

INSTRUCTIONAL PROGRAM REVIEW

Administration of Justice/ Correctional Science

IPR Narrative Only

Completed by Nancy Beterbide, faculty

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SECTION I: ACADEMIC PLANNING

Program Overview and Objectives, and Student Learning Outcomes

The Lassen Community College District and the Lassen Community College Administration of Justice/Correctional Science Department support California Education Code, Section 78016 that requires every career technical education or occupational training program offered by a community college district, be reviewed every two years.

Description/Evaluation:

The Administration of Justice and Correctional Science programs affords students the opportunity to explore and enhance their personal, vocational, and educational goals and develop knowledge and skills through a logical, sequenced, coherent, and rigorous body of course work designed to meet the needs of students who:

- Are contemplating or plan seeking employment with public and/or private agencies concerned with policing/law enforcement, probation/parole, crime prevention, treatment, rehabilitation and research
- Are employed by a law enforcement or correctional agency and seek to obtain education for professional career enhancement, incentive pay or promotion
- Desire to obtain background in administration of justice in preparation for the study of law, forensic counseling, and non-profit community relations
- Are interested in expanding their knowledge and understanding of the criminal justice system and the administration of justice

The Administration of Justice and Correctional Science programs directly addresses the mission of the college by meeting the quality and course content set by the State of California Higher Education systems. The college mission statement cites providing outstanding degree and certificate programs in lower division arts and sciences and in vocational fields, basic skills instruction, student support services, adult non-credit education, and community service as major areas of emphasis. The Administration of

Justice and Correctional Science programs supports the college mission in the following ways:

Transfer Education

Courses such as AJ 10, Criminology and AJ 20 Criminal Law meet A.S. degree requirements as well as Social Science requirements for transfer. Most of the undergraduate courses in the Administration of Justice and Correctional Science programs are transferable to the California State University system. Currently, we offer an Associate in Science Degree in Administration of Justice for Transfer.

Vocational Education/Workforce Development

The Administration of Justice Program and Correctional Science courses provide quality, yearly in-service training and vocational preparation for those who are currently employed in the criminal justice system. It also provides students who are looking for a future in either of these vocations, and the needed training and education necessary to enhance their employment opportunities.

Associate degrees and certificate programs

Currently, the Administration of Justice Department offers an A.S. degree in Administration of Justice for Transfer, an A.A. degree in Administration of Justice, a Certificate of Achievement in Administration of Justice and a Certificate of Accomplishment in Administration of Justice Reserve Officer III – Safety and Security Personnel. The Correctional Science A.S. degree and the Correctional Science Certificate of Achievement have recently been inactivated due to a lack of interest by students in pursuing these areas. The inactivation of the degree and certificate will be addressed in the “Curriculum Section” of this IPR.

Regarding the three remaining goals, 1) Basic Skills Education; 2) Adult Education & Community Service and 3) Student Services, the Administration of Justice program is committed to supporting the mission and staff of the college, and will continue to refer students and encourage them to take advantage of these support services and opportunities as needed.

Program Goals/Objectives

1. Provide students with the opportunity to meet the Administration of Justice core courses and general education course requirements so they may:
 - ✚ Obtain the Associate in Science in Administration of Justice for Transfer

- ✚ Obtain the Associate of Arts in Administration of Justice or Certificate of Achievement in Administration of Justice
- 2. Expose students to the most comprehensive introduction to the field of law enforcement and corrections by providing foundational education through courses that are academically rigorous and content appropriate
- 3. Offer continuing education classes that serve the needs of law enforcement, corrections, and other related criminal justice careers
- 4. Continually explore ways to improve, enhance and expand the Administration of Justice degree program and the relationships with community agencies dedicated to providing criminal justice services
- 5. Deliver a comprehensive law enforcement and corrections education program that commands agency respect statewide and contributes significant FTES to Lassen Community College
- 6. Plan, operate and market the Administration of Justice program as a strategic unit of Lassen Community College to successfully achieve the Lassen College mission, goals and objectives
- 7. Support and implement other general educational learning programs at Lassen Community College

The goals of the Department align and support one or more of the 2009-14 Institutional Strategic Goals.

Table I
Institutional Strategic Goals

Student Success	Responsive Curricula	Student Access	Resource Development	Organizational Effectiveness	Community Leadership
1,2,5,7	2,3,7	3,4	2,4	5,6	2,3,5

The Departments program Student Learning Outcomes (SLOs) for each degree and certificate are as follows:

Associate in Science in Administration of Justice for Transfer-

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.

Associate in Arts in Administration of Justice; Administration of Justice Certificate of Achievement; Associate in Science in Correctional Science; and Certificate of Achievement in Correctional Science-

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
4. Be academically prepared to obtain an entry-level or mid-level position with the Criminal Justice System.

Certificate of Accomplishment – Administration of Justice Reserve Officer III – Safety and Security Personnel –

1. Demonstrate the ability to pass the required state exam for Administration of Justice Reserve Officer III and become certified with the State of California

All Program Student learning Outcomes link to the Institutional Student Learning Outcomes in one or more ways. Presented below are the Institutional Level Student Learning Outcomes and their connection to the Program Level Student Learning Outcomes.

Institutional Student Learning Outcomes

Communication Skills – Administration of Justice students are required to be able to effectively communicate both verbally and in writing. Program faculty requires students to prepare written reports, conduct research and make oral/written presentations, employing logic and argument to support conclusions. These are real world requirements, as police officers must be effective communicators to obtain accurate factual information for reports and later courtroom testimony.

Critical Thinking – These skills are essential for effective performance in the criminal justice field. Students in Administration of Justice/Correctional Science courses are taught problem solving skills, from legal issues, human relations issues, to investigatory issues. Preliminary and follow-up criminal investigators must be able to sort through facts gleaned from crime scenes and from witness statements, and through the process of inductive and deductive reasoning, and arrive at investigative conclusions. Successful students will apply these skills in real-time job related situations.

Life Long Learning – Students enrolled in Administration of Justice and Correctional Science courses are continually encouraged to engage in self-awareness. Self-awareness includes recognition of an individual's personality. Students identify their strengths and weaknesses, their likes and dislikes. Developing self-awareness helps students to recognize when they are stressed or under pressure. It is often a prerequisite for effective communication and interpersonal relations.

Through the use of books, periodicals, library resources, and internet resources, students will learn how to research issues and evaluate validity of information. Through the use of wireless communication devices, personal computers, the internet, and electronic criminal justice data base files, students will be able to access information quickly from distant sources, input data, and complete paperless correspondence/reports at the completion of the program.

Criminal justice related computerized and communication systems are highly restrictive authorizing only individuals having Department of Justice authorization access to these systems. Students are taught about the systems, their use and capabilities but for obvious reasons are not permitted access to the actual systems.

Personal/Interpersonal Responsibility – Administration of Justice students are instructed ethical decision making in problem solving and are expected to exhibit ethical values and take personal responsibility in course work attempted. Faculty with many years of experience maintain professional contacts with industry representatives and are able to channel motivated and qualified students into jobs in which classroom theory can be applied in real world situations. Moreover, students are encouraged to challenge themselves by competing in selection processes for positions in the criminal justice field and often receive personal mentoring from faculty members.

Students completing core courses can identify various prejudices towards racial or ethnic groups and how they affect professional law enforcement. Students are made aware of cultural problems and their effect upon the community, religion, educational level and occupations.

The Administration of Justice/Correctional Science programs continue to concentrate on developing and presenting course materials in conjunction with our college's institutional goals and values. This allows students to learn through a dialog of academic freedom emphasizing the importance of integrity, trust, and respect, and illustrating the importance of team work.

Institutional SLO to Program SLO to Course SLO & Assessment Methods Mapping

In the boxes below we have listed the Institutional Student Learning Outcomes. The numbers in the second box refers to the Program Student Learning Outcome levels and the courses and numbers in the third box refers to the class and the Course Student Levels practiced for each. Assessment method refers to the methods used to determine each.

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method
Communication-Ability to listen and read with comprehension and the ability to write and speak effectively.	1,2,3	AJ 10 AJ 12 AJ 14 AJ 21 (Inactivated) AJ 20 AJ 23 AJ 24 AJ 35 AJ 37 AJ 48.02 AJ 48.03 AJ 48.20 AJ 48.71 AJ 52A AJ 52B AJ 52 BR AJ 52 C AJ 56 CORS 10A CORS 10 B (Inactivated) CORS 11 (Inactivated) CORS 15 (In activated)	Ability to follow oral and written instructions. Ability to pass exams and complete a research paper.

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method
Critical Thinking-ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.	1,2,3	AJ 20 AJ 23 AJ 24 CORS 11 (Inactivated) AJ 35 AJ 48.03 AJ 48.20 AJ 48.71 AJ 52A AJ 52C	Students will analyze and apply case law, fundamentals of investigation, judicial decisions, and interpretation of individual rights, through exams, research papers, and applicable course scenarios.

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method
Life Long Learning – ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.	1,2,3	All Administration of Justice courses & Correctional Science courses require the development of life-long learning skills.	Students will be required to do conduct research in many areas of criminal justice through the use of technology.

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method
Personal/Interpersonal Responsibility – ability to develop and apply strategies to set realistic goals for personal, educational, career and community development; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.	1,2,3	AJ 14 AJ 20 AJ 23 AJ 24 AJ 35 AJ 48.02 AJ 48.03 AJ 48.20 AJ 48.71 AJ 49 AJ 52A AJ 52B AJ 52BR CORS 10A	Students will identify their strengths & weaknesses, develop techniques to improve listening & communication skills, develop career paths, and successfully interact with the public and co-workers through the use of exams, role playing, administering interest inventories and written scenarios.

Evaluation

Numerous discussions with Counseling staff, division chair, Work Experience Coordinator adjunct faculty, former P.O.S.T. Coordinator and AJ/P.O.S.T. Advisory Board regarding inactivating the Correctional Science A.S. degree and Certificate of Achievement have taken place. Enrollment in Correctional Science courses has dropped significantly. Several reasons have been discussed regarding this lack of enrollment. First, the Counseling Department, for the past several years, has experienced a significant turn over in Counselors. It is believed that Counselors were not aware or did not inform students they could concurrently earn both an AS in Administration of Justice and an AA in Correctional Science. Therefore, students did not pursue the Correctional Science courses. During this IPR period, the enormous budget cutbacks made in the California Department of

Corrections and Rehabilitation has resulted in a significant reduction of students enrolling in Correctional Science courses. Lack of promotional materials also has had an impact on enrollment. For these reasons it was agreed that we would “inactivate” the Correctional Science AS degree and the Certificate of Achievement in fall 2014.

Status of Previous Recommendations

The prioritized recommendations made in the 2009-2012 IPR were:

Recommendations 1-3

1. Employ a part-time secretary for the P.O.S.T. program.
2. Create an operating budget for the P.O.S.T. program to include: staffing, supplies, travel, and staff development.
3. Continue to add courses as needed for law enforcement training.

Recommendations 1-4

4. Develop and fund an Advertising/Recruiting plan with input from the Advisory Committee.
5. Attend additional P.O.S.T. professional development courses.
6. Pursue government grants to fund the construction for a Public Safety Training Facility.
7. Build an indoor firing range and outdoor obstacle course for physical training and testing.

During this IPR period the P.O.S.T. Coordinator resigned from her position at the end of March 20, 2012. A P.O.S.T. Instructor’s Certification course had been scheduled for a week in April of 2012. An interim P.O.S.T. Coordinator, Mike Bollinger, was hired to teach this course. Thirteen students successfully completed it.

The full-time P.O.S.T. Coordinator’s position was advertised and an interview committee was formed. Two candidates were selected to be interviewed, however, the day before the interviews were to take place the candidates were notified that the interviews had been cancelled.

After some time our Administration decided to reduce the P.O.S.T. position to part-time. Jeff Atkinson accepted the part-time P.O.S.T. position, however, resigned within several weeks to accept a full-time position with the Sheriff’s Office. Months after that, Scott Kokkonen was hired as a part-time P.O.S.T. Coordinator. He also resigned approximately six weeks later. The P.O.S.T. Coordinator’s position was filled in fall 2013. Jennifer Bird has been named interim P.O.S.T. Coordinator.

No part-time secretary for P.O.S.T. was hired. I am unaware of any operating budget for the P.O.S.T. program. There was never an approved Advertising/Recruiting plan or indoor firing range & obstacle course. I do not believe any government grants were acquired to fund the construction for a Public Safety Training Facility.

I am aware the former full-time P.O.S.T. Coordinator did attend several professional development courses related to P.O.S.T. I do not know the details.

There have been no additional advertising/promotional materials during this period.

Recommendations / Planning Agenda:

#1 – Continue to change or modify Program Goals and Program Student Learning Outcomes to support the Institutional Strategic Goals and its Mission as well as the Institutional Student Learning Outcomes.

#2 – Inactivate the Associate of Arts Correctional Science degree and inactivate the Certificate of Achievement in Correctional Science.

II. STUDENT OUTCOMES

Trends and Patterns in Student Outcomes

Description/Evaluation:

The following figures highlight the degrees and certificates conferred across the Departments instructional programs.

Administration of Justice	2013-2012	2011-2013	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
AA Administration of Justice	6	9	9	7	9	10	19	10	6
AS Administration of for Transfer	1	0	0	0	0	0	0	0	0
Admin. of Justice Certificate of Achievement	8	6	14	7	10	12	11	2	4
Totals	15	14	23	14	19	22	29	12	10

Correctional Science	2013-2012	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
AS Correctional Science	5	4	7	4	6	9	6	3	0
Correctional Science Certificate of Achievement	6	2	8	4	8	9	3	0	0
Totals	11	6	14	8	14	18	9	3	0

Total Degrees and Certificates Administration of Justice/Correctional Science

2013-2012	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
26	20	37	22	33	40	38	18	10

The following tables highlight the Departments retention and success rates.

Department Wide Retention Rates

Retention	2012-2013	2011-2012	2010-2011	2009-2010
Campus	88%	92%	85%	89%
AJ	85%	92%	83%	89%
CORS	100%	89%	81%	88%

Department Wide Success Rates

Success	2012-2013	2011-2012	2010-2011	2009-2010
Campus	71%	74%	72%	71%
AJ	72%	84%	72%	74%
CORS	91%	81%	75%	77%

Although this review period is only from fall 2011 through spring 2013, it was important to track the degrees and certificates through a nine year period. This nine year period reflects a significant decline of degrees and certificates in the last two years. Although, this author believes this is partly due to the general education requirements being raised to English 1 and Math 60 effective 2009. This is a very serious area of concern. A variety of initiatives to improve enrollment are needed. The full-time Administration of Justice/Correctional Science instructor needs to meet with Counselors, the Work Experience Coordinator, the Division Chair, and adjunct faculty to assess the situation and implement strategies to increase enrollments.

One student successfully completed the Associate in Science Degree in Administration of Justice for Transfer in 2012-2013.

Retention and success rates remain consistent with institutional averages.

We are recommending the inactivation of the Correctional Science A.A. and the Certificate of Achievement. Even though our statistics reflect students have earned these degrees, what the statistics don't reflect is, these are students who had only general education requirements to complete. Later in this IPR we will show the decline in Correctional Science course enrollment over this last two year period.

Recommendations / Planning Agenda

#1 – Meet with Counselors, the Work Experience Coordinator, the Division Chair, and adjunct faculty to assess the situation and implement strategies to increase enrollments.

- ✚ Meet with Counselors to encourage enrollment. Meet specifically with Veterans Counselor.**
- ✚ Meet with the Work Experience Coordinator to develop a brochure for Administration of Justice and Work Experience to share with Correctional institutions and law enforcement.**
- ✚ Meet with the Division Chair to develop a 2-year Plan for a face-to-face program on campus Administration of Justice Program. In addition, we need to be offering our AJ 52A course every semester.**
- ✚ Revise and update the Administration of Justice Associate in Arts Degree so it is more current. This degree has not been revised since its inception in 1991.**
- ✚ Begin offering Administration of Justice courses on-line**
- ✚ Meet with adjunct faculty to discuss strategies to increase enrollment**

#2 – Revise and update the Associate in Arts in Administration of Justice and the Administration of Justice Certificate of Achievement.

Student Learning Outcome Assessment

Description/Evaluation

The Department has been actively engaged in SLO assessment and continues to support SLO assessment at all levels. All courses and programs within the Department have developed SLO's and can be mapped to the District's institutional SLO's. During this program review a majority of courses taught within the Department had substantial revisions to their course level SLO's to provide better and more meaningful measures. Most were made to better align transfer level courses to state wide transfer model curriculum (TMC) in the new AS-T in Administration of Justice.

In the spring of 2013, agreement was reached between Administration and the Lassen College Faculty Association, that it was faculty's obligation to develop, assess, and report SLO's beginning fall 2013. Also, in the fall 2013, Weave online was implemented and faculty were able to collect, analyze, revise, and report on course and program level SLO's.

In (Appendix 1) you will find the new Weave Online SLO assessment results for fall 2013 and spring 2014. The fall 2011 through spring 2013 SLO assessment results are also reported in the old format form, the "Lassen Community College Six-Column Model for Student Learning Outcome Assessment." It should be noted Weave On-line assessment results reported for fall 2013 are incorrect. However, the fall 2013 results are correctly reported on the Six Column model. Assessment results were also requested for AJ face-to-face courses. There were none provided.

Overall Course SLOs have been met. Steps have been taken to improve lecture notes so there is more clarity and examples provided in the correspondence packets. Also, exams have been revised to ensure questions are less ambiguous.

Several discussions have taken place with our new Director of Institutional Effectiveness, Dr. Aeron Zentner, regarding SLOs. The AJ Department is very eager to work with Dr. Zentner in improving course student learning outcomes and in developing more meaningful assessment methods. Lassen Community College is extremely fortunate to have Dr. Zentner as part of its administration. Faculty and staff look forward to receiving research data that is accurate and insightful, and assists us with student success.

Recommendations / Planning Agenda

#1 - AJ Department should work closely with the Director of Institutional Effectiveness in order to improve SLO assessment.

#2 - Follow-up on face-to-face AJ courses to ensure adjunct faculty are completing SLO assessments.

STUDENT EVALUATION SUMMARY

Description/Evaluation:

There was some confusion regarding the “Student Evaluation” implementation process. Students enrolled in face-to-face on campus courses were not evaluated. The correspondence program does provide each student in each course a “Student Evaluation Form.” These evaluations are collected each semester from the students. This evaluation form provides greater insight from students enrolled in correspondence courses see (Appendix 2). The regular “Student Evaluation” utilized on campus contains questions regarding course scheduling, on-campus facilities, off-campus facilities, and classroom equipment. None of which, have to do with correspondence courses. In (Appendix 3) are tally sheets for each course evaluated by students through the IPR review period. The following is a summary of all the student evaluations in total for all courses during this IPR period:

Correspondence Course Student Evaluations Summary for fall 2011-spring 2013

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	220	82	1		
2. Syllabus provided clear time lines.	232	45			
3. Instructor kept me informed of progress.	200	73	3		
4. Instructor gave me feedback on assignments.	201	81	7		
5. Textbook rating.	115	106	36	16	1
6. Packet materials rating.	166	91	17	1	
7. Mailing turn-around time.	132	110	32	3	

8. Overall rating of correspondence experience.	165	102	9	1
9. Will take another correspondence class.	250 yes	26 no	(1 maybe)	
10. Were lecture notes helpful.	137	109	21	

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	10	17	204	41
Correspondence Courses Completed	First Course	Two-Five	Six Plus	
	52	117	101	

Student comments can be found at the end of each semester’s course evaluation summary in (Appendix 3). It should also be noted that the totals may not add up to the total number of students surveyed. This is because some students may have failed to answer one or more of the questions.

All Student Evaluations have been collected and filed in a binder by semester and are available for review upon request. (This is the first program review they have not been included in the Appendix of the IPR for the purpose of saving the cost of duplication.)

Recommendations / Planning Agenda

#1 – The Department recommends a review of the generalized student evaluation document for changes to better capture the perspectives and perceptions of Department specific students.







#2 – Continue to provide Student Evaluations in the correspondence packets for the evaluating the effectiveness of the AJ Correspondence Program.

III: CURRICULUM

Degrees and/or Certificates

Description/Evaluation:

During this review period the Department has six active programs of study^(Appendix 4) (defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher learning).

-  Associate of Science – Administration of Justice for Transfer
-  Associate of Arts – Administration of Justice
-  Associate of Science – Correctional Science
-  Certificate of Achievement – Administration of Justice
-  Certificate of Achievement – Correctional Science
-  Certificate of Accomplishment – Administration of Justice Reserve Officer Training III – Safety and Security Personnel

The Student Learning Outcomes for the Associate of Science – Administration of Justice for Transfer are:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.

The Student Learning Outcomes for the Associate in Arts in Administration of Justice; Administration of Justice Certificate of Achievement; Associate in Science in Correctional Science; and Certificate of Achievement in Correctional Science are:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
4. Be academically prepared to obtain an entry-level or mid-level position with the Criminal Justice System.

The Student Learning Outcomes for the Certificate of Accomplishment – Administration of Justice Reserve Officer III – Safety and Security Personnel are:

1. Demonstrate the ability to pass the required state exam for Administration of Justice Reserve Officer III and become certified with the State of California

It is apparent that all the two year plans need to be reviewed and updated. The campus has not had a face-to-face program in many years. A meeting with the Division Chair to review the needs of a face-to-face on campus program needs to happen.

As mentioned earlier, the Administration of Justice Degree needs to be revised and updated. This recommendation is made based on the substantial revisions that were made to meet TMC requirements. The core courses in the Associate of Arts degree in Administration of Justice need to be revised and updated. Currently, seven courses, AJ 12 Introduction to Criminal Justice, AJ 14 Juvenile Procedures, AJ 20 Criminal Law, AJ 23 Criminal Evidence, AJ 24 Community Relations, AJ 35 Investigative Techniques, and CORS 10A Introduction to Corrections have received final approval. Several of these courses need to be added to the core and several of the core courses need to be inactivated.

The Associate in Science in Correctional Science and Certificate of Achievement need to be in activated. Enrollment in Correctional Science courses has serious problems. Several reasons throughout this IPR have stated why we believe this has happened. We will discuss this further in the "Course" section of this IPR.

The Associate in Science for Transfer is intended for students who plan to complete a bachelor's degree in a similar major generally at a CSU campus. Students completing these degrees (AA-T) are guaranteed admissions to the CSU system, but not to a particular campus or major. There are few, if any, Administration of Justice students who transfer to the UC system. Students seeking transfer to the UC system are generally more interested in fields of Forensic medicine or Biological Forensic sciences. In any case, core classes in Administration of Justice would be evaluated on an individual basis regarding course acceptance within each UC system.

No data was provided for the Administration of Justice Reserve Officer III – Safety and Security Personnel Certificate of Accomplishment. When and if, a new P.O.S.T. Coordinator is hired it is recommended they review this certificate to determine whether it should remain active.

Administration of Justice courses such as AJ 10 Criminology and AJ 20 Criminal Law meet a CSUC Social Science requirement. They also meet a Social Science requirement for the Associate degrees at Lassen Community College.

I have spent many hours reviewing Administration of Justice degrees and certificates from approximately 14 community colleges and 5 CSU's. Our Administration of Justice degree does need to be revised and updated. In our core we have several courses that are out dated and need to be inactivated. In addition, other courses need to be added to the core to bring our degree more current with other colleges.

The Administration of Justice/Correctional Science Department has been very successful in the past. However, there are many factors that come to play regarding the “success” of these programs, some of them being:

1. California State standards for hiring law enforcement officers and other law enforcement employees do not require an A.S. degree or, in fact, any college degree. The California Peace Officer Standards and Training (P.O.S.T.) require only a high school diploma or GED as an educational standard.
2. College education requirements are set by individual criminal justice agencies. Although law enforcement agencies may hire employees without a two year degree, most agencies require a bachelor’s degree for promotion to a supervisory level.
3. Criminal Justice agencies are *encouraging* potential applicants to receive a degree in academic majors *other than* Criminal Justice, such as computer science, linguistics, criminal analysis, business management, leadership and supervision, etc.
4. For most careers within the criminal justice field, an applicant must pass a stringent back investigation. Coupled with the other parts of the hiring process (oral interviews, physical testing, credit history and psychological tests) on average, hires only one applicant out of 100. When potential employees are identified by local law enforcement agencies, that person is *not* encouraged by the local agency to obtain their degree prior to getting hired but almost immediately hired and then hopefully that person will re-enter the college system at a later time in the hopes of promoting.
5. Some students may enter the Administration of Justice program ignorant of the strict background requirements of the agencies. They enter the academic program believing that their backgrounds won’t be discovered and/or quit part way through when they realize another career path may be more feasible for them.
6. Some students begin to take classes in Administration of Justice *after* they have obtained another AA/AS degree or bachelor’s degree so that they can show hiring agencies they have demonstrated an interest in the career by going back to school. After they are hired they do not complete their degrees.

According to the Bureau of Labor and Statistics growth in Protective Service Occupations will drop slightly. Police and Detectives earned a median salary of \$56,980 per year. Entry-level education requirement was high school diploma or equivalent. Employment outlook for 2012-2022 is approximately 41,000 jobs in this ten year period.

The BLS predicts a slower than average growth of Correctional Officer positions, approximately 5%. They earn a median salary of \$38,970 (remember these are federal projections). Entry-level education is also high school diploma or equivalent.

The California Employment Development Department projects between 2010-2020, there will be approximately 43,000 openings for Correctional Officers with a median hourly wage of \$32.57.

They project there will be approximately 68,000 openings for Sheriff and Police with a median hourly wage of \$41.03.

The largest projection for Protective Service Occupations was for Security Guards. Their projection over this same period is 140,850. A median yearly income was significantly less at \$24,020.

The AJ/P.O.S.T. Advisory Committee members and minutes can be found in the Office of Instruction. Recommendations from the 10/17/13 meeting include: The number one priority for training is the P.C. 832 course (AJ 52A). Sheriff Growden would like to see it offered by January 2014 also supported by Chief Downing. Number 2 priority is the course for "Perishable Skills and should be offered in a two year cycle. Number 3 priority would be CP training. Other concerns and discussion can be read in the minutes of this meeting.

Recommendations / Planning Agenda

#1 -The new P.O.S.T. Coordinator should determine if we want to keep the Certificate of Accomplishment - Administration of Justice Reserve Officer III - Safety and Security Personnel

#2 - Inactivate the Associate of Science in Correctional Science degree and the Correctional Science Certificate of Achievement

#3 - Revise and update both the Associate of Arts in Administration of Justice Degree and the Administration of Justice Certificate of Achievement.

Courses








Description/Evaluation

All courses have been reviewed for currency during the review period (Appendix 5). During the IPR process, courses were reviewed for discipline assignment, catalog and schedule description, repeatability, student learning outcomes, recommended prep and/or prerequisite, course objectives, current content, methods of instruction, assignment,

critical thinking, or methods of evaluation, and any changes in course delivery. Most courses received minor revisions primarily textbook updating and inactivation. Courses inactivated:

- AJ 21 Administration of Justice
- CORS 10B Organization & Administration of Correctional Systems
- CORS 11 Legal Aspects of Corrections
- CORS 15 Supervision in Corrections

The AJ 21 and CORS 10B courses were inactivated because they are outdated and needed to be replaced with more current core. CORS 11 and CORS 15 were inactivated due to lack of enrollment. The Administration of Justice Associate in Arts Degree has revised their core to be the following:

-  CORS 10A Introduction to Corrections
-  AJ 12 Introduction to Criminal Justice
-  AJ 20 Criminal Law
-  AJ 14 Juvenile Procedures
-  AJ 23 Criminal Evidence
-  AJ 24 Community Relations
-  AJ 35 Investigative Techniques

This core aligns itself with other California Community Colleges and CSUs. Students will complete 15 units of required electives and 6 free units. They must still complete the 18 units required in general education.

It has been mentioned several times in this report that enrollment in CORS courses has dropped significantly. The chart below reflects the enrollment patterns:

Correctional Science	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
CORS 10A	20	12	13	13	11	
CORS 10B	29	35	13	12	13	
CORS 11	16	23	9	13	6	
CORS 13		2				
CORS 15	41	7	1	2		

As the chart suggests enrollment has nearly dropped by half and even more for CORS 11 which is a required core class. In researching other California Community Colleges, I could only find one other college that offered a degree in Correctional Science. At this time the recommendation is the Correctional Science Associate in Science and the Certificate should be inactivated.

Over all courses are appropriate and generally conform to other researched Community College programs of study in Administration of Justice. Colleges were of equal and similar size to the Districts. During the review process one observation did stand out. The majority of colleges did offer a course in Forensic Science. Even C-ID has approved similar courses with other colleges. This is a course that should be further researched. It would appear the Discipline of Assignment would be best served in the Science Department.

The Department would also like to see their courses offered on-line. It is our intent to bring at least one course on-line during the next Academic year.

In fall 2014, a new course AJ-71 "CDCR Off Post Training for Custody Staff" 1 unit was approved by the Curriculum and Academic Standards Committee. This course will provide annual officer training to the California Department of Corrections custody staff.

Recommendations – Planning Agenda

#1 – Continue to research the planning of a Forensic course to determine which Discipline of Assignment is most appropriate.

#2 – Participate in TECC on-line training to offer Administration of Justice courses on-line.

Scheduling and Enrollment Patterns **Description/Evaluation**

The Administration of Justice and Correctional Science Department had a total of eight 2-year plans (Appendix 6). The old two year plans included the following:

- ✚ Associate in Science Degree in Administration of Justice for Transfer (Correspondence)
- ✚ Associate in Science Degree in Administration of Justice for Transfer (Face-to-Face)
- ✚ Associate in Arts in Administration of Justice (Correspondence)
- ✚ Associate in Science in Correctional Science (Face-to-Face)
- ✚ Certificate of Achievement in Administration of Justice (Correspondence)
- ✚ Certificate of Achievement in Administration of Justice (Face-to-Face)
- ✚ Certificate of Achievement in Correctional Science (Correspondence)
- ✚ Certificate of Achievement in Correctional Science (Face-to-Face)
- ✚ Certificate of Accomplishment: Administration of Justice Reserve Officer Training III – Safety and Security Personnel

Many discussions have taken place with the Division Chair regarding our lack of an on-campus Administration of Justice Program. As a Counselor with twenty plus years of experience the major problem we faced was lack of student enrollment. I believe this was because we would offer too many Administration of Justice courses in one semester. The result would be that there would be 3 to 6 students in each class, and we would end up

cancelling all the classes because students could not make schedule changes to enroll in one or two classes. Course offerings and totally enrollments can be found in (Appendix 7).

Input from the Division Chair, Counseling and adjunct faculty are recommending that we attempt a 2-year plan, offering two to three courses per semester and rotating the courses over a two year period. This would allow more non-working students the ability to successfully complete the A.A. in Administration of Justice. The correspondence program would offer their classes on alternate semesters. So if a student missed a course they could pick it up through correspondence. New 2 year plans can be found in (Appendix 8).

The Administration of Justice correspondence courses have maintained fairly constant enrollment with the exception of Correctional Science courses. Another observation that was of concern was the drop in enrollment in AJ/CORS work experience over a five year period. Several meetings have taken place between the full-time AJ Instructor and the Work Experience Coordinator. They are devising a plan to recruit correctional officers into the AJ and work experience program. It seems the perfect time to take this opportunity to recruit new students, as HDSP is hiring 200 new officers and CCC is hiring 50 new officers. Both faculty members have worked closely together in the past and have made a significant impact on student enrollments. They look forward to this opportunity in the future.

The AJ Correspondence courses have allowed many correctional officers and law enforcement people to successfully complete the degree program. During this IPR period, the correspondence courses have been offered on a regular semester to semester basis.

It is the Department's intention to also bring the Administration of Justice program on-line in the near future.

This author has completed many Educational Plans and there appears to be no problem with students enrolling in general education courses. Discussions with Counselors also support this fact.

Recommendations – Planning Agenda

#1 – Over the next two years closely monitor the face-to-face Administration of Justice A.A. degree program on course offerings, scheduling, variety of times, and method of delivery. A student evaluation tool should be implemented each semester for student input.

#2 – Maintain current 2-year plans and revise as necessary.

#3 – AJ faculty should meet regularly with the Work Experience Coordinator to implement a recruitment plan for Correctional Officers and Law Enforcement to increase enrollment.

#4 – Bring the Administration of Justice program on-line.

Articulation/Integration of Curriculum

Description/Evaluation:

Articulation is the process of developing a formal, written agreement that identifies a course or a group of courses offered on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution.

No official research has been conducted regarding how many Administration of Justice students are interested in transferring to four year colleges with the intent of majoring in some aspect of Administration of Justice. However, it is the consensus of the Counseling Department and the instructors who teach in the subject area, very few students declare themselves as a transfer student. Most of the students pursuing a degree in Administration of Justice are seeking employment in a related field or are already employed in the field and are seeking advancement or a pay incentive.

Below is a sample of the current Articulation Agreements between the CSUs and Lassen Community College.

Tabular Comparison of Lassen Community College Courses Articulating with CSU and C-ID Approval

College	Course#	Lassen College Course Number	Lassen Course C-ID Approved
CSU, Bakersfield	CRJU	AJ 12	✓
CSU, Chico	POLS 250	AJ 12	✓
	POLS 257	AJ 14	
	POLS 259A	AJ 20	
CSU, East Bay	CRJA 2100	AJ 20	
	CRJA 2200	AJ 35	
	CRJA 2400	AJ 23	
	CRJA 2500	AJ 21	
	CRJA 2600	AJ 24	
CSU, Los Angeles	CRIM 101	AJ 20	
CSU, Sacramento	CRJ 1	AJ 12	
	CRJ 2	AJ 20	
	CRJ 4	AJ 35	

C-ID, the Course Identification Numbering System, is a faculty-driven system developed to assign identifying designations (C-ID numbers) to transfer courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the California

Community Colleges and CSUs and UCs. It provides information for students, staff, and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that contribute to transfer into a major at specific universities. Any community college that bears the C-ID number conveys intersegmental faculty have determined it meets the published course content, rigor, and course objectives. The C-ID descriptor also means that any other course elsewhere, bearing the same number will be accepted by the institution.

Lassen Community College has the following AJ/CORS courses approved by C-ID:

AJ 12 Introduction to Criminal Justice, AJ 14 Juvenile Procedures, AJ 20 Criminal Law, AJ 23 Criminal Evidence, AJ 35 Investigative Techniques, and CORS 10A Introduction to Correctional Science.

In [\(Appendix 9\)](#) you will find a sampling of Articulation Agreements and the C-ID approved Administration of Justice courses from Community Colleges, CSUs, and UCs.

Recommendations / Planning Agenda

#1 – Work closely with the Articulation Officer to ensure AJ courses are articulated with CSUs and UCs.

#2 – Keep current with C-ID and approved AJ courses.

Equipment

Description/Evaluation:

Classrooms are equipped with a smart board, laptop docking station, document camera, and DVD player. Approximately two years ago new laptops were provided to all full-time faculty.

The full-time AJ Instructor located in the Creative Arts Building Room 122 has the following equipment:

1. 1 Dell laptop computer
2. 1 HP laser jet printer (very old)
3. 1 metal desk
4. 1 grey chair with casters and arms (borrowed from DSPS five years ago)
5. 4 drawer wooden file cabinet (my personal property)
6. 2 computer tables (my personal property)
7. 1 orange rug (my personal property)
8. 1 baker's rake (my personal property)
9. 1 long folding table (my personal property)
10. 1 small refrigerator (my personal property)

- 11. 1 microwave (my personal property)
- 12. 2 grey cloth chrome legged chairs

At the time of this review the P.O.S.T. Coordinator’s Office has been moved. I am unaware of what equipment is available for the P.O.S.T. Coordinator’s office. It should be noted that the former full-time P.O.S.T. Coordinator did spend VATEA funds in the amount of \$27,500 to pay for handguns, handcuffs, etc. I believe the handguns are stored in the Gunsmithing program.

The Administration of Justice Program is requesting an AJ line-item budget to fund the necessary repair and upgrades for equipment in the smart classrooms and instructors’ offices.

The copy machines in all buildings are invaluable in allowing instructors to prepare for classes, complete faculty assignments and assist students.

Recommendations/Planning Agenda

#1 – Ensure copiers are functional through regular maintenance and receive expedited repair as needed.

#2 – Fund necessary repair and upgrades for equipment in the smart-classrooms and instructors’ offices.

PRIORITIZED RECOMMENDATIONS

2014 Administration of Justice/Correctional Science Program Review
 Prioritized Recommendations Requiring Institutional Action for Inclusion in Education Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
	Establish an AJ line-item in the budget to fund necessary repair and upgrades for the equipment in the smart-classrooms.	2014-2016	\$4000-5000 annually	Continue quality instruction using technologically-capable classrooms
	Ensure copiers available to faculty remain	On-going		

	functional through regular maintenance and, when necessary, expedited repairs.			
	Implementation of CDCR AJ 71 course, training for Correctional Officers	2014-2015	\$16,000	Generate FTES

SECTION TWO: HUMAN RESOURCE PLANNING

Program Staffing

Description/Evaluation:

As of spring 2014, there is one full-time faculty member employed with the Department. Numerous adjunct faculty rotate teaching AJ/CORS courses. The Department does not have any paid instructional assistants or classified staff to internally support its activities.

As of fall 2013, Jennifer Bird has been assigned the interim P.O.S.T. Coordinator.

Department Faculty/Full-time
Nancy Bengoa-Beterbide

P.O.S.T. Coordinator
Jennifer Bird

The list of adjunct faculty can be found in [\(Appendix 9\)](#)

Recommendations /Planning Agenda

No recommendations for this review period.

Professional Development

Description/Evaluation:

The District has provided many opportunities for professional development through Flex activities and the newly established Training Education and Collaboration Center. In fall 2013, Weave Online was made available to faculty as the primary tool used to collect, analyze, revise, and report on course and program level Student Learning Outcomes. TECC

provided numerous training workshops and assistance to faculty. This has made SLO assessments much more manageable as well as providing accurate data.

The one fulltime faculty AJ Instructor meets her Flex contract obligation each year. She also has been a member of the Flex Committee for the past two years and a member of Senate for six years.

As previously stated earlier in this report, the fulltime AJ faculty instructor has been very active in revising and updating AJ/CORS course outlines for the purpose of obtaining C-ID approval. In addition, during the 2014-2015 academic year, seven new textbooks and seven new correspondence packets will be designed.

Recommendations / Planning Agenda

#1 – Attend TECC training next fall in the area of teaching on-line courses.

PRIORITIZED RECOMMENDATIONS

2014 Administration of Justice/Correctional Science Instructional Program Review
 Prioritized Recommendations Requiring Institutional Action for Inclusion in Human Resource Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
	No Recommendations			

SECTION III: FACILITIES PLANNING

Description/Evaluation:

In the past the AJ/CORS courses have primarily been offered in the Humanities Building. P.O.S.T. courses have been held on campus as well as at the Sheriff’s Department. In

addition, courses which required field-work (such as pistol ranges) were conducted on facilities utilized by law enforcement.

As stated earlier, as of fall 2013 we have a new P.O.S.T. Coordinator. This person currently has an office at the old Credence High School. P.O.S.T. has become part of the newly formed *Public Safety Training Center*.

In the fall 2014, the Administration of Justice Department begins an on-campus face-to-face AJ program. If AJ courses are assigned to the Creative Arts building it should be noted in this IPR that the majority of disciplines in this building have requested the need for air-conditioning and appropriate heating. Extreme temperature differences exist throughout the year with the most troublesome being early fall and late spring when the classrooms are extremely hot and uncomfortable.

Recommendations / Planning Agenda

#1 – Support all disciplines in the Creative Arts building and request the District to fix heating and cooling systems feeding classrooms.

PRIORITIZED RECOMMENDATIONS

2014 Administration of Justice/Correctional Science Instructional Program Review.
 Prioritized Recommendations Requiring Institutional Action for Inclusion in Facilities Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
	Fix heating & cooling system in Creative Arts Building	2014-2016	?	Students and staff will be comfortable in building during early fall and late spring.

SECTION FOUR: TECHNOLOGY PLANNING

Description/Evaluation

Many courses have been transferred to the Creative Arts Room CA-123A. The classroom has been recently converted from an interactive television studio and is in need of infrastructure improvements and repairs.

- Old lighting equipment and wires need removal
- Beltran lighting needs removal
- Walls need repairing
- Floor needs re-furbishing
- Sound from adjacent classroom needs mitigation
- Needs shelving in the center classroom

More importantly there is a need for air conditioning and appropriate heating in the Creative Arts Building.

Recommendations / Planning Agenda

1 – Request funding to improve classroom infrastructure.

#2 – Request District to fix heating and cooling systems in Creative Arts Building.

PRIORITIZED RECOMMENDATIONS

2014 Administration of Justice/Correctional Science Instructional Program Review.
Prioritized Recommendations Requiring Institutional Action for Inclusion in Technology Master Plan.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
	Request funding to improve classroom infrastructure CA 123A.	2014-2016	\$5000.00	Bring classroom up to date.
	Fix heating & cooling system in Creative Arts Building	2014-2016	?	Students and staff will be comfortable in building during early fall and late spring.
