

ACADEMIC PROGRAM REVIEW

ADMINISTRATION OF JUSTICE



GROSSMONT COLLEGE

Spring 2014

TABLE OF CONTENTS

Section 1- Overview	3
Section 2 – Curriculum, Academic Standards, Support Services	11
Section 3 – Outcome Assessment.....	20
Section 4 – Student Access	23
Section 5 – Student Success	27
Section 6 – Student Support/Campus Resources	35
Section 7 – Community Outreach/Response	41
Section 8 – Faculty/Staff Professional Development.....	47
Section 9 - Staffing Trends/ Decision Making.....	56
Section 10 - Fiscal Profile/ Efficiency.....	63
Section 11 - Summary and Recommendations	65
Final Checklist	68

APPENDICES (Separate from Program Review document)	
1. Annual Program Review Updates (Six-Year Unit Plan/Tables)	
2. Catalog Descriptions	
3. Grade Distribution Summary	
4. SLO Assessments	
5. Results of Student Survey.....	
6. Headcounts for Degrees and Certificates.....	
7. Organizations Represented on Advisory Committees	
8. Sabbaticals, Conference, Workshop and Staff Development Activities	
9. Grossmont WSCH Analysis.....	
10. Success/Retention by Age/Gender and Ethnicity	
11. Grossmont College Program Review-Program Data Elements.....	
12. Fiscal Data:Outcomes Profile	

ADMINISTRATION OF JUSTICE ACADEMIC PROGRAM REVIEW

SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

- 1.1** Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it)

The Administration of Justice (AOJ) Department began operations in 1964 with the first courses offered on the Monte Vista High School campus in Spring Valley, California. The program was entitled Police Science, a title commonly used for AOJ programs at two-year colleges during that era. The first Police Science Coordinator was Vince Alfaro, a former police officer for the City of Fresno, CA. The department was relocated to temporary quarters on the Grossmont College campus in the Spring of 1966 and moved to permanent classroom and office facilities in the South 300 building (the department's present location) in the Fall of 1967. The South 300 building was constructed entirely with vocational education funds and all AOJ classes were presented in the South 300 building. Early on, the AOJ major evolved into three areas of specialization: Law Enforcement, Corrections, and Evidence Technology.

By 1967 the program had two fulltime instructors: Vince Alfaro and George Hernandez. In the Fall of 1968, Vince left the department and George became the department chair and sole instructor. In 1969-1970, Bill Merritt and Lee Hoffman were hired as generalists and Norm Gray was hired to teach the Evidence Technology classes. In the early 1970's, the department designation was changed to Criminology and the Legal Systems/Court Management degree emphasis was added. James Hinkley was hired in 1974 to teach the Corrections courses. Hinkley's appointment brought the number of personnel to five fulltime instructors and one fulltime secretary, Nancy Blasovic. With the adoption of State Proposition 13 in 1978, the fulltime secretary was transferred to the dean's office. That same year James Hinkley transferred to the English Department and Norm Gray retired. Neither was replaced and the number of fulltime faculty decreased to three.

The campus police department was created and placed under George Hernandez' supervision in 1967. Comprised of AOJ students, the police department office was in the AOJ building in room 364. A state guard card was required for employment, but officers were not required to be sworn peace officers until the late 1970s. In 1978, the police department office was moved to the East side of the campus.

In the late 1970s, a police academy was added to the AOJ Department, incorporating over 200 hours of training. The academy was initiated at the request of local law enforcement agencies. The classes were held at the El Cajon Police Department and

certified by the California Commission on Peace Officer Standards and Training (POST).

During the 1980's, the department's designation was changed to Administration of Justice, reflecting the terminology of that era. In 1987, Bill Merritt left the AOJ department and Lance Parr was employed as his replacement. In 1988, Rick Michelson was employed part-time to coordinate the Police Academy and teach AOJ courses. In 1989, Leon Hoffman retired. Rick Michelson was employed as Mr. Hoffman's fulltime replacement. George Hernandez retired as department coordinator and fulltime instructor in 1995 and Rick Michelson became the AOJ coordinator in the spring of 1996. P.J. Ortmeier was appointed fulltime in the fall of 1997 as Mr. Hernandez' replacement.

In January 1998, nearly sixty industry and public safety professionals convened at Grossmont College to create an AOJ Department curriculum master plan. The master plan was used to modify and expand AOJ curricula.

In 2000, Rick Michelson returned to fulltime classroom teaching. Some of the program changes that occurred under his leadership were the expansion of the Evidence Technology Program to Forensic Technology and the California POST certification of the Regional Occupational Program (ROP) Emergency Dispatch Operator course.

P.J. Ortmeier became the AOJ Coordinator in the Fall of 2000. Prior to becoming the coordinator, P.J. created two unique programs at Grossmont College by developing and implementing a ROP Security Academy in 1998 and a Security Management Degree Program in 1999.

During the summer of 2000, the AOJ Department employed Kathy Sentz as a fulltime clerical assistant to provide support for the department and Police Academy. In 2002, the first Corrections Academy was presented. In the Fall of 2005, Tina Young was appointed as a fulltime instructor to support AOJ's Forensic Technology Program.

Since the late 1990's, the AOJ Department has offered associate degrees and certificates of achievement in five (5) major career streams: Law Enforcement, Legal Systems/Court Management, Corrections, Forensic Technology, and Security Management. In addition, the department has offered state-certified police and corrections academies, a security academy, emergency dispatch operator course, and the California Public Safety Leadership and Ethics Program. The department also offers POST-certified courses for in-service law enforcement personnel.

For the past several years, AOJ students, faculty and staff have been involved with numerous community outreach activities, such as Tech Prep, career fairs, volunteer work, and mentoring programs. AOJ is home to the Gamma Chi Chi Chapter of the American Criminal Justice Association/Lambda Alpha Epsilon (ACJA/LAE). Chapter members are very active in the profession and the community. In the fall of 1999, Gamma Chi Chi hosted the first ever ACJA/LAE conference to be held in San Diego. Students and professionals from throughout the western United States, including

Wyoming, Washington State, and Hawaii were in attendance.

It is important to note that the AOJ Department is not a single program, but a multi-faceted department. The variety of career education streams available and the multitude of public safety occupations served make the department unique and complex. Grossmont College AOJ “leavers” and “completers” are relatively successful from a career perspective, with competitive annual salaries.

The development of forensic technology as an emerging trend in public safety has only served to solidify AOJ’s place in training forensic specialists. The program remains the only one in the state, and perhaps the country, with a comprehensive two-year degree or certificate in this field. In addition, AOJ responded to the events of September 11, 2001, by modifying curricula and expanding offerings to address homeland security issues and trends.

In terms of designated “majors”, AOJ continually competes as the largest academic department in the college district. However, human, physical, and fiscal resources allocated to AOJ have not kept pace with AOJ enrollment or community needs.

In June, 2012, Rick Michelson and PJ Ortmeier retired. PJ died three months later after a long battle with cancer. In Fall, 2012, Tina Young was appointed AOJ Coordinator. Lance Parr and Tina Young remained the only full-time faculty members.

In Fall, 2013, Michael Stewart was hired as a full-time faculty member and appointed Academies Coordinator, overseeing all of the academies and state-certified course training. Tina remained Coordinator over the academic (non-training) area of the department. The AOJ Coordinator load was split 50/50 for each role.

In Fall, 2014, after a full year of work as Academies Coordinator, Michael Stewart prepared a memorandum to CTE/WD Dean Christina Tafoya, explaining the actual work load of the Academies Coordinator. The findings are such that the AOJ Department feels that this should be a non-faculty role; possibly a part-time position. This position is discussed further under Section 9 Staffing Trends.

With three full-time faculty members, the department currently has a 32% full-time / 68% part-time faculty ratio. George Hernandez, one of the pioneers of our department, is still employed as adjunct faculty, teaching the Public Safety Internship courses.

The following is a current list of adjunct faculty. The department plans to hire approximately six to ten additional adjunct faculty over the next academic year.

Allen	Fred
Bavencoff	David
Becotte	Paul
Berner	Joe
Castro	Dana

DeMaria	Anthony
Do	Diane
Donelson	Shaun
Elliott	Debbie
Ellis	Chris
Farrell	John
Heringer	Roy
Hernandez	George
Hernandez	Melissa
Holslag	Scott
Houg	Adam
Houg	Stacey
Knuteson	Joe
Kurupas	Rose
Lucero	Joe
Martins	Marty
McCawley-Self	Julie
McClain	Gregg
Mehlhoff	David
Michelson	Rick
Oliver	Doug
Quibrera	Heriberto
Rausis	Kevin
Renner	Larry
Scally	Rebecca
Sears	Keith
Storton	Robbie
Szarkara	John
Tew	Michael
Washington	Tom

Please see Appendix 8 for detailed information about our faculty activities.

Program Goals

1.2 Appendix 1 contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your **most** successful and **least** successful goals and answer the following questions:

For your most successful goal:

- a) What activities did you undertake to achieve this goal?
- b) Report and explain the data you have to verify progress toward your goal.
- c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

For your least successful goal:

- a) What challenges or obstacles have you encountered?
- b) Has this goal changed and why?

The most successful goal has been the assessment of Student Learning Outcomes within our department.

- Since 2007, AOJ has been developing department and course Student Learning Outcomes (SLOs) and assessments. Several faculty have attended SLO workshops and SLO-related training of adjunct faculty is continually scheduled during Professional Development weeks (flex weeks). In 2006, the AOJ Coordinator secured a State Chancellor's Office grant for a statewide AOJ SLO workshop held in Ontario, CA where SLO development was implemented. In 2007/08, another Chancellor's Office grant was secured for statewide AOJ SLO workshops. The goal of the workshops were to create a statewide model for AOJ course SLOs and assessments. The Grossmont College AOJ Department faculty assumed a statewide leadership role in this effort and collaborated with the California Association of Administration of Justice Educators (CAAJE).
- To this date, nearly all SLOs for each AOJ course has been assessed, with the exception of courses that have not been offered since the SLO process began. The AOJ department is now starting the SLO cycle again with each course as it is offered. Previous SLO assessments will be analyzed and re-assessed. Faculty will continue to collaborate at staff meetings and SLO training will continue to be implemented for new faculty.
- Appendix #4 contains the AOJ SLO Assessment reports.
- The achievement of this goal helped move the college forward toward fulfillment of the planning priority goal #3 in its strategic plan, which is: Provide an Exceptional Learning Environment to Promote Student Success.

Additional Activities/Accomplishments:

- The creation and implementation of the AS-T degree in Administration of Justice.
- Curriculum updates of all AOJ courses, including major changes to the Corrections Academy, and a degree modification to the Security Management associates degree.
- Online offerings for an entire degree (Security Management) and all AOJ core courses.
- Updated instructional technology in all AOJ Programs.

The least successful goal, which has not changed, has been staffing full-time faculty and a full-time laboratory assistant.

Although Michael Stewart was hired as a full-time faculty member in Fall, 2013, he co-coordinates the academies. Tina Young was hired to teach forensic technology courses but she co-coordinates the academic programs. The third full-time faculty member, Lance Parr, is eligible to retire. The AOJ Department lost two full-time faculty members to retirement in June, 2012, and only filled one of those positions. The department remains at 32% full-time / 68% part-time faculty ratio. There are approximately 1,500 AOJ majors each semester. Lack of FT faculty seriously jeopardizes AOJ Department and students served.

An important goal for the AOJ Department is more representation on the various committees on campus. But our full-time faculty are all teaching overload as well as running the academic and training programs. There simply is not enough time and faculty members to meet this goal.

The AOJ Department has also been unable to secure a full-time laboratory assistant. This priority has increased since the last program review. Per our Forensic Advisory Committee, most crime labs in San Diego County are accredited labs and follow specific protocol in use of technology and in the areas of training and education. These labs require incoming interns and employees to have a working knowledge of modern equipment and procedures.

With new digital technology in our forensics laboratory, our forensics program is state-of-the-art. We updated our forensic technology course outlines to bring all faculty to the same level of teaching, to ensure student success and to provide an official reflection of the current and relevant forensic technology curriculum.

However, many faculty struggle with the time requirements to maintain the digital equipment and to set up the extensive labs. Some labs can take one or more hours to set up before class. Adjunct faculty often arrive to teach directly after their full-time employment and simply do not have the time to set up such labs. The faculty has had to cut into class time to set up labs or to reduce the quality of the labs. This has created inconsistencies in pedagogical deliveries depending on time limitations in setting up labs. These faculty are getting paid less LED for the lab portion of their courses, yet they are doing more work. Across campus, most lab courses have a full-time assistant or technician employed to assist faculty.

Additionally, equipment maintenance and security is a daily task and ensures that our equipment investments are longer lasting. This also allows labs to flow successfully rather than running into problems with broken, damaged, or missing equipment. The lab assistant would also ensure that all chemicals and supplies are properly mixed, handled, stocked, and properly disposed, all of which are important safety issues.

The workload is greater than a temporary hourly worker can handle. Training a new

hourly worker every semester/year is not efficient or cost-effective as the equipment and laboratories contain subject matter knowledge. Additionally, knowledge of policies and procedures is essential, along with knowledge of our AOJ Programs. The current laboratory assistance has been supported with donated teaching assistant (TA) time and student hourly work.

Implementation of Past Program Review Recommendations

1.3 Your program **6-year Unit Plan** in **Appendix 1** contains the most recent Academic Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own)

2007 Program Review Committee Recommendations and Actions Taken:

1. Hire two additional full-time faculty.

Action: Instead of hiring two additional full-time faculty, the AOJ Department lost two full-time faculty to retirement in June, 2012 (bringing the recommendation number to a deficit of 4 full-time faculty). Since then, we have hired one additional full-time faculty member, (bringing the deficit to 3 full-time faculty since the last Program Review).

2. Identify space for Public Safety Training Center.

Action: The Administration of Justice Department continues to borrow space and equipment from the Exercise Science Department in order to run the Police and Corrections Academies. With the passing of Proposition V, building 31 is listed for new construction. It is the AOJ Department's hopes that the new building will include an assaultive-behavior training room for the academies use. The space could also be used by the forensic technology program and other departments on campus, such as child development. The training room is discussed in further detail in section 6.8 of this Program Review document.

3. Increase quarter-time clerical support to half-time. This is in addition to full-time secretary.

Action: This has not taken place. Student workers have assisted as their job classification have allowed. The current classified staff position was submitted for re-classification of the position but was denied at both the committee and appeal level.

4. Identify space for a dedicated AOJ computer lab.

Action: With the passing of Proposition V, building 31 is listed for new construction. It is the AOJ Department's hopes that the new building will include a dedicated computer lab for the Police, Corrections, Security, and Dispatch academies as well as the Public Safety communications courses. A dedicated computer lab was

recommended at the seven Spring 2014 advisory committee meetings.

5. Secure funds to hire lab assistant.

Action: The AOJ Department was not selected for a full-time laboratory assistant position (ranking was too low). The position was recently submitted again to the Classified Staffing Committee (and again appears to have ranked too low). Please see section 1.2 Program Goals for more information.

6. Assign non-classroom time for part-time or full-time lead instructor to coordinate evening and weekend programs.

Action: Michael Stewart was hired as a full-time faculty member and took on the role of Co-Coordinator of the AOJ Department, with the assignment of over-seeing all of the academies. This task came with many curriculum changes and staff turn-over. Michael just began his tenure track and is also teaching a full load.

7. Write plan to include needs assessment and resources needed to create and install Fire Technology and California Department of Corrections and Rehabilitation programs.

Action: The last program review took place just before the recession. AOJ is now in the process of rebuilding what was lost (course sections, staffing) since the last program review cycle. Creating and installing a Fire Technology or Corrections Rehabilitation program is not a current goal of the AOJ Program.

8. Secure funds to market/advertise AOJ programs, through on-line and other venues.

Action: AOJ recently updated all brochures to reflect the AS-T degree and curriculum changes for the academies and Security Management degree. Updated language was made for all of the brochures. In Spring, 2014, the advisory committees are reviewing each discipline brochure and the brochures should be available by Fall, 2014. The AOJ Program is still very interested in marketing the five degrees and four academies and are still seeking funds to do so.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

In **Appendix 2 - Catalog Descriptions**, insert copies of your catalog descriptions from the most recent college catalog (see “Courses of Instruction” section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see “Associate Degree” section. This is the yellow section). [NOTE: Do not include your actual course outlines]

2.1 Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.

All AOJ course outlines are current. Writing, reading, problem-solving skills, quantitative reasoning, and critical thinking are reinforced across the department’s curriculum.

During the Spring and Fall 2013 Professional Development Week departmental meeting, all AOJ faculty and staff reviewed the official course outlines, identified those that were seriously stale-dated, and agreed upon course outline updates. As a response to the feedback from the Security Management Advisory Committee, a Terrorism and Homeland Security course was created, which replaced repeatable seminar courses for the degree. The Security Management associates degree was modified to reflect the updates. The Corrections Academy and Police Academy also underwent a modification as a result of advisory committee and faculty recommendations. The AS-T degree in Administration of Justice was created. There were minor changes and updates to many additional AOJ courses.

The modified AOJ degrees and courses were submitted to the Curriculum Committee (CC) for content review/ modification. Course outlines include learning objectives and reflect language consistent with the development of discipline-appropriate cognitive, psychomotor, and affective competencies.

All AOJ majors are required to successfully complete AOJ 230, Public Safety Communications. In addition, reading, problem-solving, quantitative reasoning, and critical thinking skill development is reinforced across AOJ curricular offerings.

2.2 What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? **You are encouraged to use feedback from your Faculty Survey discussion.**

All new faculty are provided “AOJ new faculty orientation” which includes training on curricular expectations, academic standards and a review of the official course outline and the expectations set forth from the outline. Many of our seasoned faculty share their course development with new faculty so that the new faculty doesn’t have to create a course from scratch but can take parts of a previously created course from a seasoned instructor and use what makes sense for their own course. Additional training is provided such as the meaning of “LED”, how an instructor is paid, the meaning of academic freedom, hiring preference union rights, as well as campus logistics, such as printing services or audio/video support, etc.

The one area of faculty orientation that we discovered needs the most improvement is in the area of online instruction. New online faculty have been encouraged to attend online and Blackboard training and to use the Blackboard tutorial. However, faculty must take the initiative to seek out training if they are new to online instruction. There have been a couple of situations in which new online instructors did not take the initiative to learn Blackboard and struggled in teaching the course. We’ve learned that some educational institutions provide a Blackboard container that is already built for a new instructor. We had one potential adjunct instructor refuse to teach an online course for us unless we provided a previously built Blackboard container. We simply do not have the manpower to accommodate such a request. We realize that the college is in the process of changing online support for new faculty. However, we need additional online instructors right away and can’t wait for that support to be implemented. At first, our department decided to hire only experienced online instructors. But we have failed to recruit seasoned online instructors. We had no choice but to hire new, non-experienced online instructors.

In April, 2014, our department implemented a “new faculty mentorship” project, an idea that we obtained from the Nursing Department. The project involves assigning a seasoned online instructor with a new online instructor. We pay the seasoned instructor under a special project contract through VTEA funds. The project will include assistance in curriculum development, building a Blackboard container, as well as on-going mentorship and monitoring during the first semester of the new faculty’s course. The project is voluntary for the new faculty and the new faculty is not paid for the project. We look forward to evaluating this new faculty mentorship program and hope that it will solve the problematic issues that we’ve had with new online instruction.

SLO training is provided at each adjunct faculty staff meeting each semester. Course assessments are not new to AOJ faculty, however. For over forty years, vocational AOJ educators, in collaboration with subject-matter experts, government licensing authorities, and program advisory committees have developed and implemented SLO-style curriculum development strategies, first as behavioral objectives (1960s-1970s) and later as performance objectives (1980s-present). Department faculty wish to ensure that AOJ graduates possess adequate knowledge of the subject matter and have the ability to perform tasks appropriately.

Since the last program review, AOJ embarked on the SLO pathway to ensure compliance with accrediting and government regulatory agencies. All part-time and full-time AOJ faculty and staff

received SLO training at the college level. Some AOJ faculty received SLO training at the regional and state levels. Department faculty were instrumental in acquiring grant funds for regional and statewide AOJ Developing a Curriculum (DACUM) and SLO workshops. In 2007-08 the workshops were used to develop a statewide SLO and assessment model for AOJ programs and core courses.

Achievement of student learning outcomes will be demonstrated and measured through various assessment tools and through input from agency/organization representatives that employ Grossmont College AOJ Department graduates. As stated previously as a successful AOJ goal, all AOJ course SLOs have been assessed and our department is about to begin the second cycle of assessing the original SLOs and implementing changes as needed. New faculty have been trained on the assessment process and will begin to implement assessments as each course reaches its assessment cycle.

2.3 Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.

All AOJ faculty meet periodically to address academic standards, integrity, and consistency. Adjunct faculty and classes are monitored by the AOJ Coordinator and other full-time AOJ faculty to ensure that all instructors address the objectives in the official course outlines.

AOJ students are exposed to the same academic rigor and challenged to maintain the same academic proficiency as students in non-vocational/technical courses and programs. Academic rigor is addressed in instructor development workshops and is reflected in the standards established for each course. In several program areas, quality control is maintained through standardized evaluation instruments provided to the programs by the State of California through the Commission on Peace Officer Standards and Training (POST), the Bureau of Security and Investigative Services (BSIS), the Board of State and Community Corrections (BSCC), and similar licensing authorities.

The AOJ Department at Grossmont College has existed for over fifty years and serves the community well. The AOJ Department faculty and staff maintain a close working relationship with seven program advisory committees and other employer representatives who monitor programs and recommend modifications to curricula and instructional methodology. Many students are also placed in volunteer and internship positions throughout San Diego County. As a result of exposure to Grossmont's AOJ Department, students and graduates have been successfully employed in agencies/organizations such as:

AGENCY/ORGANIZATION

ALCOHOL BEVERAGE CONTROL
AM. COMMERCIAL SECURITY
AM. PROTECTIVE SERVICES
BARONA CASINO-SECURITY
BORDER PATROL
BORG-WARNER SECURITY-RETAIL DIV
BURBANK POLICE DEPARTMENT
BURNS INT. SECURITY
CA DEPT OF CORRECTIONS
CA DEPT OF INSURANCE
INVESTIGATION
CA DEPT OF JUSTICE
CALITEC SEC. SERVICES
CALIFORNIA HIGHWAY PATROL

AGENCY/ORGANIZATION

LOS ANGELES POLICE DEPT
LOS ANGELES COUNTY SHERIFF
MEDICAL EXAMINERS OFFICE
MONTEREY SHERIFF'S DEPT
NAVAL CRIMINAL INVESTIGATIVE SERVICE
NATIONAL CITY POLICE DEPT
OAKLAND POLICE DEPARTMENT
PINKERTON SECURITY
POMONA POLICE DEPT
RANCHO BERNARDO RESORT-SECURITY
RANGER PRIVATE PATROL
REDLANDS POLICE DEPT
RIVERSIDE SHERIFF'S DEPT
S.D. UNIFIED PORT DISTRICT

CHULA VISTA POLICE DEPT
 CORRECTIONS CORP. OF AMERICA
 CORONADO POLICE DEPT
 DEPT OF HOMELAND SECURITY
 DRUG ENFORCEMENT ADMINISTRATION
 EL CAJON MUNICIPAL COURT
 EL CAJON POLICE DEPT
 ESCONDIDO POLICE DEPT
 FBI
 FEDERAL POLICE OFFICER
 GRAY, CARY & FREDRICKS LAW FIRM
 GROSSMONT COLLEGE POLICE
 GROSSMONT UNION HS DISTRICT POLICE
 GUARDSMARK SECURITY
 HARBOR POLICE
 HAYWARD POLICE
 HERITAGE SECURITY
 HILTON S. D. RESORT SECURITY
 HOME DEPOT - LOSS PREVENTION
 HUMANE SOCIETY- INVESTIGATIVE DEPT
 I.S.S. SECURITY
 INGLEWOOD POLICE DEPT
 INTERCOM SECURITY/KAISER
 SAN DIEGO JUVENILE HALL
 LAGUNA BEACH POLICE
 LA MESA POLICE DEPT
 LAS VEGAS POLICE
 LONG BEACH POLICE DEPT

SAN DIEGO COMMUNITY COLLEGE POLICE
 SAN DIEGO COUNTY PROBATION
 SAN DIEGO MUNICIPAL COURT
 SAN DIEGO PATROL-SECURITY
 SAN DIEGO POLICE DEPT
 SAN DIEGO SHERIFF'S DEPT
 SAN DIEGO STATE UNIVERSITY POLICE
 SAN DIEGO SUPERIOR COURT
 SANTA MONICA POLICE
 SAXS FIFTH AVE- LOSS PREVENTION
 SHIELD SECURITY
 STERLING SECURITY
 TARGET- LOSS PREVENTION
 TOTALLY SECURED
 UCSD POLICE
 US CUSTOMS
 US MARSHALS SERVICE
 US NAVY-MILITARY POLICE
 USA SECURITY
 VIEJAS CASINO-SECURITY
 WADDINGTON SECURITY
 WELLS FARGO SECURITY
 WHITTIER POLICE DEPARTMENT
 WMP SECURITY

The AOJ department and the college's Professional Development Committee provide ample opportunities for faculty to meet initial and continuing education requirements. In addition, faculty and staff attend professional conferences and participate in specialized training.

As evidenced in Appendix 8, many of our full-time and part-time AOJ faculty is nationally-recognized authors and engage in discipline – specific research. Further, AOJ faculty have secured grant funds for regional and statewide curriculum development workshops.

Additionally, the AOJ Department employs a broad cadre of 35-40 highly-qualified adjunct faculty. Each adjunct contributes unique professional expertise to the instructional process and many introduced innovative learning strategies to the courses. Instructional methodologies used include critical thinking and problem solving exercises, study groups hosted by the Grossmont chapter of the Gamma Chi Chi Chapter of the American Criminal Justice Association/Lambda Alpha Epsilon (ACJA/LAE), group project assignments, research projects, project presentations in courses, and student preparation and presentation of training to disadvantaged youth. Students also present at career fairs and to high school and community groups. The faculty use the team approach to processing mock crime scenes and conducting student tours of local public safety agencies. The tours often include practical exercises.

2.4 Analyze the data in **Appendix 3 - Grade Distribution Summary**. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment. You have many

options here. Some departments compare full-time to part-time grade distributions. Some compare grade distributions from multiple section courses. The program review research liaison, Bonnie Ripley, can help you with this matter. She will be providing you with some data as well)

Of the forty-eight (48) AOJ courses within the department, about 25% of them are consistently offered both day and night sections. The day and night sections may be affected by grading variability between or among instructors and variances may be attributed to differences in the competence and maturation of students as well as differences with respect to instructor grading philosophy and record keeping. Further, students with poor attendance who do not drop a course may significantly impact the number of D and F grades earned. To a certain extent, some grade variance between or among instructors of the same course may be inevitable if standardized assessment instruments are not utilized by all instructors of the same course. In addition, some grading variance is multi-causal and unavoidable, even for multiple courses with standardized assessment tools. Thus, grading variability may be substantially less than it appears. One instructor's "B+" might be another's "A-", but unless both instructors award plus and minus grades, the grades appear as a "B" and an "A".

Some AOJ courses have standardized assessment and evaluation instruments as specified by the Commission on Peace Officer Standards and Training (POST), the Bureau of Security and Investigative Services (BSIS) and the Board of State and Community Corrections (BSCC). Further, a letter grade may not accurately reflect what a student actually learns and retains.

The majority of all AOJ course sections maintain student retention at approximately 75 – 90%. However, the course with the lowest retention across all sections consistently is AOJ 110, Introduction to AOJ. This is an introductory course and a general elective course for the entire college. Students enrolled in this course may not be AOJ majors and there are greater variances in the causation of withdrawals.

Please see section 2.8 for a comparison of face-to-face and online AOJ courses.

2.5 Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).

As highlighted in the response to 2.4 above, variances (inconsistencies) in grading between or among multiple section courses may be due to circumstances beyond the control of the course faculty. All faculty strive to ensure that students acquire the knowledge and master the skills cited in the learning objectives for each course. Department faculty and advisory committees agree on core subjects to be taught. In many AOJ courses, student achievement is measured through assessment tools prescribed by state licensing authorities. As SLOs and assessments are continually updated and improved, all multiple section courses will utilize common assessment tools and instruments.

Faculty are encouraged to stay informed regarding current events, conduct independent research, and engage in personal and professional learning activities outside the formal classroom environment. Students also engage in volunteer work and internships with public safety agencies and private organizations.

Grossmont College is home to the Gamma Chi Chi Chapter of the American Criminal Justice Association/Lambda Alpha Epsilon (ACJA/LAE). Student ACJA/LAE members provide volunteer services in the community. They engage subject-matter experts by hosting local meetings and

they participate in and present papers at regional and national conferences.

Many learning activities occur off campus. For example, firearms training is conducted at three San Diego-area police ranges. Forensic Technology faculty schedule off-campus mock crime scene processing and excavation activities as well as viewings of autopsies. Law enforcement faculty encourage “ride-alongs” with area police personnel. Emergency Dispatch Operator students visit dispatch centers for “sit-alongs”.

Faculty also organize educational field trips to local sites, including police facilities, the county jail, Donovan State Prison, Las Colinas Women’s Facility, Juvenile Hall, law libraries, and local courts. Field exercises for investigations and Forensic Technology students are provided. Students are encouraged to attend conferences hosted by professional associations, such as the Balboa Park Museum of Man Forensic Science Seminar, the statewide Law Enforcement Expo in Ontario, CA, the American Society for Industrial Security (ASIS), the Southern California Association of Fingerprint Officers (SCAFO) the International Association of Identification (IAI), the California State Division of the IAI, and many more training opportunities as they arise.

2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

Based on advisory committee input, the following new courses and programs were created in Spring/Fall, 2013:

Associate in Science Degree: Administration of Justice for Transfer (AS-T Criminal Justice) degree created, which allows all AOJ majors to have priority registration at SDSU and CSU for Criminal Justice majors.

AOJ 264 Terrorism and Homeland Security, 3 units (3 lecture hours), was created and will replace the repeatable seminar courses in the Security Management degree. The Security Management Associates degree was modified to reflect the change. This course was highly recommended by our Security Management advisory committee in order to keep the degree curriculum current.

Based on advisory committee input and state certification guidelines, additional curriculum modifications and technology changes were made:

1. AOJ 107 Corrections Academy curriculum was modified.
2. AOJ 103 and 104 Police Academy curriculum was modified.
3. All outdated course outlines were updated.
4. A 40-hour Field Evidence Technician course was created and certified by POST for in-service law enforcement personnel.
5. The leadership and ethics program was reduced to a 24-hour course, per the suggestion of our Law Enforcement advisory committee.
6. Since the last program review, a forensic technology laboratory was opened in building 34,

providing new technology and software including new digital photography equipment, laptops with updated software and internet capability, and new microscopes and other miscellaneous forensic equipment. All forensic technology course outlines were updated in accordance with the forensic advisory committee recommendations as well as the educational requirements for student crime scene certification through the International Association for Identification (IAI), the oldest and largest forensic organization in the world.

AOJ is also actively involved in articulation efforts with service-area high schools and regional postsecondary education institutions. The AOJ Department is involved with the Freshman Academy. One section of AOJ 110 is dedicated to this academy, with the possibility of additional AOJ course collaboration in the future.

The Nursing Department approached AOJ to discuss a possible forensic nursing program. A digital evidence recovery course was recommended by the AOJ advisory committees. These course ideas are currently being discussed amongst our faculty.

2.7 How are current issues (i.e. environmental, societal, ethical, political, and technological) reflected in your curriculum?

No other activity provides more insight into the nature of a society than the study of its justice system. Therefore, current environmental, societal, ethical, political, and technological issues are addressed in all AOJ courses. Updates are continually made in all of these areas as a reflection of state certification guidelines as well as advisory committee recommendations.

Most recently, ethical issues have been in the spotlight because of the high number of law enforcement applicants who fail background investigations for employment. Many law enforcement agencies have begun ethical training and discussions at the middle schools, in hopes of guiding youth to make good ethical decisions throughout their high school years. Ethical issues have been a major topic of discussion amongst AOJ faculty. Ethical scenarios and curriculum has been implemented in our courses, guest speakers with extensive training in ethics and leadership speak in our various courses and at our ACJA club meetings.

2.8 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Please see Bonnie Ripley if you need help on finding the applicable data.)

The AOJ Department has recently begun to offer more online courses, particularly in the “core” AOJ major required courses. Over the past few semesters, both face-to-face and online sections have been offered in the same semester. The below diagram displays a sample of distance education (DE) or online sections compared to face-to-face (FTF) and hybrid (H) for the following courses:

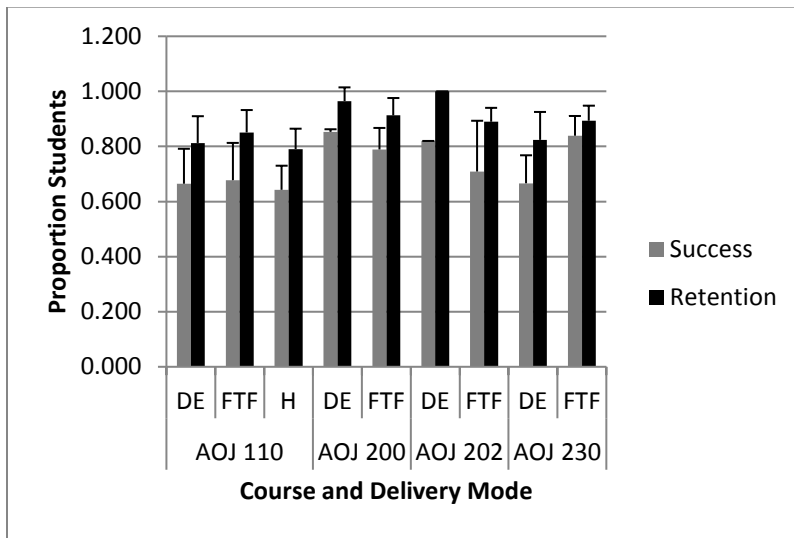
AOJ 110 Introduction to Administration of Justice
AOJ 200 Criminal Law
AOJ 202 Criminal Evidence
AOJ 230 Public Safety Communications

Although this is a small sample, the results are as follows:

AOJ 110 – no noticeable difference in success or retention amongst sections.

AOJ 200 and 202 – the online sections were slightly greater in success and retention than the face-to-face sections.

AOJ 230 – the face-to-face sections were slightly greater in success and retention than the online sections.



It is the goal of the AOJ Department to continue to track student success and retention in the online versus face-to-face sections of courses. The data will be used to create instructor dialogue and best practices discussions to ensure quality instruction for all sections. In the Spring, 2014 semester, the AOJ Department hosted 2-hour instructor training provided by Pearson Prentice Hall which included new technology for online instruction. Instructors openly shared their needs to improve online instruction. The AOJ Department will continue to seek out online instructor training and technology opportunities to ensure success and student retention in our distance learning formats.

2.9 If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)

Currently, two AOJ courses are articulated with Granite Hills (GH) High School:

AOJ 110 (Intro to AOJ) with GH's Criminal Justice

AOJ 230 (Public Safety Communications) with GH's English for Business

AOJ 230 is also articulated with Santana High School

AOJ 260 (Information Security) was articulated with GH's Internet Security but the high school no longer employs the teacher who taught the course.

AOJ 218 (Forensic Technology) was articulated with El Capitan (EC) High School. However, the EC teacher left the school and, based on advisory committee recommendation, AOJ decided to withhold any future articulation of AOJ 218.

The AOJ department offers courses on high school campuses and encourages high school students, including GC Middle High School students, to enroll in AOJ courses.

2.10 Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.

AOJ actively pursues articulation and transfer agreements with four-year as well as two-year postsecondary institutions. AOJ ensures articulation agreements are current at the 2 and 4-year institutions and continually works with the Grossmont College Articulation Officer.

The majority of AOJ courses transfer to the CSU system as electives. AOJ 110, 200, and 240 transfers to both the CSUs and UCs and AOJ 110 and AOJ 204 articulate with CSU to fulfill requirements for the Criminal Justice Administration (CJA) introductory course at SDSU. Our Police Academy and PC 832 courses are certified by the California Commission on Peace Officer Standards (P.O.S.T.), which require strict attendance, performance, and testing policies.

An Associate in Science in Administration of Justice for Transfer (AS-T Criminal Justice) was created and approved by the State Chancellor's office and ACCJC. This degree allows our students to transfer to SDSU or any CSU with priority registration.

The AOJ program has an articulation arrangement with National University for AOJ 110, 125, 142, 200, 206, 208 and 210, and memorandums of understanding (MOUs) with Miramar College and Southwestern College relative to the Police Academy. The AOJ program also has a MOU with the College of Business, California State University, San Marcos, relative to the program's Security Management degree emphasis. DeVry University is currently working on an MOU for some of our associate degrees.

The nearest UC campus with a AOJ / CJ program is UC Irvine. AOJ 110, 200, and 240 are accepted for transfer to the UC system. Articulation arrangements also exist with Chapman University for AOJ 110, 200, 271, 272, 273 and 274 and the Union Institute and University, the American Public University System, and Bellevue University for several courses.

SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 1 - Annual Progress Reports**, as well as **Appendix 1 – SLO Assessment Analyses** and **Appendix 4 – Course-to-Program SLO Mapping** document, answer the following questions:

3.1 What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

The training of our faculty and the actual assessment process and collaboration has gone very well. All full-time and part-time faculty are trained in SLO assessments. Continual update training and collaboration takes place at each AOJ staff meeting during flex week. Faculty has been great in collaborating to create and assess SLOs.

The initial SLO creation took place at two state-wide conferences, hosted by the California Association of Administration of Justice Educators (CAAJE) and was funded by a grant that was written and managed by Rick Michelson, PJ Ortmeier, and Fred Allen of our department. Tina Young provided SLO training at the first conference. AOJ faculty across the State of California were in attendance and there were many break-out sessions by discipline. At the first conference, faculty wrote AOJ SLOs for multiple courses. At the second conference, faculty wrote assessment techniques for the SLOs that were previously written.

The AOJ faculty at Grossmont College used the SLO work created at the conferences as a starting point. Our AOJ faculty collaborated over several staff development training sessions and we had breakout sessions by discipline. The work created at the conferences was reviewed and faculty worked together to re-write SLOs and assessments as needed for their individual course. All faculty used the same SLO assessment report to document the assessment data.

The SLO documentation process has changed multiple times at our college. Our department has discovered that if faculty continue to receive new documentation methods for the SLO assessment process, then they tend to get confused and frustrated. Obtaining SLO assessments is more difficult as faculty become unsure of the requirements.

Our department decided to use the SLO assessment report that was created by Devin Atchison (former Grossmont College SLO Coordinator). Even though the college stopped using this document long ago, our department continues to use this document so that there is consistency in the documentation process, the training for new faculty is simple, and faculty are confident that they are providing the required information. When an SLO is due for assessment, the faculty are responsible for assessing that SLO within their course. Each faculty teaching a section of the course conducts the same assessment. One faculty member is designated to write the final assessment report, which is given to the AOJ Coordinator.

The AOJ Coordinator saves all assessment reports on a PC and uses Blackboard to backup all SLO documents. These reports have begun to be imported to TracDat as well. The AOJ Coordinator uses the data from the assessment reports to write the department annual SLO reports in TracDat.

All AOJ course SLOs have undergone the first cycle of SLO assessments. Our department is about to begin the next cycle of SLO assessments (e.g., it has been 6 years since the last SLO assessment for some of our courses.) With each upcoming SLO cycle, faculty need to collaborate again and many of

the SLOs may need to be re-written. As stated before, many SLOs were written at a state-wide conference. Although it was AOJ faculty across the state who wrote the SLOs, some aren't as relevant as they should be for our individual courses. Some SLOs do not require critical thinking and are too simplistic. These changes will be implemented and addressed as each course SLO is scheduled for assessment.

3.2 Using your course-level **SLO Assessment Analyses (Appendix 1)**, this is part of your annual reporting process, and your **Course-to-Program SLO Mapping Document (Appendix 4)**, discuss your students' success at meeting your Program SLOs.

The AOJ Program SLOs are:

1. Demonstrate knowledge, skills, and abilities relevant to the AOJ certificate / degree program completed.
2. Identify the major components of the criminal justice system, current and historical, including law enforcement, courts and corrections.
3. Describe and/or demonstrate the stages of a criminal investigation and the protocol of evidence collection, preservation, and analysis.
4. Communicate effectively in written, verbal, and non-verbal forms.

As viewed in Appendix 4, our course SLOs map to the program SLOs multiple times throughout the five degree and four academy programs. The individual course SLOs have been very successful as a whole. Since each course SLO directly connects or maps to the Program SLO, the Program SLOs have been successful as well.

However, as stated before, an assessment of our assessments is next on our SLO agenda. In Fall, 2014, the AOJ faculty will collaborate and begin to scrutinize individual course SLOs as well as the Program SLOs and will implement changes and create assessment plans for improvement.

3.3 Based on your discussion in **Section 3.2**, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your **Course-to-Program SLO Mapping** document in **Appendix 4**. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

All program SLOs are adequately assessed by course-level SLOs. However, as stated in section 3.2, the AOJ Department will begin to assess the assessments and improve both the course level and program SLOs and assessments.

3.4 How has the SLO process affected teaching and learning in your department?

The faculty has had better collaboration as a whole. The SLO process has created open dialogue for "best practices" discussions to continually take place. Each staff meeting during flex week has a designated time for discipline-specific collaboration. Faculty appear to enjoy this time to not only discuss SLO assessments, but to openly share the student success and retention trends that are seen in their discipline. Recently, the discussion of ethics and online instruction has been a hot topic amongst our faculty. There is a great interest amongst our online instructors to ensure that SLOs are

relevant in the online courses as well as the face-to-face sections. As collaboration has improved, faculty have been more open to sharing their curriculum and material with new instructors, and mentoring has taken place with the seasoned instructors and the new instructors.

The SLO assessment collaboration has appeared to create a broader collaboration of curriculum sharing and development, best practices discussions, and mentoring opportunities amongst our faculty.

SECTION 4 - STUDENT ACCESS

4.1 How does facility availability affect access to your program?

During the recession, 40% of AOJ course sections were cut. In Spring and Fall, 2013, course sections were slowly added in. However, the classrooms that were previously assigned to AOJ were no longer available. In Fall, 2013 AOJ 200 Criminal Law (a core AOJ course required for all AOJ majors) was assigned a classroom space that could only allow 28 students in the classroom. This is a 50-max class with some of the highest wait lists of all of our courses. We turned over 25 students away for this course. It appears that when our department gave up sections due to the recession, we gave up room availability. Now that we're adding back course sections, other departments seem to have precedence on those rooms. We have worked with Instructional Operations to ensure that our core 50-max courses have the appropriate classroom space.

Proposition V was recently passed and the plans include new construction to building 31, which is frequently used by AOJ courses. It is hopeful that the AOJ program will have the needed instructional space to offer our academic and training programs. See section 6.8 for additional information on facility needs in regards to Proposition V.

4.2 Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

As stated previously in this program review report, the AOJ Department presents classes at off-campus facilities (e.g. firearms ranges, high schools) and has expanded distance education (online) course offerings.

4.3 Based on your analysis of the Student Survey results in **Appendix 5**, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

The majority of the students who took the survey are AOJ majors who learned about our programs through the college catalog and website and the majority who took the survey were in a face-to-face class at the time of the survey. The majority prefer face-to-face communication over any other form of communication with their instructor. Many students use the instructional resources on campus though are not required to do so. Additionally, the students provided the following feedback:

98% of the students stated that what they have learned in their AOJ classes could be useful outside of the classroom for purposes other than achieving their academic goals.

73% of the students stated that their overall experience with Administration of Justice Department has been positive.

91.6% of the students agreed or strongly agreed that the educational and career resources provided to them by Administration of Justice faculty and staff has been helpful.

The student survey results suggest that students are generally pleased with instructional facilities and

instructional support. The vast majority of students have had a very positive learning experience and strongly agree that our faculty and staff have provided good educational and career resources. It is also refreshing to read that our students feel their education in AOJ is useful in their life.

4.4 What implications do these findings from 4.3 have for your program?

The number of student response to the survey was disappointing, especially for the online students. The department would like to obtain additional student feedback on a broader scale. Many instructors seek student input at the end of each semester. Although this feedback is informal, it does help our individual instructors to implement needed changes.

The feedback from the students who did respond to the survey was quite positive. Our department plans to continue to provide excellent student and career resources and will continue to emphasize real-world training to prepare our students for the workforce as well as an education above and beyond their academic goals.

4.5 Based on your analysis of questions 3 through 16 in the **Appendix 5 - Student Survey**, identify any changes or improvements you are planning to make in curriculum or instruction.

The AOJ Department plans to continue to update curriculum and technology changes as needed to meet industry standards. Although the feedback from the student survey does not provide direction on specific implementations to make, it is a high priority of the department to implement changes to all online instruction. Changes will include implementation of technology to create a learning environment that is equal to face-to-face and training for online faculty to implement new technology.

4.6 Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (**Appendix 5**)

Newspaper advertisements, newspaper and journal articles, television and radio coverage of special projects and events, advisory groups, informational flyers, publications by full-time faculty listing Grossmont College as their employer, career fairs, presentations to elementary, middle, high school and library groups, tours of forensic department crime labs, mock crime scene demonstrations for elementary through high school students, presentations to high school teachers, underprivileged youth, and professional conferences, AOJ college-level courses offered on high school campuses, and law enforcement expositions are some of the strategies and activities used to promote/publicize AOJ courses/department/programs. Campus and district public relations staff have been helpful and media releases useful.

According to the AOJ Student Survey results (Appendix 5), students learn of AOJ's programs and courses from:

Class schedule/ college catalog	63%
Grossmont College Counselor	27%
Friend or family member	14%
Other student recommendation	10%
Grossmont College Instructor	9%
Other	8%
Work referral	3%

Grossmont College presentation	2%
Public media	1%

The survey did not include Grossmont webpage. The last program review cycle, this category received a result of 18%.

Note: the total percent exceeds 100% because students are able to select more than one option on the survey instrument.

The results of the student survey reveal that few students (1%) learn of AOJ programs/courses through the public media (Newspapers, TV, radio advertising). The findings are consistent with results of surveys conducted for program review in other academic departments. The results suggest advertising through the public media is not cost-effective or not as frequent as needed to be effective. The college catalog, schedule (which includes the website) is still the most effective means of advertisement. However, the counselor percentage grew from 14% during the last program review to 27% (and we have fewer counselors now). Our counselors are obviously assisting with explaining our programs to the students.

The AOJ Department has made a lot of great changes to our various programs. One of our student workers prepares excellent flyers for the ACJA club. We plan to utilize her creative abilities to create an AOJ flyer, highlighting the strengths of each degree program and academy. We plan to post the flyer on campus and advertise through campus marketing services.

4.7 Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

Under-enrolled courses include some experimental (AOJ 299) courses and those included in new areas of emphasis in emerging career fields added to the AOJ department. In addition, AOJ service area public safety agencies as well as program advisory committees identify specific training needs and request that Grossmont College meet those needs. Unfortunately, demand for some courses does not meet agency or advisory committee expectations.

Course schedule preparation incorporates needs assessments and analysis of demand forecasts to ensure efficiency and maximum utilization of class size limits. In addition, numerous advertising mediums and marketing strategies are utilized to recruit non-traditional and under-served populations as well as traditional student groups.

4.8 Based on an analysis and a review of your 6-year Unit Plan (**Appendix 1**), what specific strategies were utilized to address access issues of special populations (e.g. ethnicity, age, and gender).

In Spring, 2013, the full-time and many part-time faculty attended a state-wide Public Safety Conference, pursuant to a grant that focused on special populations in public safety. This conference provided best practices to recruit and retain such students. Our department has begun to ensure that our online courses offer the same opportunities and disabled service requirements as in-class courses. We have provided counseling and career guidance and have referred students to additional counseling services. The AOJ Department plans to continue growing in this area by continuing education on best practices, and implementing those practices into our degree programs.

Our AOJ Department also met with the various advisory committees to discuss special populations

recruitment as well as improvements to our various degree and training programs. We provided interview training for students, including interview skills for special populations. This training was offered in a lecture type format. We had planned to offer actual workshops with mock interview panels. We requested funding from the professional development committee and were denied. This next academic year, we will search for alternative funding so that we can offer interview workshops, with a particular focus on special populations. This continues to be one of the advisory committees' and the AOJ Program's top goals.

SECTION 5 - STUDENT SUCCESS

5.1 Building on your answer to question 4.8, what specific strategies were utilized to maximize success issues of special populations (e.g. ethnicity, age, and gender). Please consult **Appendix 10** for data that will be provided to you by the research liaison. (Note: Asian, African-American and Hispanic are our three largest ethnic groups outside of White-Non Hispanic and should be included in this discussion. Feel free to include others as well.)

The 2013/14 Core Indicator report (obtained from the California Chancellor's Office website) in terms of student success, compares our department to the state goal as follows:

Core Indicator 1: Skill Attainment (technical skill attainment, completed with 2.0 GPA or greater)
Results: Exceeds state AOJ performance goal of 86.41% (GC AOJ= 91.38%)

Core Indicator 2: Completions (degrees and certificate completions)
Results: Exceeds state AOJ performance goal of 80.36% (GC AOJ = 80.09%)

Core Indicator 3: Persistence (successful completion)
Results: Exceeds state AOJ performance goal of 85.12% (GC AOJ= 85.89%)

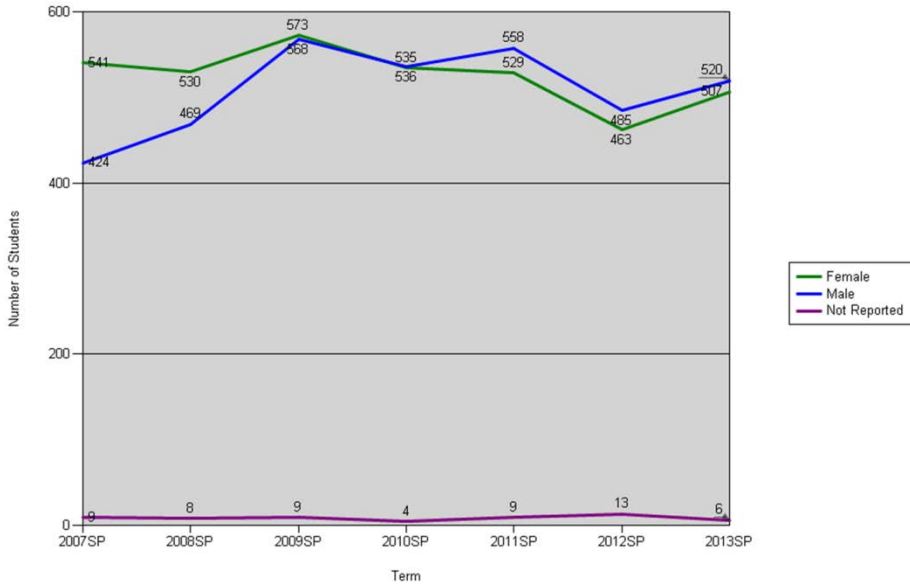
Core Indicator 4: Employment (in Administration of Justice)
Results: Exceeds state AOJ performance goal of 81.66%. (GC AOJ = 70.70%).

Core Indicator 5a: Non-traditional (for gender) participation (female enrollment in AOJ Programs)
Results: Exceeds state AOJ performance goal of 27.52% (GC AOJ = 52.42%).

Core Indicator 5b: Non-traditional (for gender) completion (female completion)
Results: Exceeds state AOJ performance goal of 30.33% (GC AOJ = 52.07%).

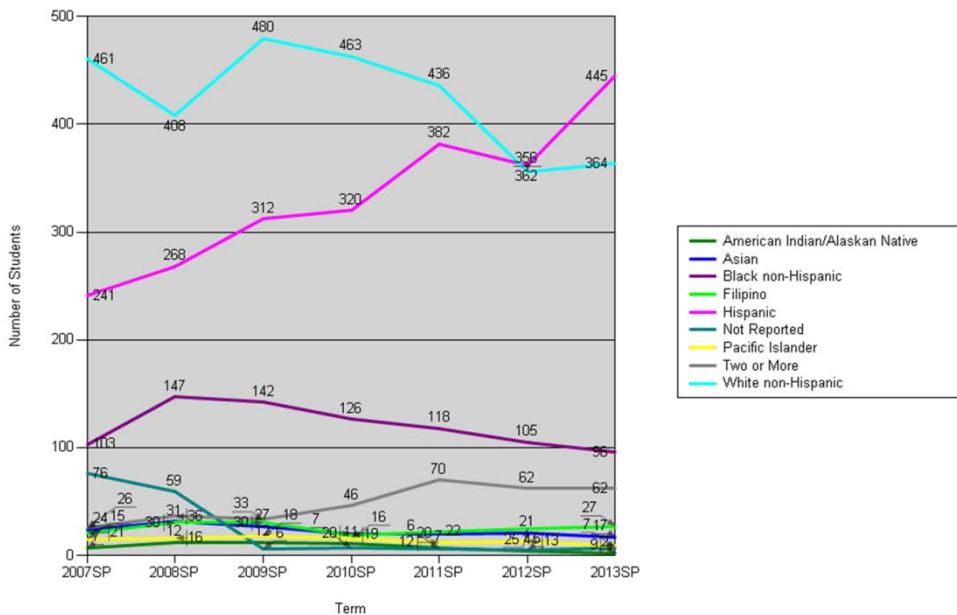
Our AOJ Program consistently performs above the state goals in terms of technical skill attainment, degrees and certificate completions, persistence, and non-traditional participation and completion. Employment varies based on the economy and hiring practices across the state. Many administration of justice employers are still recovering from the recession and are just now starting to hire back the many employees who were laid off during the recession.

Enrollment by Gender (Unduplicated Student Counts)



As viewed in Appendix 10, females, which are non-traditional gender for AOJ, are currently enrolled at a higher number than males.

Enrollment by Ethnicity (Unduplicated Student Counts)



Also viewed in Appendix 10, Hispanic students are enrolling at a higher rate than Whites and other minority ethnicities are increasing in enrollment as well. The Appendix 10 student success diagrams in terms of ethnicity indicate that student success has improved for each ethnic group. The enrollment in regards to age is similar to the college as a whole with the highest enrollment of age 20-24, followed by 19 or less, then 30-39, 25-29, and finally 50+. Success appears to increase with age.

Online and hybrid courses are presented in the AOJ Program. Web-enhanced learning materials and activities have been created. The student responses to the AOJ Program Review Student Surveys (Appendix 5) revealed that about 20-percent of AOJ students stated that the course Blackboard site assisted them in learning the material. We believe this number will grow as the college implements more online faculty training for best practices in online instruction and as the AOJ Program offers additional online courses. It is a goal of the AOJ program to increase success in our online courses. As stated previously in this document, the AOJ Program has implemented a new online faculty mentorship in which seasoned online faculty members mentor new faculty to ensure online success.

As evidenced by the data and statistics, the Grossmont College Administration of Justice students are succeeding and the non-traditional and ethnic minority groups are enrolling and persisting. AOJ's primary mission has always been and continues to be student success. Feedback from AOJ graduates and advisory committee members also indicate job placement and successful retention of our graduates as they are in high demand and have been placed in employment throughout the state and the nation.

Pre-collegiate introductory courses have been developed and presented in area high schools. Students also travel from other states and countries to attend Grossmont's AOJ programs. Faculty and staff present at area high schools, include schools of at-risk students, such as Chaparral High School. In the past, the Advanced Forensic Technology students conducted science fairs at an orphanage in Rancho San Diego. (The orphanage recently closed.) Our faculty and staff routinely conduct career and open-lab days for interested students and their parents.

The AOJ Program has one and sometimes two tutors in the tutoring center available for our students. Additionally, AOJ faculty routinely assist struggling and disabled students. For example, one of our full-time faculty members voluntarily dedicated one hour per week for a full semester to tutor a combat veteran who had brain trauma injuries. Several adjunct instructors voluntarily give extra time to disabled students. Our faculty ensure that proper accommodations are made in the classroom so that our disabled or struggling students have every opportunity to succeed. Although our faculty gives so much of their time to help our students, we know we could do much more if we were to hire at least one more full-time faculty member.

Although the college has recently been discussing a faculty/student mentorship program in response to the Student Success initiative, our AOJ faculty have been mentoring students since our programs began. It is very common to see an AOJ faculty member spend extra time after class or arrange time to meet with a student who is struggling. Mentorships have developed in our department based on student need and personal connections between the faculty and student. It is very common for faculty to learn of the academic and social needs of individual students and to work together to provide resources and assistance to those students. It's what we do. It's why we are here.

5.2 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

In Spring, 2013, the full-time and many part-time faculty attended a state-wide Public Safety Conference, pursuant to a grant that focused on special populations in public safety. This conference provided best practices to recruit and retain such students. Our department has begun to ensure that our online courses offer the same opportunities and disabled service requirements as in-class courses.

We have provided counseling and career guidance and have referred students to additional counseling services. The AOJ Department plans to continue growing in this area by continuing educated on best practices, and implementing those practices into our degree programs.

In Spring, 2013, our AOJ Department met with the various advisory committees to discuss special populations recruitment as well as improvements to our various degree and training programs. We provided interview training for students, including interview skills for special populations. This training was offered in a lecture type format. We had planned to offer actual workshops with mock interview panels. We requested funding from the professional development committee and were denied. This next academic year, we will search for alternative funding so that we can offer interview workshops, with a particular focus on special populations. This continues to be one of the advisory committees' and the AOJ Program's top goals.

Many of our students are very active in the American Criminal Justice Association (ACJA) Grossmont College Chapter. Through the ACJA club, there have been incredible learning opportunities for our students including:

- A mock investigation of a bomb scene, located at the San Diego County Sheriff Department's bomb range;
- autopsy viewings at the San Diego County Medical Examiner's Office;
- tours of Donovan State Prison, George Bailey detention facility, Las Colinas detention facility and the federal ICE detention facility;
- tours of the various police departments and crime labs in our county including: San Diego Police Department, San Diego County Sheriff's Department, El Cajon Police Department, Chula Vista Police Department, and the recently opened FBI facility. Other departments and crime lab tours are being scheduled.

In addition to the above-listed learning opportunities, many of our students have attended local professional conferences. Some students have traveled to attend conferences such as the International Association for Identification (IAI), the California State Division of the IAI, the Southern California Association of Fingerprint Officers (SCAFO), the California Association of Criminalistics, and more.

Many of our students currently volunteer and intern with local agencies and crime labs and obtain work experience in these positions. Our department and faculty maintain strong ties with agencies and crime labs in our area and these work experience agreements often result in paid jobs for our students.

5.3 Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, and fairs) to enhance student learning inside and outside of the formal classroom.

AOJ 110 satisfies a general education (GE) requirement for the associate degree at Grossmont College. The AOJ faculty and some chemistry, biology, and physics faculty collaborate in forensics courses. Biology 120 is a degree requirement for Forensic Technology. Chem 113 was created in collaboration with the Chemistry Department and is a requirement for the Forensic Technology degree.

In collaboration with the CSIS Department, AOJ offers AOJ/CSIS Information Security, which started in the 07-08 Academic Year.

The AOJ Department participates in the Freshman Academy, collaborating with the English and Counseling Departments. Currently, AOJ 110 is the only Freshman Academy course, however, AOJ 230 Public Safety Communications, may be a Freshman Academy course in the future.

A planned discussion with the Nursing Department may occur during the Fall, 2014 flex week to discuss possible collaboration and development of a forensic nursing certificate.

As discussed previously in this document, the AOJ faculty, staff, and student volunteers routinely participate in career fairs on campus. There have been several science fairs in the past involving collaboration with Chemistry, Biology, Physics and Forensic Technology.

5.4 Based on an analysis of “Reports” data (This is found on the intranet under “Reports” and will be provided to you), discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.

Section 5.1 contains diagrams and statistics that thoroughly discuss the enrollment, retention and success of AOJ students based on gender, age and ethnicity. Based on these statistics, it appears that ethnic minority students in AOJ, as well as non-traditional gender (i.e., female students) are increasing, both in terms of numbers of students as well as a percentage of the total. The average age of the AOJ student population is declining, following the trend of more traditional college-age students entering the public safety career field. (See section 5.1).

One should note that a definition of success can be exclusive. Many AOJ (and other CTE students) enroll in individual courses specified by employers rather than a program study leading to a certificate or degree. Further, official statistics regarding placement and retention in employment do not account for those employed with the military, federal government, or outside the State of California.

AOJ students are consistently in the top 1 or 2 position (competing with Business majors) in numbers of degrees and certificates awarded each year at Grossmont College.

Grade Distribution Summary Reports do not indicate irregularities in the distribution of grades. As discussed previously, variances between or among multiple section courses taught by different instructors may be due to factors beyond the control of faculty. Grades are reflective of student ability, resourcefulness, industriousness and tenacity as well as instructor grading philosophy and procedures. Thus, it is difficult to determine if grades are inflated in some courses or if the high grades reflect student knowledge, skills, and abilities.

Grades are declining along with the declining average age of the AOJ student population. The trend may indicate that more entry-level AOJ students of traditional college age are under-prepared for college-level work. The Freshman Academy is a relatively new program. The success of these students in comparison to the other AOJ sections is yet to be analyzed.

Overall, no discrete trends appear in the data presented for review. However, AOJ faculty and staff continue to monitor and analyze data to identify trends and take corrective action when necessary.

5.5 If state or federal licensing/registration examinations govern the program, please comment on student success.

AOJ state licensed programs are those regulated by the California Commission on Peace Officer Standards and Training (POST), the Bureau of Security and Investigative Services (BSIS), and the Board of State and Community Corrections (BSCC). POST and BSCC courses have a pass rate of approximately 80-98%. BSIS exams have a pass rate of better than 80%. Anecdotal information indicates an 80% or higher employment and retention rates in all fields.

5.6 Referring to Appendix 6- Degrees and Certificates if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

Grossmont Summaries of Degrees (D) and Certificates (C)

Degree/Certificate Title	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013		Degree Total	Certificate Total
	D	C	D	C	D	C	D	C	D	C	D	C	D	C		
Corrections	2	4	0	0	1	4	0	1	6	9	3	3	10	10	22	31
Evidence Technology	0	1	0	0	0	0	0	0	1	1	0	0	0	0	1	2
Forensic Technology	37	42	44	52	24	30	33	36	35	45	37	41	31	39	241	285
Law Enforcement	9	14	7	7	16	18	9	8	20	22	14	14	16	16	91	99
Legal Systems--Court Management	2	4	0	0	2	4	2	2	3	4	5	7	3	4	17	25
Security Management	2	4	0	0	1	4	1	1	1	4	4	3	2	3	11	19
Total	52	69	51	59	44	60	45	48	66	85	63	68	62	72	383	461

California Community Colleges
 Chancellor's Office
 Program Awards Summary Report

	Annual 2006-2007	Annual 2007-2008	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013
Grossmont Total	153	152	132	106	173	137	142
Associate of Science (A.S.) degree	69	70	57	53	79	67	65
Certificate requiring 30 to < 60 semester units	71	81	65	47	77	57	60
Certificate requiring 18 to < 30 semester units	13	1	10	6	17	13	17

In 2006/07, AOJ degrees and certificates were high, as this was just prior to the recession cuts. A big dip in degrees and certificates can be seen during the years of the recession, which is a direct result of 40% of our courses having been cut. In 2012/13, as classes have slowly been added, an increase in degrees and certificates has been awarded. However, degrees and certificates awarded are not illustrative of the entire student success picture. Many AOJ students exit the department after successful completion of the few courses necessary to obtain entry-level employment or promotion as specified by a particular employer.

Further, the official statistics do not reflect Certificates of Proficiency awarded to students who complete a prescribed course of study of less than 12 semester units; example:

- AOJ 103 and 104, Police Academy Modules III and II
- AOJ 107 Corrections Academy
- AOJ 158 Emergency Dispatch Operator
- AOJ 171 Security Academy

5.7 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post-secondary schools.

AOJ Department faculty, staff and students are involved in outreach, recruitment, marketing and other community activities. The Department utilizes the services of seven (7) advisory committees. Staff and students present topics of interest to elementary, middle, and high school students as well as community groups connected with service area libraries and public safety agencies. For example, AOJ faculty and staff have visited and made presentations to the following schools and libraries.

Schools:

El Capitan High
Granite Hills High
Monte Vista High
Santana High
Steele Canyon High
West Hills High
Cajon Valley Middle
River Valley High
Lincoln High
San Ysidro Middle
Kearney High
Chaparral High
Valhalla High
Grossmont Middle College High
Hoover High
Crawford High
La Mesa/Spring Valley School District (5th and 6th grades)
Rancho Penasquitos Elementary
Point Loma High
San Pasqual High
West View High (Poway)
Valley High (Escondido)
Stone Ranch Elementary
Rincon Middle
Mission Middle
Hidden Valley Middle
Bear Valley Middle
Del Dios Middle
San Diego High

Libraries:

El Cajon
Pine Valley
Casa de Oro
Santee
Descanso
Fallbrook
San Marcos

Ramona
Chula Vista
Benjamin Branch
San Carlos
Linda Vista
Paradise Hills
Carmel Valley
Julian
Pacific Beach
City Heights
Lincoln Acres
Spring Valley
San Carlos
La Mesa
Fletcher Hills
Logan Heights
Campo
Poway

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

- 6.1** Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services,).

The AOJ Department informs the Counseling Department of program developments and employment trends. In Fall, 2014, Tina Young met with the counselors during one of the counseling meetings to discuss new curriculum in AOJ and to answer questions about our programs. Liaison is maintained with Learning Resource Center (LRC) librarians to ensure currency and adequacy of LRC AOJ holdings. Stale-dated materials are purged from the LRC. New materials and audio-visual assets are acquired and AOJ-related books are donated to the LRC by faculty members.

Faculty also refer students to and work with staff in the Learning Assistance Centers, the Technology Mall, Extended Opportunities Programs and Services, Disabled Student Programs and Services, the Career Planning Center, Financial Aid, Admissions and Records, Associated Students, Health Services, and other academic and support service units within the college district. There is at least one tutor hired by the tutoring center that is AOJ-discipline trained.

In Fall 2014, Tina Young met with the Financial Aid office to discuss scholarships available to AOJ students. A flyer was created listing the Grossmont College scholarship process as well as the various AOJ-specific scholarships available to students.

- 6.2** Analyze the results of the **Student Survey - Appendix 5** and describe student utilization and satisfaction with campus resources **as it relates to your program** (i.e. availability, usage etc).

The student survey indicated that students receive “extra help” mostly from friends who have taken the class, followed by “other” resources, followed by the textbook website then tutoring center as indicated in the following student survey question:

Who else or what else do you turn to for extra help?

Friends who have taken the class 53.5%
Other 18.1%
Textbook website 17.8%
Tutor/tutoring center 10.5%

The student survey indicated that students best learned the course material from lecture, followed by the textbook, Powerpoint slides, tests, then assignments and other methods as indicated in the following student survey question:

Which of the following course resources helped you learn the course material? (Check all that apply)

Lecture 85.8%
Textbook 58.9%
Power Point slides 56.7%
Quizzes 51.8%
Homework/Assignments 50.8%
Group work in class 41.8%
Handouts 38.8%
Videos/DVDs 31.2%
Computer presentations 20.8%
Course Blackboard site 20.3%

Study groups 14.2%
 Instructor website 8.5%
 Other 1.9%
 Transparencies 1.2%

Students were surveyed in the volunteer or required use of the various student resources on campus. The vast majority indicated that student resources were voluntarily used and not required. The following student resources were surveyed as helpful or not helpful (in order of most helpful resource):

Student Resource	Surveyed as Helpful	Surveyed as Not Helpful
Tech Mall	72.3%	27.7%
Library-online Resources	70.5%	29.5%
On-campus Library	69.3%	30.7%
English Writing Lab	50.6%	49.4%
Tutoring Center	49.2%	50.8%
Assessment & Testing Center	47.5%	52.5%
Dept. Computer Lab	47.0%	53.0%
Blackboard Help Line	45.9%	54.1%
DSPS	34.9%	65.1%
Math Study Center	33.3%	66.7%
EOPS	32.4%	67.6%

The technology mall, followed by the library on-line resources were surveyed as most helpful, followed by the on-campus library. It is possible that students surveyed DSPS and EOPS as not helpful, even though they may not be enrolled as such a student. The AOJ Department does not have a dedicated computer lab. The survey regarding the helpfulness of the department computer lab may be regarding courses that meet in a computer lab classroom. Overall, the AOJ students find the student resources on campus very helpful. Utilization of these resources could be improved, however. As our department begins to offer more online courses, better online student resources will be analyzed and implemented.

6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

Institutional Research has been used for the annual program reports, faculty staffing requests, classified staffing requests, and program review. A great burden was lifted during this program review cycle as the Institutional Research Office provided the research and data needed to write program review and analyze our programs. Special thanks to Bonnie Ripley and Steve Davis, who quickly responded to emails and additional data requests, and who set up meetings with our division to ensure the program review writers had the needed information for a successful completion.

In the future, it would be very helpful if the Institutional Research Office could provide data in the following areas:

- better employment statistics regarding AOJ graduates (if possible)
- the number of majors enrolled (not just completed) for each area of discipline in AOJ
- track Veteran students in AOJ: enrollment, persistence, success
- As additional AOJ online courses are offered, data of online versus face-to-face courses will be desirable for continual analysis.

6.4 Working with your library liaison evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

Students access and utilize computers, the Internet, audio-visual materials, books on limited loan and periodicals. Students also complete research assignments and projects assigned by instructors.

Books in an electronic format (e-Books) are integrated with search results of tangible books located in the stacks in the LRC. Students may use a campus computer to create a free account with NetLibrary, allowing access to e-Books from off-campus computer locations.

The AOJ resource librarian is extremely helpful and she maintains a close working relationship with AOJ faculty and staff. AOJ- related books, periodicals and online resources are current and readily available.

The student survey indicated that students find both online and on-campus library resources as very helpful.

6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

The AOJ Department's relationship with the Counseling Department is excellent. Counseling does a great job of promoting student entrance to AOJ programs. Counselors are conscientious about providing accurate information and keeping program brochures in stock for students and for use at career fairs. The AOJ Coordinator presents periodic briefings to the counseling staff. A counselor functions as a liaison to the AOJ Department and attends AOJ advisory committee meetings.

Counselor Renee' Tuller, AOJ liaison, has been a guest speaker at our department staff meetings and has been a guest lecture in the AOJ classrooms. She provides updated information for our faculty and students on the current practices for financial aid, enrollment, transfer, and other relevant information.

DSPS has worked directly with faculty to provide special equipment and services to disabled students and have been quick to respond to special needs such as a chair with back support or temporary disabled campus parking pass for disabled students (primarily veterans just returning from war). Faculty continually communicate with DSPS and EOPS to ensure student success in each course.

6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the **Student Survey** in **Appendix 5**, how do students respond to the use of technology?

All AOJ faculty utilize technology in the classroom to enhance student learning. All "chalkboard only" instructors have long since retired and any who are still teaching in our programs, have learned to implement technology in the classroom. Videos, DVDs and online links are resources used by all instructors. Many instructors have their own websites and even more use Blackboard.

Most forensic technology instructors use Blackboard to supplement course material delivery, although the forensics courses are face-to-face. The forensic technology instructors utilize a variety of

technology including digital photography equipment, forensic light sources, laser devices, digital measuring devices, various computer software, CAD drawing, and much more.

Most of our online instructors also teach face-to-face courses and supplement the face-to-face courses with Blackboard. These instructors continually strive to ensure that the online courses receive the same or very similar instruction as face-to-face.

In Spring, 2014, the AOJ department hosted training provided by Pearson Prentice Hall regarding online instruction and how to implement more technology into both online and face-to-face courses. As stated previously in this document, the AOJ Department recently created a new faculty mentorship program, in which technology implementation is provided.

As stated in section 6.2, students who were surveyed indicated that traditional lecture, assignments and tests were found to be the best method of learning. However, the majority of the students surveyed were taking a face-to-face rather than an online course when surveyed. Students did indicate that the online and technology resources on campus were very helpful. The technology mall, followed by online campus library resources scored the highest percentages of most helpful resources to students.

6.7 Identify and explain additional technological resources that could further enhance student learning.

The best way to further enhance student learning through technological resources is to provide faculty with the proper training to provide those resources in their individual classroom. As of right now (Spring, 2014), there is little to no support for faculty to teach online courses or to use online resources. If a faculty member wishes to teach an online course, they indicate an interest, take Blackboard training (if/when available) and do their best to learn Blackboard through the tutorial and if by chance a "Quality Matters" workshop might be available, and if they take it, they could pick up a few more tips.

The lack of support for online instruction has resulted in substandard evaluations for two new online faculty in AOJ. As the online courses have the greatest wait lists for AOJ courses, there has been a demand to add additional online courses. Because there has been a lack of support for online instruction, our department attempted to seek out seasoned online instructors to teach for our department. One potential candidate asked if a Blackboard container would already be provided because other institutions provide course containers (with curriculum already built in). When we explained that the container would need to be built, the candidate politely turned down the offer to teach for our college.

Although our department understands that online instructional policies are in the works at our college, they have not yet been implemented. As stated before, our department has recently begun a new faculty mentorship program in which two faculty who are new to online instruction will be mentored by two seasoned online instructors. We are using money from our department's Vocational Technical Education Act (VTEA) budget, which was recently supported and approved by CTE/WD Dean Tafoya.

Beyond online preparation and instruction for new online faculty, there are additional technological resources that could enhance student learning. The technology includes supplemental online material that is aligned with textbooks and implemented through Blackboard, as well as a vast array of video resources that have been previously categorized and evaluated by specific disciplines. These resources are available through many publishing companies. But they come at a high price, to be paid by the college, the individual department, or the individual student.

As many of our faculty are published authors, we have an insight to the publishing world. We have recently learned that many publishing companies are creating online technology to either supplement or replace traditional textbooks. The AOJ Department wishes to learn more about these technological advances for online and digital instruction. We strongly desire to be relevant in the online instructional world, but we can't do it without the financial and training support provided by the college.

6.8 Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)

Room 31-362 has an obstructed view due to the room's configuration. Originally, room 31-362 was designed for use as a mock crime scene, complete with bathroom, and was part of room 31-361. There is no sound proofing in the ceiling between rooms 31-361 and 31-362. Room 31-362 also contains the access point to the armory for firearms and ammunition stored for the Police Academy and AOJ firearms courses (and previously the district police department). Room 31-362 also contains storage rooms for fingerprint equipment and the AOJ/ROP Emergency Dispatch Operator course equipment. Dedication of room 31-362 to an AOJ-only classroom would enhance armory security, and allow for the creation of mock crime scenes, and provide space for an AOJ computer and dispatch lab. Dedicating room 31-362 to AOJ classes was a recommendation of the 2000 Program Review Committee.

Room 31-363 includes the crime lab and two photo processing areas (darkrooms). Since most public agencies no longer process film and are utilizing digital imaging as a supplement to traditional color photography, one of the photo labs in room 31-363 was converted to a small instructional area.

AOJ did experience some relief when it expanded its Forensic Technology (FT) program to a lab facility located in the new Health Sciences building, room 34-111. However, the college and district administrators are cautioned to remember that AOJ will not be relocating its entire operation to the new Health Sciences (HS) building, only expanding the forensic photography and advanced forensic technology courses to it. If all AOJ activities were located in the new HS Building (building 34), AOJ would consume the entire building since AOJ operates five degree programs and numerous academies and specialty courses.

The AOJ Program serves 1,500 students per semester. Many of the students who graduate are majors in our Forensic Technology degree program. Room 34-111 is used for Basic and Advanced Forensic Photography and Basic and Advanced Forensic Technology courses. Room 31-363 is used for Basic and Advanced Fingerprint and Basic Forensic Technology courses. The basic and advanced fingerprint courses are offered at 3 sections per semester. A new fingerprint lab containing a fume hood, sinks, movable tables for 30 students, and chemical and equipment storage is needed.

In addition, AOJ utilizes and simultaneously presents courses at numerous classroom, gym, range, and track facilities on-and off-campus. The department presents classes six days per week. The number of course offerings are often restricted due to lack of instructional facilities. Scheduling courses can be a nightmare.

Our AOJ Program has a Police Academy, Corrections Academy, Security Academy, and Laws of Arrest courses in which assaultive behavior (defensive tactics) training takes place. It has been extremely difficult to secure a training location to hold anywhere from 40-70 cadets to train in take-down techniques, "waist chain" techniques, "restraint chair" techniques, and other "assaultive behavior" type of training. AOJ has worked with Exercise Science and Instructional Operations to secure one of the gym locations when it is not in use, but there have been times when our training program schedules have had to be re-written to find a training location. Our academies are state certified. We can't change

the schedule at the last minute so this takes months of planning in advance.

The AOJ Department needs to secure a location to conduct defensive tactics training. In the future, a training studio that holds a capacity of 75 is needed. This training studio would not only serve our academies but would also serve our other degree programs. For example, our forensic photography courses would also use the studio to conduct laser photography, reflective photography (from mirrors in the room), and forensic light source and bluestar/luminol photography. Our forensic technology courses would use the studio as additional space for mock crime scene scenarios. Our security academy could use the space for scenarios. Our 5 degree programs could use the space for scenarios that would complement the lectures (such as crime scene reconstruction for our Criminal Evidence class). A training studio is a critical need for the AOJ program. Other programs on campus, such as child development and dance, might benefit from such an instructional space as well.

Our fingerprint identification courses, report writing courses, and police dispatch academy utilizes computer labs on campus for software access and laboratory exercises. A dedicated computer lab room is a roll-over request for the AOJ programs. Adobe Photoshop (30 licenses) is needed for the forensic technology program. The Dispatch Academy will need new software in the near future.

The AOJ office space does not contain sufficient space for our faculty and staff. The fulltime faculty are scattered across campus. Additionally, the AOJ Armory should be located in a secured area near the office space.

As Proposition V planning unfolds, these spaces should be considered important additions to the new 300 building. The synopsis of facilities needed for AOJ includes:

1. Fingerprint Lab (replacing criminalistics lab in 31-363)
2. AOJ Office Space and Armory (replacing current office & armory)
3. New Assaultive Behavior (defensive tactics) training room
4. New AOJ Computer Lab

SECTION 7 - COMMUNITY OUTREACH AND RESPONSE

7.1 How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix 7**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

The AOJ Department utilizes the services and implements the recommendations of seven (7) advisory committees:

- Corrections
- Emergency Dispatch Operator
- Forensic Technology
- Law Enforcement/Police Academy
- Legal Systems and Court Management
- Security Management
- Security Academy

Each advisory committee meets annually and is comprised of 15-20 members each. Total committee membership includes over 100 representatives from public safety jurisdictional entities (federal, state, county, municipal) in the San Diego region as well as service area businesses and tribal governments. The following is a list of agencies represented within the seven advisory committees:

Corrections Advisory Committee Agency Representation:

Chula Vista Police Department Holding Facility
Correctional Alternatives, Inc.
Corrections Corporation of America
Immigration & Customs Enforcement (ICE), Office of Enforcement & Removal Operations
Richard J. Donovan Correctional Facility
San Diego Sheriff's Department, Detentions
San Diego County Probation Office
Western Region Detention Facility (GEO Group)

Emergency Dispatch Operator Advisory Committee Agency Representation:

Chula Vista Police Department Communications/Dispatch
El Cajon Police Department Communications/Dispatch
Heartland Fire
La Mesa Police Department Communications/Dispatch
National City Police Department Communications/Dispatch
Oceanside Police Department Communications/Dispatch
San Diego County Deputy District Attorney's Office
San Diego County Sheriff's Communications Center
San Diego Police Department Communications/Dispatch

Forensic Technology Advisory Committee Agency Representation:

Carlsbad Police Department, Crime Laboratory
Chula Vista Police Department, Crime Laboratory
Department of Homeland Security, BAE Systems
Drug Enforcement Administration, Southwest Laboratory
El Cajon Police Department, Crime Laboratory
Escondido Police Department, Crime Laboratory
San Diego County District Attorney's Office
San Diego County Medical Examiner's Office
San Diego County Sheriff's Crime Laboratory
San Diego Police Department, Crime Laboratory

Law Enforcement/Police Academy Advisory Committee Agency Representation:

California Commission on Peace Officers Standards and Training (POST)
El Cajon Police Department
La Mesa Police Department
National City Police Department
Office of the San Diego City Attorney - Civil Division
San Diego Miramar College, School of Public Safety
Southwestern College Basic Police Academy

Legal Systems and Court Management Advisory Committee Agency Representation:

Office of the San Diego City Attorney - Civil Division
San Diego County District Attorney's Office
San Diego County Sheriff's Department

Security Management & Security Academy Advisory Committee Agency Representation:

Barona Valley Ranch Resort & Casino
Elite Show Services
G4S Secure Solutions
Qualcomm, Inc.
MT Security and Investigations
Rancho Santa Fe Protective Services
San Diego Harbor Police
San Diego Patrol
Securitas
Sharp Healthcare Security Department
Sharp Metropolitan Medical Campus
Transit Security System
Universal Protection Service
U.S. Customs and Border Protection
Viejas Tribal Security Department

- 7.2 If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.

The seven advisory committees meet annually in the spring semester for two hours each. The dates of the last advisory committee meetings were:

3/12/14 Corrections Advisory

3/26/14 Law Enforcement and Police Academy Advisory

4/30/14 Forensic Technology Advisory / Security Management & Security Academy Advisory

5/07/14 Emergency Operator Dispatch Advisory / Legal Systems & Court Management Advisory

A selection of minutes from the 2013 and 2014 meetings are included in Appendix 7. The recommendations from the 2013 and 2014 advisory committee meetings and the response from the AOJ Department include the following:

All committees reviewed the curriculum for their specific area of instruction and made recommendations to course outline updates, which were subsequently made. The committees also made recommendations for AOJ brochure updates. All AOJ brochures should be updated and printed by Fall, 2014.

Each advisory committee discussed the passing of Proposition V and the new building 31. All committees recommend that the AOJ Department receive an assaultive behavior (defensive tactics) training room, which could also be used for forensic technology labs, a fingerprint lab, a larger lecture room, dedicated computer lab with AOJ-specific software, new AOJ offices and a secured armory, preferably located in the secured AOJ office area.

Most of the advisory committees discussed the increase in technology use and the need for curriculum implementation regarding technology and digital evidence recovery. It was suggested in the Forensic Technology Advisory Committee, and supported by the other committees, that a digital evidence course be implemented as a course elective for all majors in order to keep up with technology. SDPD is just starting a digital forensics unit and the San Diego City Attorney uses experts in digital evidence. Tina Young will make contact with these people and will have a discussion with Dean Tafoya the implementation of a 299 Digital Evidence course.

All committees discussed and agreed that the implementation of communication and job interviewing skills is highly desirable. The AOJ Department is discussing whether to hold a course or use the American Criminal Justice Association (ACJA) as a platform for job skills training for our students. Faculty have implemented some basic job skills training in individual course curriculum as well as in the various academies.

In addition to the above listed recommendations, each advisory committee had additional recommendations as follows:

Corrections Advisory Committee Recommendations:

The Committee recommended assaultive behavior training to be increased, and the academy hours to be increased from 192 to 200. These changes were made. A four hour block of training for Prison Rape Elimination Act (PREA) was also implemented.

Per committee recommendation, the department purchased new assaultive behavior mats, 40 medicine balls, agility cones, SCBA, and other mandated equipment for new state regulations. The corrections cadets will be wearing new uniforms and we are creating a policy and procedure manual for students and training officers. A two-hour mandatory orientation has been implemented for students to order

uniforms in advance and get an overview of what is expected of them in the academy. Staff time will be increased to training officers to mentor students about social media and how working in jails can affect personal lives. They will discuss professionalism and credit as well. A new career block will be added that will allow recruiters to come in and will also develop resumes in class with students. Close Order Drill (COD) will be implemented in a two hour block with the emphasis on how it relates to jails.

Warden Paramo said he was glad PREA was being mandated in the academy. He also indicated 61% of Donovan's prison population has some type of mental health problem. Lesson plans are being implemented into the curriculum of the Corrections Academy, per new state mandates. A wellness component will also be introduced into the academy with a mental health professional.

Donovan Correctional Facility has numerous internship and volunteer positions available. Chula Vista Police Department are looking at setting up something for volunteers to work in jail. They prefer recent graduates of our Corrections Academy for these positions. The internship program will include these facilities as placement facilities for our students.

Emergency Dispatch Operator Advisory Committee Recommendations:

The committee emphasizes the need for training in professionalism and workforce preparation and interviewing skills. Most, if not all agencies county-wide are hiring dispatchers and the committee recommends increasing the Emergency Dispatch Operator course to once per year (currently it is being offered once every other spring). This recommendation is in line with the course offering strategic plans of our department. It is hopeful that the AOJ Department will continue to see growth in LED allotments so that the 40% cuts seen during the recession can be added back.

Dispatchers are now viewing mall security cameras through an integrated system and may have cell phone technology to receive text messages and possibly videos. A digital evidence course would be a great idea to keep up with technology. The committee also emphasized the recommendation of a dedicated AOJ computer lab with relevant software programs.

The committee recommended that the San Diego Association of Public Safety Dispatchers be added to advisory committee and that we market our dispatch course through them for newly hired dispatch training. The AOJ Department is following up on this recommendation.

Forensic Technology Advisory Committee Recommendations:

The committee emphasized the recommendation of a public speaking course and how to get hired skills, stating that students are not prepared for interviews. Currently students are presenting in almost all Forensic Technology courses and some are having mock trials. Even our lecture AOJ courses require presentations. However, the AOJ Department plans to hold specific job skills training in addition to the curriculum embedded public speaking education.

The committee strongly recommends a full-time forensic laboratory assistant to ensure the curriculum maintains the desired level of training expected for students to be hired in local accredited crime labs.

The committee recommends continued purchases of digital photography and technology equipment and suggested an update purchase of a new Alternate Light Source (ALS). The committee stressed the need for digital evidence recovery curriculum implementation.

Law Enforcement/Police Academy Advisory Committee Recommendations:

At the 2013 advisory committee meeting, there was a lengthy discussion of the Grossmont College Module Police Academy, which is a Module III and II academy. Module III is the lowest level, or the starting point for training; students who successfully complete Module III continue their training in Module II. Cadets need to take a Module I academy at a different college in order to complete a full police academy. Southwestern College used to be the academy where our students would feed but since their academy is not module, POST will no longer allow Grossmont cadets to feed into that academy. Students would need to feed into Riverside County or Orange County module academies if they wish to complete the Module I. Palomar College recently said they may become a module academy, where our students could feed. Currently, students who don't feed into a module academy, can work as reserve peace officers with agencies throughout the county. They are paid stipends for the reserve positions.

There was discussion just prior to the 2013 advisory committee that if Grossmont Police Academy cannot find a Module I to feed into, then our academy could be shut down because it does not meet the state requirements for "student success". Much of the 2013 Law Enforcement Advisory Committee discussion emphasized the need for Grossmont College to continue the Module III and II academy, regardless if students could feed into a Module I.

Sgt. Daniel Vengler from the SD County Sheriff's Dept. said they use all three levels (modules) of reserves; Level III's for transportation / traffic detail at parades or special events, Level II's are used for a second officer in the patrol car and can supplement any regular officer in patrol or at special events. This allows regular officers to respond to radio calls. They also use Level III's at the range in the firearms training Unit.

Captain Sherri Sarro (SDSD) also stressed that the Level III's are the most important because of their support to Search and Rescue (SAR) and for other agencies requesting assistance for parades or special events (Mother Goose Parade in El Cajon, Octoberfest in La Mesa) as well as large scale emergencies such as the 2003 and 2007 wildfires in San Diego County. She said if the Modular training were to be canceled permanently, it would be a huge impact on their department and the entire county and it would affect public safety. It would require the regular officers to now work parades and traffic detail, which would slow down response time to calls for service and there would be limited resources for SAR and Emergency Services. This would also put a strain on the budgets to all of the agencies who use reserves.

Sgt. Vengler mentioned that some of the regular officers don't have the skill set that the reserves have, specifically mentioning the dive team and SAR. They currently have about 140 SAR volunteers, 84 law enforcement reserve officers and 500 senior citizen volunteers.

Lt. Vellez and Sgt. Young both spoke about how National City PD (NCPD) used reserves. They use them for all temporary use permits (special events). They are important because they free up the regular officers for patrol duty and calls of service. Being a reserve allows someone to experience being a peace officer without making a fulltime commitment or giving up a great career. It allows them to give back to the community as a volunteer. Canceling the modular academy could have a huge impact during an emergency or disaster situation. Reserves are utilized for these services, as during the wild fires, all officers were required to be available, and this included reserve officers. By not replenishing those reserve officers who either retire or get hired fulltime, we lose out on the assistance they provide for the entire county.

La Mesa PD currently has three reserves on staff and will call other agencies for assistance during Octoberfest. Captain Sarro and Sgt. Vengler have expressed interest in attending the meeting that will be held later this year with POST, SWC and GC to discuss options for Module I.

The committee also recommended lowering the hours of our Leadership and Ethics course to 24 hours total. This course is targeting officers who want to promote. Big issues would be budget and scheduling. Most officers / deputies would have to take on own time.

Additional committee recommendations included reducing the cost of individual POST academy cadet equipment; the college has agreed to purchase most of the duty gear for the students to use during the academy training. Students will still need to purchase some of the duty gear, but cost has been reduced.

Statewide discussions are needed on which AOJ semester-length courses are accepted and count toward a Law Enforcement associate degree if a student completed a POST Police Academy. It is desired for community colleges across the state to be in agreement on these courses. California Association of Administration of Justice Educators (CAAJE) may be the platform for this discussion, and it has begun.

Legal Systems and Court Management Advisory Committee Recommendations:

Curriculum changes were made to AOJ 142 Legal Systems and Court Management course. The committee recommends more recruitment for advisory committee members because courts are now starting to hire back many employees who were previously laid off. It was previously difficult to recruit members to come to the advisory meetings because of the many court lay-offs. The AOJ Department will recruit more members for next year's advisory committee meeting.

Security Management & Security Academy Advisory Committee Recommendations:

The Security Management Degree was modified and the AOJ 262ABCD repeatable seminar courses were replaced with AOJ 264 Terrorism and Homeland Security, per the recommendations of the committee. All courses in the Security Management degree are available online, which was highly desired by students who are working in the security industry.

The committee emphasized training in communications and interviewing skills. The committee also discussed new Biometric technology that is being used in the field. Incorporating technology or at least explaining the technology in the curriculum is desirable.

SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT

8.1 Highlight how your program's participation in professional development activities including sabbaticals (listed in **Appendix 8**) has resulted in improvement in curriculum, instruction, and currency in the field. (Specifically, we ask that you include how this work has affected instruction inside or outside of the classroom- a couple of examples with details will suffice)

A review of the conference, workshops, staff development and sabbatical forms in Appendix 8 reveals that AOJ faculty are involved in activities designed to maintain currency and broaden knowledge of the discipline, promote scholarship, maintain the integrity of the AOJ Department, enhance the credibility of the department's instructional staff, and advertise AOJ programs.

Many of the activities focus on the development of the Student Learning Outcomes (SLOs) and assessment, upgrading instructional technology skills, curriculum revision, and the improvement of teaching and learning methodologies. Thus, AOJ faculty professional development activities have improved AOJ curricula and instruction.

The size of AOJ's student population strains the department's human resources. Although AOJ "majors" represent one of the largest academic departments in the GCCCD, AOJ employs only three (3) full-time faculty, one of whom is the department coordinator and one is the academies coordinator. The third is eligible for retirement. In addition, AOJ clerical support services are limited to one (1) FTE clerical assistant. Thus, AOJ are in need of additional faculty and staff in order to attend desired professional activities to maintain currency and a level of excellent instruction.

8.2 Describe any innovative professional development activities your program has created.

In Spring, 2013, the full-time and many part-time faculty attended a state-wide Public Safety Conference, pursuant to a grant that focused on special populations in public safety. This conference provided best practices to recruit and retain such students. Our department has begun to ensure that our online courses offer the same opportunities and disabled service requirements as in-class courses. We have provided counseling and career guidance and have referred students to additional counseling services. The AOJ Department plans to continue growing in this area by continuing educated on best practices, and implementing those practices into our degree programs.

In Spring, 2013, our AOJ Department met with the various advisory committees to discuss special populations recruitment as well as improvements to our various degree and training programs. We provided interview training for students, including interview skills for special populations. This training was offered in a lecture type format. We had planned to offer actual workshops with mock interview panels. We requested funding from the professional development committee and were denied. This next academic year, we will search for alternative funding so that we can offer interview workshops, with a particular focus on special populations. This continues to be one of the advisory committees' and the AOJ Program's top goals.

In Spring, 2014, the AOJ Department hosted online training provided on campus by Pearson Prentice Hall, in a response to the great need for our instructors to have online training. Additionally, the AOJ

Department began a new faculty mentoring program which involves seasoned instructors mentoring new instructors. The new faculty mentoring program is being supported through VTEA funds special project pay.

8.3 Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

Although AOJ faculty and staff resources are severely strained, department personnel are actively involved with the college community. The department is (and has been) involved with grant writing and is represented on numerous college committees, task forces, and shared governance groups such as: the Academic Senate; Chairs and Coordinators Council; Curriculum Committee task forces; building task forces; administrator, classified, and faculty selection committees; and the Marketing and Recruitment Committee. Further, AOJ faculty and staff collaborate with seven (7) program advisory committees and maintain linkages with groups and organizations in the college's service area.

The following chart is a list of several AOJ full and part-time faculty and their individual professional activities:

Name	Yrs of work in AOJ	Yrs Teach AOJ	Degrees	Certifications	Publications	Curriculum Develop	Other Activities
Bavencoff, David	14 years	1 year	- AS degree in Contemporary Police Technology - BA in Criminal Justice -Masters of Science in Global Leadership from USD	N/A	N/A	N/A	N/A
DeMaria, Anthony	19 years	18 years	- UC Davis: Certificate Program - Laboratory Leadership and Management - National University: MFS Degree – Forensic Science - San Diego State University: BS Degree – Criminal Justice Administration	- Certified Technical Assessor: American Society of Crime Laboratory Directors/Laboratory Accreditation Board (ASCLD/LAB)	N/A	N/A	- Participated as an assessor of four ASCLD/LAB-International assessments of crime laboratories in the United States. - Member of: California Association of Crime Laboratory Directors, Association of Forensic Quality Assurance Managers, Association of Firearm and Tool mark Examiners - Over 2000 hours of classroom training in the following disciplines: Latent Prints, Firearms, Footwear and Tire Impressions, Quality Assurance, Supervision/Management, Crime Scenes, Safety
Do, Diane N.	18 years	10 years	-Bachelors of Science: Criminal Justice Admin	- Latent Print IAI	N/A	N/A	-Taught workshops for SCAFO, CA division of IAI and IAI conferences
Farrell, John	22 years	8 years	- Bachelor of Science Criminology - Fresno State University	- EPIC Certified Evidence Photographer	N/A	- AOJ 148	N/A

Fruchtenicht Tara	13 years	6 years	<ul style="list-style-type: none"> - Grossmont College, Certificate in Evidence Technology, AOJ, 2001 - National University, M.F.S. (Master of Forensic Science), 2000 - University of California, Santa Cruz, B.A., Anthropology, 1994 	<ul style="list-style-type: none"> - Certified Crime Scene Analyst (CCSA), International Association for Identification. June 2012 	<ul style="list-style-type: none"> - "The discrimination of two-dimensional military boot impressions based on wear patterns" (co-author). Published: Science & Justice, Volume 42, No. 2, April-June 2002. - "Is this charred material from a VHS video cassette?" (co-author/sole presenter) Published: Global Forensic Science Today, Issue 10, March 2011. 	N/A	Grossmont College Teaching Excellence Award
Heringer, Roy W.	31 years	16 years	<ul style="list-style-type: none"> - University of Phoenix, Bachelors of Science in Business Management; awarded January 31, 2004. Grossmont College, Associate in Science in the Administration of Justice; awarded December 19, 1988. - Other Education: University of Virginia, advanced studies in conjunction with the FBI National Academy, 17 	<ul style="list-style-type: none"> - POST Management Certificate, March 22, 2004 - POST Supervisory Certificate, September 1, 1997 - PADI Advanced Open Water Diver, October 4, 1995 - PADI Open Water Diver, April 5, 1995 - POST Advanced Certificate, March 19, 1991 	<ul style="list-style-type: none"> - Published: FBI Law Enforcement Bulletin, August 2009: Pere-to-Peer Accountability 	<ul style="list-style-type: none"> - POST: Managemnt of Critical Incidents, 32 hour POST and Miramar certified course for advanced officer 	<ul style="list-style-type: none"> - Project Director LEAPS Law Enforcement to youth mentoring grant, May 19, 2000 to June 30, 2003. - Customer Service Quality Improvement Process/ Process Improvement, Training Cadre - December 3, 1999 to March 22, 2002

			units in undergraduate and graduate course work; March 14, 2008.				
Houg, Stacy	11 years	7 years	- Bachelor of Arts Degree in Anthropology (USD) - Associate in Science Degree in Forensic Technology (Grossmont)	-Taking IAI LPE this year	- In the process of writing article for JFI regarding restoration of mummified hands.	N/A	- Presented a practical workshop at the CSDIAI on footwear and tire impressions.
Kurupas, Rose	26 years	15 years	- National University of San Diego, Master of Arts Degree in Human Resource Management, Awarded (01-98). - National University of San Diego, Bachelor of Arts Degree in Public Administration, Emphasis in Criminal Justice Administration, Awarded (10-87) - Grossmont Junior College, Associate of Arts Degree in General Education, Awarded (05-85).	- Management P.O.S.T., (01-25-11) - Supervisory P.O.S.T., (04-23-01) - Advanced P.O.S.T., (06-14-95) - Intermediate P.O.S.T., (06-14-91) - Basic P.O.S.T., (12-14-90)	N/A	N/A	- November 2006 Report of Exemplary Performance - October 2006 Report of Exemplary Performance - January 2002 Report of Exemplary Performance - April 1999 Domestic Violence Unit Citation - March 1996 Sheriff John Duffy Scholarship San Diego County Law Enforcement Foundation - October 1995 Report of Exemplary Performance - March 1993 Sheriff's Commendation for Lifesaving
Martins, Marty	25 years	25 years	- Bachelor of Science - Juris Doctor	N/A	- Author of the award-winning novel "The Blizzard" - Contributing Editor to the 1976 entirely revamped World Book Encyclopedia that remained in printed for	N/A	- Former CNOA Prosecutor of the Year - Taught over 3000 peace officers and federal agents in an 8-hour, POST-approved course of Search and Seizure

					a decade or more - Numerous law enforcement training articles of several law enforcement trade magazines		
McCawley, Julie	20 years	7 years	- Bachelor's Degree	N/A	N/A	N/A	Grossmont College Teaching Excellence Award
Mehlhoff, David	22 years	13 years	- Bachelors of Arts in Political Science - Masters in Leadership Studies	- POST Master Instructor	N/A	- AOJ Task-force Chairman for the "Leadership, Ethics, and Basic Skills" Grant Committee - Developed curriculum for AOJ 264 Terrorism & Homeland Security	- Member of the California Association of Administration of Justice Educator (CAAJE) - Former member of CAAJE Board of Directors 2008 – 2010 - Former CAAJE Business Manager 2010 - 2013.
Oliver, Doug	32 years La Mesa PD	26 years	- Associates of Science Degree in Criminology	- Post certified Firearms Instructor -NRA certified Firearm Instructor	N/A	N/A	- Owner, Ranger Doug's Shootists' Emporium, 7 years
Parr, Lance	17 years	27 years	- Bachelors in English - Master's in Education	- Lifetime Community College Teaching Credential - Advanced POST Certificate - Menkyo Kaiden (Aikido Hombu Dojo) - Menkyo Kaiden (Shotokan Karate, Shotokai) - Go-dan (Ha Shindo Yoshin-ryu Jiu Jitsu)	- "Report Writing Essentials" (Thompson Publishing) - "Criminal Justice in California Today" (Pearson Publishing) - "California Corrections" (Glencoe Publishing)	N/A	- Academic Senate - Hiring Committee - Tenure Review Committee
Quibrera, Heriberto	19 years	12 years	- Associate in Science Degree, Administration of	- School of "Human Intelligence	N/A	Immigration & Customs Enforcement	- Considered a subject matter expert (SME) on gangs by Immigration & Customs

			<p>Justice</p> <ul style="list-style-type: none"> - Certificate of Achievement, Law Enforcement - Certificate of Achievement, Corrections 	<p>Training”</p> <ul style="list-style-type: none"> certification, Department of Homeland Security, Immigration & Customs Enforcement - Detecting Deception & Eliciting Responses certification, Department of Homeland Security, Immigration & Customs Enforcement - Interviewing & Interrogation certification (basic and advanced), Department of Homeland Security, Immigration & Customs Enforcement - Crisis/Hostage Negotiator School/certification - Federal Bureau of Investigation - Crisis/Hostage Negotiator School/certification - Immigration & Customs Enforcement 		<p>(gangs)</p> <ul style="list-style-type: none"> among other training projects within the organization 	<p>Enforcement and the Executive Office for Immigration Review (Immigration Court).</p> <ul style="list-style-type: none"> - Have developed and conducted numerous training courses for law enforcement organizations which included both domestic and abroad. Coordinated and instructed at the Department of Homeland Security, Bi-National Gang Conference which included both U.S. law enforcement and Mexican counterparts.
Sears, Keith R.	41 Yrs	27 years (1986-2014)	<ul style="list-style-type: none"> - Bachelor of Science-Business Administration from San Diego State University 	<ul style="list-style-type: none"> - CA Lifetime Teaching Credential-AOJ from California Community Colleges - Graduate: FBI National Academy, San Diego Regional Academy, San Diego Sheriff's 	N/A	<ul style="list-style-type: none"> - AOJ 103 Level III Police Academy - AOJ 104 Level II Police Academy - AOJ 122 Traffic Law & Enforcement - AOJ 142 Legal 	<ul style="list-style-type: none"> - Member, FBI National Academy Associates - Member, Peace Officers Research Association of California - Member, La Mesa Police Officer's Association. - Member, American Federation of Teachers - Grossmont College Teaching Excellence Award

				Reserve Academy - Police Procedures Expert, San Diego City Attorney's Office - POST Basic, Intermediate, Advanced & Supervisory Certificates - POST Institute of Criminal Investigation Certification, Homicide - POST Academy Instructor Certification - POST Instructor Development Certification, Level 2 - POST Academy Coordinator Certification - POST Report Writing Instructor		Systems & Court Management - AOJ 200 Criminal Law	
Stewart, Michael	17 years	8 years	- MPPA - Bachelors of Arts - Associates of Arts	N/A	N/A	- Own course work	- GCCCD Public Safety Transition Taskforce - Faculty rep at AOJ meetings - AOJ Academy Coordinator - CVPD Reserve (Volunteer) Police Officer
Szakra, John	18 years	11 years.	N/A	- Post certified instructor in Defensive Tactics, Firearms, Use of Force and PT	N/A	N/A	N/A
Venn, Tara	15 years	3 years	- Bachelors in Criminal Justice, Masters in Forensic Science	- Certified Crime Scene Investigator w/ IAI	N/A	N/A	N/A
Young, Tina	9 yrs L.E. and 9 yrs pvt case	9 years	- Master of Forensic Sciences Degree - Bachelor of Science in	- Certified Bloodstain Pattern Examiner with IAI	- "Crime Scene Investigation: The Forensic Technician's Field Manual"	- Developed POST Certified 40-hour Field Evidence Technician	LEADERSHIP: - Fall, 2012 - Current Admin of Justice Department Coordinator, Grossmont College - Fall, 2013 - Current

	work		Criminal Justice Degree		<p>Main Author (Co-Authored with P.J. Ortmeier, Ph.D.)</p> <ul style="list-style-type: none"> - Academic Press Crime Scene Photography, 2nd Ed. By E. Robinson – Contributing Author, wrote “Darkfield Illumination” - “A Photographic Comparison of Luminol, Fluorescein, and Bluestar”, Journal of Forensic Identification Nov/Dec 2006 	<p>Course</p> <ul style="list-style-type: none"> - Developed 40-hour Bloodstain Pattern Analysis course 	<p>Grossmont-Cuyamaca Continuing Education and Workforce Training Advisory Committee Member</p> <ul style="list-style-type: none"> - Fall, 2012 - Current IABPA Bloodstain Pattern Certification Committee Member - Fall, 2005 – Current Grossmont College Academic Senate - Senator - Spring, 2006 - Current Grossmont College ACJA Club Advisor - Spring, 2007 - Current Grossmont College AOJ Dept Coordinator/Trainer for Student Learning Outcomes -Spring, 2010–Sp, 2011 Grossmont College Student Disciplinary Committee Member; Chairperson on expulsion trial -Fall, 2010 – Fall, 2012 Grossmont College Academic Program Review Committee Member <p>PROFESSIONAL MEMBERSHIPS:</p> <ul style="list-style-type: none"> - Member, International Association for Identification (since 1998) - Full Member, International Association of Bloodstain Pattern Analysts (since 2011) - Provisional Member of IABPA (since 1998) - Member, Rocky Mountain Association of Bloodstain Pattern Analysts (since 2011) - Member, California State Division, International Association for Identification (since 2006) - Member, Southern California Association of Fingerprint Officers (since 2000) -Member, California Association of Administration of Justice Educators (since 2005) - Advisor and Member, American Criminal Justice Association (since 2005) <p>AWARDS</p> <ul style="list-style-type: none"> - Partner in Law Enforcement Award – July, 2008 - Awarded by The National City Police Department
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SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

Utilizing the data in the table and the results of your Faculty Survey discussion, answer the following questions:

The following data was obtained by Chris Hill for the faculty staffing request made in Fall, 2013. Please note that this chart contains the same data as the Program Review section 9 chart, but the placement of each item is in different order.

ENROLLMENT AND STAFFING DATA

	Fall 2011	Spring2012	Fall 2012	Spring2013	Fall 2013
Enrollment	1537	1307	1506	1485	1414
WSCH	6318.1	5514	5818.70	5,749.00	5,519.5
FTEF	10.54	9.668	8.932	9.708	9.67
WSCH/FTEF	599.58	570.37	651.44	592.17	570.54
% of Max	99.59%	88%	98.32%	90.36%	85.39%
FT Faculty count	4	4	2	2	3
PT faculty count	38	30	30	33	37
FT faculty FTE	3.25	3.303	1.341	1.113	2.317
FT faculty Xpay(overload)	1.244	.855	.60	0.769	0.433
PT faculty FTE	6.044	5.510	6.992	7.827	6.925
Percentage FT/PT FTE	43% FT 57% PT	43% FT 57% PT	22% FT 78% PT	19% FT 81% PT	28% FT 72% PT
Ongoing Department release time	88.75	88.75	88.75	88.75	88.75

- 9.1** Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

Staffing History:

Prior to the passage of Proposition 13 in 1978, the AOJ program employed five (5) full-time instructors and a full-time secretary. With the adoption of Proposition 13, two (2) full-time faculty positions and the full-time secretary position were eliminated. With the assistance of the Division Dean and the college administration, the full-time classified position was reinstated during the summer of 2000. The fulltime classified person performs a wide range of duties for our five degree programs and four state-certified academies.

Faculty Need:

In June, 2012, two full-time faculty members (PJ Ortmeier and Rick Michelson) retired, leaving the department with 2 full-time faculty (Lance Parr and Tina Young). In August, 2013, Michael Stewart was hired as a full-time faculty member, bringing the current total to 3 full-time faculty. Lance Parr is eligible for retirement, and Tina and Michael two split the coordinator duties and load: Tina as academics coordinator and Michael as academies coordinator. All three full-time faculty consistently work at a maximum or near-maximum (140%) load. The percentage of full-time to part-time faculty ratio currently is 28% / 72%. The fulltime AOJ faculty and staff consistently run around with our "hair on fire". By hiring a fourth full-time faculty member, AOJ will be back at the level it had previously operated prior to the 2012 retirements, bringing the full-time faculty percentage to approximately 39%, which isn't perfect, but would eliminate a "crisis mode" of operation.

Qualified part-time faculty members are seldom available. It has been very difficult to fill the morning and afternoon classes for our five degree programs, yet many of our students wish to take daytime classes. Most of our adjuncts wish to work in the evenings as the majority of them are still working full-time in various law enforcement positions. Many of the retired adjunct faculty members (who have more flexibility in their schedules than those who currently work full-time outside of the college) are maxed out at .6 LED. If one of them were to become sick or have an emergency, it would be extremely difficult to find another adjunct to teach that course. Many courses (maxed and wait-listed at 25) face cancellation due to a lack of available adjunct faculty. As discussed extensively in this document, the AOJ Department has had great difficulty in finding qualified instructors for online courses as well.

One of the goals of the CTE/WD division is to have more full-time faculty involvement with college committees and outreach. AOJ has suffered in this area and campus-wide involvement is desired. An additional full-time faculty member would allow AOJ to have more of a voice in the campus and extended community. Staffing deficiencies require heavy reliance on part-time faculty and student workers and limits the department's ability to expand and engage in marketing, articulation and outreach activities. Due to department expansion, the number of part-time faculty is likely to increase each semester to accommodate additional courses offered in new areas of emphasis.

In Fall, 2014, after a full year of work as Academies Coordinator, Michael Stewart prepared a memorandum to CTE/WD Dean Christina Tafoya, explaining the actual work load of the Academies Coordinator. The findings are such that the AOJ Department feels that this should be a classified supervisory role; fulfilled by a part-time position. Although PJ Ortmeier served as AOJ Coordinator, overseeing both the academies and academics side of the department, the duties for the Corrections Academy were delegated to an adjunct instructor and the duties of the Police Academy were delegated to a classified administrative staff person during his tenure as AOJ Department Coordinator.

In Fall, 2012, Tina Young became AOJ Department Coordinator but the temporary role of Academies Coordinator was assigned to an AOJ adjunct instructor who was selected after an interview process. The part-time position was paid through a portion of the AOJ Department Coordinator load and special project pay. This Academies Coordinator position was a temporary position until another full-time faculty member, and Co-Coordinator could take over this role. It has been discovered that the role is not fitting for a full-time faculty member. The findings are as follows:

The AOJ program coordinates numerous programs under the auspices of the California Commission on Peace Officer Standards and Training (POST). By offering these programs, POST mandates we operate these programs according to the POST Administrative Manual (PAM).

The PAM provides definitions and delineates roles of a 'coordinator' as an individual responsible for the coordination of instruction and the management of basic courses (Police Academy). PAM defines the coordinator responsibilities to include:

1. Developing sequenced instructional schedules;
2. Overseeing and evaluating instructional, technological, testing, and remediation methods;
3. Participating in the hiring process of instructor(s), training officer(s) and staff, and making recommendations for their selection and assignment;
4. Evaluating instructor(s) and training officer(s) performance;
5. Approving student enrollment based on verification of completion of course prerequisites; and
6. Delivering course curriculum in accordance with the Training and Testing Specifications.

Regulation 1052 then provides requirements for the coordinator being on-site:

(4) Each academy shall be supervised at all times by an academy director or coordinator when instruction is being conducted.

(5) Each Modular Format course shall be supervised at all times by a coordinator when instruction is being conducted.

POST regulations provide clear mandates and expectations for program coordinators. POST programs require constant updating. Regardless of the program's operational status, two times per year/per program (we operate four POST certified programs) we must complete database (POST EDI system) updates to our programs. These are laborious processes that sometimes require numerous hours of work.

Additionally, three times per year POST hosts meetings related to program updates and information. There are three meetings for both the academy programs and three meeting each for the 832PC program. Although not written in the PAM, meeting attendance is expected due to regulation and operational updates that are required to be understood for program success. So, when we are running a police academy, the coordinator is expected to be on-site for a minimum of 16 hours/week. It is not acceptable to have an instructor who is "coordinator" qualified on site due to exigencies and unforeseen issues that the instructor may not be able to resolve. In addition to the 16 hours per week mentioned above, the coordinator is expected to attend meetings off-campus on average 12-15 days per academic year, hence taking time out of the class room.

The listed duties and hours do not include the 'behind the scenes' and preparatory work that must occur both while the academy is in progress and also when it is 'dark.' There is no down time for this program and it requires a good amount of work.

STC Regulations

The AOJ program coordinates an Adult Corrections Officer Core Course (corrections academy) under the auspices of the Board of State and Community Corrections, Standards and Training for Corrections Division (STC). By offering these programs, POST mandates we operate these programs according to the POST Administrative Manual (PAM). The corrections academy is offered during both the Fall and Spring semesters. Similar to the POST programs, STC has mandates we must abide by in order to offer and accredited program certification.

The STC regulations are located in the "Handbook for Presenting Local Corrections Core Courses (Sixth Edition)." On page 26 of the manual, STC notes, "Because of the inherent complexity of core courses...[there is a]...clear need for effective on-site coordinator."

On page 48 of the manual is a discussion about the role of the coordinator:

The on-site coordinator is probably the most important person in delivering a high quality course. The coordinator sets the tone for the training, handles glitches in the delivery, is the link among the various

instructors, coordinates the delivery of the various instructors to avoid repetition of material, makes sure the instructors have the materials they need, handouts are sequenced correctly, and audio-visual equipment is set up when needed. The coordinator should also have at his/her disposal a copy of all the lesson plans and test questions so that a substitute instructor can deliver the material if needed. Experience with the core courses throughout the state over a number of years has indicated that successful core course coordinators possess a combination of the following attributes. They are: To the extent that the coordinator can actually be on-site during the bulk of the presentations, this will enhance the course quality. Similar to POST programs, STC has meeting off campus requiring faculty to be away from the class.

ACADEMY COORDINATOR STAFF SUPERVISION RESPONSIBILITIES

Although not a manager as defined by GCCCD, the Academy coordinator does assume a role in staff supervision. This role is left to coordinating schedules, oversight related to effective program implementation and student success.

This is an overview of all staff affiliated with the academy programs at this time. The coordinator maintains communication and oversight with these staff.

AOJ 103, 104 (Police Academy)		AOJ 107 (Corrections Academy)	
Adjunct Faculty	Training Officers (Prof Experts)	Adjunct Faculty	Training Officers (Prof Experts)
10	6	12	7

ACADEMY COORDINATOR AT OTHER COMMUNITY COLLEGES IN THE REGION

In San Diego County, there are three other colleges that operate STC and POST law enforcement training programs: Palomar College, Miramar College and Southwestern College. The role of academy coordinators at these programs is done by a full-time, non-classified administrator at Palomar College (coordination and data entry); full-time police supervisors at Miramar College (data entry by clerical staff); and, as a part-time position by a full-time police captain at Southwestern College (data entry by clerical staff). Imperial Valley College also operates STC and POST law enforcement training programs. Similar to Grossmont College, they run a Module II and Module III academy. The coordinator here is a tenure track faculty member with 90.00 release time for coordinator duties (recently reduced to 60.00 in error and going back to 90.00). He does this job with the assistance of clerical staff for data entry.

“LOAD” FOR COORDINATOR AND ACTUAL WORK

The academy coordinator at Grossmont College currently is a tenure-track faculty member. The “load” for faculty work and coordinator work is disproportionate when compared to the amount of work required by POST and STC regulations and also for expectations related to “tenure track” faculty work. A review of the GCCCD Collective Bargaining Agreement’s work requirement for a faculty member make it difficult to fulfill the requirements of being both an academy coordinator and faculty member. The current load and compensation for the requirements defined by POST, STC, GCCCD and the AFT CBA do not lend to healthy program success and effective student learning.

To prepare for the Fall 2014 Corrections Academy (essentially recreating the program), Michael Stewart spent an estimated 15-20 hrs/week in the summer to prepare. When the academies are in-progress, he

is spending an estimated 20-25 hrs/week on the academy programs (factor in time on campus, fielding calls and responding to correspondence, mentoring staff, creating, administering and grading examinations, monitoring and dealing with student issues, ensuring compliance with State mandates, revising curriculum, etc.) This takes away from the semester-length class preparations, student interactions, committee involvement and teaching required for a tenure track faculty member.

THE PART-TIME ACADEMIES COORDINATOR POSITION

The role and commitments of the academy coordinator will not change. Given the on-going needs of the academy programs, there will always be the need to be on-site when the programs are in progress and the need to update, coordinate and implement new and changing curriculum. Additionally, the coordinator needs to be able to get into the community to market the program. Given current work responsibilities and the 'model' we are using, this cannot happen. The coordinator also needs to have a comprehensive knowledge of the POST and STC regulations and policy updates. On-going data entry and computer related updates occur numerous times per year. The coordinator needs to be involved in this process.

The need to attend POST and STC meetings and to prepare curriculum, consult with staff and insure accreditation compliance takes away from a full-time faculty member's primary duties. A dedicated academy coordinator will be able to focus on training success and allow the GCCCD's talking points to remain intact. In the long run, it will also save money by reducing expenditures related to special projects and oversight.

The AOJ Department recommends the College seek to hire a year-round, part-time employee who assumes responsibility for the role of academy coordinator, a "stand-alone" assignment. This stand-alone employee will best be able ensure continued program success and also cost savings related to faculty salaries. At this time, it is not certain if the position should be filled under a classified position or administrative position.

9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

The percentage of full-time to part-time faculty ratio is 32% full-time / 68% part-time (as of Spring, 2014). By hiring a fourth full-time faculty member, AOJ will be back at the level it had previously operated prior to the 2012 retirements, bringing the full-time faculty percentage to approximately 39%. Please see 9.1 for additional information.

9.3 List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).

The classified staff includes one full-time person whose time is divided between the police academy, corrections academy, security academy, state-certified courses and general AOJ department duties. The person is responsible for initial response to all police and corrections academy issues, POST course scheduling, ordering equipment, AOJ office management, answering general student questions, assisting adjunct and full-time instructors, monitoring department voicemail, responding to general information requests, filing, typing, generating POST reports, budget management and tracking, assisting the AOJ coordinator, collecting and disseminating office mail, general correspondence, maintaining AOJ files, basic student advising, miscellaneous errands, and other general office duties.

College work study and student workers, primarily teaching assistants (TAs), supplement the one (1) FTE classified staff person connected with the AOJ Department. Faculty donate TA time to the department. Without TA support, the AOJ Department could not function effectively. Over-reliance on TA support is less than satisfactory.

Laboratory Assistant (Classified Staff) Need:

A permanent laboratory assistant classified position is desperately needed. There are approximately 1,500 AOJ majors each semester. Per our Forensic Advisory Committee, most crime labs in San Diego County are accredited labs and follow specific protocol in use of technology and in the areas of training and education. These labs require incoming interns and employees to have a working knowledge of modern equipment and procedures.

With new digital technology in our forensics laboratory, our forensics program is state-of-the-art. We updated our forensic technology course outlines to bring all faculty to the same level of teaching, to ensure student success and to provide an official reflection of the current and relevant forensic technology curriculum.

However, many faculty struggle with the time requirements to maintain the digital equipment and to set up the extensive labs. Some labs can take one or more hours to set up before class. Adjunct faculty often arrive to teach directly after their full-time employment and simply do not have the time to set up such labs. The faculty has had to cut into class time to set up labs or to reduce the quality of the labs. This has created inconsistencies in pedagogical deliveries depending on time limitations in setting up labs. These faculty are getting paid less LED for the lab portion of their courses, yet they are doing more work. Across campus, most lab courses have a full-time assistant or technician employed to assist faculty.

Additionally, equipment maintenance and security is a daily task and ensures that our equipment investments are longer lasting. This also allows labs to flow successfully rather than running into problems with broken, damaged, or missing equipment.

The chemicals used in the forensic laboratory are carcinogenic and flammable. Safety measures demand a full-time lab assistant, who would proper personal protective equipment and proper chemical use by students and would also ensure that all chemicals and supplies are stocked and unexpired, ensuring proper results for student experiments as well as proper disposal of hazardous chemicals and waste.

The workload is greater than a temporary hourly worker can handle. Training a new hourly worker every semester/year is not efficient or cost-effective as the equipment and laboratories contain subject matter knowledge. Additionally, knowledge of policies and procedures is essential, along with knowledge of our AOJ Programs. The current laboratory assistance has been supported with donated teaching assistant (TA) time and student hourly work.

The Grossmont College Planning Forum held on March 14, 2014, provided data that showed that CTE students have over 80% in retention and success rates. There is a direct correlation between that percentage and faculty and student support.

A laboratory assistant would allow faculty to have more time to assist and advise students rather than maintain equipment. A faculty member would be able to set up extensive and relevant laboratories because time constraints would be removed. This ensures student access to proper laboratory equipment and student success in learning the most up-to-date technology that is industry current.

The laboratory assistant will assist in lab set-ups, clean-ups, and equipment maintenance. The lab assistant would also assist in outreach activities at high schools, with community groups, and could

help explain preparation for careers in AOJ fields so incoming students are better informed.

The laboratory assistant could also assist with police and corrections academies in setting up scenarios and events, thus freeing up the faculty to work one-on-one with students.

Equipment that is well maintained lasts longer. This will save the department money in replacing or repairing equipment. Security of equipment with check-out systems will prohibit equipment theft and save the department money as well.

Since Fall, 2011 semester, a student worker served as a laboratory assistant, working an average of 240 hours per semester and was funded by student hourly funds in the amount of \$13.50 per hour. In Fall, 2013, we hired a second student worker because the initial student worker had a reduction in availability hours. Both student workers are actively pursuing employment and expect to leave by the end of Fall, 2014. Even with the hours that the students currently work, many adjunct faculty use their own time to maintain equipment and set up and tear down labs. This is not sustainable. It has prevented the faculty members from providing extensive labs with modern technology and has cut into instruction time. The student workers are providing assistance as much as possible, but a full-time position, or possibly two part-time positions is needed to adequately assist the faculty.

9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

All full-time and adjunct faculty collaborate to establish department policies and procedures, evaluate and modify curricula, decide equipment purchases needed, assess SLOs, and create a vision and mission for the department. Regular faculty and staff meetings, written communication, participation with advisory groups as well as continuing professional training and education activities assist in this process. In sum, departmental decisions are made collaboratively.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 9 – Grossmont WSCH Analysis** (provided by the research liaison) for efficiency. **Appendix 3** has the sections and enrollment. **Appendix 12 – Fiscal Data: Outcomes Profile** (provided by the research liaison) also has enrollment information.

10.1 Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

Course schedule preparation incorporates needs assessments and analysis of demand forecasts to ensure efficiency and maximum utilization of class size limits. Our AOJ Program noticed dramatic increase in enrollment in the Forensic Technology degree program in 2005. When the recession began, Forensic Technology enrollment stabilized.

In 2012, the “core” AOJ courses (Intro to AOJ, Criminal Law, Criminal Evidence, Criminal Investigations, Public Safety Communications) began to increase in enrollment, particularly the online sections. In response to the online enrollment increase, AOJ increased online sections of the core courses from one or two courses to three courses per semester. Additionally, the Security Management degree required courses are all available online.

With the increase in online enrollment, staff training and professional development is needed and AOJ looks forward to the online training that will be offered by the college.

The AOJ Department updated all of the degree and academy brochures. Advertising mediums and marketing strategies are being analyzed to recruit non-traditional and under-served populations as well as traditional student groups.

10.2 Analyze the Earned WSCH/FTEF data in **Appendix 9- Grossmont WSCH Analysis**. Explain trends for your overall program and for specific courses over a five-year period.

WSCH / FTEF increased dramatically in Fall 2012 at 651.44 and declined to 592.17 in Spring, 2013. The decline was precipitated by declining enrollments in the college district as well as most community colleges throughout the state. Yet WSCH / FTEF is still relatively high, demonstrating AOJ's attractiveness and efficiency as well as AOJ's lack of full-time faculty

Regarding WSCH / FTEF for specific courses over a five-year period, AOJ 110 Introduction to Administration of Justice and AOJ 230 Public Safety Communications are the only courses common to all AOJ majors. No AOJ 110 or AOJ 230 sections were canceled during the period under review. In fact, these courses are often over-subscribed. These and other AOJ courses are scrutinized and subject to the department's course management strategy. Enrollment trends for all courses are monitored to ensure maximum efficiency with respect to individual course presentations.

10.3 Using **Appendix 11- Program Data Elements** and **Appendix 12 - Fiscal Data: Outcomes Profile**, analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.

AOJ generates a great amount of WSCH and FTEF for occupation (vocational) education. Further, AOJ generates a great amount of revenue per FTEF. AOJ is cost-effective and efficient in its operations.

10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

AOJ receives an average of \$30,000 per academic year in Vocational and Applied Technology Education Act (VTEA) funds.

Funds received for the Administration of Justice (AOJ) Department have been and are used to: improve VTEA core performance indicators; pay for training officers for the Police and Corrections Academies, pay for two student worker lab assistants for the Forensic Technology program; purchase equipment and improve technology for the Police, Forensic Technology and Corrections programs; expand the number of courses offered with a distance learning format; promote career education pathways; promote training that leads to nontraditional employment; improve academic rigor and skill attainment; expand recruiting efforts as well as school-to- career and opportunities for special populations; promote personal and professional leadership and ethics; sponsor professional development activities for faculty; and develop workplace preparedness skills of students.

The Police Academy curriculum, modified regularly per requirements of the California Commission on Peace Officer Standards and Training (POST), and the Corrections Academy, certified by the Board of State and Community Corrections (BSCC) is offered each academic year. Police and Corrections Academy requirements mandate additional coordination, clerical assistance, training advisors, and articulation efforts that are supported with VTEA funds.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

11.1 Summarize program strengths and weaknesses in terms of:

- teaching and learning
- student access and success
- implementing and executing the department's vision and mission statement
- fiscal stability

The Administration of Justice Program mission statement was revised by full and part-time faculty in August, 2014. The mission statement is as follows:

The Grossmont College Administration of Justice Department's mission is to prepare students for a degree and successful career in a criminal justice discipline by providing instruction that emphasizes workforce preparation through character and leadership development, ethical behavior, critical thinking, and community awareness.

In order to implement and execute the above mission statement, the AOJ Department's strength is in its knowledgeable, innovative and dedicated faculty and classified staff. The department's faculty and instructional programming attracts students from across the nation and around the world. Instructional strategies are designed to promote a thirst for lifelong learning, placement and retention in employment, ethical leadership skill development, and a sense of social responsibility.

AOJ is not a small department. For the past five years, the department served an average of 1500 AOJ students each semester. Currently, AOJ competes with the Business department in terms of the most "majors", of all departments in the college district.

AOJ is a complex department. There are five separate degree programs: Law Enforcement, Legal Systems/Court Management, Corrections, Security Management, and Forensic Technology. The department also operates the police, corrections, security and dispatch academies. The Police Academy is regularly scrutinized by and subject to the requirements of the Commission on Peace Officer Standards and Training (POST). The Corrections Academy is regulated by the Board of State and Community Corrections (BSCC). The Security Academy must adhere to regulations established by the state's Bureau of Security and Investigative Services (BSIS).

AOJ is a diverse department with a high number of female and minority representation. Despite its size, complexity and diversity, the AOJ department rests on a framework of just three full-time faculty members. Part-time faculty do not generally assume lead roles in revising curricula, participating on committees, attending conferences, advising students and the vast array of other activities engaged in by typical full-time faculty members. Accomplishing goals in a large, complex and diverse department with limited full-time faculty is extremely taxing.

The AOJ department has been fortunate to obtain quality, full-time secretarial support despite the department's financial shortcomings. Yet, one FTE clerical support is not sufficient.

The academic/vocational quality of the AOJ department is high as evidenced by the success experienced by "leavers and completers" of all AOJ programs. Student success is enhanced through

departmental outreach efforts. On-going professional development activities improve the department's human resources.

Fiscal resources are relatively stable, although AOJ also relies on grant monies and outside funding sources.

Weaknesses include the need to improve job interview skill attainment, particularly for special populations and disabled students as well as retention in employment by the economically disadvantaged. The strongest weakness, however, is in the lack of staffing. AOJ is desperate for at least one and preferably two additional full-time faculty and a full-time laboratory assistant (classified staff). Additional weaknesses include inadequate instructional facilities, and inadequate training for online instruction.

11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.

The top concerns of the AOJ Department include:

1. The need to hire an additional full-time faculty member.
2. The need to hire a classified staff laboratory assistant position.
3. The need for online training and support for our increasing online course enrollment.
4. The need for continual growth in LED so that the 40% cuts during the recession will gradually be reversed.
5. The need for continual financial support (VTEA and AOJ budget) to continue supporting the forensic technology program and police and corrections academies.

11.3 Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

The following is a rank-ordered list of AOJ Department needs and recommendations:

1. Faculty Hiring - Hire one minimum and preferably two additional full-time faculty.
2. Hire a part-time Academies Coordinator (possibly a classified or administrative position).
3. Classified Staff Hiring - Hire a laboratory assistant (full-time or two part-time positions).
4. Facilities Need - With the Passing of Proposition V, and new construction for building 31, the following facilities are needed (in order of priority):
 - a. New Fingerprint Lab (replacing criminalistics lab in 31-363)
 - b. New AOJ Office Space and Armory
 - c. New Assaultive Behavior (defensive tactics) training room
 - d. New AOJ Computer Lab
5. Support for the continued offering of Grossmont College Module III and II Police Academy, per

the Law Enforcement Advisory Committee, to ensure county-wide public safety needs are met.

6. Online training and support for faculty.
7. Continue to implement and financially support new faculty mentoring.
8. Classified Staff Hiring - Hire an additional 1/2 time clerical staff.
9. Basic Skills Training for Students and Special Populations Search for funding to provide basic skills training and interview workshops for students with a focus on special populations.
10. Community Outreach - Continue community outreach and respond to community's requests for instructional services. Continue high school outreach education and recruitment.
11. Explore options for a 299 digital evidence course and recruit instructors for the course.
12. Provide continual SLO training for full-time and adjunct faculty regarding Student Learning Outcomes (SLOs) and assessments.
13. Secure funds to market/advertise AOJ Programs.

FINAL CHECKLIST

Please see that all items are completed **BEFORE** submitting your department/program's self-study document to the Academic Program Review Committee.

- Include a title page that indicates the semester and year your report was completed.
- Include a listing of all full-time and adjunct faculty.
- Number all pages of the self-study including the appendices.. Please copy back to back.
- Include a Table of Contents listing all the section headings and page references for these section headings.
- Be sure appendices include all requested information.
- Attach the sign-off sheet of all full-time members of the department/program **at the beginning of the report.**
- Submit ten (12) copies (**back to back**) of the report to the Instructional Operations Office.

Remember your report is due at the beginning of the next semester after it has been written/assigned.