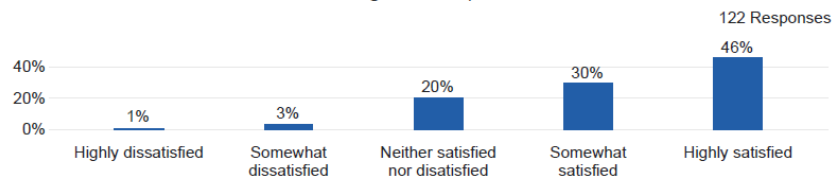
Q2\_12 - Instructional equipment (e.g., computers, lab equipment)



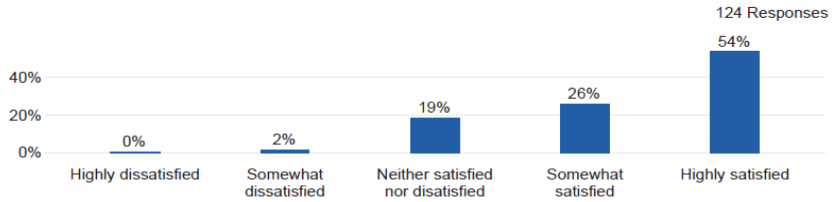
Q2\_13 - Presentation of classes via the college's Canvas course management system



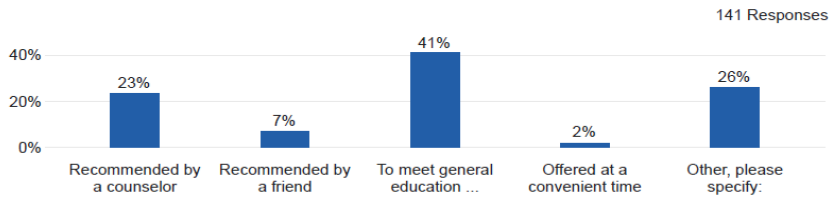
Q2\_14 - Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)



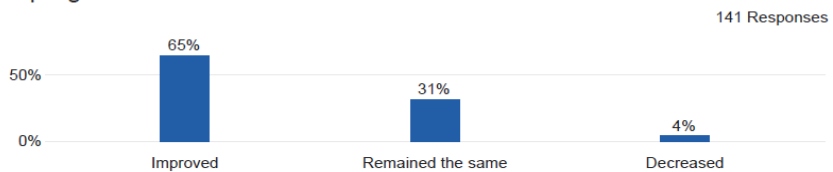
Q2\_15 - Availability of appropriate resources in the libraries



Q4 - Which of the following best describes your reason for taking this and other courses in the AJ program - Selected Choice

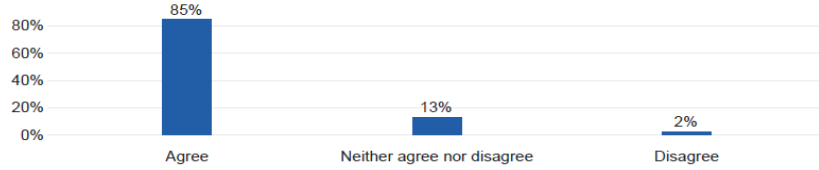


Q5 - Compared to the beginning of the semester, your attitude about the AJ program has



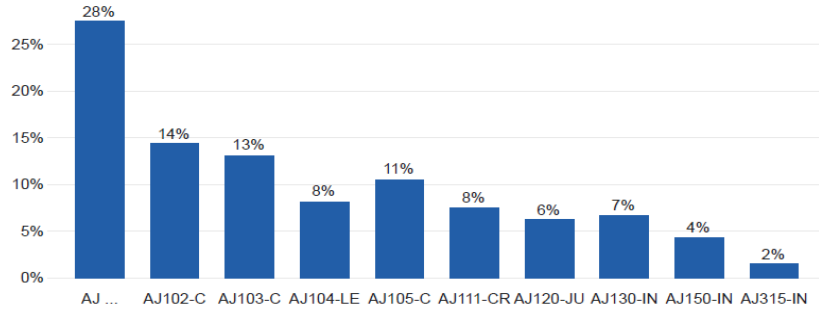
Q6\_2 - I plan on taking additional courses in the AJ program

140 Responses



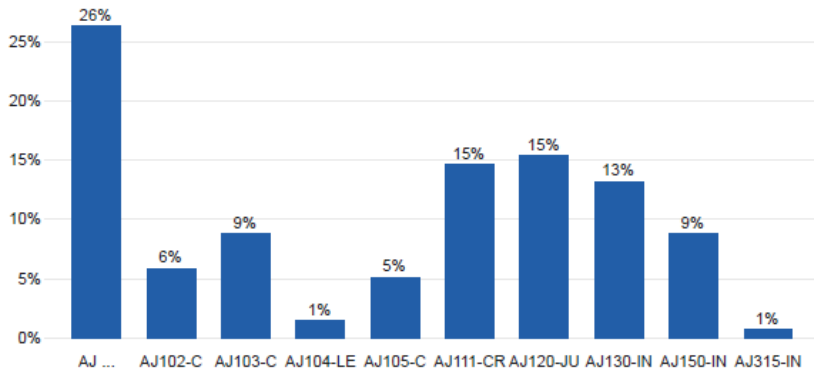
Q7 - Which of the following courses have you taken in the AJ program?

135 Responses



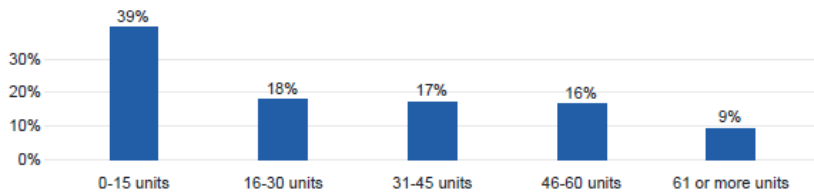
Q8 - Which courses are you taking this semester in the AJ program?

137 Responses



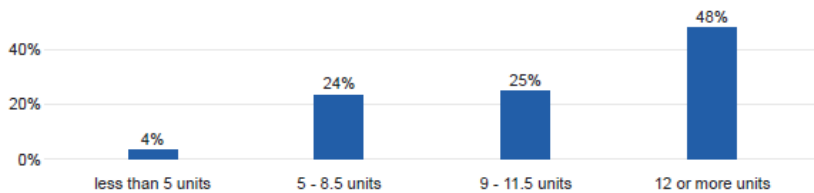
Q10 - How many units have you completed prior to this semester?

140 Responses



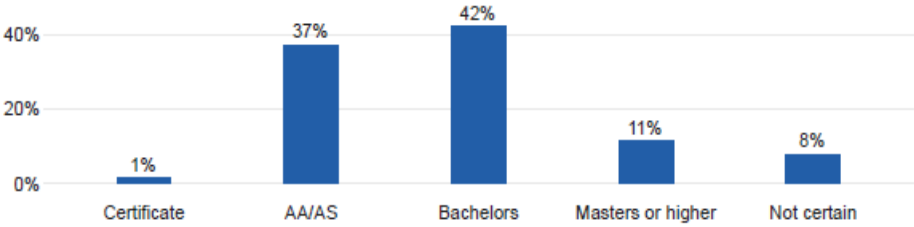
Q11 - In how many units are you currently enrolled?

140 Responses



Q12 - What is your final academic goal?

140 Responses





E-3

## STATISTICS

Please refer to link:

[AJ Program Review Data.pdf](#)

E-4

## ARTICULATION STATUS OF COURSES

**All course class are articulated to either an associate of science degree, UC transfer/CSU transfer based on the Allan Hancock College alignment and are active and in place.**

## COURSE REVIEW VERIFICATION

As part of the program evaluation process, a study analysis was completed on the courses listed below including the outlines supporting the discipline/program curriculum. The review has resulted in the following recommendation.

1. The following course outlines are satisfactory as written and do not require modification. Presently there are ten approved degree applicable courses.
  - AJ 101 Introduction to Criminal Justice
  - AJ 102 Criminal Procedures
  - AJ 103 Criminal Law
  - AJ 104 Legal Aspects of Evidence
  - AJ 105 Community Relations
  - AJ 111 Criminal Investigations
  - AJ 120 Juvenile Law and Procedures
  - AJ 130 Introduction to Corrections
  - AJ 150 Introduction to Forensics
  - AJ 315 Introduction to Criminology
2. Presently there we're no minor modifications required for the approved ten courses approved degree courses.
3. During the review process, a major addition to the discipline/program curriculum for the Administration of Justice program was added. The course, AJ 106-Patrol Procedure, a transferable course was approved through the AP&P committee and will be offered for the Fall/2022 semester.

APP review spring 2022

## COURSE OUTLINES

[4750\\_001.pdf](#)

The approved course outlines for Administration of Justice are posted on the Allan Hancock College myHancock portal:

Presently there are ten approved degree applicable courses:

- AJ 101 Introduction to Criminal Justice
- AJ 102 Criminal Procedures
- AJ 103 Criminal Law
- AJ 104 Legal Aspects of Evidence
- AJ 105 Community Relations
- AJ 111 Criminal Investigations
- AJ 120 Juvenile Law and Procedures
- AJ 130 Introduction to Corrections
- AJ 150 Introduction to Forensics
- AJ 315 Introduction to Criminology

## DEGREE AND CERTIFICATE REQUIREMENTS

<https://www.hancockcollege.edu/pathways/public-services/administration-of-justice.php>

### **DEGREE REQUIREMENTS**

#### **ADMINISTRATION OF JUSTICE (A.S.)**

This degree provides an educational foundation for persons aspiring to careers in law enforcement, probation, parole, court administration, corporate security or custodial corrections. The graduate of the AS program in administration of justice will:

- Have a fundamental knowledge of the criminal justice system and its primary components.

A major of 27 units is required for the associate in science degree.

Required core courses (15 units):

AJ 101 Introduction to Criminal Justice 3

AJ 102 Criminal Procedures 3

AJ 103 Concepts of Criminal Law 3

AJ 104 Legal Aspects of Evidence 3

AJ 105 Community Relations 3

Plus a minimum of 12 units selected from Administration of Justice courses.

#### **ASSOCIATE in SCIENCE in ADMINISTRATION OF JUSTICE for TRANSFER (AS-T)**

The Associate in Science in Administration of Justice for Transfer program will prepare students for further studies toward a California State University (CSU) baccalaureate degree in administration of justice or criminology. The graduate of the AS-T in administration of justice for transfer will:

- Understand the interdisciplinary nature of criminal justice issues in law enforcement, courts, and corrections.
- Effectively communicate key terms, concepts, and theories in criminal justice
- Reflect critically on criminal justice policy and its relationship in society.

#### **Associate Degree for Transfer Requirements**

Completion of 60 semester units that are eligible for transfer to the California State University, including the completion of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE) and a minimum of 18 semester units in administration of justice.

Required core courses (6 units):

- AJ 101 Introduction to Criminal Justice 3
- AJ 103 Concepts of Criminal Law 3

Electives - select 4 courses from the following (12 units)

- AJ 102 Criminal Procedures 3
- AJ 104 Legal Aspects of Evidence 3
- AJ 105 Community Relations 3
- AJ 111 Criminal Investigation 3
- AJ 120 Juvenile Law and Procedures 3
- AJ 130 Introduction to Criminal Corrections 3
- AJ 150 Introduction to Forensics

Administration of Justice Advisory Committee

The advisory committee for the Administration of Justice Program is the following:  
(revised 07/05/2022)

Mitch McCann, Associate Dean, Public Safety Training, Allan Hancock College

John Cecena, Department Chair, Public Safety, Allan Hancock College

Kurt Kruse, Assistant Professor, Administration of Justice Program, Public Safety,  
Allan Hancock College

Edward Lupo, Part-Time Faculty, Administration of Justice Program, Public Safety,  
Allan Hancock College

Marc Hammill, Sergeant, Santa Barbara County Sheriff's Department

Mag Nicola, Chief District Attorney, District Attorney of Santa Barbara County

James Nelson, Colonel, Vandenberg Air force Base

Michael Clayton, Attorney at Law, Michael Clayton And Associates

## SECTION 3

### ASSESSMENT PLAN

includes: Program Learning Outcomes,  
Assessment Methods, Alignment of Course SLOs, Assessment  
Calendar,  
Plan for Dissemination of Results



## *Assessment Plan*

This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program's plans for conducting assessments over the forthcoming five years.

### **Mission**

The program mission of the Administration of Justice (AJ) Program mirrors Allan Hancock College (AHC's) mission by enhancing all AJ students, prizing equity and diversity with a solid educational platform, preparing students for either an Associate of Science degree or the pathway for those to transfer to a higher institution and/or an immediate employment in this career field, including the certified Law Enforcement Academy. The AJ program specifically focuses on the fundamental processes of the criminal justice system coupled with the changing laws of our society

The following link denotes the Administration of Justice Student Learning Objectives for this evaluation.

[Administration of Justice.pdf](#)

**Program Outcomes:** Students will have a fundamental knowledge of the criminal justice system and its primary components.

The Program Learning Outcome (remained constant for the program-PLO's), the Course Learning Outcome (differed from each unique course-CLO's) and the Student Learning Outcomes (SLO's). Due to the retirement of the administrator for the program, the position of the program is not identified, the pandemic (COVID), and the change to the SPOL system, the Administration of Justice program has not updated, nor participated in an annual update or the course SLO's, hence evaluating the past performance was not accomplished.

## Program Outcomes

PLO 1- Students will have a fundamental knowledge, theory and application of the criminal justice system and its primary components.

PLO 2- Reflect a classroom environment that honors and promotes the diversity of the community, equity, respect, and dignity.

PLO 3- Promote multicultural awareness, respect constitutional and human rights in all instructional output.

PLO 4- Critically reflect and evaluate program effectiveness to guide and create appropriate strategies and techniques.

PLO 5- Implement the principles and procedures utilized in legitimate scientific and criminal investigation which supports critical student processes.

### AJ101 - Intro to Criminal Justice

SLOs	
CSLOs	<ul style="list-style-type: none"> <li>» AJ101 SLO1 - Understand the role and function of the law enforcement component system.</li> <li>» AJ101 SLO2 - Understand the role and function of the court system.</li> <li>» AJ101 SLO3 - Understand the role and function of the corrections system.</li> </ul>
Mapped PSLOs	<p><b>PSLO</b></p> <p>Administrative Justice Program Outcomes</p> <ul style="list-style-type: none"> <li>» AJ PSLO - Students will have a fundamental knowledge of the criminal justice system and its primary components.</li> </ul>
Mapped ILOs	<p><b>ILO</b></p> <ul style="list-style-type: none"> <li>» ILO 2 - Critical Thinking &amp; Problem Solving</li> <li>» ILO 2 - Critical Thinking &amp; Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</li> </ul>

### AJ102 - Criminal Procedures

SLOs	
CSLOs	<ul style="list-style-type: none"> <li>» AJ102 SLO1 - Identify the stages of the trial process.</li> <li>» AJ102 SLO2 - Understand the concepts of due process.</li> </ul>
Mapped PSLOs	<p><b>PSLO</b></p> <p>Administrative Justice Program Outcomes</p> <ul style="list-style-type: none"> <li>» AJ PSLO - Students will have a fundamental knowledge of the criminal justice system and its primary components.</li> </ul>
Mapped ILOs	<p><b>ILO</b></p> <ul style="list-style-type: none"> <li>» ILO 2 - Critical Thinking &amp; Problem Solving</li> <li>» ILO 2 - Critical Thinking &amp; Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</li> </ul>

### AJ103 - Concepts of Criminal Law

SLOs	
CSLOs	<ul style="list-style-type: none"> <li>» AJ103 SLO1 - Understand the purpose and sources of criminal law.</li> <li>» AJ103 SLO2 - Understand crime classifications and elements.</li> <li>» AJ103 SLO3 - Understand criminal intent and defenses to criminal prosecution.</li> </ul>
Mapped PSLOs	<p><b>PSLO</b></p> <p>Administrative Justice Program Outcomes</p> <ul style="list-style-type: none"> <li>» AJ PSLO - Students will have a fundamental knowledge of the criminal justice system and its primary components.</li> </ul>
Mapped ILOs	<p><b>ILO</b></p> <ul style="list-style-type: none"> <li>» ILO 2 - Critical Thinking &amp; Problem Solving</li> <li>» ILO 2 - Critical Thinking &amp; Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</li> </ul>

### AJ104 - Legal Aspects of Evidence

SLOs	
CSLOs	<ul style="list-style-type: none"> <li>» AJ104 SLO1 - Understand and differentiate the types of evidence.</li> <li>» AJ104 SLO2 - Understand how evidence is introduced and how it may be excluded during a criminal trial.</li> </ul>
Mapped PSLOs	<p><b>PSLO</b></p> <p>Administrative Justice Program Outcomes</p> <ul style="list-style-type: none"> <li>» AJ PSLO - Students will have a fundamental knowledge of the criminal justice system and its primary components.</li> </ul>
Mapped ILOs	<p><b>ILO</b></p> <ul style="list-style-type: none"> <li>» ILO 2 - Critical Thinking &amp; Problem Solving</li> <li>» ILO 2 - Critical Thinking &amp; Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</li> </ul>

### AJ105 - Community Relations

SLOs	
CSLOs	<ul style="list-style-type: none"> <li>» AJ105 SLO1 - Demonstrate problem solving strategies for addressing community crime problems.</li> <li>» AJ105 SLO2 - Identify strategies for building partnerships and trust in the community.</li> <li>» AJ105 SLO3 - Identify and define successful collaborative effort programs.</li> </ul>
Mapped PSLOs	<p><b>PSLO</b></p> <p>Administrative Justice Program Outcomes</p> <ul style="list-style-type: none"> <li>» AJ PSLO - Students will have a fundamental knowledge of the criminal justice system and its primary components.</li> </ul>
Mapped ILOs	<p><b>ILO</b></p> <ul style="list-style-type: none"> <li>» ILO 3 - Global Awareness &amp; Cultural Competence</li> <li>» ILO 3 - Global Awareness &amp; Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.</li> <li>» ILO 2 - Critical Thinking &amp; Problem Solving</li> <li>» ILO 2 - Critical Thinking &amp; Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</li> </ul>

### AJ111 - Criminal Investigation

SLOs	
CSLOs	<ul style="list-style-type: none"> <li>» AJ111 SLO1 - Understand the role of crime scene investigation.</li> <li>» AJ111 SLO2 - Understand evidence collection techniques and methods.</li> <li>» AJ111 SLO3 - Understand the role and function of the crime lab and forensics.</li> </ul>
Mapped PSLOs	<p><b>PSLO</b></p> <p>Administrative Justice Program Outcomes</p> <ul style="list-style-type: none"> <li>» AJ PSLO - Students will have a fundamental knowledge of the criminal justice system and its primary components.</li> </ul>
Mapped ILOs	<p><b>ILO</b></p> <ul style="list-style-type: none"> <li>» ILO 6 - Scientific Literacy</li> <li>» ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.</li> <li>» ILO 2 - Critical Thinking &amp; Problem Solving</li> <li>» ILO 2 - Critical Thinking &amp; Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</li> </ul>



AJ130 - Intro to Corrections	
SLOs	
CSLOs	» AJ130 SLO1 - Understand the role and function of probation and parole. » AJ130 SLO2 - Understand the role and function of jails and prisons. » AJ130 SLO3 - Understand the role and function of alternative sentencing programs.
Mapped PSLOs	<b>PSLO</b> Administrative Justice Program Outcomes » AJ PSLO - Students will have a fundamental knowledge of the criminal justice system and its primary components.
Mapped ILOs	<b>ILO</b> ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

AJ120 - Juvenile Law and Procedures	
SLOs	
CSLOs	» AJ120 SLO1 - Understand the role and function of juvenile law and procedures. » AJ120 SLO2 - Compare and contrast the adult criminal law and procedures with juvenile law and procedures. » AJ120 SLO3 - Identify juvenile crime reduction programs and strategies.
Mapped PSLOs	<b>PSLO</b> Administrative Justice Program Outcomes » AJ PSLO - Students will have a fundamental knowledge of the criminal justice system and its primary components.
Mapped ILOs	<b>ILO</b> ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

AJ150 - Introduction to Forensics	
SLOs	
CSLOs	» AJ150 SLO1 - Describe the role of forensics as it relates to the criminal justice system. » AJ150 SLO2 - Describe the processes for collecting, preserving and analyzing DNA, ballistic, body fluids and fingerprint evidence.
Mapped PSLOs	<b>PSLO</b> Administrative Justice Program Outcomes » AJ PSLO - Students will have a fundamental knowledge of the criminal justice system and its primary components.
Mapped ILOs	<b>ILO</b> ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

AJ315 - Introduction to Criminology	
SLOs	
CSLOs	» AJ315 SLO1 - Understand the role and function of criminology. » AJ315 SLO2 - Compare and contrast theories of crime causation. » AJ315 SLO3 - Understand research methods and the use of statistics in criminology.
Mapped PSLOs	<b>PSLO</b> Administrative Justice Program Outcomes » AJ PSLO - Students will have a fundamental knowledge of the criminal justice system and its primary components.
Mapped ILOs	<b>ILO</b> ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

## Summary

Statistic	Number of Courses	Courses
Courses in the Department	14	AJ101, AJ102, AJ103, AJ104, AJ105, AJ111, AJ120, AJ130, AJ150, AJ301, AJ305, AJ307, AJ308, AJ315
Courses with CSLOs	13	AJ101, AJ102, AJ103, AJ104, AJ105, AJ111, AJ120, AJ130, AJ150, AJ305, AJ307, AJ308, AJ315
Courses without CSLOs	1	AJ301
Courses with CSLOs mapped to PSLOs	10	AJ101, AJ102, AJ103, AJ104, AJ105, AJ111, AJ120, AJ130, AJ150, AJ315
Courses without CSLOs mapped to PSLOs	4	AJ301, AJ305, AJ307, AJ308
Courses with direct assessment of PSLOs	0	
Courses with CSLOs mapped to ILOs	10	AJ101, AJ102, AJ103, AJ104, AJ105, AJ111, AJ120, AJ130, AJ150, AJ315
Courses without CSLOs mapped to ILOs	4	AJ301, AJ305, AJ307, AJ308
Courses with direct assessment of ILOs	0	
Courses with at least one planned Assessment	0	
Courses with planned Assessments scored	0	
Courses with some Assessments scored	0	
Courses without any Assessment scored	0	
Courses with no planned Assessments	14	AJ101, AJ102, AJ103, AJ104, AJ105, AJ111, AJ120, AJ130, AJ150, AJ301, AJ305, AJ307, AJ308, AJ315
Courses with at least one planned Action Plan	10	AJ101, AJ102, AJ103, AJ104, AJ105, AJ111, AJ120, AJ130, AJ150, AJ315
Courses with Action Plan Responses	4	AJ301, AJ305, AJ307, AJ308
Courses with some Action Plan Responses	0	
Courses without Action Plan Responses	14	AJ102, AJ105, AJ101, AJ111, AJ103, AJ104, AJ301, AJ315, AJ305, AJ307, AJ308, AJ120, AJ130, AJ150
Courses with no planned Action Plans	4	AJ301, AJ305, AJ307, AJ308

## Course Program Alignment-Attainment key: 1. Introduced 2. Developed 3. Mastered

PLO	COURSE	Attainment Level	Description of SLO
PLO 1, 2	AJ 101-SLO1	I	Understand the role and function of the law enforcement component system
PLO 1, 2	AJ101 SLO2	I	Understand the role and function of the court system
PLO 1	AJ101 SLO3	I	Understand the role and function of the corrections system
PLO 1	AJ102 SLO1	I D	Identify the stages of the trial process
PLO 1	AJ103 SLO1	I D	Understand the purpose and sources of criminal law
PLO 1	AJ103 SLO2	I D M	Understand crime classifications and elements
PLO 1, 3	AJ103 SLO3	I D	Understand criminal Intent and defenses to criminal prosecution
PLO 1, 4	AJ104 SLO1	I D	Understand how evidence is introduced and how it may be excluded during a criminal trial.
PLO 1, 2, 3	AJ105 SLO1	I D	Demonstrate problem solving strategies for addressing community crime problems
PLO 1, 2, 3	AJ105 SLO2	I D M	Identify strategies for building partnerships and trust in the community.
PLO 1	AJ111 SLO1	I D	Understand the role of crime scene investigation
PLO 1, 4	AJ111 SLO2	I D M	Understand evidence collection techniques and methods
PLO 1, 5	AJ111 SLO3	I D	Understand the role and function of the crime lab and forensics
PLO 1	AJ120 SLO1	I	Understand the role and function of juvenile law and procedures
PLO 1	AJ120 SLO2	I	Compare and contrast the adult criminal law and procedures with juvenile law and procedures
PLO 1, 4	AJ120 SLO3	I	Identify juvenile crime reduction programs and strategies
PLO 1, 3	AJ130 SLO1	I D	Understand the role and function of probation and parole.
PLO 1	AJ130 SLO2	I	Understand the role and function of jails and prisons
PLO 3	AJ130 SLO3	I	Understand the role and function of alternative sentencing programs
PLO 1	AJ150 SLO1	I D	Describe the role of forensics as it relates to the criminal justice system.
PLO 5	AJ150 SLO2	I D M	Describe the processes for collection, preservation and analyzing DNA. Ballistic, body fluids and fingerprint evidence.
PLO 1	AJ315 SLO1	I D	Understand the role and function of criminology
PLO 2, 3	AJ315 SLO2	I D	Compare and contrast theories of crime causation
PLO 4	AJ315 SLO3	I	Understand research methods and the use of statistics in criminology.

## Implementation of Assessment

Responsibility for implementing the assessment lies with the entire department. Confident that outcomes are reflected in actual coursework of your major/program, describe the mechanisms for assessment. Think of assessing your outcomes on a 4- or 5-year cycle. (If you have 10 outcomes assessing 2 a year is ideal.)

### AssessmentCycle

Use one row for each Program outcome. *Your 6-Year assessment schedule can be inserted here, if you've already completed it.*

<b>Program Outcome</b>	<b>To be assessed in semester:</b>	<b>Assessment method (s)</b>	<b>Team to review assessment results</b>	<b>Resources needed to conduct assessment</b>	<b>Individual responsible for assessment report</b>	<b>Date we expect to complete review</b>
PLO 1-AJ 101	Fall/2022	Student survey/Student success rate	AJ Instructor/students	Survey questionnaire/rubric for PLO	AJ Coord.	Spring 2023
PLO 2-AJ 103	Fall 2023	Student survey/Student success rate	AJ Instructor/students	Survey questionnaire/rubric for PLO	AJ Coord.	Fall 2023
PLO 3-AJ 105	Fall 2024	Student survey/Student success rate	AJ Instructor/students	Survey questionnaire/rubric for PLO	AJ Coord.	Spring 2025
PLO 4-AJ 111	Fall 2025	Student survey/Student success rate	AJ Instructor/students	Survey questionnaire/rubric for PLO	AJ Coord.	Spring 2026
PLO 5 AJ 150	Spring 2026	Student survey/Student success rate	AJ Instructor/students	Survey questionnaire/rubric for PLO	AJ Coord.	Fall 2026

Data for all outcomes will be collected every year, except for the alumni survey associated with Outcome 2. This will be collected every other year when we collect information for our alumni newsletter. Analysis of the data will follow the schedule given above.

The department chair is responsible for gathering the assessment data and insuring that discussion takes place.

### **Dissemination of Information**

Results will be shared in a special department meeting once a year. This will occur near the end of the academic year as soon as exam data for the year are available. In addition, written summaries will be shared with the Learning Outcomes and Assessment Committee, the dean, and the Vice President, Academic Affairs.

## SECTION 4

### STUDENT DATA COLLECTION

Refer to Section 2, Annex E-1 for data

# SECTION 5

## INSTITUTIONAL DIRECTIONS

### GOALS

### OBJECTIVES

**Strategic Plan is available on the Allan Hancock College myHancock portal:**

<http://myhancockcollege.edu>

## SECTION 6

PLAN OF ACTION

PRE-VALIDATION

## PLAN OF ACTION - PRE-VALIDATION Six Year

DEPARTMENT: Public Safety

PROGRAM: Administration of Justice

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

<https://www.hancockcollege.edu/planning/docs/Strategic Plan 2014-2020.pdf>

### RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT

Develop individualized authentic processes to build community for each class that supports the engagement and success of all students to reduce student dropout rates and increase student participation and completion of courses

Theme/Objective/  
Strategy Number  
AHC from Strategic  
Plan  
SLS 1-8

**TARGET  
DATE**  
Spring  
2023

Adopt more low cost and zero cost quality textbooks for our classes

SLS 1-8, E-1

Fall 2023

### RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

Theme/Objective/  
Strategy Number  
AHC from Strategic  
Plan

**TARGET  
DATE**

<p><b>Enrollment Changes</b> Over the two years, distance learning classes have been full. As of spring, 2022, face two face courses have lower enrollments than expected. This student characteristics is quite different prior to Covid. The team recommends continuing to look at distance learning classes to support this change.</p>	SLS 1-2, 6	Fall 2023
<p><b>Demographic Changes</b> Continue to recruit underrepresented student populations such as minority gender, race, &amp; students between the ages of 17-19 and over 50 as reported by the institutional data. Address retention and success rates of the above-mentioned groups.</p>	SLS 1-8	Fall 2023

### RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

Theme/Objective/  
Strategy Number  
AHC from Strategic  
Plan

**TARGET  
DATE**

<p><b>Curricular Changes</b> Course textbook adoptions to move towards free or low-cost textbooks and materials</p>	SLS 1-2	Fall 2024
<p><b>Co-Curricular Changes</b> Continue to re-align the pathway for students to transition to the Law Enforcement academy to prepare academically for those students' success</p>	SLS 1-2	Fall 2024
<p><b>Neighboring College and University Plans</b> Advocate on a state level to make the current credentialing process more accessible to all groups of applicants and promote strategies to keep the current workforce employable.</p>	Strat Plan 1	Fall 2024



<b>Related Community Plans</b> Create opportunities for student support in the community that is directly connected to the student	Strat Plan E1	Fall 2024
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RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

	<b>Theme/Objective/ Strategy Number from AHC Strategic Plan</b>	<b>TARGET DATE</b>
<b>Facilities</b> Maintain current level of classrooms. Ensure that classroom technology is updated and sustainable for instruction. Ensure that instructional faculty and student lab computers are updated a meet minimal district standard.	Strat Plan ER 1-3	Fall 2024
<b>Equipment</b> Increase current operation budget to support program consumable supplies based on need.	Strat Plan Goal IR 2	Fall 2024
<b>Staffing</b> Maintain faculty FTEF based on enrollment and FTES. Ensure quality teacher education/experience levels by classroom in all courses taught to support academic program needs. Provide necessary clerical support for the program-based number of regulatory processes and mandates above what the Department Administrative Assistant provides	Strat Plan SLS 7	Fall 2024

## SECTION 7

## VALIDATION

**PROGRAM REVIEW -- VALIDATION TEAM MEMBERS**

TO: Academic Dean

Date: 07/06/22

From: Kurt Kruse, Full Time Faculty, Administration of Justice

We recommend the following persons for consideration for the validation team:

DEPARTMENT Public Safety Training PROGRAM Administration of Justice

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

<u>Kenneth George</u> (Name)	<u>FT Faculty - Law Enforcement</u> (Related Discipline/Program)
<u>Leonard Champion</u> (Name)	<u>FT Faculty - Fire Technology</u> (Unrelated Discipline/Program)
<u>John Ceceña</u> (Name)	<u>FT Faculty - Fire Technology</u> (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

<u>N/A</u>		
<u>(Name)</u>	<u>(Title)</u>	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
<u>(Mailing)</u>	<u>City/State/Zip</u>	<u>email address</u>

<u>(Name)</u>	<u>(Title)</u>	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
<u>(Mailing)</u>	<u>City/State/Zip</u>	<u>email address</u>

<u>(Name)</u>	<u>(Title)</u>	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
<u>(Mailing)</u>	<u>City/State/Zip</u>	<u>email address</u>

APPROVED: *Kurt Kruse*  
Academic Dean

8.23.2022  
Date

## SECTION 8

EXECUTIVE SUMMARY

AND

PLAN OF ACTION

POST-VALIDATION

**EXECUTIVE SUMMARY**  
**(Validation Team Report)**

1. MAJOR FINDINGS

Strengths of the program/discipline:

1. Quality and diversity of the program instructors
2. Continued steady enrollment numbers, especially since returning to in-person instruction.
3. Diversity of students within the program.
4. Expansion of campus wide programs to enhance students' goals.
5. Compliance with statewide transfer curriculum models.
6. Counseling program and course outline for degree and transfer.

Concerns regarding the program/discipline:

1. Student's basic academic skills in meeting the minimum requirements to meet the level of program coursework.
2. On-going ability to keep pace with the changing trends in a technological view.
3. Continued equipment to enhance the learning environment with each course.
4. Evaluation of courses to control the dynamics of societal change, better reflecting student needs.

2. RECOMMENDATIONS

1. Additional and continued support to the Lompoc Center Administration of Justice program to ensure courses reflect the ability for each student's successful degree/transfer outcome.
2. Explore additional funding options to address the program technology, equipment, facility, and staffing needs.

VALIDATION TEAM SIGNATURE PAGE

**Kurt Kruse**



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**PLAN OF ACTION – POST-VALIDATION**  
(Sixth-Year Evaluation)

DEPARTMENT Public Safety PROGRAM Administration of Justice

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND I  
IMPROVE STUDENT PERFORMANCE

Theme/Objective/  
Strategy Number  
AHC from Strategic Plan

TARGET  
DATE

1. Improve classroom design	1. IR4, SLS5	ASAP
2. Obtain student technology, learning devices	2. SL2, IR3	
3. Improve instructional props and aids	3. SL1, SL6	

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT  
CHARACTERISTICS

<b>Enrollment Changes</b> Greater emphasis will be needed for technology-based instruction	SLS2, IR3	ASAP
<b>Demographic Changes</b> Greater emphasis on interactive learning activities will be needed	IR4, SLS5	ASAP

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

<b>Curricular Changes</b> Continue compliance with statewide C-ID project	SLS2	Existing
<b>Co-Curricular Changes</b> None anticipated	N/A	N/A
<b>Neighboring College and University Plans</b> Continue compliance with statewide C-ID project	SLS2	Existing
<b>Related Community Plans</b> Continued emphasis on community relations for criminal justice partners	11	Existing

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

<p><b>Facilities</b>  <b>Develop a contemporary learning environmental classroom with a lab component for an interactive learning</b></p>	IR4	ASAP
<p><b>Equipment</b>  <b>1. Forensic science and Criminal Investigation instructional props and aids</b>  <b>2. Student instructional technology devices</b></p>	1 SLS2 2 SLS2	ASAP
<p><b>Staffing</b>  <b>1. Increase secretary to full-time, 12 months.</b>  <b>2. Program assistant, part-time flexible hours.</b></p>	1 IR2 2 IR2	ASAP




**VALIDATION TEAM RECOMMENDATIONS**  
**Disregarded or modified (if appropriate)**

**REASON**

**ACTION/CHANGE**

<b>Recommendation</b>		
<b>Recommendation</b>		
<b>Recommendation</b>		

**PLAN OF ACTION – Post-Validation**

Review and Approval

Plan Prepared By

Kurt Kruse  Date: 07/05/2022

Date: \_\_\_\_\_

\* Kenneth George  Date: 8/22/2022

\* Leonard Champio  Date: 8/22/2022

\* John Ceceña  Date: 8/22.2022

Reviewed: Validation Team \*

Department Chair\*

John Ceceña  Date: 7/6/2022

\*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

Mitch McCann  Date: 7/6/2022

Vice President, Academic Affairs

Robert Curry  Date: Sep 19, 2022






# Pages from AJ 6 Year PR 2022

Final Audit Report

2022-09-19

Created:	2022-09-14
By:	Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAh3SX3CUKjSDNvEpa1oZ4kE6nvxcityMV

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## SECTION 9

### EVALUATION OF PROCESS

PROGRAM REVIEW

SUGGESTIONS FOR IMPROVING THE PROCESS

*Complete at the end of the process and return to the Academic Senate president.*

I participated in the Program Review Process as:

1. a writer of a self-study                      X
2. a member of a validation team
3. other (specify)

Suggestions for Improvement:

None

## SECTION 10

### ANNUAL UPDATE

[AJ review process 2020.pdf](#)