

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

Program Name Administration of Justice Academic Year 2023-2024

1. Has your program mission or primary function changed in the last year?

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

The Associate of Science (AS) degree and (AS) degree for transfer, aligns with the criteria for CSU and UC universities and the program prepares students for employment in the criminal justice system.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

The Administration of Justice program is continuing its innovation to continue to enhance our educational platform; thereby, providing additional pathways for each student. Identifying trends and maintaining current occupational assessments used for the industry. Here are examples:

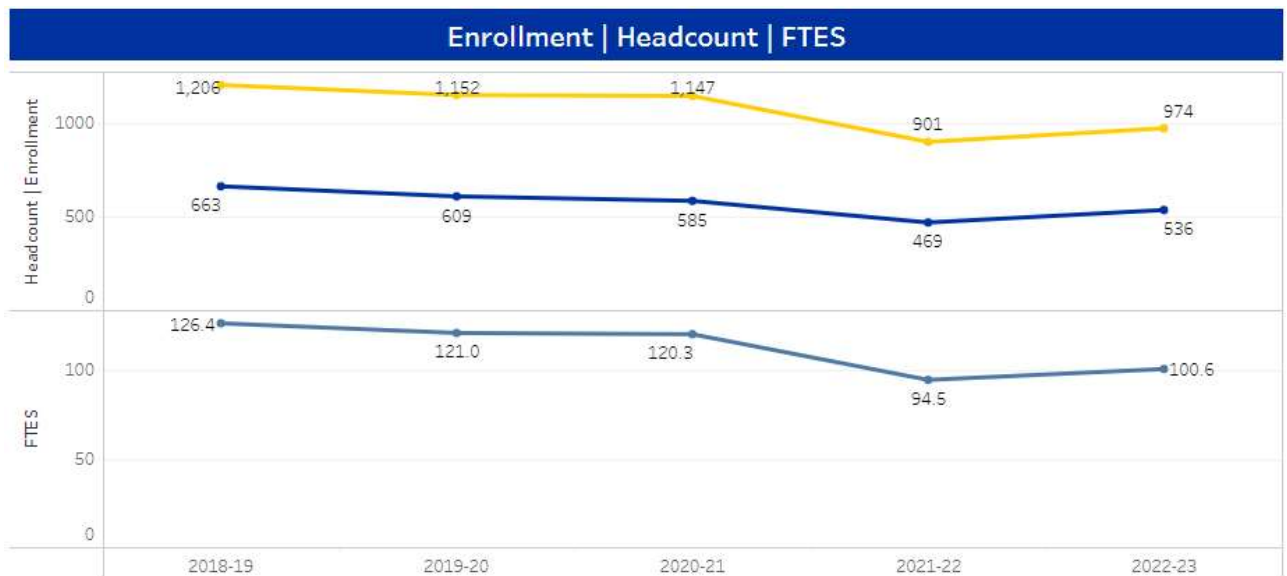
- AJ 106, patrol procedures were added to the curriculum of courses to provide the students with industry scenarios and procedures preparing each student for the law enforcement academy.
- AJ 115, Introduction to Criminology, was aligned to provide an additional transferable component to California State Universities and build sociological understanding. The course is pending IGETC approval.
- AJ 149, Cooperative Work Experience (referred to as WEE) was added to provide the students with college credits while employed in the field of study, whereby providing an additional platform to enhance their degree.
- Annual Administration of Justice advisory committee meeting.
- Various equipment purchases to establish industry methods, different learning methods.
- Various technology assistance from the public affairs section promoting the educational platform.
- CTE designation and implementation (Fall 2023) and continued industry growth.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The 2-year program mapping is in place for the Administration of Justice program and is current for the program. Course modifications have been submitted and approved along with enhancing course offerings. There are other challenges the program faces regarding student enrollment, core courses cancelled, which ultimately delay the students in meeting their individual educational goals.

4. Were there any staffing changes?

In the spring of 2019, the full-time faculty for the program retired. The retirement impacted several programs because core courses are also required for a degree of transfer programs. To cover the impact, a part-time faculty member enhanced his participation, often in an overload capacity, which was not sustainable in a long term setting due to contractual issues. In August of 2022, a full-time faculty member was selected and directs the program. With the inception of the COVID pandemic, other issues became visible with the birth of formats such as “Zoom.” This technology placed a burden on some instructors as they elected to leave the college. Distant learning/education became the norm, but recently as the college began in person courses once again, students elected to continue in an on-line forum which caused distress towards the program. The program hired three additional instructors for the on-line format to accommodate student success.



### Efficiency (only includes instructional FTEF) | Subject - AJ

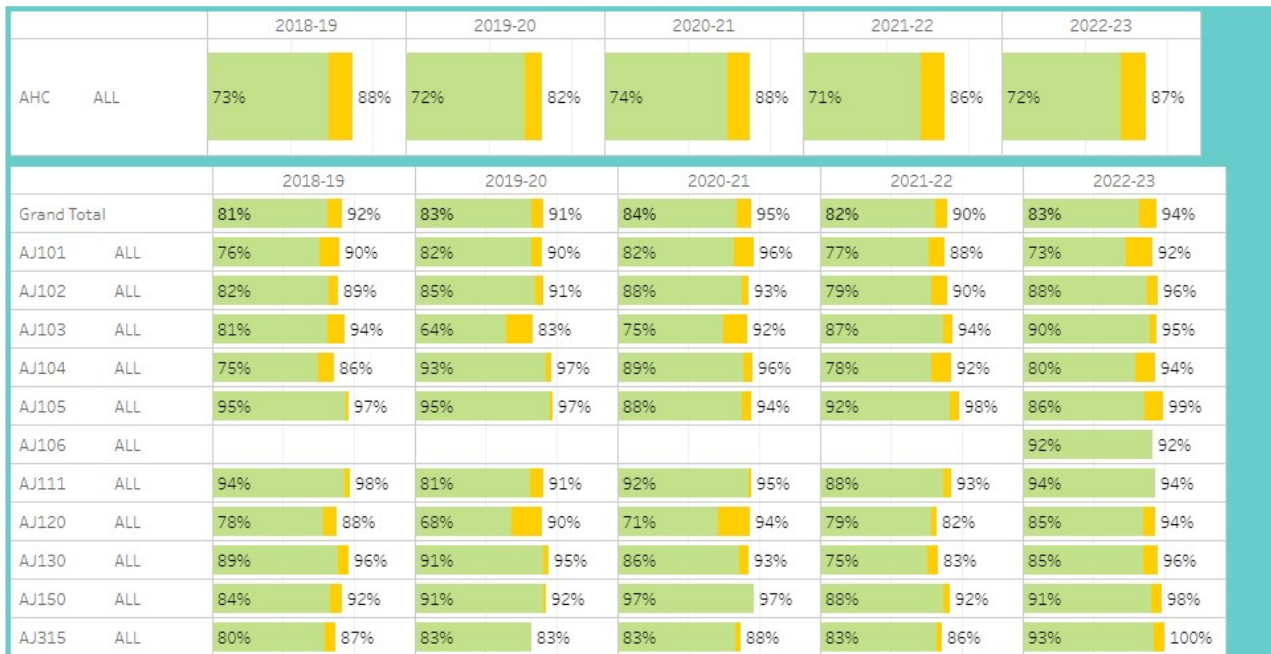


	2018-19			2019-20			2020-21			2021-22			2022-23		
	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
AJ101	41.65	2.82	14.76	35.12	2.42	14.5	32.82	2.42	13.58	23.72	2.02	11.73	32.94	2.83	11.64
AJ102	10.05	0.6	16.75	12.97	0.81	15.99	11.88	0.81	14.7	11.34	1.01	11.21	9.76	1.01	9.65
AJ103	17.2	1.01	17.01	14.42	0.8	18.02	16.35	1.0	16.35	11.57	0.8	14.46	10.34	0.8	12.92
AJ104	10.16	0.6	16.93	10.35	0.6	17.24	10.03	0.6	16.72	8.35	0.8	10.44	8.52	0.8	10.65
AJ105	10.46	0.6	17.44	11.09	0.6	18.49	13.19	0.81	16.33	11.34	0.8	14.17	10.3	0.8	12.87
AJ106													2.59	0.2	12.95
AJ111	8.5	0.82	10.34	12.22	0.8	15.27	12.32	0.8	15.41	8.49	0.6	14.15	8.99	0.6	14.98
AJ120	8.77	0.6	14.62	6.32	0.4	15.8	8.78	0.6	14.63	5.99	0.4	14.98	5.02	0.4	12.56
AJ130	8.7	0.61	14.23	9.71	0.6	16.18	6.01	0.4	15.02	5.53	0.6	9.21	4.87	0.4	12.18
AJ150	5.24	0.4	13.09	5.66	0.4	14.16	6.3	0.4	15.76	5.13	0.4	12.82	5.77	0.4	14.43
AJ315	5.7	0.4	14.25	3.1	0.2	15.49	2.56	0.2	12.82	3.0	0.2	15.02	1.5	0.2	7.48
Grand Total	126.42	8.47	14.93	120.96	7.63	15.85	120.26	8.03	14.97	94.46	7.63	12.38	100.59	8.44	11.92

#### 5. What were your program successes in your area of focus last year?

The realignment and continued program evaluation will serve our students and continue to build their skills, ultimately gaining employment within the industry. The interest in continuing our transfer degree system, AS degree while supporting different modalities will mark for a successful program.

### Success & Retention



### Learning Outcomes Assessment

a. Please summarize key results from this year’s assessment.

It was previously discovered and due to the vacant position of the full-time faculty in the program, vacated in 2019, there were no annual assessments from 2016 through 2020, which gauged the success of the program and identify trends. With the position of the full-time faculty member in August 2022, the Student learning objectives (SLO’s) and Program Learning Objectives (PLO’s) were analyzed and adjusted to reflect each course in the program. Those learning objectives have been shared with all part-time faculty to ensure the integrity of the courses and program.

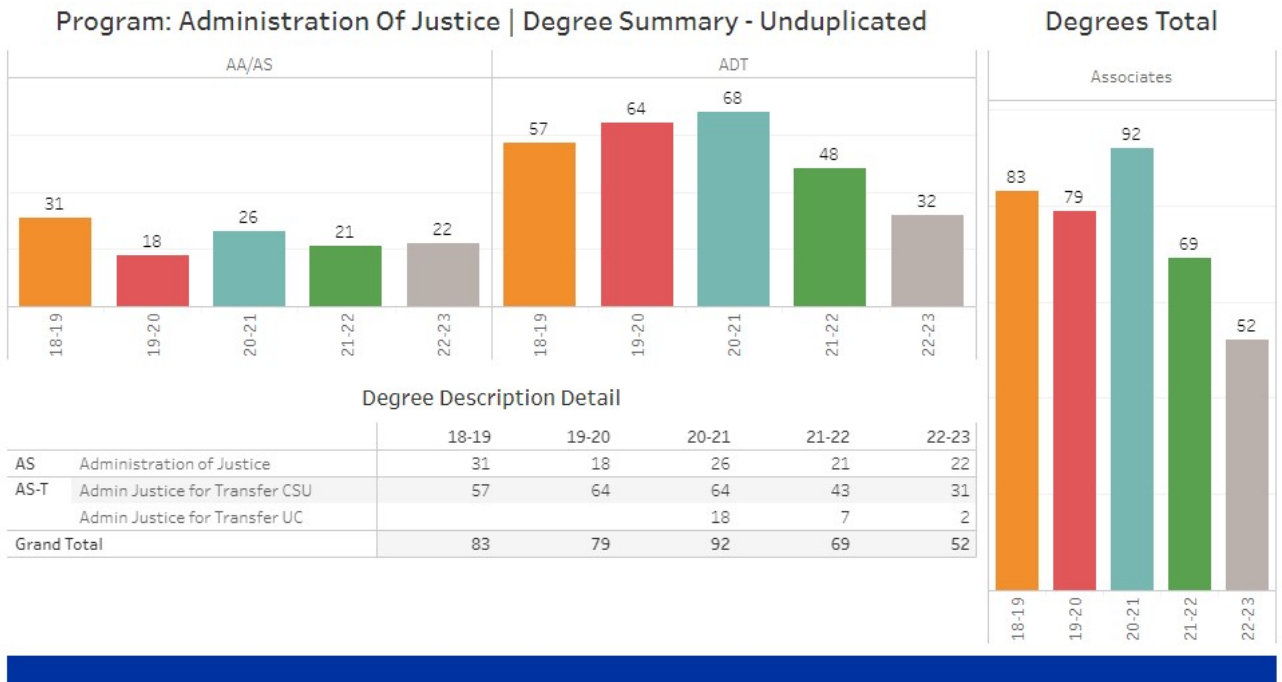
b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The graduate of the Associate in Science for Transfer in Administration of Justice 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.

The graduate of the Associate in Science in Administration of Justice will:

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



**Program: Administration Of Justice | Certificate Description Detail - Unduplicated**

**Certificate Total**

## **STUDENT LEARNING OBJECTIVES-ADMINISTRATION OF JUSTICE -revised 2023**

- AJ101 SLO1 - Understand the role and function of the law enforcement component system.
- AJ101 SLO2 - Understand the role and function of the court system.
- AJ101 SLO3 - Understand the role and function of the corrections system.
- AJ115 SLO1 - Understand the role and function of criminology.
- AJ115 SLO2 - Compare and contrast theories of crime causation.
- AJ115 SLO3 - Understand research methods and the use of statistics in criminology.
- AJ102 SLO1 - Identify the stages of the trial process.
- AJ102 SLO2 - Understand the concepts of due process.
- AJ103 SLO1 - Understand the purpose and sources of criminal law.
- AJ103 SLO2 - Understand crime classifications and elements.
- AJ103 SLO3 - Understand criminal Intent and defenses to criminal prosecution.
- AJ104 SLO1 - Understand and differentiate the types of evidence.
- AJ104 SLO2 - Understand how evidence is introduced and how it may be excluded during a criminal trial.
- AJ105 SLO1 - Demonstrate problem solving strategies for addressing community crime problems.
- AJ105 SLO2 - Identify strategies for building partnerships and trust in the community.
- AJ 106 SLO1 - Demonstrate proper application for police activities, related to patrolling and responding to incidents.
- AJ 106 SLO2 - Understand the importance of effective patrol, community relations, building trust within the community and projecting professionalism.
- AJ 106 SLO3 - Develop skills in applying learned topics within patrol procedures
- AJ111 SLO1 - Understand the role of crime scene investigation.
- AJ111 SLO2 - Understand evidence collection techniques and methods.
- AJ111 SLO3 - Understand the role and function of the crime lab and forensics.
- 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.
- AJ130 SLO1 - Understand the role and function of probation and parole.
- AJ130 SLO2 - Understand the role and function of jails and prisons.
- AJ130 SL03 - Understand the role and function of alternative sentencing programs.
- AJ 149 SLO1-Develop and apply personal skills, attitudes, and competencies in the workplace and within-course related activities.
- AJ 149 SLO2-Write and complete Specific, Measurable, Achievable, Relevant and Timely (SMART) objectives related to new or expanded workplace responsibilities.
- AJ149 SLO3-Demonstrate effective communication and technological awareness through the use of technologies (internet), email and telephone) in ways appropriate to the course.
- AJ150 SLO1 - Describe the role of forensics as it relates to the criminal justice system.
- AJ150 SLO2 - Describe the processes for collection, preservation and analyzing DNA. ballistic body fluids and fingerprint evidence.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

Program modifications have been proposed for the Administration of Justice Associate of Science degree and the transfer degree as to align with CSU transfer opportunities and address the industries modifications for employment.

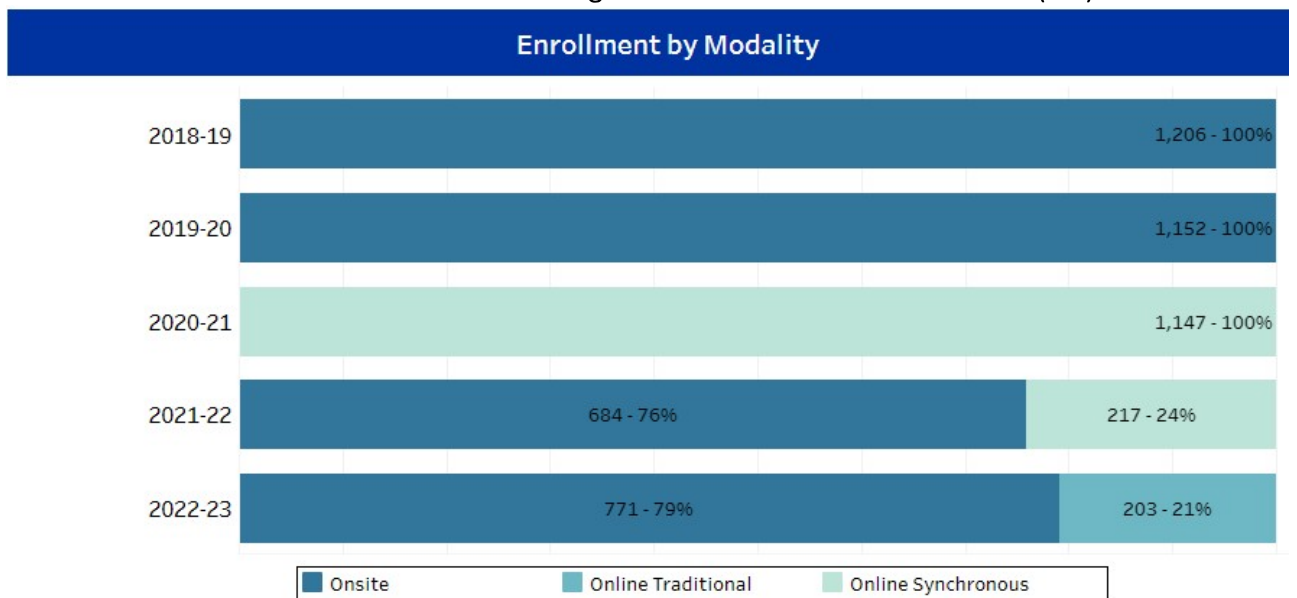
- Major Course Modification-AJ 105-

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

- None Required

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

- a. Which courses were reviewed for regular and substantive interactions (RSI)?



The following courses were reviewed in 2024:

- a. AJ 101-04/24
- b. AJ 104-04/24

c. What were some key findings regarding RSI?

The peer review process did not identify any key findings related to RSI. The Department will review the courses listed above in 2023-2024 and review new DE modality offerings at the same time.

a. Some strengths:

- Some strengths: Courses contain video lectures and assignment orientation for students. Courses have orientations that involve students finding embedded icons that need to be located and locations reported. Courses offer all groups and small group interactive discussions. All courses have the DEI component imbedded.

b. Some areas of possible improvement:

- Rubrics were used and feedback to students was frequently given.  
Some areas of possible improvement:
  - Use of embedded rubrics may enhance student experience.

d. What is the plan for improvement?

- The plan for improvement is to have AJ faculty complete the DE courses offered by the DE Coordinator to support course development and implementation.

## CTE two-year review of labor market data and pre-requisite review

### a. Does the program meet documented labor market demand?

Police and Sheriff Patrol Officers

(SOC Code : 33-3051)

in California

Maintain order, enforce laws and ordinances, and protect life and property in an assigned patrol district. Perform combination of following duties: patrol a specific area on foot or in a vehicle; direct traffic; issue traffic summonses; investigate accidents; apprehend and arrest suspects, or serve legal processes of courts.

Employers usually expect an employee in this occupation to be able to do the job after Long-term on-the-job training (> 12 months) .

#### Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2023	1st Qtr	\$52.27	\$41.19	\$52.34	\$62.22

[View Wages for All Areas](#) [About Wages](#)

#### Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	72,700	75,400	2,700	3.7	54,640

Detectives and Criminal Investigators

(SOC Code : 33-3021)

in California

Conduct investigations related to suspected violations of Federal, State, or local laws to prevent or solve crimes. Exclude "Private Detectives and Investigators" (33-9021).

Employers are usually looking for candidates with Work experience in a related occupation .

#### Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2023	1st Qtr	\$55.44	\$46.65	\$53.89	\$63.37

[View Wages for All Areas](#) [About Wages](#)

#### Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	12,400	12,800	400	3.2	8,490

SOC Code <sup>[2]</sup>	Occupational Title <sup>[3]</sup>	Base Year Employment Estimate 2020 <sup>[4][5]</sup>	Projected Year Employment Estimate 2030	Numeric Change 2020-2030 <sup>[6]</sup>	Percent Change 2020-2030 <sup>[6]</sup>	Exits <sup>[7]</sup>	Transfers <sup>[8]</sup>	Total Job Openings <sup>[9]</sup>	Median Hourly Wages <sup>[10]</sup>	Median Annual Wages <sup>[10]</sup>	Entry Level Education <sup>[11][12]</sup>
33-3051	Police and Sheriff's Patrol Officers	650	690	40	6.2%	170	340	550	\$51.43	\$106.957	High school diploma or equivalent

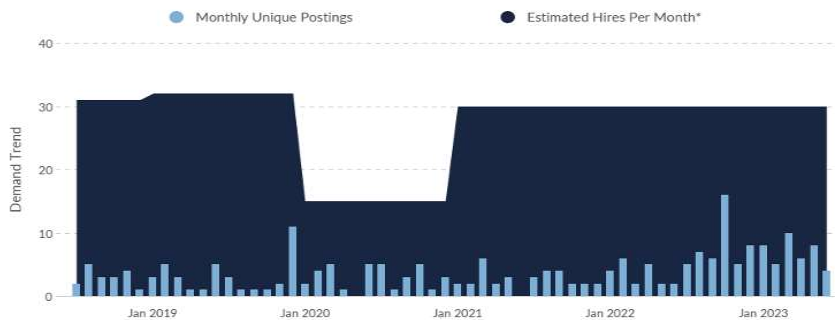


b. How does the program address needs that are not met by similar programs? Each of the Administration of Justice courses are designed through the history, theories, processes and updated technology to offer students the opportunity to immediately enter the workforce for this chosen study.

Santa Maria Police Department Academy

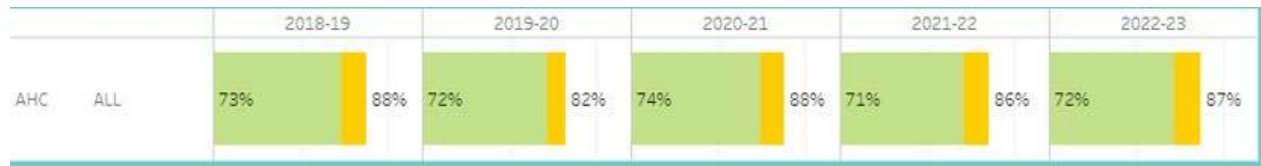


Example below for Santa Barbara and San Luis Obispo Counties:



- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Yes. Our program also offers the community and workforce courses to meet specializations necessary to obtain different types of employment.



- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes. The program conducted its 6-year comprehensive program review in 2021-2022 and found that all course prerequisites and advisories met Title 5 requirements. Some of the courses still have ENGL 514 as an advisory. The program faculty will remove the advisory at the next cycle of course review.

- e. Have recommendations from the previous report been addressed? Yes.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

**Sample:**

<b>New Program Planning Initiative (Objective) – Yearly Planning Only</b>	
<b>Title (including number):</b>	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
<b>Planning years:</b>	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

**Resource Requests:** Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Diamond Cargo 4x6 SA Trailer - Black, Rear Single Door
<b>Planning years:</b>	2024-2025
<b>Description:</b>	
<a href="https://www.google.com/search?q=+mini+storage+trailer&amp;sca_esv=7dcd546513c970a8&amp;rlz=1C1GCEU_enUS920US921&amp;ei=B8pDZsXzO-DhkPIpmv-z4AU&amp;ved=0ahUKEwiFk4GM_o2GAXgMEQIHZr_DFwQ4dUDCBE&amp;uact=5&amp;oq=+mini+storage+trailer&amp;gs_lp=Egxnd3Mtd2l6LXNlcniAiFSBtaW5pIHNOb3JhZ2UgdHJhaWxlcljLEAAYgAQYkQIYigUyBhAAGAcYHjJLEAAYgAQYhgMYigUyCxAAGIAEGlYDGloFMgsQABiABBiGAXiKBTIIEAAYgAQYogQyCBAAGIAEGKIESNIQUMtFWMtFcAJ4AZABAJgBXXKABXKoBATG4AQPIAQD4AQGYAgOgAmTCAGoQABiwAxjWBBhHmAMAIAYBkAYDkgcBM6AHqAQ&amp;scient=gws-wiz-serp#vhid=vt%3D16/prds%3DheadlineOfferDocid:-3952275296170912389,imageDocid:8168290882957440154,mno:3,productid:14494468777538639227,pvo:3,pvt:hg,query:bWluaSBzdG9yYWdlIHRYYWlsZXI, rds:/vs%3D0&amp;vssid=uvpv-713">https://www.google.com/search?q=+mini+storage+trailer&amp;sca_esv=7dcd546513c970a8&amp;rlz=1C1GCEU_enUS920US921&amp;ei=B8pDZsXzO-DhkPIpmv-z4AU&amp;ved=0ahUKEwiFk4GM_o2GAXgMEQIHZr_DFwQ4dUDCBE&amp;uact=5&amp;oq=+mini+storage+trailer&amp;gs_lp=Egxnd3Mtd2l6LXNlcniAiFSBtaW5pIHNOb3JhZ2UgdHJhaWxlcljLEAAYgAQYkQIYigUyBhAAGAcYHjJLEAAYgAQYhgMYigUyCxAAGIAEGlYDGloFMgsQABiABBiGAXiKBTIIEAAYgAQYogQyCBAAGIAEGKIESNIQUMtFWMtFcAJ4AZABAJgBXXKABXKoBATG4AQPIAQD4AQGYAgOgAmTCAGoQABiwAxjWBBhHmAMAIAYBkAYDkgcBM6AHqAQ&amp;scient=gws-wiz-serp#vhid=vt%3D16/prds%3DheadlineOfferDocid:-3952275296170912389,imageDocid:8168290882957440154,mno:3,productid:14494468777538639227,pvo:3,pvt:hg,query:bWluaSBzdG9yYWdlIHRYYWlsZXI, rds:/vs%3D0&amp;vssid=uvpv-713</a>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Computer Security (Quick Study Computer) Cards
<b>Planning years:</b>	2024-2025
<b>Description:</b>	
<a href="https://www.amazon.com/Computer-Security-Quick-Study/dp/142322356X?source=ps-sl-shoppingads-lpcontext&amp;ref_=fplfs&amp;pvc=1&amp;smid=ATVPDKIKX0DER">https://www.amazon.com/Computer-Security-Quick-Study/dp/142322356X?source=ps-sl-shoppingads-lpcontext&amp;ref_=fplfs&amp;pvc=1&amp;smid=ATVPDKIKX0DER</a>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

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<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
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<b>Description:</b> <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
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<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	



## Area of Focus Discussion Template

### CURRICULUM AND TEACHING DESIGN

**Curriculum and Teaching Design** analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices.

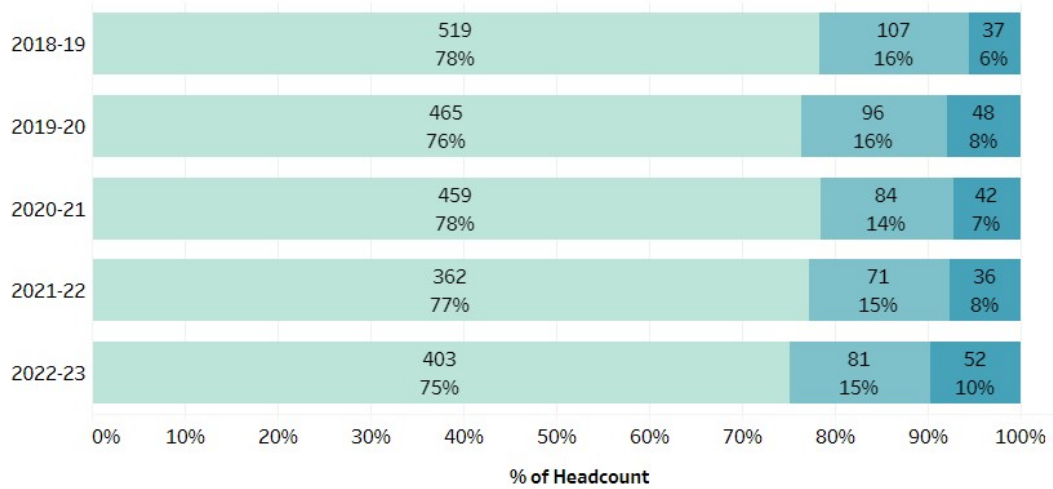
**1. What data were analyzed and what were the main conclusions?**

Success and retention, persistence, and awards (age, gender, and ethnicity) with California State, Allan Hancock College (AHC), and AHC AJ program were reviewed, analyzed, and summarized. The data collected focuses on retention, success, and awards given.

Diversity is strong in our AJ program, the success, retention, and persistence remain high. The area we lack is gender. The number of Males/females in our program are essentially equal. Over the past 5-years, each represents all our students earning degrees/certificates.

**Ethnicity:**

Headcount Demographics

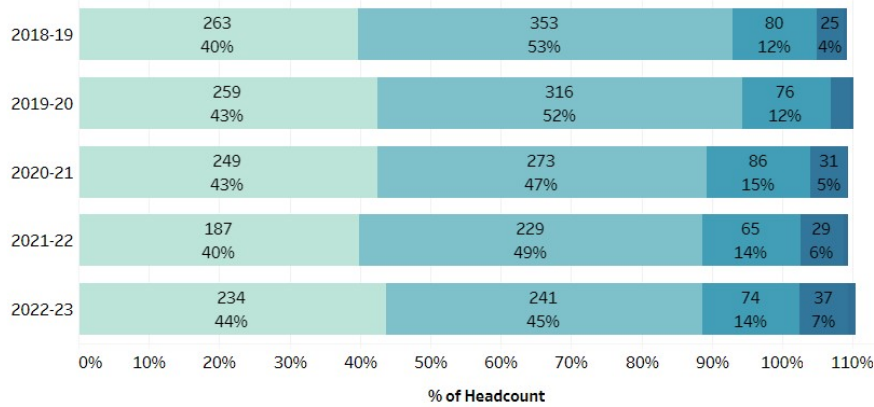


	2018-19		2019-20		2020-21		2021-22		2022-23	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
<b>Asian</b>	1.0	0%	5.0	1%	1.0	0%	1.0	0%	2.0	0%
<b>Black</b>	5.0	1%	10.0	2%	3.0	1%	4.0	1%	8.0	1%
<b>Filipino</b>	4.0	1%	3.0	0%	5.0	1%	2.0	0%	3.0	1%
<b>Hispanic</b>	519.0	78%	465.0	76%	459.0	78%	362.0	77%	403.0	75%
<b>Native Am</b>	2.0	0%	2.0	0%	4.0	1%	2.0	0%	4.0	1%
<b>Pac Isl</b>	6.0	1%	2.0	0%	2.0	0%	2.0	0%	4.0	1%
<b>Two or More</b>	17.0	3%	13.0	2%	12.0	2%	15.0	3%	20.0	4%
<b>Unknown</b>	2.0	0%	13.0	2%	15.0	3%	10.0	2%	11.0	2%
<b>White</b>	107.0	16%	96.0	16%	84.0	14%	71.0	15%	81.0	15%
<b>Grand Total</b>	<b>663.0</b>	<b>100%</b>	<b>609.0</b>	<b>100%</b>	<b>585.0</b>	<b>100%</b>	<b>469.0</b>	<b>100%</b>	<b>536.0</b>	<b>100%</b>



**GENDER:**

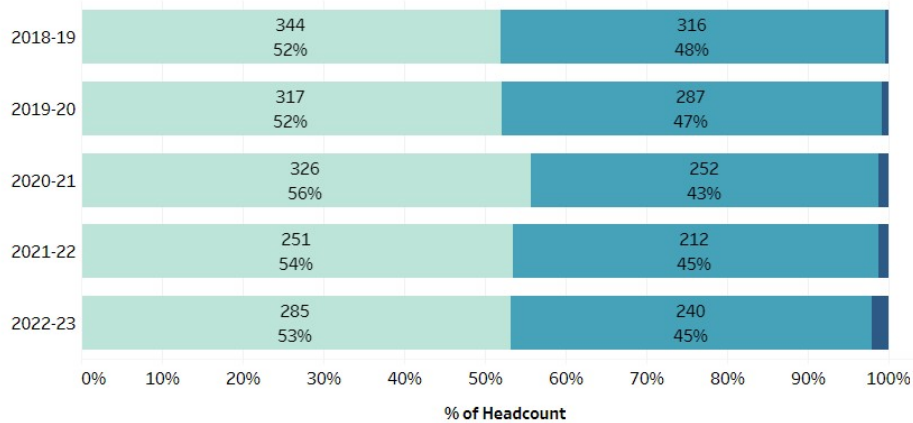
**Headcount Demographics**



	2018-19		2019-20		2020-21		2021-22		2022-23	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
<b>Under 20</b>	263.0	40%	259.0	43%	249.0	43%	187.0	40%	234.0	44%
<b>20-24</b>	353.0	53%	316.0	52%	273.0	47%	229.0	49%	241.0	45%
<b>25-34</b>	80.0	12%	76.0	12%	86.0	15%	65.0	14%	74.0	14%
<b>35-54</b>	25.0	4%	17.0	3%	31.0	5%	29.0	6%	37.0	7%
<b>55+</b>	3.0	0%	3.0	0%	1.0	0%	3.0	1%	6.0	1%
<b>Grand To..</b>	<b>663.0</b>	<b>100%</b>	<b>609.0</b>	<b>100%</b>	<b>585.0</b>	<b>100%</b>	<b>469.0</b>	<b>100%</b>	<b>536.0</b>	<b>100%</b>

**AGE:**

**Headcount Demographics**



	2018-19		2019-20		2020-21		2021-22		2022-23	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
<b>Female</b>	344.0	52%	317.0	52%	326.0	56%	251.0	54%	285.0	53%
<b>Male</b>	316.0	48%	287.0	47%	252.0	43%	212.0	45%	240.0	45%
<b>Non-Binary</b>	3.0	0%	5.0	1%	7.0	1%	6.0	1%	11.0	2%
<b>Grand Total</b>	<b>663.0</b>	<b>100%</b>	<b>609.0</b>	<b>100%</b>	<b>585.0</b>	<b>100%</b>	<b>469.0</b>	<b>100%</b>	<b>536.0</b>	<b>100%</b>

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

By looking deeper into potential disparities and disadvantages within the population in our community as well as our school, it is imperative to reach equity or look through an equity lens. Levels to evaluate can be gender, gender identity, ethnicity, accessibility, and age. As we investigate through this lens, we can build relationships and bridges to a common ground of equity. The result will find that power can then shift to allow equity and justice. In this report, I will focus on data we have collected and discuss the challenges appreciated in the AJ program. Many variables can affect data collected, and assumptions can be made on why and how conclusions were formed. The challenges in the AJ program had been representing the diversity of ethnicity, gender, gender identity, age, and socio economic (access). The past 2 years we increased our presence in the community (Santa Maria/Orcutt/Lompoc, elementary, junior high, and high school visit campaigns) to share information on what our programs entails, the equipment we use, and of course, our diverse staff. We reach out to the AHC students with the “Bulldog” events, flyers, text messages and social media outreach. The equity of ethnicity represents the community (45-53%) Hispanic being the largest group. Financial aid and other financial resources (scholarships, AB 540, emergency grants, etc.) have been a significant gateway for these students. We continue to seek access for the community members that are not aware of these courses and careers.

One of the current challenges in all of public safety is recruitment. Many young adults are not aware how many career options lie in this field, which include over 73 positions within the criminal justice system. Our AJ101-Introduction to Criminal Justice: a CSU/UC transferable course) is held 12 times a year, which includes Spring, Summer, and Fall is a perfect example of the program’s efforts. Many students attend this course with the intention:

- 1) Obtain an Associates of Science degree
- 2) Transferable
- 3) They will receive practical and useful information. We have seen they initially have no intention of attending other AJ courses or even a career in this field. However, findings from a student survey, personally accomplished during the Spring 2024 semester, found that many students were completely unaware of all these career opportunities in the AJ field.

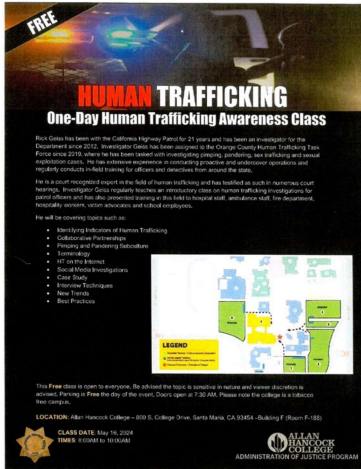
3. What are your plans for change or *innovation*?

Obtaining the updated tools for student/industry engagement and the excitement about a career in public safety, early in their academics is a strong key. Having a strong working relationship with industry with a shared a common goal:

- creating a diverse and inclusive workforce that reflects our constituents in all facets. Community outreach events to our schools through to the college level, is vital, so young people learn about this rewarding field.

Discussions have been ongoing with the AJ training programs to support the stepping into each program to provide this gold standard. The goal is to have our students return for all their public safety career needs. We need to stay current and make sure we are training our students

appropriately. This requires the acquisition of expensive equipment for our manipulative skills training. Funding is always a challenge. However, if we turn out prepared cadets, they become assets to this community. One goal is to enhance a CTE program to provide the students with another avenue working in the field. The continuing goal would be to create an internship program with all local industries (Departments) that we could collaborate with and share with other local agencies and beyond.



**FREE**

## HUMAN TRAFFICKING

### One-Day Human Trafficking Awareness Class

Rick Geiss has been with the California Highway Patrol for 21 years and has been an investigator for the Department since 2010. Investigator Geiss has been assigned to the Orange County Human Trafficking Task Force since 2019, where he has been tasked with investigating identity, passporting, sex trafficking and sexual exploitation cases. He has extensive experience in conducting proactive and undercover operations and regularly conducts in-field training for officers and detectives from around the state.

He is a court recognized expert in the field of human trafficking and has testified as such in numerous court hearings. Investigator Geiss regularly teaches an introductory class on human trafficking investigations for patrol officers and has also presented training in the field to hospital staff, ambulance staff, fire departments, hospital workers, victim advocates and school employees.

He will be covering topics such as:

- Identifying Indicators of Human Trafficking
- Collaborative Partnerships
- Pinpointing and Penetrating Subculture
- Terminology
- HT on the Internet
- Social Media Investigations
- Case Study
- Interview Techniques
- New Trends
- Best Practices

This Free class is open to everyone. Be advised the topic is sensitive in nature and viewer discretion is advised. Parking is Free the day of the event. Doors open at 7:30 AM. Please note the college is a tobacco free campus.

LOCATION: Altan Hancock College - 800 S. College Drive, Santa Maria, CA 93454 - Building F (Room F-168)

CLASS DATE: May 16, 2024

TIME: 8:00AM to 5:00PM

ALTAN HANCOCK COLLEGE  
ADMINISTRATION OF JUSTICE PROGRAM



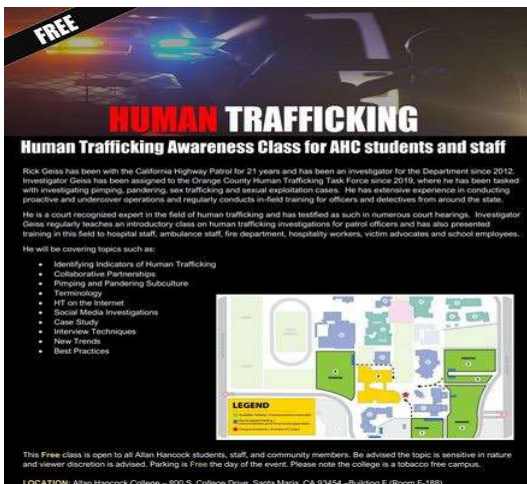
## Narcan Training

Pacific Pride Foundation offers comprehensive Narcan trainings and Narcan distributions to community organizations and individuals in Santa Barbara County.

**Training includes:**

- > Narcan Administration
- > How to spot an overdose
- > Fentanyl test strips

April 17th, 9:30AM  
G-106A

**FREE**

## HUMAN TRAFFICKING

### Human Trafficking Awareness Class for AHC students and staff

Rick Geiss has been with the California Highway Patrol for 21 years and has been an investigator for the Department since 2010. Investigator Geiss has been assigned to the Orange County Human Trafficking Task Force since 2019, where he has been tasked with investigating identity, passporting, sex trafficking and sexual exploitation cases. He has extensive experience in conducting proactive and undercover operations and regularly conducts in-field training for officers and detectives from around the state.

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- Terminology
- HT on the Internet
- Social Media Investigations
- Case Study
- Interview Techniques
- New Trends
- Best Practices

This Free class is open to all Altan Hancock students, staff, and community members. Be advised the topic is sensitive in nature and viewer discretion is advised. Parking is Free the day of the event. Please note the college is a tobacco free campus.

LOCATION: Altan Hancock College - 800 S. College Drive, Santa Maria, CA 93454 - Building F (Room F-168)

# PILLS THAT KILL

SPEAKERS	AGENDA
 <p><b>Marc Schneider</b> Chief, Santa Maria Police Department</p>	<p><b>I. WELCOME</b></p> <ul style="list-style-type: none"> <li>Chief Marc Schneider, Santa Maria Police Department</li> </ul> <p><b>II. SANTA BARBARA COUNTY BEHAVIORAL WELLNESS</b></p> <ul style="list-style-type: none"> <li>Melissa Wilkins, MPH, CADC-II, CCPS Branch Chief of Alcohol and Drug Programs, Santa Barbara County Behavioral Wellness</li> </ul> <p><b>III. SANTA BARBARA COUNTY SHERIFF'S OFFICE</b></p> <ul style="list-style-type: none"> <li>Undersheriff Craig Bonner</li> </ul> <p><b>IV. FENTANYL VICTIM'S MOTHER</b></p> <ul style="list-style-type: none"> <li>Sara Churney</li> </ul> <p><b>V. CLOSING</b></p> <ul style="list-style-type: none"> <li>Dr. Daren Mc Duffie, Superintendent, Santa Maria-Harita School District</li> </ul> <p>Allan Hancock College Boyd Concert Hall (Building F)</p>
 <p><b>Melissa Wilkins</b> MPH, CADC-II, CCPS Chief of Alcohol and Drug Programs, Santa Barbara County Behavioral Wellness</p>	
 <p><b>Craig Bonner</b> Undersheriff, Santa Barbara County Sheriff</p>	
 <p><b>Daren Mc Duffie</b> Superintendent, Santa Maria-Harita School District</p>	
<p><b>Tuesday, March 26, 2024 5:30pm to 8:00pm</b></p>	

4. How will you *measure* the results of your plans to determine if they are successful?

The changes are going to take some time to determine if we are trending towards success. We must modify the narrative by shattering the social constructs of gender roles and adjusting the AJ prototype to instantly broaden who fits the criteria. When the shift happens, there is an emphasis on collective intelligence, the different strengths and perspective that each individual brings. The Criminal Justice system begins to reflect the demographics of their community enhancing the ability to serve by removing those cultural barriers and allowing them to connect on a deeper level with its constituents. This change will be achieved in two ways:

- Our leaders (state/county/city officials, fire chiefs, college faculty) need to continually support the diversity efforts and trust in the goals of making a stronger department and environment, and
- Young people of all genders and ethnicities need to know and believe this as a viable career. By ramping up our community outreach, we will see an increase in diversity. We will continue to send out surveys, monitor the results/trends, and let the numbers/data direct our next actions.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

Our DE classes are engaging and interactive. Each instructor has their own style, bringing their respective positions. Instructors are also asked to provide feedback on discussion responses or assignments throughout the course. The instructors also post current events, articles, latest trends, things that are relevant to the course material to encourage and facilitate student interaction.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings. N/A**

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

**Sample:**

**New Program Planning Initiative (Objective) – Core Topic Only**

<b>Title (including number):</b>	<i>Enhanced CTE program for the Administration of Justice students</i>
<b>Planning years:</b>	<i>Academic year- 2024-25</i>
<b>Description:</b>	
<p>As described as one of the major barriers in the program is to enhance viable resources for all students to achieve is the CTE program. This program provides workforce preparation (learning about available career paths), Career readiness (Equipping the students with skills and knowledge needed to excel) and Work Experience (placing the students with industry partners)</p>	

**Resource Requests:** Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

<b>New Program Planning Initiative (Objective) – Core Topic Only</b>	
<b>Title (including number):</b>	Tactical Duty Belt, Tactical Waist Belt Set for Security Guard, Adjustable Nylon Military Security Belt Police Belt
<b>Planning years:</b>	<i>2024-2025</i>

[https://www.amazon.com/SJINC-Tactical-Enforcement-Security-Adjustable/dp/B08RHW2RCC/ref=sr\\_1\\_15?dib=eyJ2IjoiMSJ9.CWxXWnJi61IAFFvKFwzv6Jltx4ponSVA87eWxxstHz0J\\_k6WkXA0aRv4nIDCz63eu9AGIMR\\_D8M0tGZBRTmHerki24uDK1fZszbq4S3XCsw32VltF\\_Jz1R\\_rTXUbsWY2io56BUCn1cowcYOAK3usu3nNcn5CYPkIA8Vsa8JamXJ59a4dul1M36blmwUERahsiipxo9VbjhSR01tmarL8sWGLW2bs0w-4ygliWhKB4g7wqLkKQiz0\\_kmTiRR7ojAuD5dc5j9cYi6EBiA-yVbpPpq5-lz09QiY0trCOTr1\\_4.498qyCYzllnUxpHKiKgRjqzdUM5cqu\\_XIGDIWMth1mg&dib\\_tag=se&hvadid=409950450411&hvdev=c&hvlocphy=9031752&hvnetw=g&hvqmt=e&hvrnd=921584936536236163&hvtargid=kwd-921672909757&hydadcr=9689\\_11536371&keywords=nylon+police+duty+belt+gear&qid=1715716658&sr=8-15](https://www.amazon.com/SJINC-Tactical-Enforcement-Security-Adjustable/dp/B08RHW2RCC/ref=sr_1_15?dib=eyJ2IjoiMSJ9.CWxXWnJi61IAFFvKFwzv6Jltx4ponSVA87eWxxstHz0J_k6WkXA0aRv4nIDCz63eu9AGIMR_D8M0tGZBRTmHerki24uDK1fZszbq4S3XCsw32VltF_Jz1R_rTXUbsWY2io56BUCn1cowcYOAK3usu3nNcn5CYPkIA8Vsa8JamXJ59a4dul1M36blmwUERahsiipxo9VbjhSR01tmarL8sWGLW2bs0w-4ygliWhKB4g7wqLkKQiz0_kmTiRR7ojAuD5dc5j9cYi6EBiA-yVbpPpq5-lz09QiY0trCOTr1_4.498qyCYzllnUxpHKiKgRjqzdUM5cqu_XIGDIWMth1mg&dib_tag=se&hvadid=409950450411&hvdev=c&hvlocphy=9031752&hvnetw=g&hvqmt=e&hvrnd=921584936536236163&hvtargid=kwd-921672909757&hydadcr=9689_11536371&keywords=nylon+police+duty+belt+gear&qid=1715716658&sr=8-15)

**What college plans are associated with this Objective? (Please select from the list below):**

- Ed Master Plan   
 Student Equity Plan   
 Guided Pathways   
 AB 705/1705  
 Technology Plan   
 Facilities Plan   
 Strong Workforce   
 Equal Employment Opp.  
 Title V

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	Plastic simulated taser with holder
<b>Planning years:</b>	2024-2025

[https://www.amazon.com/Bluegun-Firearm-Training-Simulator-Holster/dp/B09PTGG37F/ref=sr\\_1\\_2?crd=1WCO631K514VD&dib=eyJ2IjoiMSJ9.tniCQjFV0ifL9gQIHpCPLLRW6\\_kQ6PoeYxyMQyN1A-APaSwU3baxPeiiED1b12ykCKXVZqMryW-NNbJHV1BUOnn42MmR5pi-\\_M7jRci27nOOai6rRKLpZocpc4cZ7je6PyTuwnWlvtHa7pTUtzZN4\\_mvWQyxyhS61wGFHTxSWydX50FWHy53gRDS0pNnojSwczXlEfDa4RP7cuC87jK0jlc3mDK1GeN9\\_Cffv4i6n77HAOH5DAuizsLFcaoYIXDjjEJR2n7N-uTCDyWfLCtZsiF0L1uKm35jvyF6P6fo.6cUCeDihtc9WFiTi9hIAk\\_XP2\\_ctq7FXrqsPfb-ij8&dib\\_tag=se&keywords=training%2Btaser%2Bholster&qid=1715717340&sprefix=plastic%2Btrainin%2Btaser%2Bholster%2Caps%2C205&sr=8-2&th=1](https://www.amazon.com/Bluegun-Firearm-Training-Simulator-Holster/dp/B09PTGG37F/ref=sr_1_2?crd=1WCO631K514VD&dib=eyJ2IjoiMSJ9.tniCQjFV0ifL9gQIHpCPLLRW6_kQ6PoeYxyMQyN1A-APaSwU3baxPeiiED1b12ykCKXVZqMryW-NNbJHV1BUOnn42MmR5pi-_M7jRci27nOOai6rRKLpZocpc4cZ7je6PyTuwnWlvtHa7pTUtzZN4_mvWQyxyhS61wGFHTxSWydX50FWHy53gRDS0pNnojSwczXlEfDa4RP7cuC87jK0jlc3mDK1GeN9_Cffv4i6n77HAOH5DAuizsLFcaoYIXDjjEJR2n7N-uTCDyWfLCtZsiF0L1uKm35jvyF6P6fo.6cUCeDihtc9WFiTi9hIAk_XP2_ctq7FXrqsPfb-ij8&dib_tag=se&keywords=training%2Btaser%2Bholster&qid=1715717340&sprefix=plastic%2Btrainin%2Btaser%2Bholster%2Caps%2C205&sr=8-2&th=1)

**What college plans are associated with this Objective? (Please select from the list below):**

- Ed Master Plan   
 Student Equity Plan   
 Guided Pathways   
 AB 705/1705  
 Technology Plan   
 Facilities Plan   
 Strong Workforce   
 Equal Employment Opp.  
 Title V

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	Evidence locker

<b>Planning years:</b>	2024-2025
<b>Description:</b>	
https://www.grainger.com/product/SENTINEL-Law-Enforcement-Evidence-Locker-30RT60	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan
<input checked="" type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705/1705
<input type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan
<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Employment Opp.
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	“Sirchie” Patrol Latent Print Kit
<b>Planning years:</b>	2024-2025
<b>Description:</b>	
https://www.galls.com/sirchie-patrol-latent-print-kit?gad_source=1&gclid=CjwKCAjwI4yyBhAgEiwADSEjeNnhvaeqLOPESWtkltNmgJR87XhIOzTMIU1uUXh5ID0IRHU1i-QzwhoCbU0QAvD_BwE	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan
<input checked="" type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705/1705
<input type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan
<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Employment Opp.
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	Crime scene sketch templates

<b>Planning years:</b>	2024-2025
<b>Description:</b>	
<a href="https://arrowheadforensics.com/crime-scene-sketching-templates---8.5-x-11-/">https://arrowheadforensics.com/crime-scene-sketching-templates---8.5-x-11-/</a>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan
<input checked="" type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705/1705
<input type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan
<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Employment Opp.
<input type="checkbox"/> Title V	

Program Review Signature Page:

*K. D. KRUSE*  
 Program Review Lead

05/15/2024  
 Date

*[Signature]*  
 \_\_\_\_\_  
 Program Dean

\_\_\_\_\_  
 Date

*[Signature]*  
 \_\_\_\_\_  
 Vice President, Academic Affairs

\_\_\_\_\_  
 Date








# AOJ Curriculum and Teaching Design 2023-24

Final Audit Report

2024-06-12

Created:	2024-06-12
By:	Christy Lopez (clopez@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA4YQliGcPZ4ghdTignMZSszV27sYG2wKdk

## "AOJ Curriculum and Teaching Design 2023-24" History

-  Document created by Christy Lopez (clopez@hancockcollege.edu)  
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-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature  
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-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)  
2024-06-12 - 9:49:57 PM GMT- IP address: 104.47.70.126
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)  
Signature Date: 2024-06-12 - 10:00:44 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.  
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