Administration of Justice Instructional Program Review

2021 – 2022

LASSEN COMMUNITY COLLEGE
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2022 Administration of Justice/POST Instructional Program Review

SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

Description/Evaluation:

a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog]. Maps may be utilized to help illustrate ideas.

The Administration of Justice Program (AJ) and California Peace Officer Standards and Training (POST) programs at Lassen Community College (LCC) currently consists of twenty-one (21) individual courses, up from eighteen (18) at last review. A student at LCC can earn an Associates of Science Degree for transfer, an Associates of Arts Degree, or a Certificate of Achievement in Administration of Justice. A student can also take individual courses as needed for personal or professional development.

The Administration of Justice Program is designed to prepare students for employment following graduation, or for transfer to a California State University or University of California offering an upper division major in Administration of Justice. Additionally, individual courses are designed to provide students with current industry knowledge and skills that can be effectively implemented within their professions.

The California Peace Officer Standards and Training (POST) program offers seven (7) individual courses for professional development. As an addition to the program over this evaluation period, we have added the dual certification of the California Board of State and Community Corrections, Standards for Training in Corrections (STC) to some of our POST certified courses.

Objectives for the Administration of Justice Program:

As an Administration of Justice major, the student will:

- Study the history, philosophy and theories of crime; the structure of the criminal justice, courts and correctional systems; elements of community relations and current careers.
- Develop skills in criminal investigations and prosecution, community relations and communication.
- Identify an area of specialization in the administration of justice field.

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Administration of Justice for Transfer**, the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections, 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.

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement** in Administration of Justice the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections 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 midlevel position within the Criminal Justice System.

The Administration of Justice Program's mission and goals compliment Lassen Community College's Mission Statement and Strategic Goals. LCC established and published Mission Statement and Strategic Goals are as follows:

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.

2. Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.

3. Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

4. Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness. Once again, maps may be utilized.

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.

Communication Skills – Ability to listen and read with comprehension and the ability to write and speak effectively:

AJ students are required to be able to effectively communicate both verbally and in writing. Program faculty require 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 and factual information for reports, arrests, investigations, and later for courtroom testimony.

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:

Students enrolled in AJ 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.

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:

Through the use of textbooks, periodicals, library resources, and internet resources, students learn how to research issues and evaluate the validity of information. Through the use of technology including portable communication devices, personal computers, the internet, and electronic criminal justice data bases, students will learn to access information quickly. Students will input data and complete reports using various sources of technology.

Personal/Interpersonal Responsibility – Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures:

AJ students are instructed in ethical decision making and 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. Further, 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.

Upon completion of core courses, students can identify various prejudices towards racial or ethnic groups and how they affect the criminal justice system and the greater community.

c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

Since completion of the last program review, the world has faced a pandemic like no other in modern history. All the while, the AJ and POST programs have remained steadfast in their mission of creating, developing, and delivering contemporary instruction to our degree seeking and professional in-service students.

The program has seen considerable growth in courses in the area of professional development.

Due to the regional in-service training needs of our criminal justice partners, we have added, or are adding at the time of this writing, an Adult Correctional Officer Core Academy, Juvenile Corrections Officer Core Class, and Probation Officer Core Class. These classes are certified by STC and offered in an intensive format, over the course of a five (5) week period for each class. Additionally, the program has added a Perishable Skills for Peace Officers class, and a First Aid/CPR/AED Refresher for Peace Officers class. These classes are POST certified and offered several times a year to meet the training requirement needs of law enforcement.

The course offerings in the program's AS-T and AA degrees are the same as previously indicated in prior evaluations. Due to low student enrollment in the AJ9 (Introduction to Correctional Science), and AJ8 (Criminal Court Process) classes, the program is in the process of reducing the frequency of their offerings in an attempt to drive up course section enrollment.

In 2019 the program added a new 15-unit Certificate of Accomplishment, which has not seen success. The program is in the process of eliminating this certificate.

In May 2020, LCC created and filled an AJ and POST Program Director/Instructor position, and promoted the full-time faculty member to this position. Since the creation of this position, the POST program has seen growth in course offerings, frequency of offerings, and student enrollment in POST and STC certified classes.

Additionally, the program has sought and received dual certification of the California Board of State and Community Corrections, Standards for Training in Corrections (STC) in the POST certified courses is AJ52A (PC832 Arrest), AJ52B (PC832 Firearms), and AJ53 (Basic Force and Weaponry). Additionally, the program has expanded its STC certified course offerings by creating AJ60 (Adult Correctional Officer Core Course), AJ61 (Juvenile Corrections Officer Core Course, and in the process of certifying AJ62 (Probation Officer Core Course). Each of these three classes are nine (9) units or more.

There is a need for additional peace officer in-service type training offerings in our area, and we are working closely with our law enforcement partners to identify, develop, and instruct those courses.

Lastly, the need to offer some of our POST certified courses through the Community Service program has been identified. We are working with the director of that program to expand our reach and course offerings through this modality.

It has only been a short time since making the aforementioned changes. But early indications show that the program changes are successful in increasing enrollment.

d. Analyze program-related promotional materials/advertising as

appropriate

Each semester promotional materials are used to advertise the POST, STC and AJ specific course offerings in the local media. A contact list of regional law enforcement partners has been created, and all relevant course offerings are emailed out to them.
To enhance program exposure and advertisement, the POST program as developed a Facebook page called Lassen Community College Public Safety Training. This Facebook page is shared with the Fire Science program.

There is a great need for a program specific webpage to advertise upcoming POST and STC certified courses. Agencies looking to send their staff to classes normally seek out this type of medium to locate the courses they need.

The AJ and POST program could benefit from more marketing and advertising, specifically directed towards law enforcement agencies wishing to send their staff to POST or STC approved courses.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. Resources requested via these planning tables must consider the Total Cost of Ownership. Funding amounts entered as "Estimated Cost" part of these requests must be calculated according to the following formula;

1. Develop and offer additional courses in the POST program to effectively meet the ongoing needs in law enforcement, corrections and probation officers.

2. More advertising and marketing needs to be created for the AJ program.

3. A POST and STC program specific webpage is needed.

4. Program faculty will work with high schools, allied agencies, and advisory board members to advertise and promote the POST and AJ program to our community.

5. Monitor the outcomes of the previous program changes to be able to make informed and timely decisions on program changes, if needed.

Estimated Cost Calculation:

None

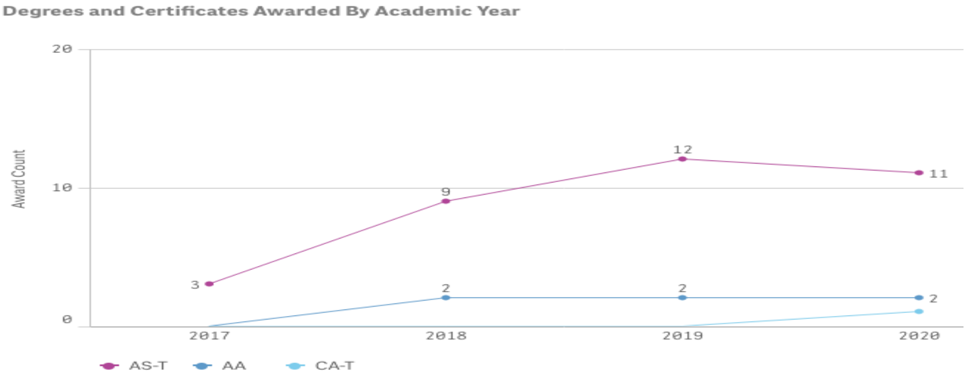
II Student Outcomes

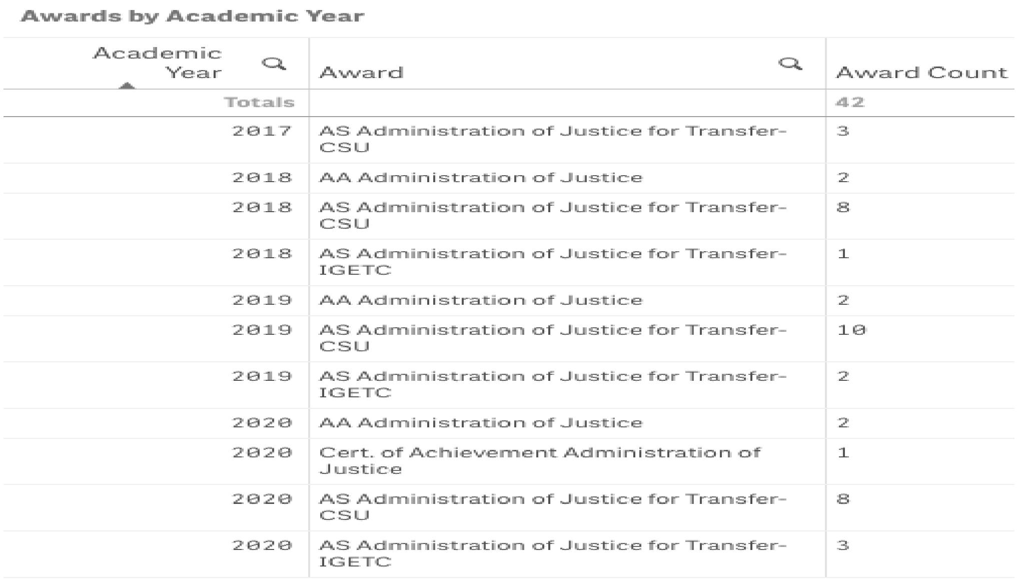
A. Trends and Patterns in Student Outcomes

Identify, use language of, include data for adopted Institutional set standards. Link student achievement standards to LCC mission. Filter data for equity metrics such as: Gender, Ethnicity, CalWorks Eligibility, Disability/DSPS Status, EOPS Eligibility, CARE Eligibility, Veteran Type, Residency Status, Parents Education Level

Description/Evaluation:

1. Provide in tabular form followed by an analysis
   a. Number of degrees and certificates awarded during the last four years.





Awards by Academic Year

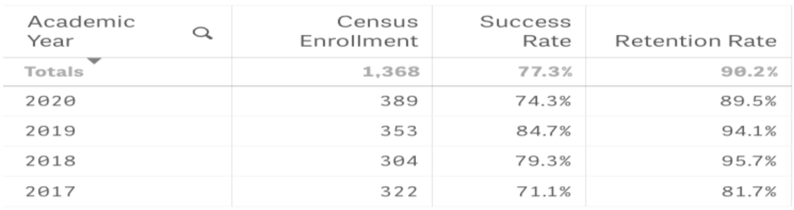
Academic Year	Award	Award Count
Totals		42
2017	AS Administration of Justice for Transfer-CSU	3
2018	AA Administration of Justice	2
2018	AS Administration of Justice for Transfer-CSU	8
2018	AS Administration of Justice for Transfer-IGETC	1
2019	AA Administration of Justice	2
2019	AS Administration of Justice for Transfer-CSU	10
2019	AS Administration of Justice for Transfer-IGETC	2
2020	AA Administration of Justice	2
2020	Cert. of Achievement Administration of Justice	1
2020	AS Administration of Justice for Transfer-CSU	8
2020	AS Administration of Justice for Transfer-IGETC	3

   b. Transfer numbers for the last four years

Among all graduates of this program since the 2015-16 academic year, 1 student has transferred to a 4-year institution. No program graduates have earned a higher level degree beyond their LCC degree.

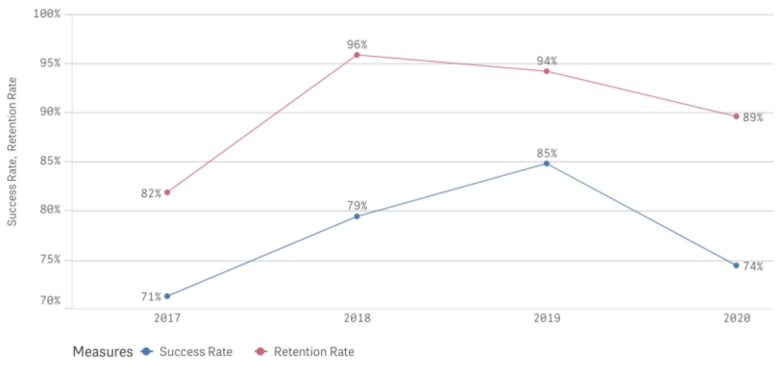
c. Completion, retention and success data for the last four years

Success and Retention by Academic Year

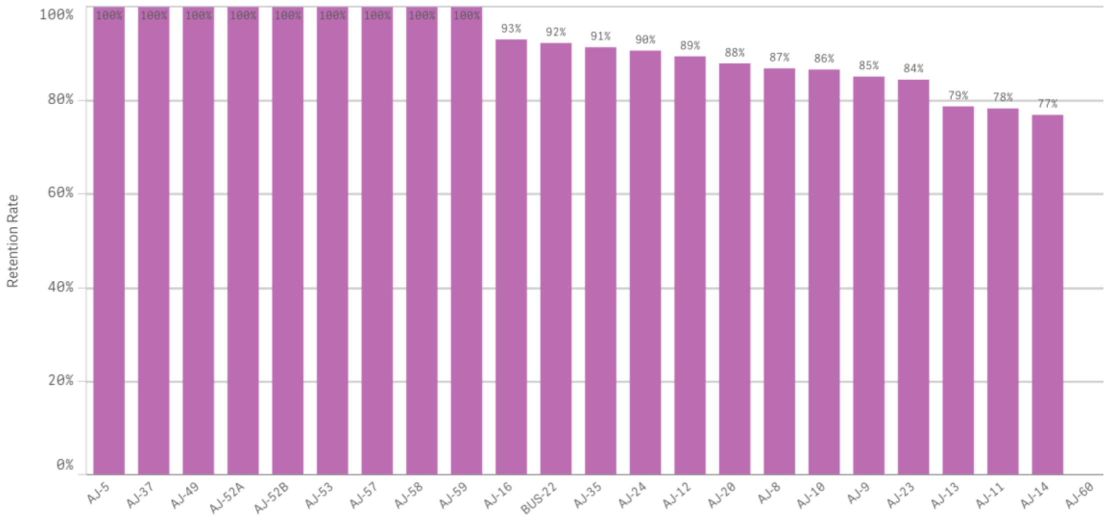


Academic Year	Census Enrollment	Success Rate	Retention Rate
Totals	1,368	77.3%	90.2%
2020	389	74.3%	89.5%
2019	353	84.7%	94.1%
2018	304	79.3%	95.7%
2017	322	71.1%	81.7%

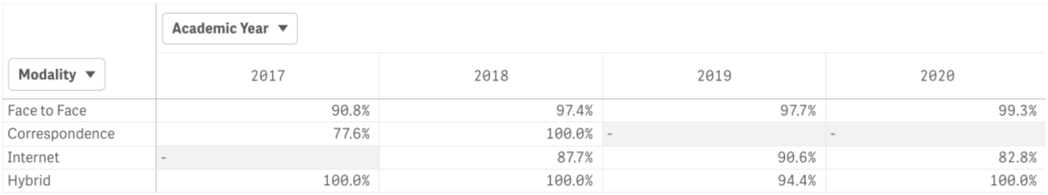
Student Success and Retention



Retention by Course



Retention Rates by Modality and Academic Year



Modality	2017	2018	2019	2020
Face to Face	90.8%	97.4%	97.7%	99.3%
Correspondence	77.6%	100.0%	-	-
Internet	-	87.7%	90.6%	82.8%
Hybrid	100.0%	100.0%	94.4%	100.0%

2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

The above charts show that the program is seeing growth, year over year, in the number of AS for Transfer degrees awarded. In 2017, the program awarded three (3) AS-T degrees, and by 2019, twelve (12) were awarded. 2020 saw a slight decline to eleven (11) degrees awarded. The number of AA degrees rose in 2018, then remained constant through 2020. There appears to be a trend in the data that shows students are more interested in completing a degree for transfer than they are completing a terminal degree.

Further, the data shows the success rates of students is increasing year over year, with 2020 being the anomaly. It appears this is related to COVID, but time will tell.

The full data provided is filtered for equity metrics such as: Gender, Ethnicity, CalWorks Eligibility, Disability/DSPS Status, EOPS Eligibility, CARE Eligibility, Veteran Type, and Residency Status. The data can be viewed in Addendum A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

1. Over this time period, no COA's were awarded. It is recommended that this certificate be inactivated.

Estimated Cost Calculation:
None

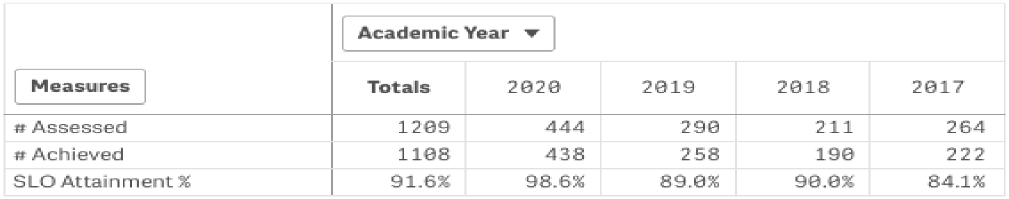
B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the online Data Management and Visualization tool (CLIC) and are available for review by faculty at any time through its self-updating, interactive dashboards and reports.

Description/Evaluation:

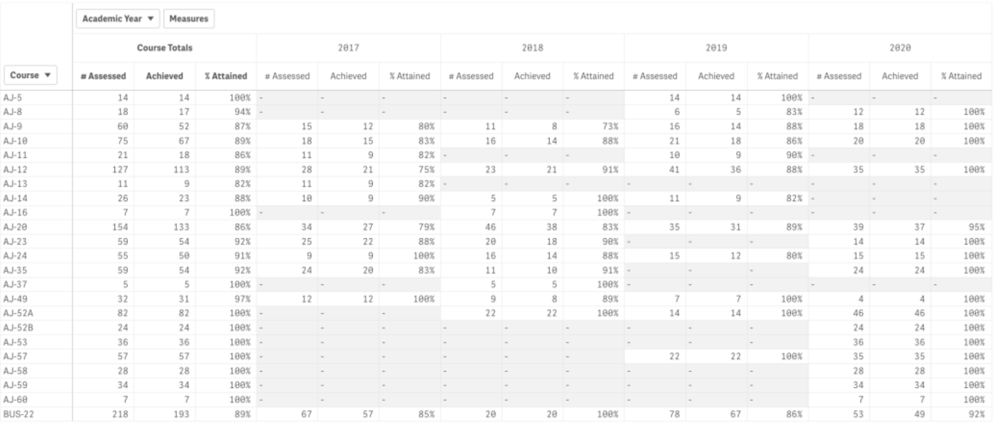
1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.

SLO Achievement Results by Academic Year


Academic Year ▼
Measures

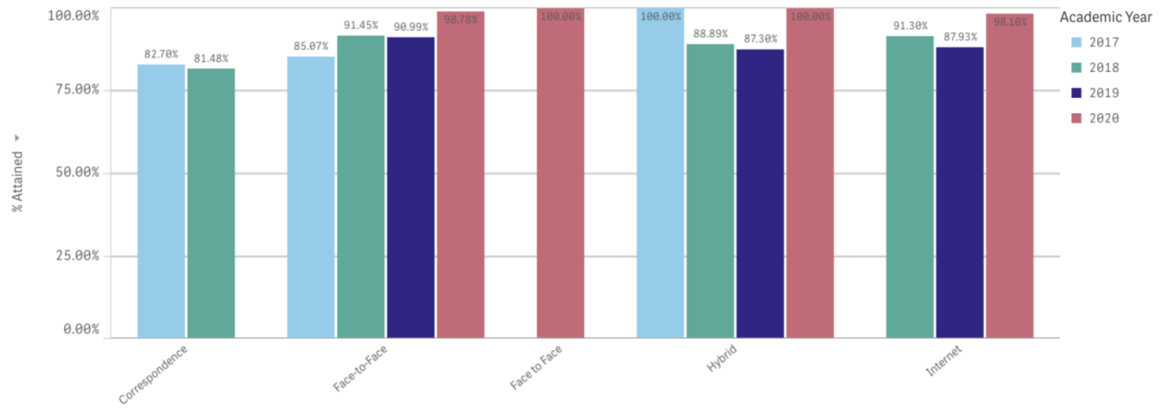
	Totals	2020	2019	2018	2017
# Assessed	1209	444	290	211	264
# Achieved	1108	438	258	190	222
SLO Attainment %	91.6%	98.6%	89.0%	90.0%	84.1%

SLO Attainment Rate by Course and Academic Year


Academic Year ▼
Measures

	Course Totals			2017			2018			2019			2020		
Course ▼	# Assessed	Achieved	% Attained	# Assessed	Achieved	% Attained	# Assessed	Achieved	% Attained	# Assessed	Achieved	% Attained	# Assessed	Achieved	% Attained
AJ-5	14	14	100%	-	-	-	-	-	-	14	14	100%	-	-	-
AJ-8	18	17	94%	-	-	-	-	-	-	6	5	83%	12	12	100%
AJ-9	60	52	87%	15	12	80%	11	8	73%	16	14	88%	18	18	100%
AJ-10	75	67	89%	18	15	83%	16	14	88%	21	18	86%	20	20	100%
AJ-11	21	18	86%	11	9	82%	-	-	-	10	9	90%	-	-	-
AJ-12	127	113	89%	28	21	75%	23	21	91%	41	36	88%	35	35	100%
AJ-13	11	9	82%	11	9	82%	-	-	-	-	-	-	-	-	-
AJ-14	26	23	88%	10	9	90%	5	5	100%	11	9	82%	-	-	-
AJ-16	7	7	100%	-	-	-	7	7	100%	-	-	-	-	-	-
AJ-20	154	133	86%	34	27	79%	46	38	83%	35	31	89%	39	37	95%
AJ-23	59	54	92%	25	22	88%	20	18	90%	-	-	-	14	14	100%
AJ-24	55	50	91%	9	9	100%	16	14	88%	15	12	80%	15	15	100%
AJ-35	59	54	92%	24	20	83%	11	10	91%	-	-	-	24	24	100%
AJ-37	5	5	100%	-	-	-	5	5	100%	-	-	-	-	-	-
AJ-49	32	31	97%	12	12	100%	9	8	89%	7	7	100%	4	4	100%
AJ-52A	82	82	100%	-	-	-	22	22	100%	14	14	100%	46	46	100%
AJ-52B	24	24	100%	-	-	-	-	-	-	-	-	-	24	24	100%
AJ-53	36	36	100%	-	-	-	-	-	-	-	-	-	36	36	100%
AJ-57	57	57	100%	-	-	-	-	-	-	22	22	100%	35	35	100%
AJ-58	28	28	100%	-	-	-	-	-	-	-	-	-	28	28	100%
AJ-59	34	34	100%	-	-	-	-	-	-	-	-	-	34	34	100%
AJ-60	7	7	100%	-	-	-	-	-	-	-	-	-	7	7	100%
BUS-22	218	193	89%	67	57	85%	20	20	100%	78	67	86%	53	49	92%

SLOs by Modality, Academic Year and Semester



2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

The SLO achievement rate in the AJ program rose from 84.1% in 2017 to 98.6% in 2020. This is better than a 14% increase over this evaluation period.

Program Learning Outcomes (PSLOs), General Education Learning Outcomes (GESLOs), and Institutional Learning Outcomes (ISLOs) data has been received and reviewed. The data indicates that the program is achieving all of the requisite requirements and meeting the Lassen Community College's Strategic Goals. The data shows this program has an overall PSLO achievement rate of 83.2%, an overall GESLO achievement rate of 91.1%, an overall ISLO achievement rate of 88.0%, and an overall LCC Strategic Goals achievement rate of 87.8%.

The data provided for this analysis can be found in the Addendums and here: Program Data

The achievement rates discussed above are partially attributed to the program having a Program Director overseeing the courses and level of instruction. They are also attributable to the vast knowledge and experience the newly acquired adjunct faculty bring to the program. Finally, we cannot discount the level of effort AJ students put into their education and it shows in the success rates indicated.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

1. Continue to evaluate mode of delivery for all courses in the AJ program for best modality for success.

2. Continue to monitor achievement rates to maintain student and institutional success.

Estimated Cost Calculation:

None

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors.

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

Student Evaluation data was obtained from the students in the fall 2019 and spring 2021 semesters. Eighty-five (85) responses were obtained from all courses. See links below for the actual surveys. The data that was received shows the facilities, equipment, textbooks, accommodations, and course scheduling met their expectations.

The surveys are available for review in the Addendums as well as here:
Fall 2019 Survey
Spring 2021 Survey

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

No recommendations at this time.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program. Review/revise two-year plan(s). Update scheduling sequence listed on course outline where needed (course outline and/or program revisions need Curriculum Committee approval) attach the approved two-year plan for each degree and certificate. Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.

The Administration of Justice Program offers an Associates in Science Degree for transfer, an Associates in Arts Degree, and a Certificate of Achievement. Effective fall 2022, after reviewing the data and approval of the advisory committee, the Certificate of Accomplishment will be deactivated See below for details. The red line out sections will show the changes made to the academic plans, effective the fall 2022 semester.

ADMINISTRATION OF JUSTICE

Associate in Science Degree in Administration of Justice for Transfer

Effective fall ~~2020~~ **2022**

Required Core Courses: 18 units

Total Required: 18 Units
Total Units: 60 units

Complete the following 6 units:

Course Number	Course Title	Fall	Spring
AJ 12	Introduction to Criminal Justice	3	3
AJ 20	Criminal Law	3	3

Select 6 Units from the following:

Course Number	Course Title	Fall	Spring
AJ 5	Introduction to Forensics		3 (even)
AJ 8	Criminal Court Process	3 (even)	~~3~~
AJ 9	Introduction to Correctional Science	~~3~~	3
AJ 14	Juvenile Procedures	3(odd)	
AJ 23	Criminal Evidence	3(even)	
AJ 24	Community Relations	3	
AJ 35	Investigative Techniques		3 (odd)

Select 6 Units from the following:

Course Number	Course Title	Fall	Spring
MATH 40	Elementary Statistics	3	3
PSY 1	Introduction to Psychology	3	3
SOC 1	Introduction to Sociology	3	3

ADMINISTRATION OF JUSTICE

Associate in Arts Degree

Administration of Justice

Effective Fall ~~2020~~ 2022

Required Core Courses: 18 units

Total Required Units: 27 units
Total Units: 60 units

Course Number	Course Title	Fall	Spring
AJ 9	Introduction to Correctional Science	~~3~~	3
AJ 12	Introduction to Criminal Justice	3	3
AJ 14	Juvenile Procedures	3(odd)	
AJ 20	Criminal Law	3	3
AJ 23	Criminal Evidence	3(even)	
AJ 24	Community Relations	3	

Required Electives: 9 units

Course Number	Course Title	Fall	Spring
AJ 5	Introduction to Forensics		3 (even)
AJ 8	Criminal Court Process	3 (even)	~~3~~
AJ 10	Criminology		3
AJ 11	Youth Gangs in America	3 (odd)	
AJ 16	Supervision in Law Enforcement	As	Needed
AJ 35	Investigative Techniques		3 (odd)
AJ 49	Admin. of Justice Work Experience	1-8	1-8
AJ 52A	PC832 Arrest Methods and Procedures	2.5 As	Needed
AJ 52B	PC 832 Firearms	1.0 As	Needed
AJ 53	Basic Force and Weaponry	2.0 As	Needed
AJ 60	Adult Correctional Officer Core	9.5 As	Needed
AJ 61	Juvenile Corrections Officer Core	9.0 As	Needed
AJ 62	Probation Officer Core Course	10.0 As	Needed

Free Electives: 15 units
General Education Requirements: 18 units

ADMINISTRATION OF JUSTICE

Certificate of Achievement
Administration of Justice

Effective Fall ~~2020~~ 2022

Required Core Courses: 18 units **Total Required Units:** 27 units

Course Number	Course Title	Fall	Spring
AJ 9	Introduction to Correctional Science	~~3~~	3
AJ 12	Introduction to Criminal Justice	3	3
AJ 14	Juvenile Procedures	3(odd)	
AJ 20	Criminal Law	3	3
AJ 23	Criminal Evidence	3(even)	
AJ 24	Community Relations	3	

Required Electives: 9 units

Course Number	Course Title	Fall	Spring
AJ 5	Introduction to Forensics		3 (even)
AJ 8	Criminal Court Process	3 (even)	~~3~~
AJ 10	Criminology		3
AJ 11	Youth Gangs in America	3 (odd)	
AJ 16	Supervision in Law Enforcement	As	Needed
AJ 35	Investigative Techniques		3 (odd)
AJ 49	Admin. of Justice Work Experience	1-8	1-8
AJ 52A	PC832 Arrest Methods and Procedures	2.5 As	Needed
AJ 52B	PC832 Firearms	1.0 As	Needed
AJ 53	Basic Force and Weaponry	2.0 As	Needed
AJ 60	Adult Correctional Officer Core	9.5 As	Needed
AJ 61	Juvenile Corrections Officer Core	9.0 As	Needed
AJ 62	Probation Officer Core	10.0 As	Needed

- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?

- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies
- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: Do the core courses in the certificates and degrees meet current employer skill requirements for the field?
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

The AJ program, degree, and certificate learning outcomes are reviewed when curriculum is reviewed. They are also reviewed by the advisory committee periodically. The need identified for additional courses in the previous IPR has been met through the development of additional courses for the POST/STC program. Additionally, it was determined that AJ8 and AJ9 is possibly being offered too many times a year, as the student enrollment numbers are low. This was discussed at the last advisory committee meeting in 2022 and changes to the two-year academic plan are in the process. The above academic plans will show in red the changes that will take place, effective fall 2022 semester.

The CTE advisory committee meeting for the AJ program met each year as required. The committee met on February 24, 2021 and February 9, 2022. A copy of the meeting minutes are included in the link below for the 2021 meeting. The 2022 meeting minutes are pending completion. The advisory committee member roster is also provided in the Addendums as well as through the link below.

2021 Advisory Committee Meeting Minutes

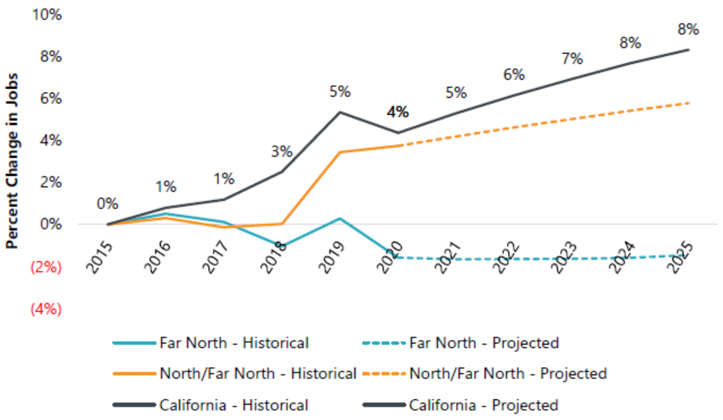
Advisory Committee Membership

A review of the minutes will show that the committee members discussed and approved the need to realign degrees for better student attendance and outcomes, approved the inactivation of the Certificate of Accomplishment, and the need to recruit additional adjunct faculty and professional personnel to teach Administration of Justice and POST courses. In addition, they discussed the need for specific POST and/or STC classes and the need to offer these courses through the college rather than sending people out of the area to train. Some course options included a POST and STC certified Law Enforcement Supervisory Course, Impact Weapons, Firearms Instructor, and a Use of Force Perishable Skills course.

The committee was in consensus that the program, due to it's growth, will likely need additional support staff and faculty in the near future.

Labor Market Index data has been received from North Far North. This data shows a statewide growth in Law Enforcement and Corrections employment. See graph below. The full LMI report can be accessed in the Addendums as well as here: LMI Report

Exhibit 2. Changes in employment, 2015-2025



Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

1. Evaluate changes to the degree programs for success, and make changes as needed.
2. Develop additional curriculum for POST and/or STC approved courses to meet the needs of our regional law enforcement community.
3. Create a POST and STC certified Law Enforcement Supervisory course.

Estimated Cost

None

B. Courses

Description/Evaluation:

1. Identify courses added or deleted from the instructional program since the last IPR.

The additional courses added since the previous review, or in the process of being added, are as follows:

AJ56 – Firearms Instructor Course (1.5 units)
AJ58 – Perishable Skills for Peace Officers. (1 unit)
AJ59 – First Aid/CPR/AED Refresher for Peace Officers (.5 unit)
AJ60 – Adult Correctional Officer Core Class (9.5 units)
AJ61 – Juvenile Corrections Officer Core Class (9.0 units)
AJ62 – Probation Officer Core Class (10.0 units)

The above course are additions to the POST and/or STC program and specifically for in-service training for California law enforcement agencies. These classes have also been added as electives to the AJ terminal degree and Certificate of Achievement. There has been a draw towards these course at LCC recently, due to the current requirement of proof of COVID vaccinations at other learning institutions.

2. Each course offered within the instructional program must be reviewed for accuracy and currency. Review of each course outline should include asking the following questions:
   - Should the Disciplines of Assignment remain the same or be changed?
   - Should the Catalog/Schedule description remain the same or be updated?
   - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
   - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
   - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
   - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
   - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
   - Do any of the learning outcomes or objectives need revision?
   - Does any content need to be updated?
   - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
   - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
   - Is the textbook current (within the last 7 years for transfer courses) and is the publication date included?
   - Does the course outline match the two year plan with regard to sequence of course offerings?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

All courses offered in the Administration of Justice/POST program have undergone extensive review for accuracy and currency. In this process, the textbooks and content were updated, where needed, to the current information available. All courses in the program were reviewed for modality of delivery. With the exception of POST approved courses that do not allow distance learning as an option, all appropriate AJ courses have hybrid and online delivery added as a modality,

Please click the link below for the review status of all courses in the AJ program.
Curriculum Review Form

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

1. Continue to review and update course outlines as needed.

2. Continue to develop POST and/or STC approved courses to better meet the needs of our regional law enforcement partners.

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)

2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

The Articulation report for the AJ program can be found in the Addendums as well as here:
2021-2022 AJ Articulation

This report show that program courses are well articulated to the CSU and UC systems. The program has articulated a total of five (5) courses for General Education credit towards a terminal AA degree, and two (2) courses forwards CSU GE credit.

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 has 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 courses approved by C-ID:
AJ 5 Introduction to Forensics
AJ 8 Criminal Court Process
AJ 9 Introduction to Correctional Science
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

As reported in the last IPR as well, the writer of this report participated in the initial survey for the 5 year review of C-ID courses, and have not received any changes to the program as of this writing. Any changes will be reviewed for potential incorporation into LCC's AJ program.

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

No Recommendations

IV. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

Currently, there is no deviations from the two-year plan in course scheduling. This was an issue in previous reviews, but with the hiring of a new full-time faculty/director and updating the plans the issues have been rectified. The two-year academic plans are included above.

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.
3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
    a. Number of sections (too many/too few to serve student needs)

    b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)

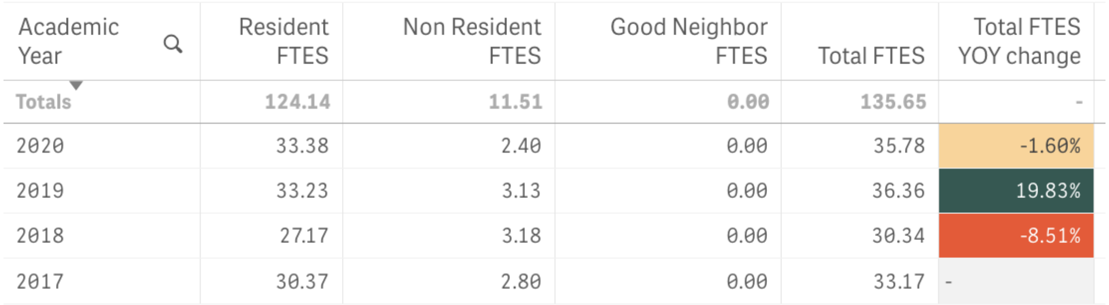
    c. Length of courses (traditional semester/short term)

    d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

Since the 2018 fall semester, the Administration of Justice program has not offered any correspondence courses. All courses in the AJ program are either offered face-to-face, hybrid, or online. The statistics show a 9.72% overall increase in FTE's from 2017 to 2020. With the COVID pandemic that began in 2020, the numbers continued to show a positive increase over the course of the evaluation period. FTE data for each semester shows to be relatively stable, with an increase indicated in summer course offerings. This is attributed to POST certified courses.

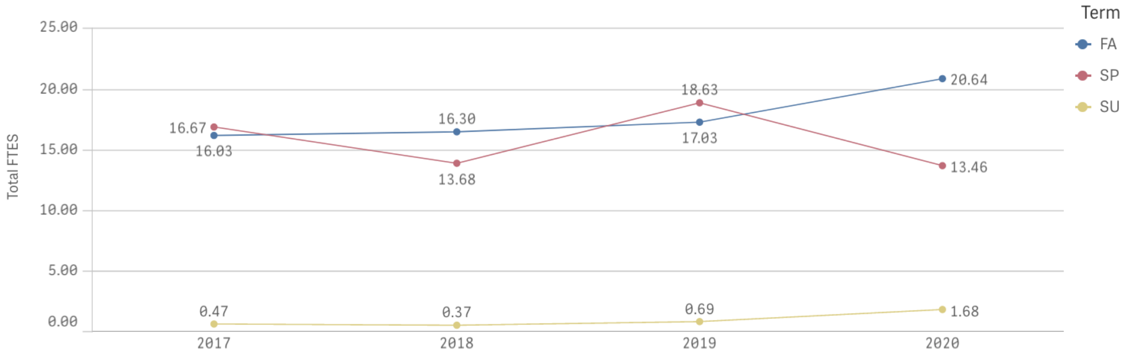
The data related to FTE's generated by faculty type show an increase in the load adjunct instructors are carrying in the program. Some reasons for the increase are likely due to the creation of the directorship position, which reduced the instructional load of the one full-time instructor, as well as the addition of additional classes, including the Adult Correctional Officer Core class and other POST certified courses.

FTES by Year

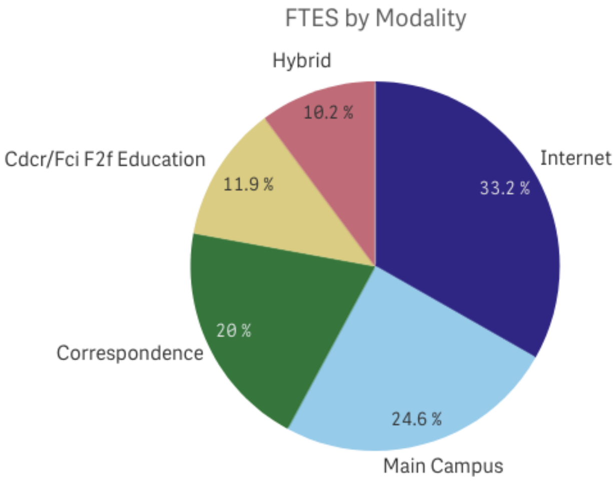


Academic Year	Resident FTES	Non Resident FTES	Good Neighbor FTES	Total FTES	Total FTES YOY change
Totals	**124.14**	**11.51**	**0.00**	**135.65**	-
2020	33.38	2.40	0.00	35.78	-1.60%
2019	33.23	3.13	0.00	36.36	19.83%
2018	27.17	3.18	0.00	30.34	-8.51%
2017	30.37	2.80	0.00	33.17	-

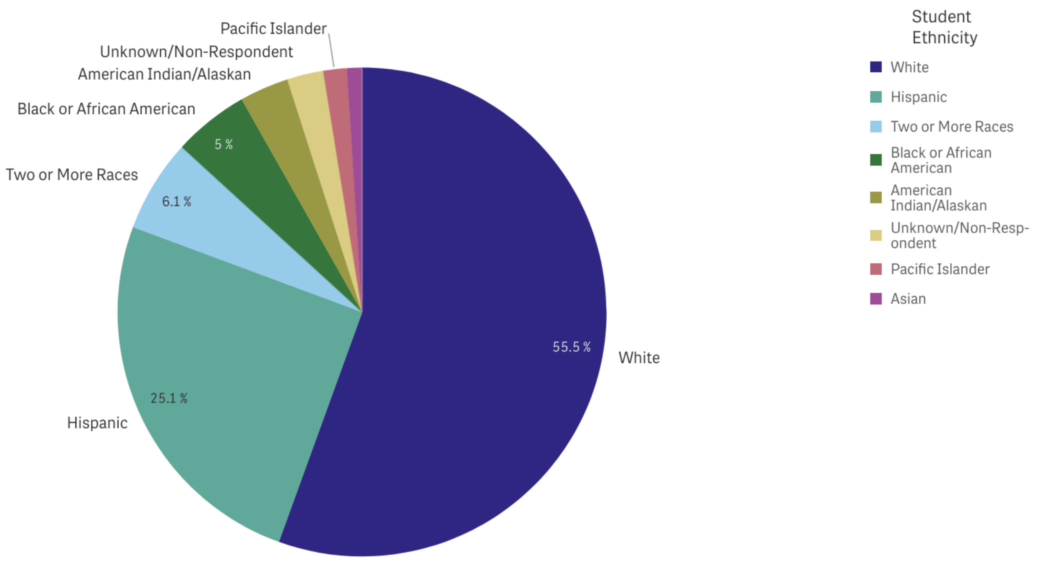
FTES by Semester



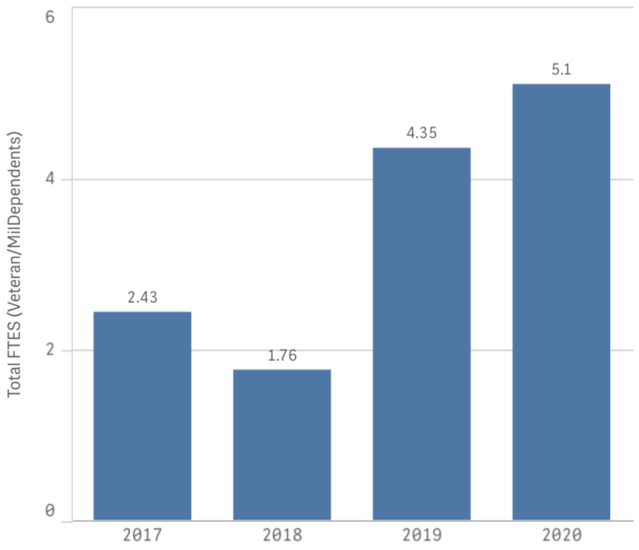
FTES by Modality



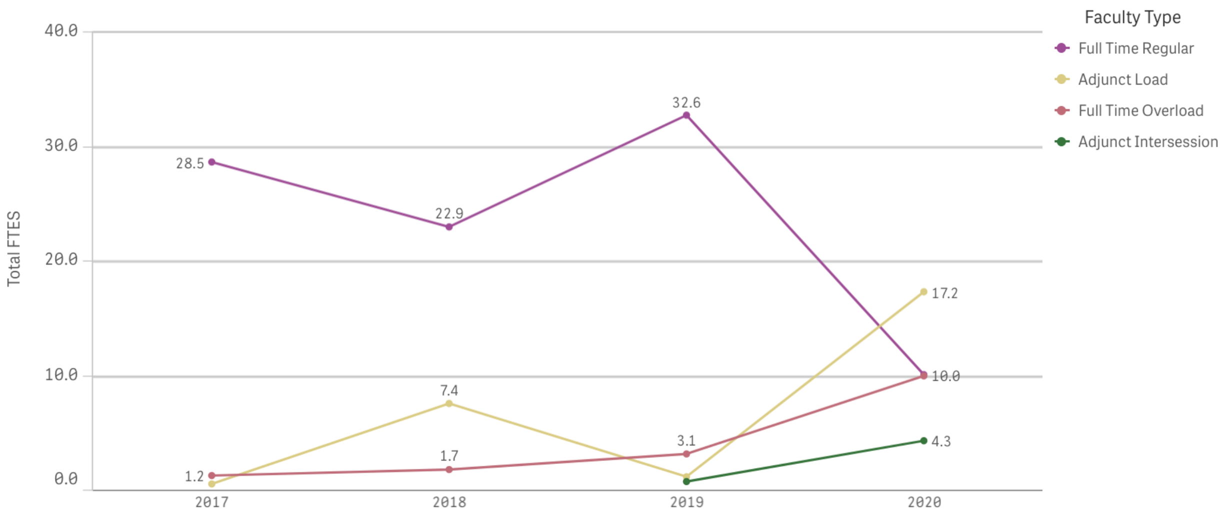
FTES by Student Ethnicity



FTES - Veterans and Military Dependents



FTES by Faculty Type



4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

The Administration of Justice program courses are scheduled in a way to include different modalities and to allow student who wish to obtain their general education for a degree to enroll in those courses and complete their education at LCC within two years. Great care is taken in scheduling classes to facilitate student needs.

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

1. Closely monitor modal success and revise plans as needed.

V. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

1. Dell laptop computer – New in 2021 – Full-time faculty use
2. Three (3) crime scene mannequins – New in 2019
3. Miscellaneous crime scene items and material - expendable
4. Rubber training guns (20) – New in 2019
5. Approximately 100 traffic cones – New in 2019/2020
6. 16’ enclosed cargo trailer – New in 2020
7. Fifteen (15) laptops for PC832 testing - New in 2015 (10 units) and 2019 (5 units)
8. Portable laptop charging cart – New in 2019
9. 8’ enclosed cargo trailer – New in 2021
10. Portable toilet trailer – New in 2021
11. Twenty (20) Glock 17, GEN13 handguns – New in 2022
12. Two (2) Phillips Headstart EAD defibrillators – New in 2020 and 2021
13. Miscellaneous exercise equipment – New in 2020
14. Honda EU3000iS portable generator – New in 2020
15. Miscellaneous duty belts, handcuff cases, holsters, and magazine pouches – Unknown age
16. Rescue Randy 5ft. 5 Inch 165lb drag dummy – New in 2020
17. Sixteen (16) wood target stands – New in 2020
18. Three (3) 24 feet by 30 feet exercise mats – New in 2021

a. Identify any existing equipment maintenance/service agreements

None at this time

b. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

With the exception of the Dell Laptops listed above, all of the equipment is only 1-2 years old. There are no service agreement available for this type of equipment. Due to the advancement in technology, and the life expectancy of lap top computers, it is recommended that the 10 laptops that are over 7 years old be replaced in the next budget cycle.

c. Evaluate the effectiveness of and need for additional maintenance/service agreements.

None needed at this time

d. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

Currently, adjunct faculty are unable to print documents to the LCC printers/copies from their personal laptops without saving the document to a flash drive or emailing a full-time faculty member with the file. This is apparently due to non-district devices not being allowed on the District's network. This is arduous and time consuming. Therefore, it is recommended that the District purchase an additional laptop computer for the sole use of the adjunct instructors in the AJ program.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

1. Replace the 5 Dell laptops used for PC832 testing, as they are 7 years old
2. Purchase and issue the AJ department 1 laptop to be used by adjunct faculty.

Estimated Cost Calculation
The cost of 11 Dell laptops, purchased through the LCC IT department would have a total cost estimate of $13,750.00.

VI. Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

Several of the courses in the program have to comply with POST and/or STC regulations. This requires the courses, curriculum, hourly distribution or instruction, course instructor resumes, location of instruction, and safety policies (in some cases), to be reviewed and approved before LCC can offer the course. Further, POST and STC require two-year review and revision of the material. To provide POST and/or STC training certification for students, the program is required to complete a myriad of clerical type tasks for proper certification. All of the aforementioned tasks, and compliance work, is currently handled by the POST Director. There are no POST compliance issues at this time.

In the past year, the AJ program Director has ventured into obtaining certification from the Board of State Community Corrections (BCSS), Standards and Training for Corrections (STC) for courses directly related to training needed for local correctional officers and probation officers. This is the board that certifies the Adult Correctional Officer Core academy (AJ60), the Juvenile Corrections Core Academy (AJ61), and the Probation

Officer Core Class (AJ62), as well as our Basic Force and Weaponry course (AJ 53), and both PC 832 courses (AJ52A and AJ52B). STC has a similar, but unique, process as POST for the certification and management of STC approved courses. Currently, there are no compliance issues with STC.

Further, the AJ/POST Director maintains the POST certification of the Gunsmithing Program's five (5) Armorer's courses that are offered in the summer. These course have to go through the same rigorous approval process as listed above. The POST Director completes all of the clerical duties to maintain and continue certification of these course offerings.

With the addition of the aforementioned POST and STC courses, the regulatory and clerical responsibilities have greatly increased. The process in time consuming and laborious.

AJ52a, the PC832 –Arrest and Control class, requires an outside vendor to provide the software and service agreement for the POST Comprehensive Written Exam in this course. The current vendor is Blue Peak Logic, Inc. he annual service agreement currently costs $3,200.00

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

To maintain compliance with POST and STC, it is recommended that the program obtain additional staff that can assist with this process. This could be completed with the assistance of an ISS position.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

1. Add a part-time ISS II position to the program to maintain equipment, inventory, instructional set-up/take down, and assist with POST and STC compliance. Possibly a person could split their time with another program, allowing for a full-time employee.

2. Maintain contract with Blue Peak Logic, Inc. for testing capabilities in AJ52a.

Estimated Cost Calculation

Per figures obtained from the Human Resources Department, the annualized costs for an ISS II position to include pay and benefits is $86,451.46 for the first year, to increase annually with COLA and merit step increases.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

1. Add a part-time ISS II position to the program

2. Purchase and issue the AJ department 1 laptop to be used by adjunct faculty

3. Replace the 10 Dell laptops used for PC832 testing.
4. Maintain contract with Blue Peak Logic, Inc. for testing capabilities in AJ52a.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.

Administration of Justice/POST 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	**Planning Agenda Item**	**Implementation Time Frame**	**Estimated Cost * (implementation & ongoing)**	**Expected Outcome**
3, 4	A POST and STC program specific webpage	2022	$10,000	Increased visibility for POST and STC classes, causing increased enrollment
2, 3, 4	Replace the 10 Dell laptops used for PC832 testing	2022	$12,500	Replace aging equipment, to be used for the POST required testing in AJ52A
2, 3, 4	Purchase 1 laptop to be used by adjunct faculty	2022	$1,250	Provide better technology for instructors, who then can print and use all of the District resources in the classroom.
2, 3, 4	Maintain contract with Blue Peak Logic, Inc. for testing capabilities in AJ52a.	2022	$3,200. Annually	POST required written testing for AJ52a class.

Prioritized Recommendation for Inclusion in Student Services Master Plan: The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Administration of Justice/POST 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	**Planning Agenda Item**	**Implementation Time Frame**	**Estimated Cost * (implementation & ongoing)**	**Expected Outcome**

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Administration of Justice/POST 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	**Planning Agenda Item**	**Implementation Time Frame**	**Estimated Cost * (implementation & ongoing)**	**Expected Outcome**

Section Two: Human Resource Planning

I. . Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

There is one (1) full-time faculty member assigned to the Administration of Justice/POST Department. A list of numerous adjunct faculty is available to rotate teaching AJ courses. The Department does not have any paid instructional assistants or classified staff to internally support its activities.

In May 2020, LCC created a POST and AJ program Director/Instructor with 60% of the time being allotted to POST director and the remainder being allotted to AJ instructor.

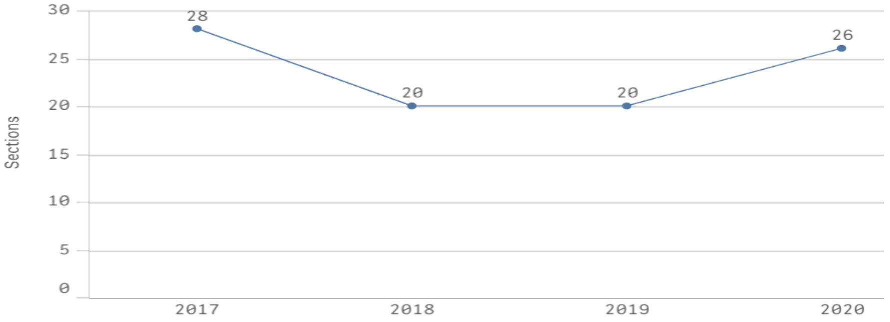
2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

With the addition of the aforementioned classes, the AJ/POST Program is in need of additional support and instructional personnel. The three new courses of AJ60, AJ61, and AJ61 are delivered in an intensive format (8-10 hours a day, 4-5 days a week) that are 5 weeks long each These courses are currently offered once a year. They need multiple instructors and subject matter experts to teach the course content, along with a great deal of administrative support. Some of this support includes producing student handouts, setting up instructional material and equipment, additional support staff in the classroom environment, proctoring of certain testing, maintenance and service of equipment, etc. Currently the only full-time AJ Instructor/Director and part-time adjunct instructors are carrying the load.

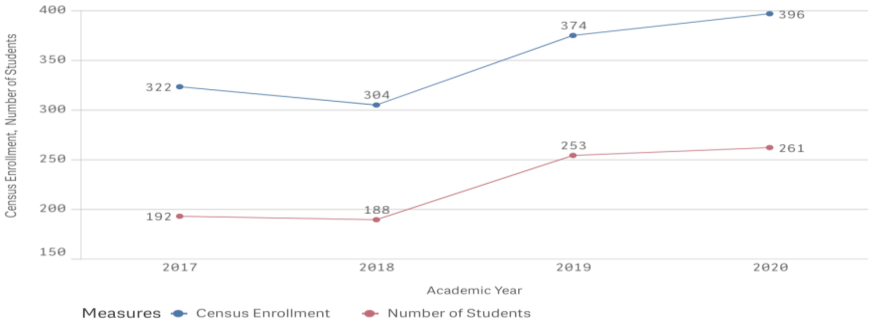
As the graphs below will indicate, the program has increased sections offered per year from twenty (20) in 2018 to twenty-six (26) in 2020, this is a 30% increase. Likewise, the student headcount has increased by nearly the same astounding percentage. In 2018, there were 304 students. By 2020 the number had risen to 396, which is a 29% increase in students enrolled in the program. Additionally, as expected, the FTE's for the same period rose 18%. This was accomplished with no additional full-time faculty or instructional support staff, just increasing adjunct and overload teaching carrying the additional load.

As a side note, the data will show that in 2017 there were more sections offered. Research shows that this was directly related to the correspondence modality that was offered at that time. Some correspondence sections were offered in an abbreviated semester format, allowing for two (2) courses to be completed within a traditional semester.

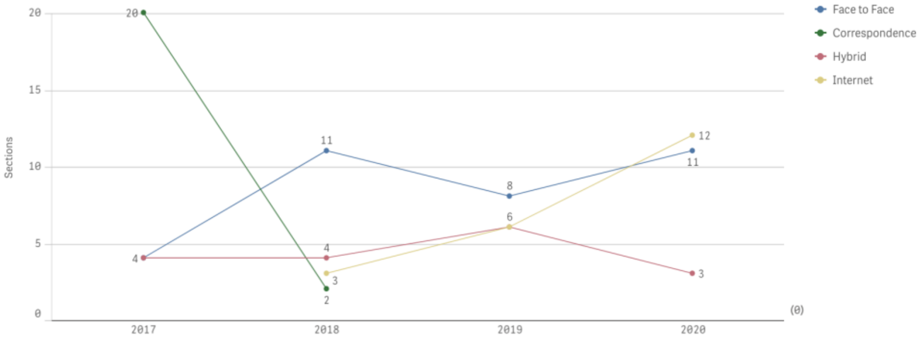
Sections by Academic Year



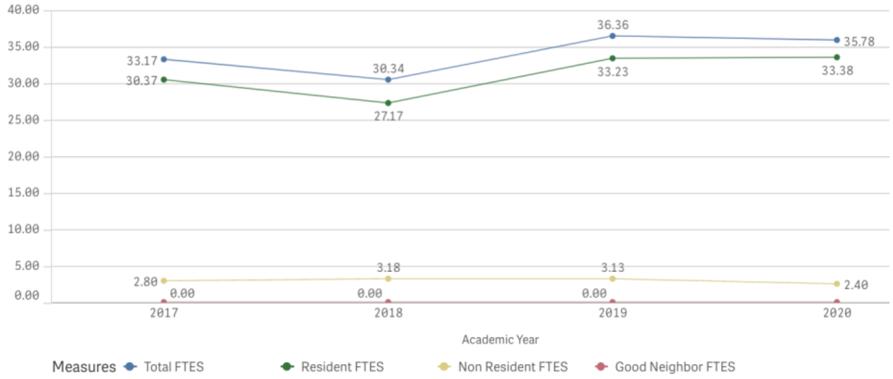
Headcount and Enrollment by Academic Year



Sections by Modality and Academic Year



FTES by Academic Year



It is clear, that since the revamping of the AJ and POST programs and the hiring of a new full-time AJ instructor, the program has shown considerable growth even through these trying times of COVID. Although the program has seen this growth, it is becoming apparent that the program will need additional staff to support the current and future growth of the program.

The data above shows that in 2020 there were 26 sections offered a year, with them being divided up approximately evenly over the two semesters. With the addition of AJ60, AJ61, and AJ62, this will add an additional 3 sections to the overall numbers. This does not include the other additional classes added for AJ58, and AJ59, which will have multiple sections per year, and the newly created AJ56.

In relation to faculty instructional load with the new courses, the additional units added to the school year will be the following:

AJ56 – 1.5 units/year
AJ58 – 3 units/year
AJ59 – 1.5 units/year
AJ60 – 9.5 units/year
AJ61 – 9.0 units/year
AJ62 – 10.0 units/year

This is a total of 34.5 additional units being added to the annual instructional load of the AJ/POST program. Some of these courses are filled with multiple adjunct instructors, which softens the load some. However an additional full-time faculty member could also cover the load.

Currently, the program faculty member is required to teach at 40% load a year, or four (4), 3 unit, lecture classes a year. The current faculty member regularly teaches an overload schedule and recruits adjunct faculty members to cover the remainder of the load. With the addition of the highlighted courses, it will become more and more difficult to cover with one lone full-time faculty member.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

1. Add a part-time ISS II position to the program to maintain equipment, inventory, and assist with POST and STC compliance. Possibly a person could split their time with another program, allowing for a full-time employee.

2. Add an additional full-time faculty member to the program. Based upon the data above, there is room in the program to have them teach degree specific AJ courses as well as some of the POST and/or STC courses. It is expected that this addition to the program would allow the program to grow even more and the adjunct instructors will continue to be very valuable in that continued growth.

Estimated Cost Calculation

Per figures obtained from the Human Resources Department, the annualized costs for an ISS II position to include pay and benefits is $86,451.46 for the first year, to increase annually with COLA and merit step increases.

Per figures obtained from the Human Resources Department, the annualized costs for an entry level full-time faculty positon to include pay and benefits is $111,124.39 for the first year, to increase annually with COLA and merit step increases.

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].
2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (Workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

The full-time faculty member is currently a member of the Safety Committee, a Senator on the Academic Senate, and chief negotiator for the Lassen College Faculty Association (LCFA). Ongoing professional development through flex activities on campus, as well as attending online instructor development course were completed this evaluation cycle. Adjunct instructors in this program are mostly current full-time law enforcement professionals who maintain relevancy and currency in their professions.

For POST and STC program growth, there is a need to send faculty to POST and STC certified instructor schools, so they then can teach on the specific course of instructions under POST/STC guidelines. There is a need for certified instructors in firearms training, First Aid/CPR, drivers training, strategic communications, use of force, and defensive tactics. Further, the field of criminal justice is ever changing and there is a need to have instructors maintain their currency and relevancy of information. Therefore, instructors should continue to attend courses, seminars, and conferences to stay abreast of the changing career field.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

1. Allocate resources to send faculty to POST and STC certified instructor or instructor development courses.

I. Student Outcomes

Description/Evaluation:

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

Upon review of the data, there are no assessments of learning outcomes that affect human resource planning.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

1. Allocate resources to send faculty to POST and STC certified instructor or instructor development courses.

II. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

1. Add a part-time ISS II position

2. Add an additional full-time faculty member to the program

3. Allocate resources to send faculty to POST and STC certified instructor or instructor development courses

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan: The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

Administration of Justice/POST 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome
3, 4	Add a part-time ISS II position	2022	$86,451.39	Increased course preparation and presentation leading to better learning outcomes
3, 4	Add an additional full-time faculty member to the program	2022	$111,124.39	Increased FTE, Increased course offerings, and learning opportunities
3, 4	Allocate resources to send faculty to POST certified instructor or instructor development courses	Ongoing	$10,000	Increased POST certified courses, and FTE's

Section Three: Facilities Planning

I. . Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

The classrooms in Building M are equipped with teaching technologies such as large screen smart televisions, laptop docking stations, DVD player, and various devices in all classes used by the Department. In 2021, the AJ department was assigned the majority of Building M for classroom, office, and storage space for program use and instruction. The POST classes are required to be offered in an intensive, seminar style mode of instruction where classroom space in needed for several hours and for several days at a time. This new space has afforded the opportunity to offer more POST and STC classes, without impacting other LCC semester based classes and classrooms. On occasion, the classrooms in Building M are shared with the Fire Science program, assisting their program with classroom space as needed.

The exterior of Building M is in desperate need of paint. The exterior paint is peeling or worn off in many places, and some of the metal structure is rusting. The bathrooms are in need of updating and paint as well. Lastly, Building M, which is used for defensive tactics and physical training, and other physically exerting activities, has no drinking water facilities. The POST and STC program student come from all over the north state of California to attend. The lack of regular upkeep to the exterior of this building could give a negative impression of the program and the college as a whole. The need for the availability of drinking water during these physical type classes is imperative.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

   The POST program uses outdoor range facilities at the High Desert State Prison (HDSP) and the Sierra Sportsmen's Club. The HDSP range is maintained by prison staff and in fairly good shape with no known facility issues. However, this prison does not allow the public to attend classes on grounds. Due to this issue, and the desire to grow the firearms classes, the program has been using the Sierra Sportsmen's Club range. This range is primitive and lacking sanitation facilities. To use this range, the program instructors must be members of the club and pay dues to be allowed access. The program is seeking a solution with the club officials to obtain a contract for all AJ program faculty to use the range through an agreement with the LCC AJ/POST program.

   To overcome the primitive nature of the Sierra Sportsmen's Club range, the program has purchased a portable, self-contained, bathroom trailer and generator to give the student a place to use the restroom and wash their hands.

3. Describe any facilities needs identified by assessments of student learning outcomes

   No needs related to student learning outcomes identified.

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

   Painting of the exterior of the facility will present a more professional appearance, which could increase enrollment from outside agencies. It is certain to instill a greater level of pride in the program and college.

   Currently, students have to bring their own water or go to another building on campus to obtain it. Due to the level of training provided in these types of courses, this is disruptive to the class, inconvenient, and possibly hazardous to the student.

   For the firearms courses in the program to grow in enrollment and frequency, they cannot be held at HDSP range. At the current time, the only other viable option of Sierra Sportsmen's Club range. The club has a dues structure that should be paid by the college for college students to attend. The AJ/POST Program Director is in discussions with the Club on developing an agreement and costs associated with such use, It is anticipated it will have an annual cost of approximately $600 to $1000,

   Further, the Sierra Sportsmen's Club range is primitive and in need of some upgrades/repairs. The range is all dirt, with dirt/rock berms. The range grounds is in need of additional structure to allow for outdoor instructional space, and a place to get out of the weather. Additionally, the berms are in need of upgrading, for safety. The upgrades would be accomplished through Sierra Sportsmen's Club efforts, and we would reimburse them for the expenses. Materials would need to be purchased for such upgrades and repairs. If the upgrades are allowable, it is suggested that LCC enter into a long-term use agreement with the Club for the use of the facilities for instructional purposes.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

1. Paint exterior of the M Building
2. Install drinking/water bottle fountain
3. Enter into use agreement with Sierra Sportsmen's Club
4. Provide funds to upgrade/repair Sierra Sportsmen's Club range

II. . Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

1. Paint exterior of the M Building
2. Install drinking/water bottle fountain
3. Enter into use agreement with Sierra Sportsmen's Club
4. Provide funds to upgrade/repair Sierra Sportsmen's Club range

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Administration of Justice/POST 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome
3	Paint exterior of the M Building	2022	$30,000	Increased pride in LCC
3	Install drinking/water bottle fountain	2022	$2,000 (in house labor/materials)	Increased student safety
2, 3, 4	Enter into use agreement with Sierra Sportsmen's Club	2022 and ongoing	600-1000 year, and ongoing annually	Increased student count, FTE's, and course offerings to the public

2, 3, 4	Provide funds to upgrade/repair Sierra Sportsmen's Club range facilities for LCC use.	2022-2023	$45,000.00	Increased CTE students, FTE's, upgraded training, improved qualifications for employees.

Section Four: Technology Planning

I. . Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

   Building M Classrooms are equipped with smart televisions, laptop docking stations, and a DVD player. The full-time faculty member has a relatively new laptop for course development and delivery. The adjunct faculty do not have an LCC issued laptop or access to print from their personal devices to District printers. Building M recently received new color printer/copier/scanner. This is very beneficial to the program. The college employs a remote Instructional Designer to assist with course development and design. This situation has been very useful for the development of new course content for online course delivery.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

   Adjunct faculty who teach in the program regularly need either laptops issued to them, or permissions to print from their devices, to program printers.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

1. Purchase and issue a laptop to adjunct faculty. This was also discussed in the equipment section if this report.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

1. Purchase and issue a laptop to adjunct faculty. This was also discussed in the equipment section if this report.

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.

Administration of Justice/POST 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	**Planning Agenda Item**	**Implementation Time Frame**	**Estimated Cost * (implementation & ongoing)**	**Expected Outcome**
2, 3, 4	Purchase and issue a laptop to AJ adjunct faculty.	2022	$1,250.00	Provide better technology for instructors, who then can print and use all of the District resources in the classroom.

Addendum A:
IPR Data Charts

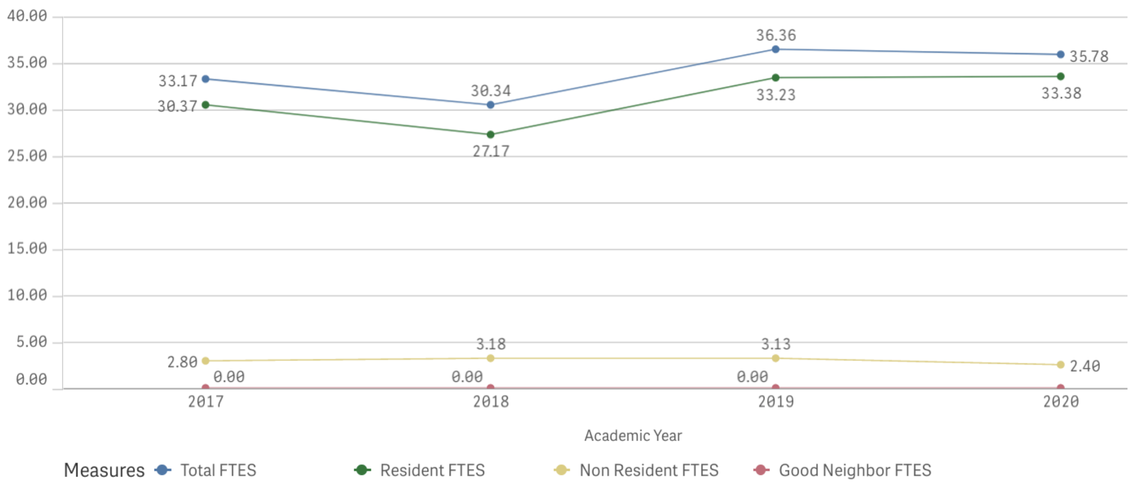
Instructional Program Review (IPR) Data

Program: Administration of Justice/Correctional Science

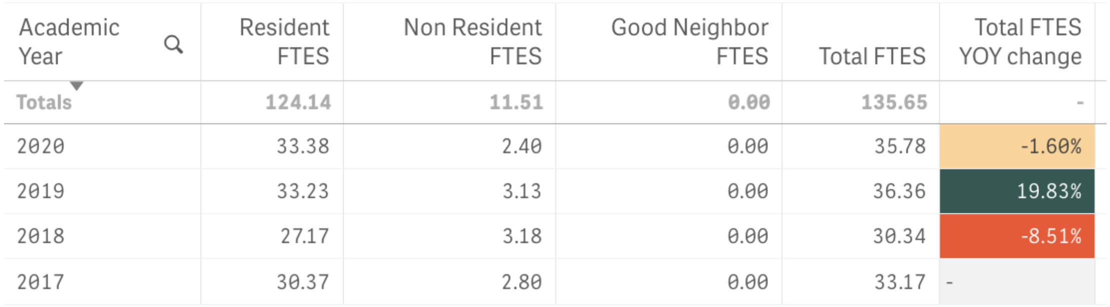
Academic Year: 2017-18, 2018-19, 2019-20 and 2020-21

FTES

FTES by Academic Year

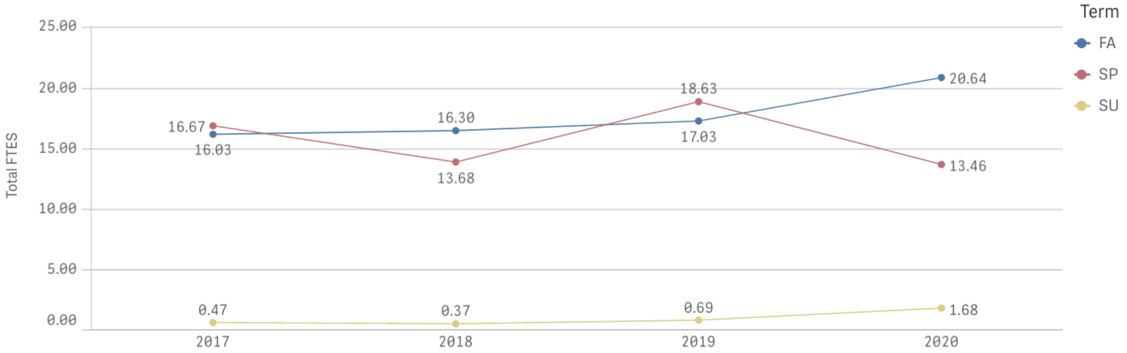


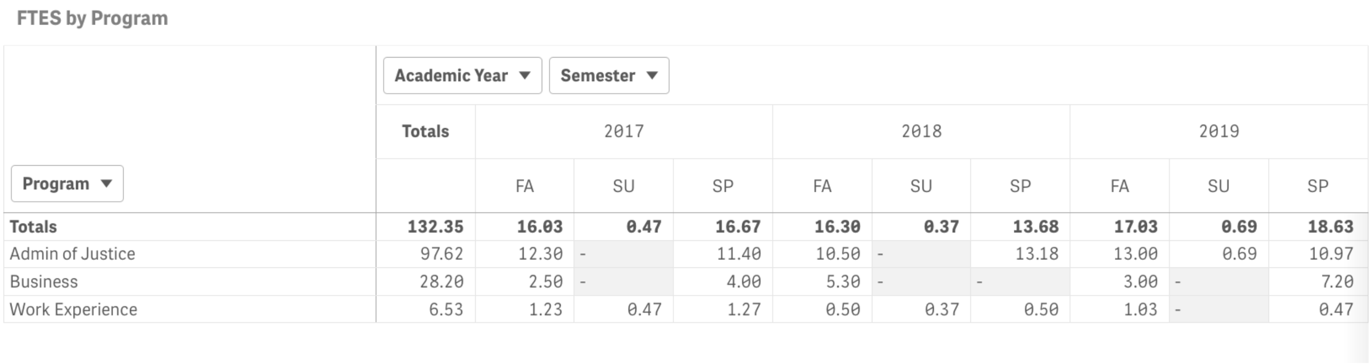
FTES by Year



Academic Year	Resident FTES	Non Resident FTES	Good Neighbor FTES	Total FTES	Total FTES YOY change
Totals	124.14	11.51	0.00	135.65	-
2020	33.38	2.40	0.00	35.78	-1.60%
2019	33.23	3.13	0.00	36.36	19.83%
2018	27.17	3.18	0.00	30.34	-8.51%
2017	30.37	2.80	0.00	33.17	-

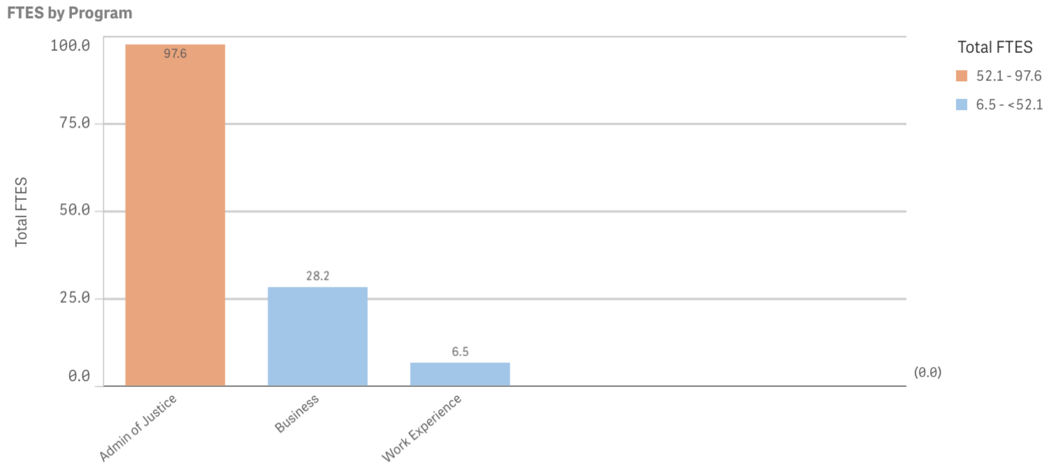
FTES by Semester

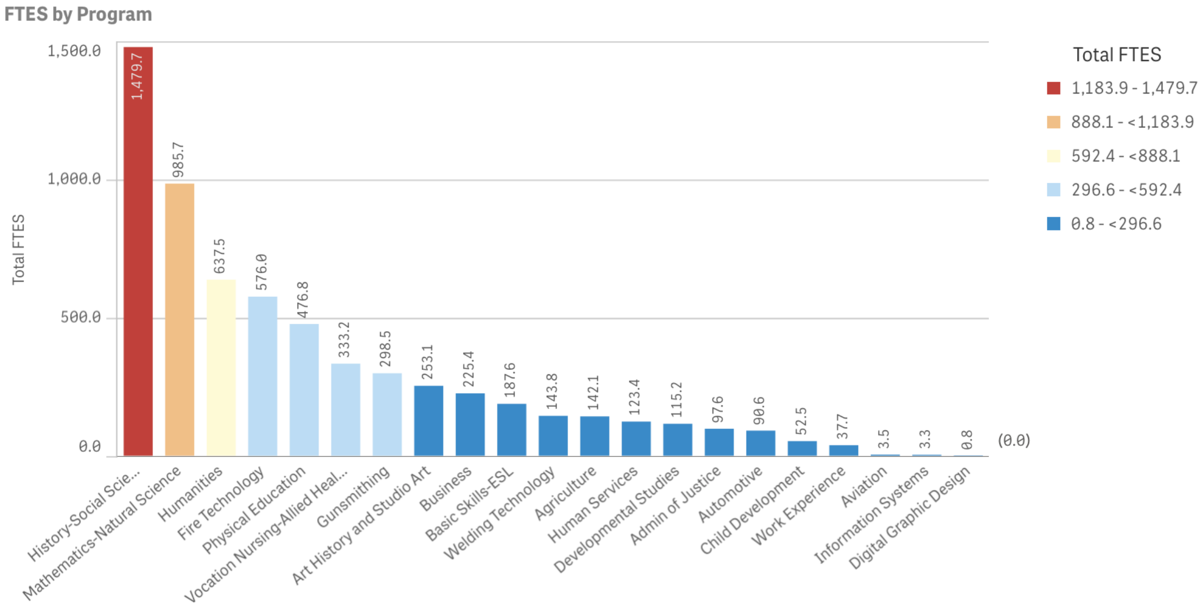



Academic Year ▼
Semester ▼
Program ▼

FTES by Program

Program	Totals	2017			2018			2019		
		FA	SU	SP	FA	SU	SP	FA	SU	SP
Totals	**132.35**	**16.03**	**0.47**	**16.67**	**16.30**	**0.37**	**13.68**	**17.03**	**0.69**	**18.63**
Admin of Justice	97.62	12.30	-	11.40	10.50	-	13.18	13.00	0.69	10.97
Business	28.20	2.50	-	4.00	5.30	-	-	3.00	-	7.20
Work Experience	6.53	1.23	0.47	1.27	0.50	0.37	0.50	1.03	-	0.47





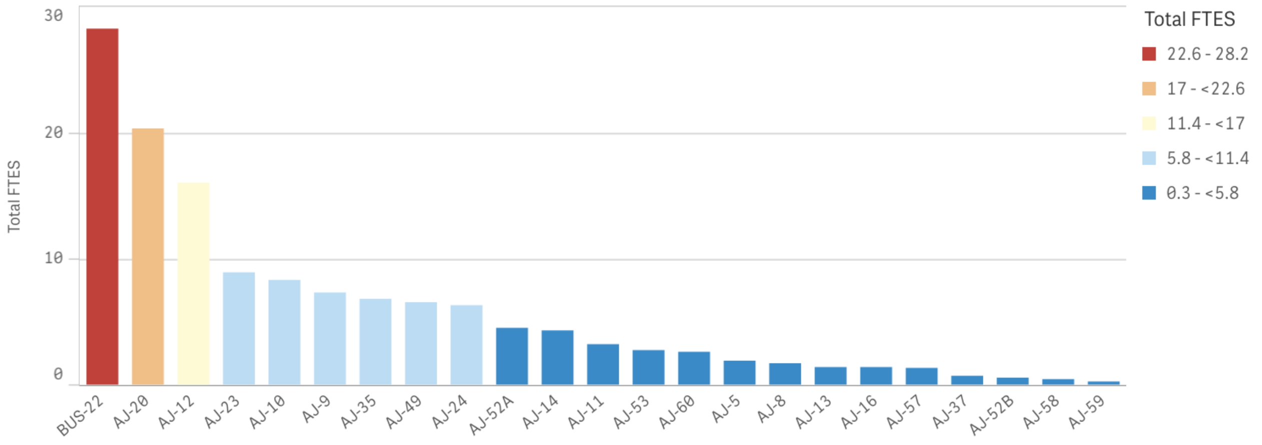
FTES for All Programs ***(for comparative purposes/reference)***

FTES by Course

Academic Year ▼ Semester ▼

Course ▼	Totals	2017			2018			2019			2020		
		FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
AJ-5	1.90	-	-	-	-	-	-	-	-	1.90	-	-	-
AJ-8	1.70	-	-	-	-	-	-	-	-	0.80	-	-	0.90
AJ-9	7.30	1.70	-	-	1.40	-	-	2.00	-	-	1.30	-	0.90
AJ-10	8.30	-	-	2.10	-	-	2.00	-	-	2.60	-	-	1.60
AJ-11	3.20	-	-	1.60	-	-	-	1.60	-	-	-	-	-
AJ-12	16.00	3.20	-	-	2.80	-	-	3.00	-	2.60	3.30	-	1.10
AJ-13	1.40	-	-	1.40	-	-	-	-	-	-	-	-	-
AJ-14	4.30	1.90	-	-	1.00	-	-	1.40	-	-	-	-	-
AJ-16	1.40	-	-	-	-	-	1.40	-	-	-	-	-	-
AJ-20	20.30	4.70	-	-	3.30	-	2.30	3.50	-	2.00	2.90	-	1.60
AJ-23	8.90	-	-	3.40	-	-	2.70	-	-	-	2.80	-	-
AJ-24	6.30	0.80	-	-	2.00	-	-	1.50	-	-	2.00	-	-
AJ-35	6.80	-	-	2.90	-	-	2.40	-	-	-	-	-	1.50
AJ-37	0.70	-	-	-	-	-	0.70	-	-	-	-	-	-
AJ-49	6.53	1.23	0.47	1.27	0.50	0.37	0.50	1.03	-	0.47	0.43	-	0.27
AJ-52A	4.50	-	-	-	-	-	1.68	-	-	1.07	-	-	1.75
AJ-52B	0.55	-	-	-	-	-	-	-	-	-	-	-	0.55
AJ-53	2.74	-	-	-	-	-	-	-	-	-	1.07	1.68	-
AJ-57	1.33	-	-	-	-	-	-	-	0.69	-	0.64	-	-
AJ-58	0.44	-	-	-	-	-	-	-	-	-	-	-	0.44
AJ-59	0.26	-	-	-	-	-	-	-	-	-	-	-	0.26
AJ-60	2.60	-	-	-	-	-	-	-	-	-	-	-	2.60
BUS-22	28.20	2.50	-	4.00	5.30	-	-	3.00	-	7.20	6.20	-	-

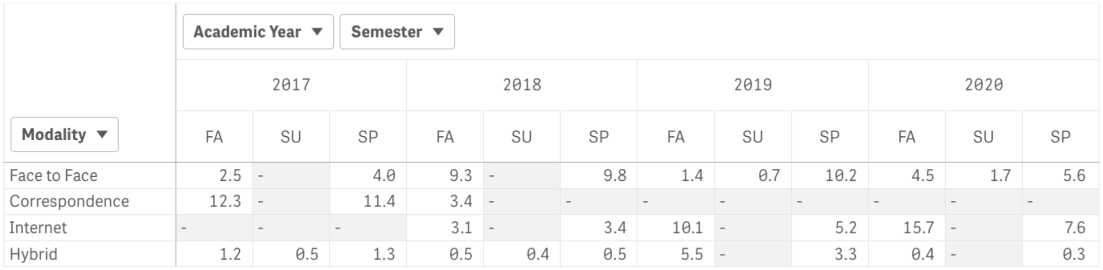
FTES by Course



FTES by Academic Year, Semester, Modality, and Course

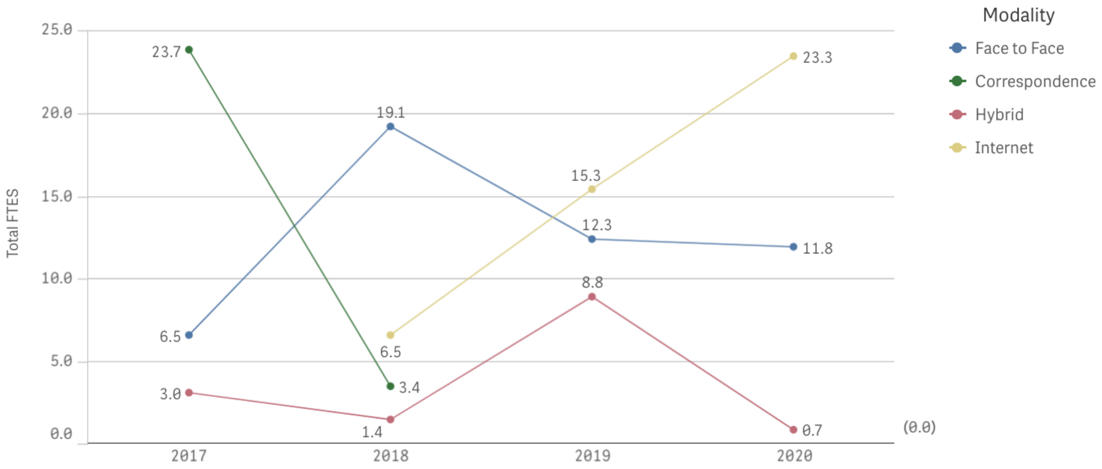
Modality	Section	2017			2018			2019			2020		
		SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP
Face to Face	*Totals*	-	*2.5*	*4.0*	-	*9.3*	*9.8*	*0.7*	*1.4*	*10.2*	*1.7*	*4.5*	*5.6*
	AJ-5-M3881	-	-	-	-	-	-	-	-	1.9	-	-	-
	AJ-12-M0003	-	-	-	-	2.8	-	-	-	-	-	-	-
	AJ-14-M0002	-	-	-	-	1.0	-	-	1.4	-	-	-	-
	AJ-20-M0004	-	-	-	-	3.3	-	-	-	-	-	-	-
	AJ-20-M3990	-	-	-	-	-	2.3	-	-	-	-	-	-
	AJ-23-M4590	-	-	-	-	-	2.7	-	-	-	-	-	-
	AJ-35-M3995	-	-	-	-	-	2.4	-	-	-	-	-	-
	AJ-37-M4206	-	-	-	-	-	0.7	-	-	-	-	-	-
	AJ-52A-M3549	-	-	-	-	-	-	-	-	-	-	-	1.8
	AJ-52A-M4965	-	-	-	-	-	0.8	-	-	1.1	-	-	-
	AJ-52A-M4986	-	-	-	-	-	0.8	-	-	-	-	-	-
	AJ-52B-M3572	-	-	-	-	-	-	-	-	-	-	-	0.5
	AJ-53-M1217	-	-	-	-	-	-	-	-	-	-	1.1	-
	AJ-53-M5196	-	-	-	-	-	-	-	-	-	1.7	-	-
	AJ-57-M1152	-	-	-	-	-	-	-	-	-	-	0.4	-
	AJ-57-M1215	-	-	-	-	-	-	-	-	-	-	0.2	-
	AJ-57-M5147	-	-	-	-	-	-	0.2	-	-	-	-	-
	AJ-57-M5148	-	-	-	-	-	-	0.5	-	-	-	-	-
	AJ-58-M3573	-	-	-	-	-	-	-	-	-	-	-	0.4
	AJ-59-M3574	-	-	-	-	-	-	-	-	-	-	-	0.3
	AJ-60-M3583	-	-	-	-	-	-	-	-	-	-	-	2.6
	BUS-22-K0829	-	-	-	-	-	-	-	-	-	-	1.6	-
	BUS-22-K1135	-	-	-	-	1.3	-	-	-	-	-	1.2	-
	BUS-22-K1914	-	-	-	-	0.9	-	-	-	-	-	-	-
	BUS-22-K3664	-	-	-	-	-	-	-	-	1.9	-	-	-
	BUS-22-K3946	-	-	1.3	-	-	-	-	-	3.6	-	-	-
	BUS-22-K3947	-	-	1.5	-	-	-	-	-	-	-	-	-
	BUS-22-K4413	-	-	1.2	-	-	-	-	-	1.7	-	-	-
	BUS-22-M0829	-	2.5	-	-	-	-	-	-	-	-	-	-
Correspondence	*Totals*	-	*12.3*	*11.4*	-	*3.4*	-	-	-	-	-	-	-
	AJ-9-C0129	-	1.4	-	-	1.4	-	-	-	-	-	-	-
	AJ-9-C0130	-	0.3	-	-	-	-	-	-	-	-	-	-
	AJ-10-C4494	-	-	1.9	-	-	-	-	-	-	-	-	-
	AJ-10-C4598	-	-	0.2	-	-	-	-	-	-	-	-	-
	AJ-11-C4155	-	-	0.2	-	-	-	-	-	-	-	-	-
	AJ-11-C4197	-	-	1.4	-	-	-	-	-	-	-	-	-
	AJ-12-C0003	-	2.8	-	-	-	-	-	-	-	-	-	-
	AJ-12-C0788	-	0.4	-	-	-	-	-	-	-	-	-	-
	AJ-13-C4156	-	-	1.4	-	-	-	-	-	-	-	-	-
	AJ-14-C0002	-	1.8	-	-	-	-	-	-	-	-	-	-
	AJ-14-C0791	-	0.1	-	-	-	-	-	-	-	-	-	-
	AJ-20-C0004	-	2.8	-	-	-	-	-	-	-	-	-	-
	AJ-20-C0005	-	0.7	-	-	-	-	-	-	-	-	-	-
	AJ-20-C0016	-	1.2	-	-	-	-	-	-	-	-	-	-
	AJ-23-C4484	-	-	0.5	-	-	-	-	-	-	-	-	-
	AJ-23-C4590	-	-	2.9	-	-	-	-	-	-	-	-	-
	AJ-24-C0007	-	0.6	-	-	2.0	-	-	-	-	-	-	-
	AJ-24-C0720	-	0.2	-	-	-	-	-	-	-	-	-	-
	AJ-35-C3995	-	-	2.5	-	-	-	-	-	-	-	-	-
	AJ-35-C4161	-	-	0.4	-	-	-	-	-	-	-	-	-
Internet	*Totals*	-	-	-	-	*3.1*	*3.4*	-	*10.1*	*5.2*	-	*15.7*	*7.6*
	AJ-8-N3691	-	-	-	-	-	-	-	-	-	-	-	0.9
	AJ-9-N0130	-	-	-	-	-	-	-	2.0	-	-	1.3	-
	AJ-9-N3689	-	-	-	-	-	-	-	-	-	-	-	0.9
	AJ-10-N4588	-	-	-	-	-	2.0	-	-	2.6	-	-	1.6
	AJ-11-N0008	-	-	-	-	-	-	-	1.6	-	-	-	-
	AJ-12-N0003	-	-	-	-	-	-	-	-	-	-	3.3	-
	AJ-12-N3925	-	-	-	-	-	-	-	-	2.6	-	-	1.1
	AJ-16-N3986	-	-	-	-	-	1.4	-	-	-	-	-	-
	AJ-20-N0857	-	-	-	-	-	-	-	3.5	-	-	2.9	-
	AJ-20-N3990	-	-	-	-	-	-	-	-	-	-	-	1.6
	AJ-23-N0030	-	-	-	-	-	-	-	-	-	-	2.8	-
	AJ-24-N0007	-	-	-	-	-	-	-	-	-	-	2.0	-
	AJ-35-N3842	-	-	-	-	-	-	-	-	-	-	-	1.5
	BUS-22-N0089	-	-	-	-	3.1	-	-	3.0	-	-	3.4	-
Hybrid	*Totals*	*0.5*	*1.2*	*1.3*	*0.4*	*0.5*	*0.5*	-	*5.5*	*3.3*	-	*0.4*	*0.3*
	AJ-8-Y3691	-	-	-	-	-	-	-	-	0.8	-	-	-
	AJ-12-Y0788	-	-	-	-	-	-	-	3.0	-	-	-	-
	AJ-20-Y3990	-	-	-	-	-	-	-	-	2.0	-	-	-
	AJ-24-Y0720	-	-	-	-	-	-	-	1.5	-	-	-	-
	AJ-49-Y0496	-	1.2	-	-	0.3	-	-	1.0	-	-	0.4	-
	AJ-49-Y0535	-	-	-	-	0.2	-	-	-	-	-	-	-
	AJ-49-Y4011	-	-	1.1	-	-	0.5	-	-	0.5	-	-	0.2
	AJ-49-Y4407	-	-	0.2	-	-	-	-	-	0.0	-	-	0.0
	AJ-49-Y5794	0.5	-	-	0.4	-	-	-	-	-	-	-	-

FTES by Modality and Academic Year

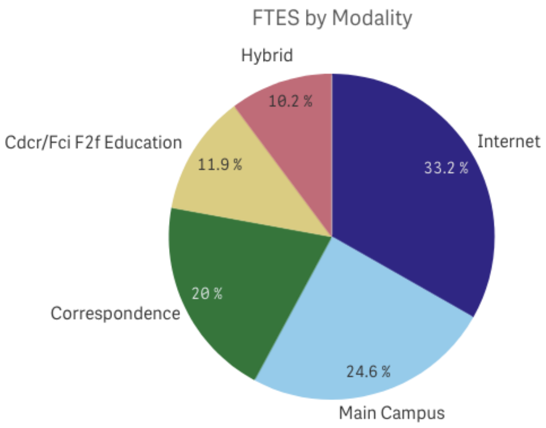

Academic Year ▼
Semester ▼
Modality ▼

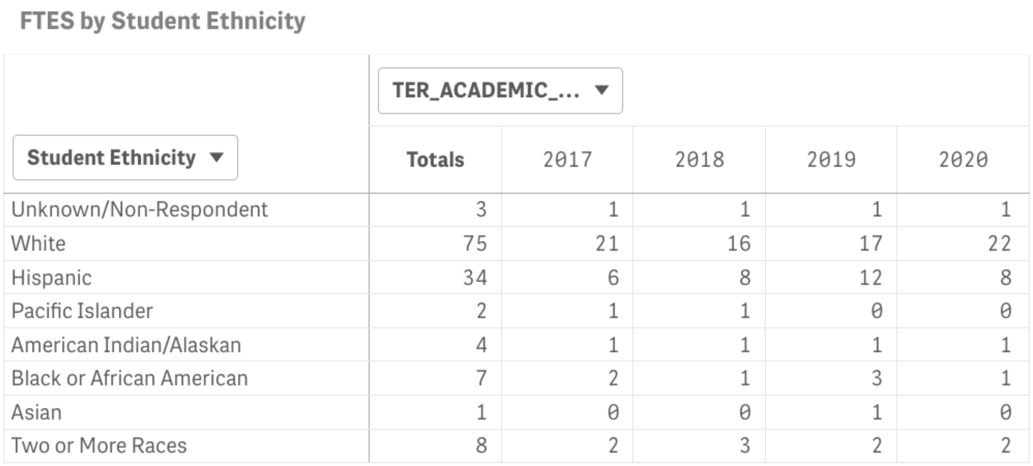
	2017			2018			2019			2020		
Modality	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Face to Face	2.5	-	4.0	9.3	-	9.8	1.4	0.7	10.2	4.5	1.7	5.6
Correspondence	12.3	-	11.4	3.4	-	-	-	-	-	-	-	-
Internet	-	-	-	3.1	-	3.4	10.1	-	5.2	15.7	-	7.6
Hybrid	1.2	0.5	1.3	0.5	0.4	0.5	5.5	-	3.3	0.4	-	0.3

FTES by Modality and Academic Year



FTES by Modality

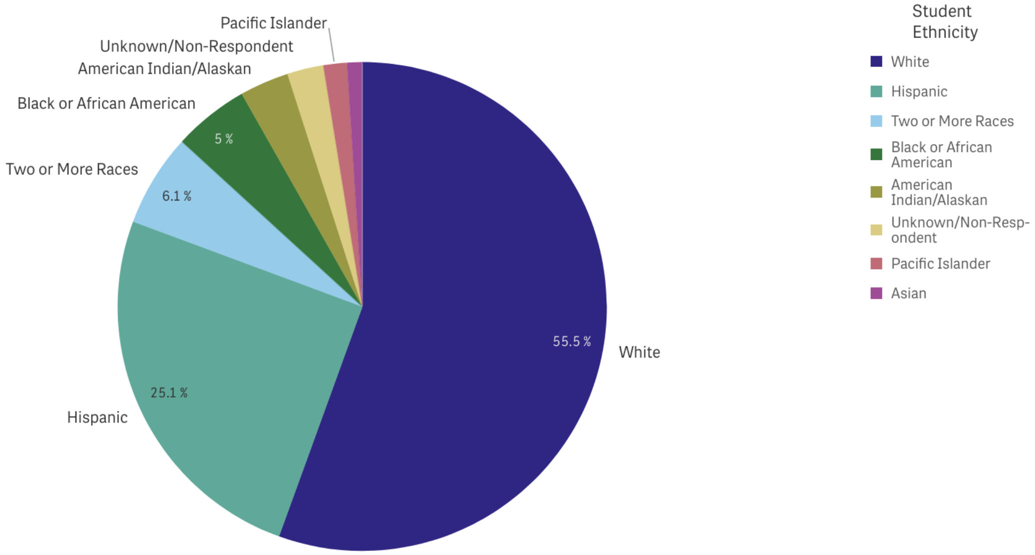




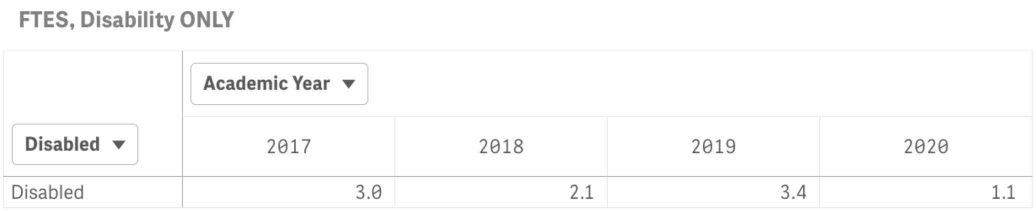
FTES by Student Ethnicity

	TER_ACADEMIC_...				
Student Ethnicity	**Totals**	2017	2018	2019	2020
Unknown/Non-Respondent	3	1	1	1	1
White	75	21	16	17	22
Hispanic	34	6	8	12	8
Pacific Islander	2	1	1	0	0
American Indian/Alaskan	4	1	1	1	1
Black or African American	7	2	1	3	1
Asian	1	0	0	1	0
Two or More Races	8	2	3	2	2

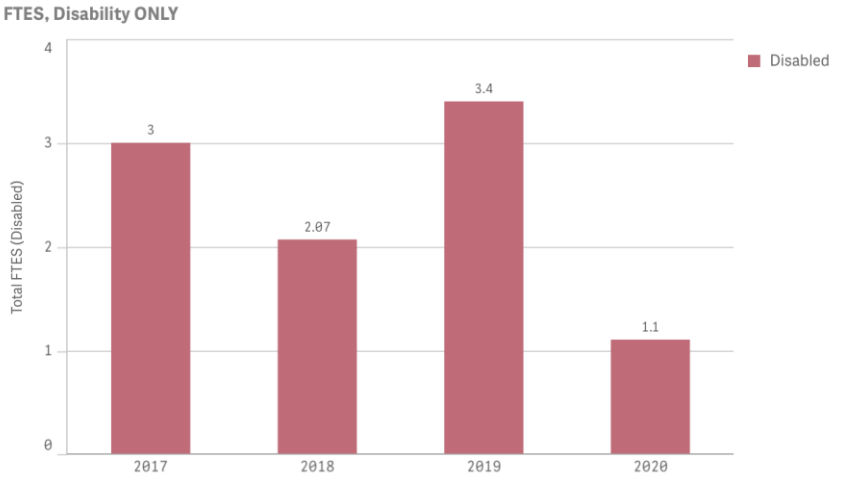
FTES by Student Ethnicity



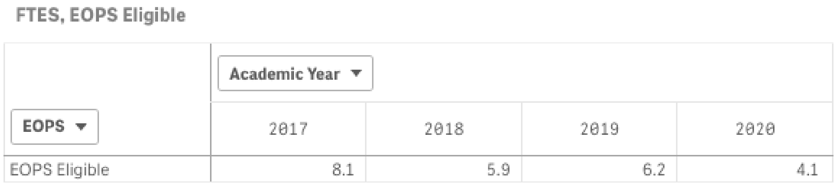
CalWORKS: Special Program FTES Data not included as N<10


FTES, Disability ONLY
Academic Year ▼
Disabled ▼

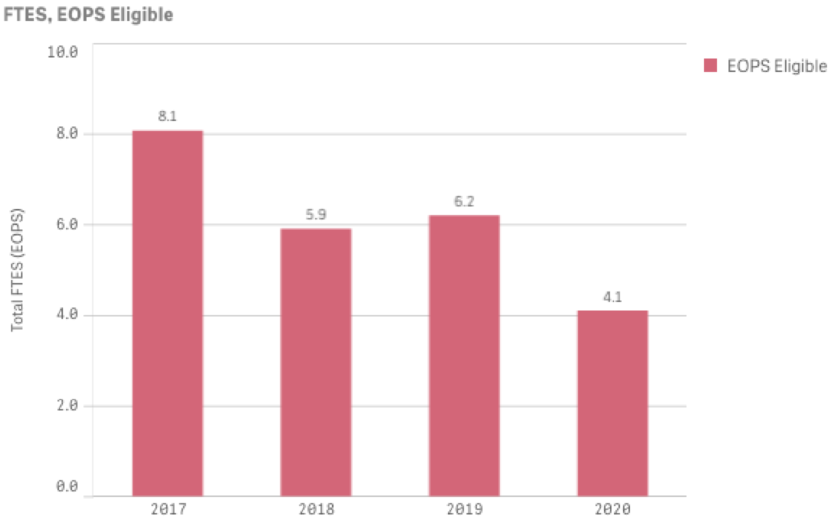
Disabled	2017	2018	2019	2020
Disabled	3.0	2.1	3.4	1.1



Disabled: Special Program FTES Data not included for Academic Year 2020-2021 as N<10


FTES, EOPS Eligible
Academic Year ▼
EOPS ▼

EOPS	2017	2018	2019	2020
EOPS Eligible	8.1	5.9	6.2	4.1



EOPS: Special Program FTES Data

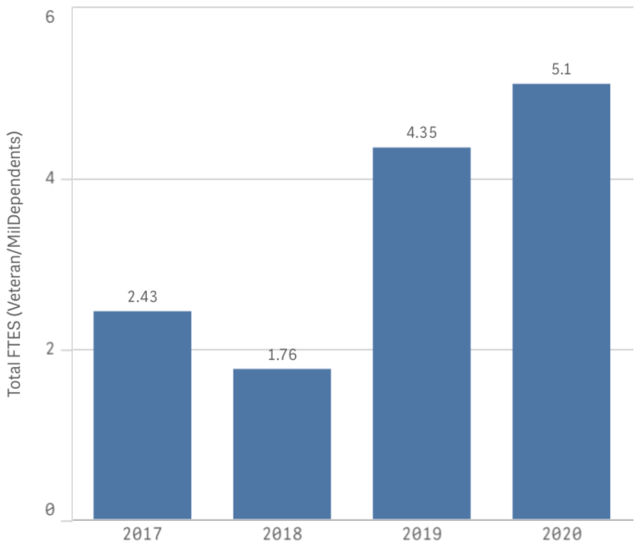
CARE: Special Program FTES Data not included as N<10

Foster Youth: Special Program FTES Data not included as N<10

FTES - Veterans and Military Dependents

Veteran Status ▼	Academic Year ▼			
	2017	2018	2019	2020
Active Military	-	0.2	0.1	0.9
Active Reserve/National Guard	-	-	0.1	0.1
Member of the Active Reserve	-	-	0.0	-
Member of the National Guard	-	-	0.4	0.1
Parent/Guard Veteran	1.0	0.5	1.1	1.6
Veteran	0.1	0.2	0.7	0.6
Veteran Discharged in Last Year	0.8	0.7	1.7	1.4
Veteran Discharged over 1 Year	0.5	0.2	0.2	0.5

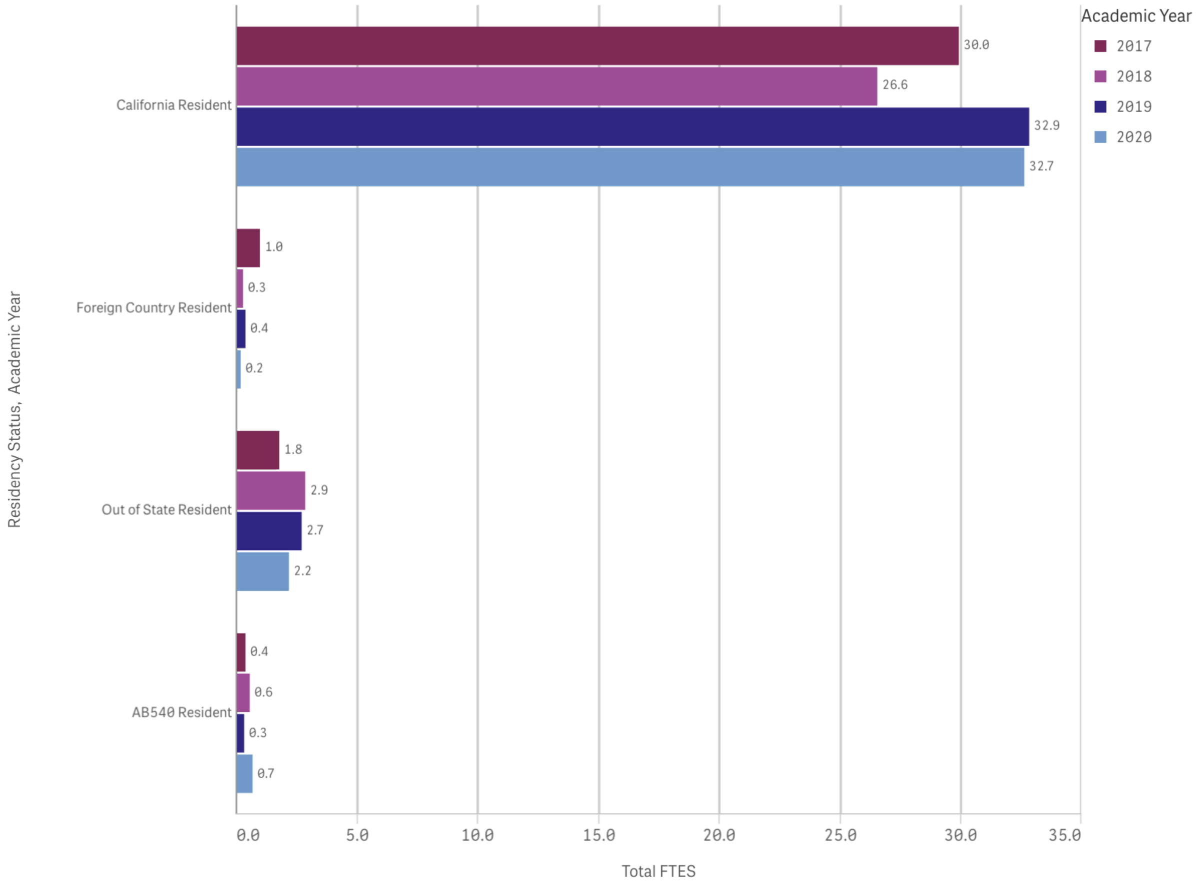
FTES - Veterans and Military Dependents



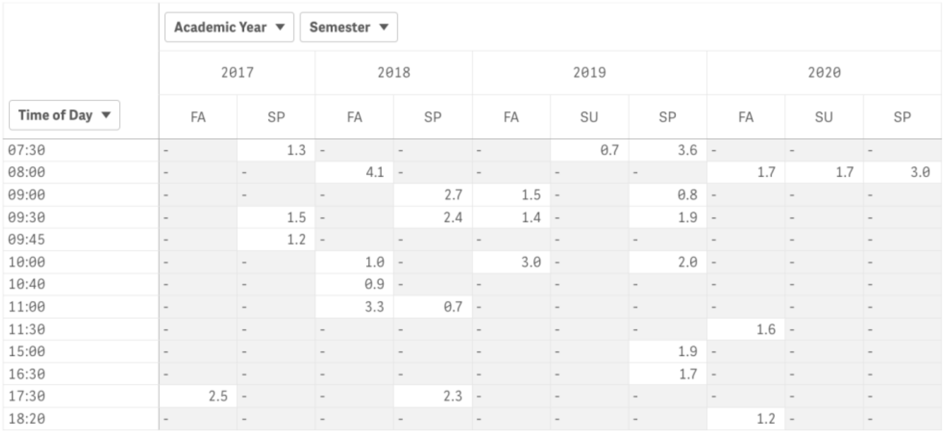
FTES by Academic Year and Residency Status

Residency Status ▼	Academic Year ▼ 2017	2018	2019	2020
California Resident	30.0	26.6	32.9	32.7
Foreign Country Resident	1.0	0.3	0.4	0.2
Out of State Resident	1.8	2.9	2.7	2.2
AB540 Resident	0.4	0.6	0.3	0.7

FTES by Academic Year and ResidencyStatus

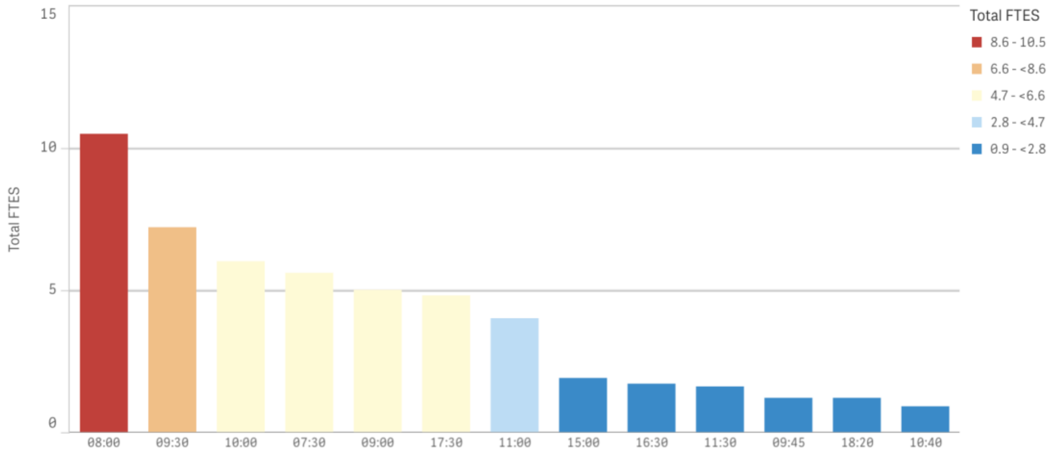


FTES by Time of Day

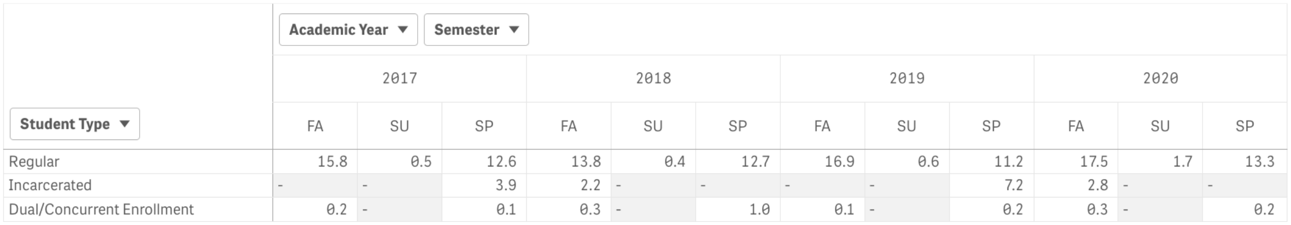

Academic Year ▼
Semester ▼
Time of Day ▼

Time of Day	2017		2018		2019			2020		
	FA	SP	FA	SP	FA	SU	SP	FA	SU	SP
07:30	-	1.3	-	-	-	0.7	3.6	-	-	-
08:00	-	-	4.1	-	-	-	-	1.7	1.7	3.0
09:00	-	-	-	2.7	1.5	-	0.8	-	-	-
09:30	-	1.5	-	2.4	1.4	-	1.9	-	-	-
09:45	-	1.2	-	-	-	-	-	-	-	-
10:00	-	-	1.0	-	3.0	-	2.0	-	-	-
10:40	-	-	0.9	-	-	-	-	-	-	-
11:00	-	-	3.3	0.7	-	-	-	-	-	-
11:30	-	-	-	-	-	-	-	1.6	-	-
15:00	-	-	-	-	-	-	1.9	-	-	-
16:30	-	-	-	-	-	-	1.7	-	-	-
17:30	2.5	-	-	2.3	-	-	-	-	-	-
18:20	-	-	-	-	-	-	-	1.2	-	-

FTES by Time of Day

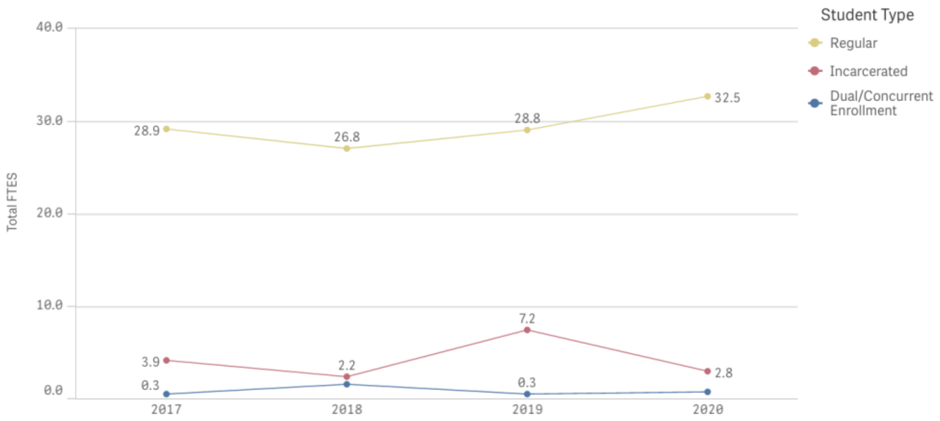


FTES by Student Type_Semester


Academic Year ▼
Semester ▼
Student Type ▼

Student Type	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Regular	15.8	0.5	12.6	13.8	0.4	12.7	16.9	0.6	11.2	17.5	1.7	13.3
Incarcerated	-	-	3.9	2.2	-	-	-	-	7.2	2.8	-	-
Dual/Concurrent Enrollment	0.2	-	0.1	0.3	-	1.0	0.1	-	0.2	0.3	-	0.2

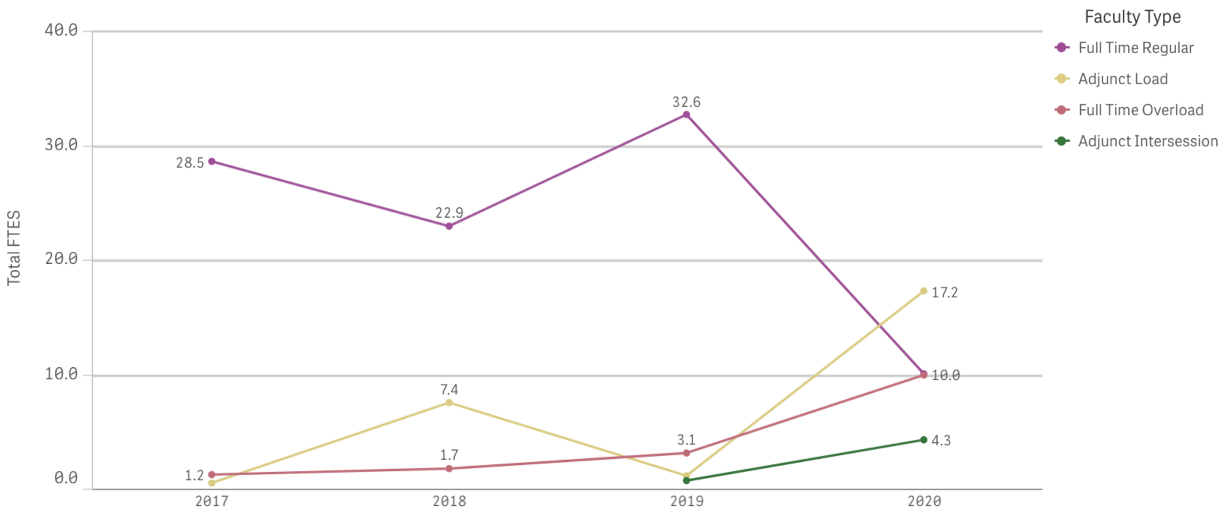
FTES by Student Type and Academic Year



FTES by Faculty Type

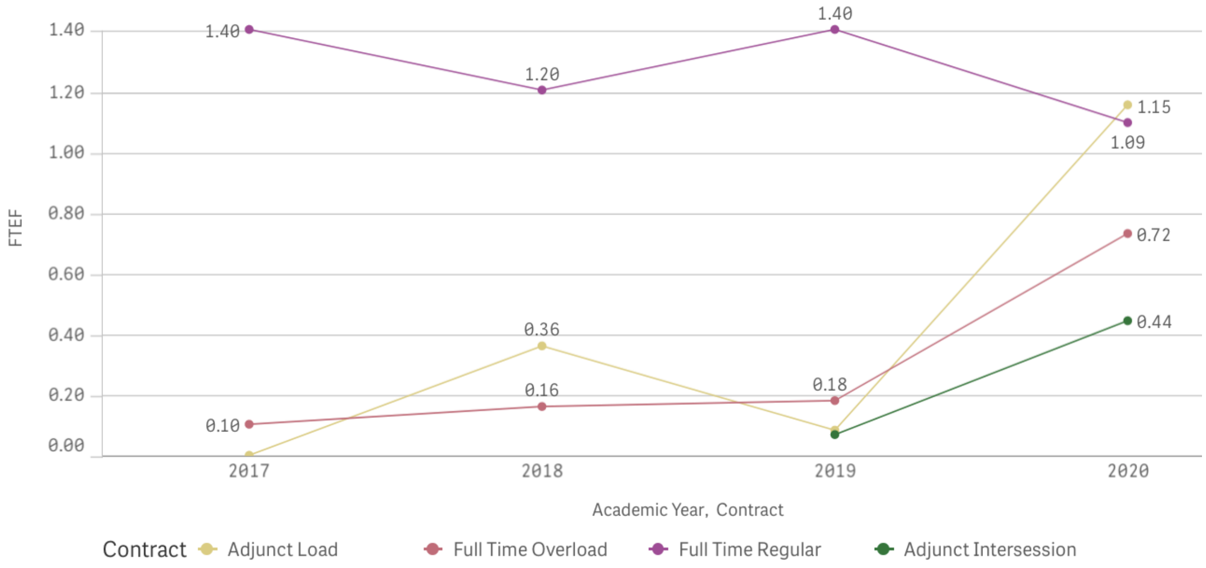
Faculty Type	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Full Time Regular	13.1	-	15.4	13.2	-	9.7	15.0	-	17.6	6.9	-	3.0
Adjunct Load	-	0.5	-	3.1	0.4	4.0	-	-	1.1	8.0	-	9.2
Full Time Overload	1.2	-	-	-	-	1.7	2.0	-	1.1	4.0	-	5.8
Adjunct Intersession	-	-	-	-	-	-	-	0.7	-	-	1.7	2.6

FTES by Faculty Type

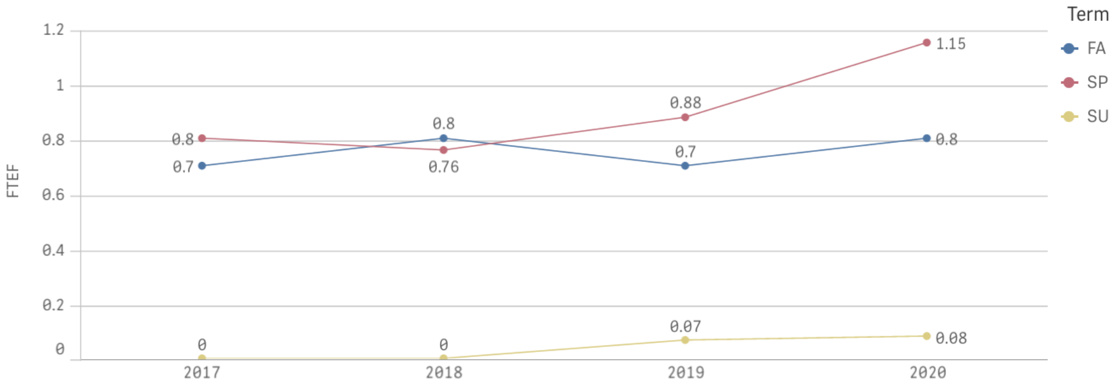


FTEF

FTEF by Academic Year



FTEF by Term



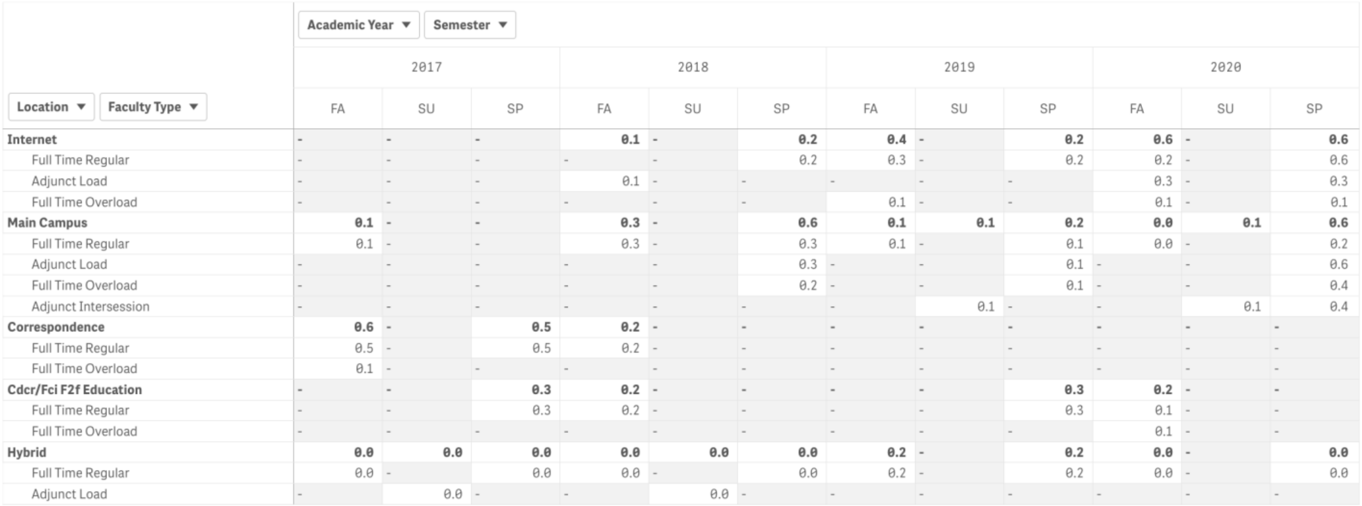
FTEF by Year and Faculty Type

Academic Year	Contract Ed FTEF	PT FTEF	FT FTEF	FT Overload FTEF	Total FTEF	Total FTEF YOY change
Totals	0.00	1.73	5.09	1.16	6.73	-
2020	0.00	1.23	1.09	0.72	2.03	23.3%
2019	0.00	0.15	1.40	0.18	1.65	5.7%
2018	0.00	0.36	1.20	0.16	1.56	3.8%
2017	0.00	0.00	1.40	0.10	1.50	-

FTEF by Faculty Type

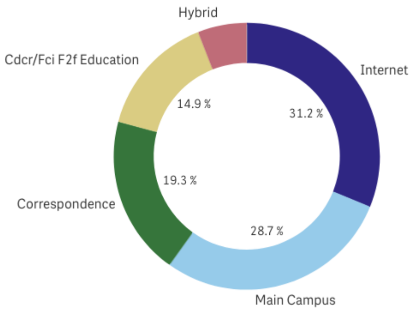
Academic Year ▼ Semester ▼	2017			2018			2019			2020		
Faculty Type ▼	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Full Time Regular	0.6	-	0.8	0.7	-	0.5	0.6	-	0.8	0.3	-	0.8
Adjunct Load	-	0.0	-	0.1	0.0	0.3	-	-	0.1	0.3	-	0.9
Full Time Overload	0.1	-	-	-	-	0.2	0.1	-	0.1	0.2	-	0.5
Adjunct Intersession	-	-	-	-	-	-	-	0.1	-	-	0.1	0.4

FTEF by Location and Faculty Type

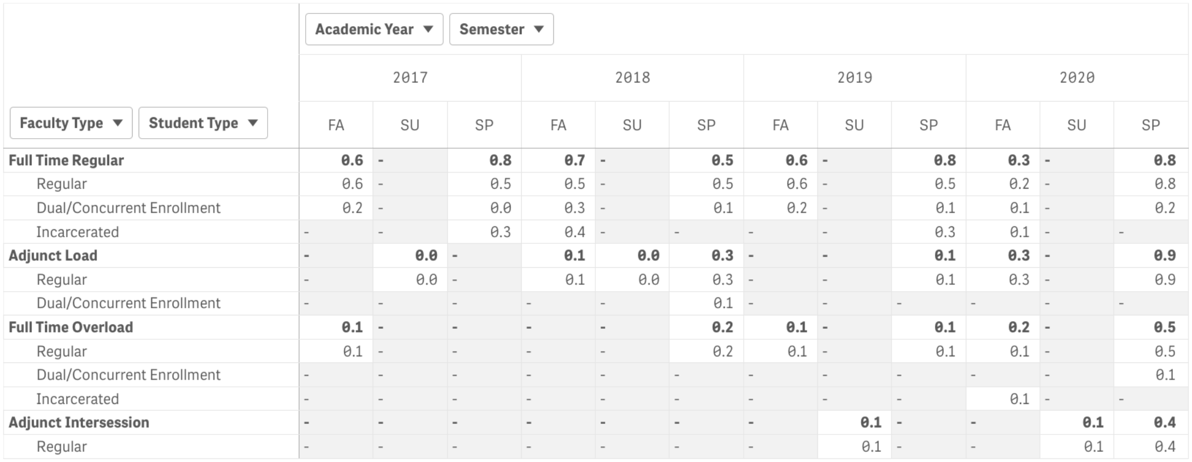


	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Internet	**-**	**-**	**-**	**0.1**	**-**	**0.2**	**0.4**	**-**	**0.2**	**0.6**	**-**	**0.6**
Full Time Regular	-	-	-	-	-	0.2	0.3	-	0.2	0.2	-	0.6
Adjunct Load	-	-	-	0.1	-	-	-	-	-	0.3	-	0.3
Full Time Overload	-	-	-	-	-	-	0.1	-	-	0.1	-	0.1
Main Campus	**0.1**	**-**	**-**	**0.3**	**-**	**0.6**	**0.1**	**0.1**	**0.2**	**0.0**	**0.1**	**0.6**
Full Time Regular	0.1	-	-	0.3	-	0.3	0.1	-	0.1	0.0	-	0.2
Adjunct Load	-	-	-	-	-	0.3	-	-	0.1	-	-	0.6
Full Time Overload	-	-	-	-	-	0.2	-	-	0.1	-	-	0.4
Adjunct Intersession	-	-	-	-	-	-	-	0.1	-	-	0.1	0.4
Correspondence	**0.6**	**-**	**0.5**	**0.2**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Full Time Regular	0.5	-	0.5	0.2	-	-	-	-	-	-	-	-
Full Time Overload	0.1	-	-	-	-	-	-	-	-	-	-	-
Cdcr/Fci F2f Education	**-**	**-**	**0.3**	**0.2**	**-**	**-**	**-**	**-**	**0.3**	**0.2**	**-**	**-**
Full Time Regular	-	-	0.3	0.2	-	-	-	-	0.3	0.1	-	-
Full Time Overload	-	-	-	-	-	-	-	-	-	0.1	-	-
Hybrid	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.2**	**-**	**0.2**	**0.0**	**-**	**0.0**
Full Time Regular	0.0	-	0.0	0.0	-	0.0	0.2	-	0.2	0.0	-	0.0
Adjunct Load	-	0.0	-	-	0.0	-	-	-	-	-	-	-

FTEF by Location



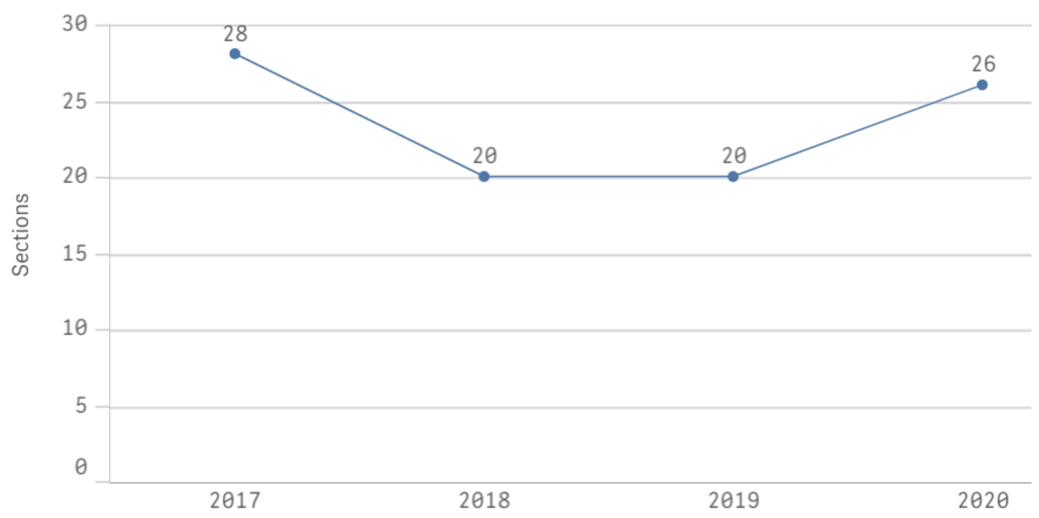
FTEF by Faculty Type and Student Type



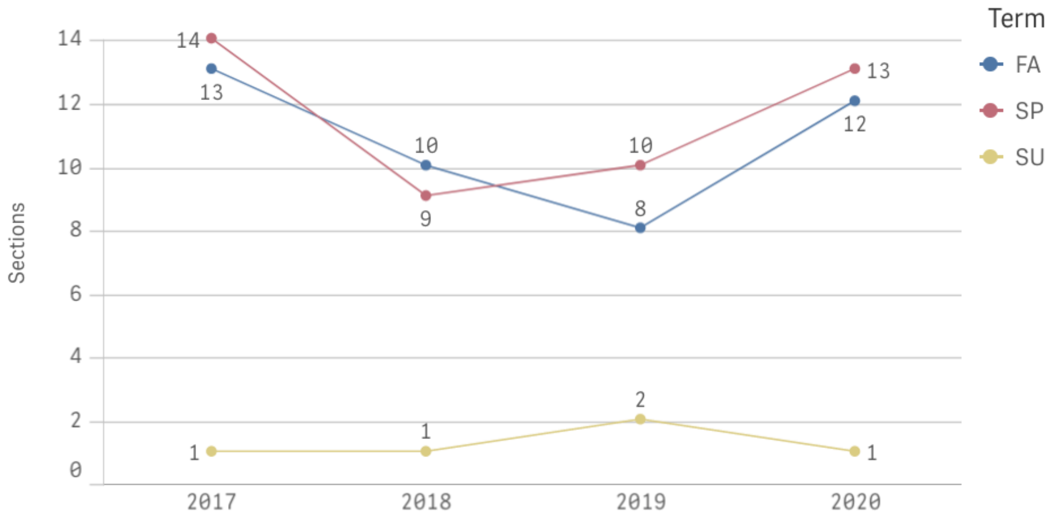
	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Full Time Regular	**0.6**	**-**	**0.8**	**0.7**	**-**	**0.5**	**0.6**	**-**	**0.8**	**0.3**	**-**	**0.8**
Regular	0.6	-	0.5	0.5	-	0.5	0.6	-	0.5	0.2	-	0.8
Dual/Concurrent Enrollment	0.2	-	0.0	0.3	-	0.1	0.2	-	0.1	0.1	-	0.2
Incarcerated	-	-	0.3	0.4	-	-	-	-	0.3	0.1	-	-
Adjunct Load	**-**	**0.0**	**-**	**0.1**	**0.0**	**0.3**	**-**	**-**	**0.1**	**0.3**	**-**	**0.9**
Regular	-	0.0	-	0.1	0.0	0.3	-	-	0.1	0.3	-	0.9
Dual/Concurrent Enrollment	-	-	-	-	-	0.1	-	-	-	-	-	-
Full Time Overload	**0.1**	**-**	**-**	**-**	**-**	**0.2**	**0.1**	**-**	**0.1**	**0.2**	**-**	**0.5**
Regular	0.1	-	-	-	-	0.2	0.1	-	0.1	0.1	-	0.5
Dual/Concurrent Enrollment	-	-	-	-	-	-	-	-	-	-	-	0.1
Incarcerated	-	-	-	-	-	-	-	-	-	0.1	-	-
Adjunct Intersession	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**0.1**	**-**	**-**	**0.1**	**0.4**
Regular	-	-	-	-	-	-	-	0.1	-	-	0.1	0.4

SECTIONS

Sections by Academic Year



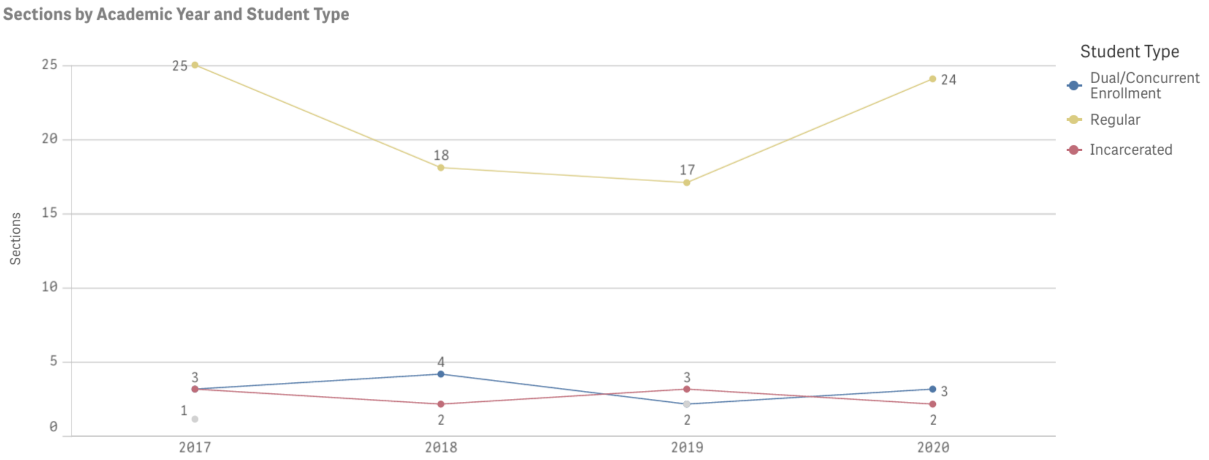
Sections by Term



Sections by Academic Year and Student Type

	Academic Year ▼			
Student Type ▼	2017	2018	2019	2020
-	1	-	2	-
Dual/Concurrent Enrollment	3	4	2	3
Regular	25	18	17	24
Incarcerated	3	2	3	2

Sections by Academic Year and Student Type

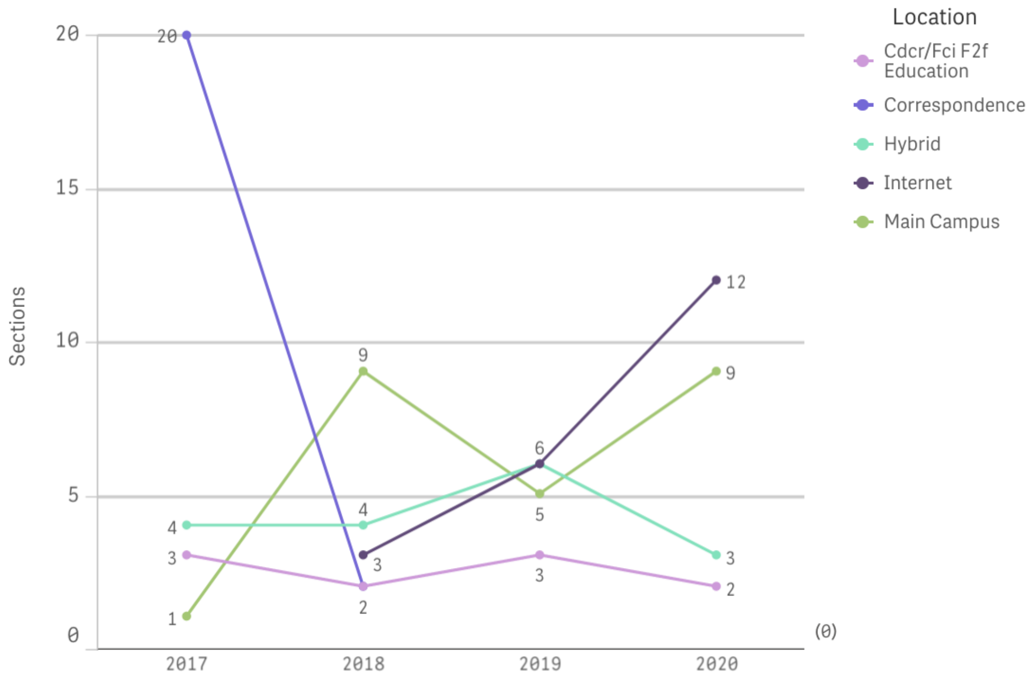


Sections by Location and Academic Year

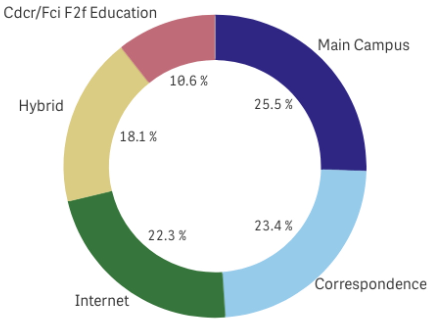
Location ▼	**Totals**	2017			2018			2019			2020		
		FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Main Campus	24	1	-	-	3	-	6	1	2	2	3	1	5
Correspondence	22	11	-	9	2	-	-	-	-	-	-	-	-
Internet	21	-	-	-	1	-	2	4	-	2	6	-	6
Hybrid	17	1	1	2	2	1	1	3	-	3	1	-	2
Cdcr/Fci F2f Education	10	-	-	3	2	-	-	-	-	3	2	-	-

Academic Year ▼ **Semester** ▼

Sections by Location and Academic Year



Sections by Location

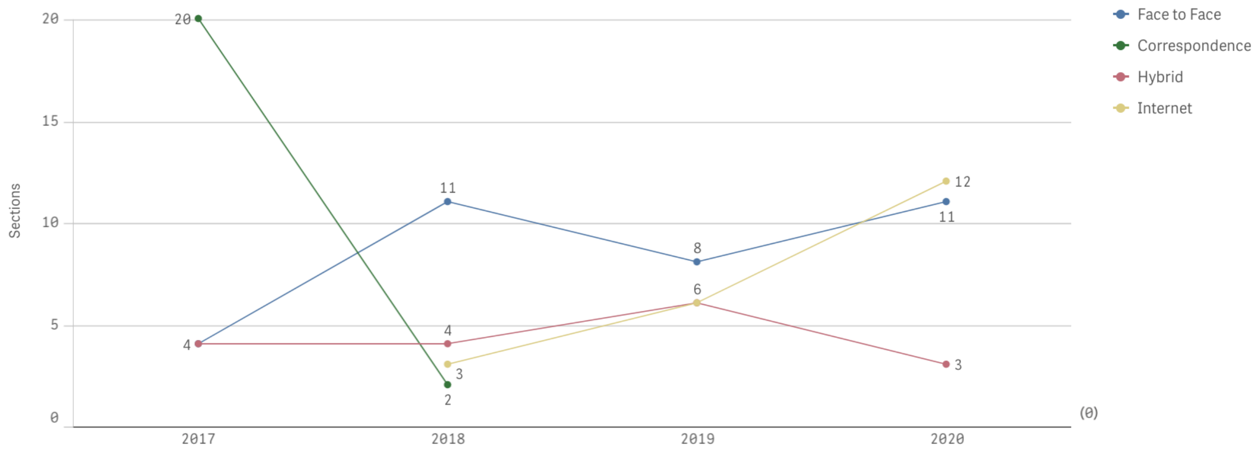


Sections by Modality and Academic Year

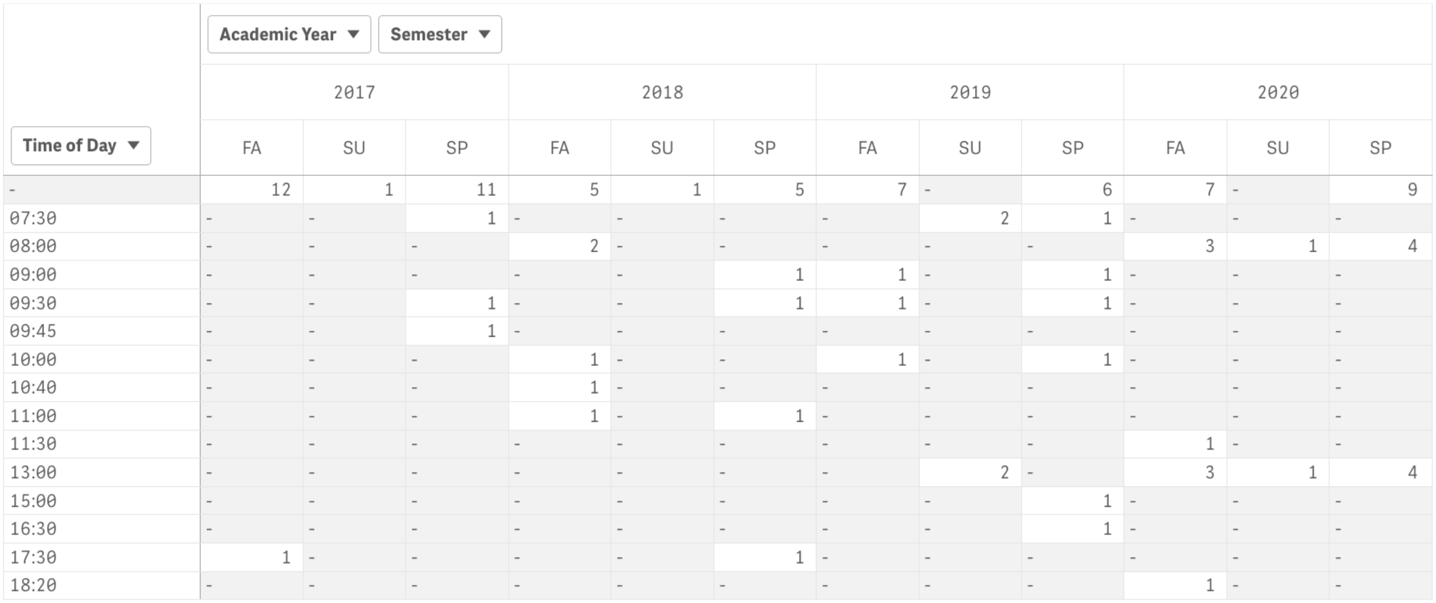
Academic Year ▼ Semester ▼

Modality ▼	Totals	2017			2018			2019			2020		
		FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Face to Face	34	1	-	3	5	-	6	1	2	5	5	1	5
Correspondence	22	11	-	9	2	-	-	-	-	-	-	-	-
Internet	21	-	-	-	1	-	2	4	-	2	6	-	6
Hybrid	17	1	1	2	2	1	1	3	-	3	1	-	2

Sections by Modality and Academic Year



Sections by Time of Day and Academic Year

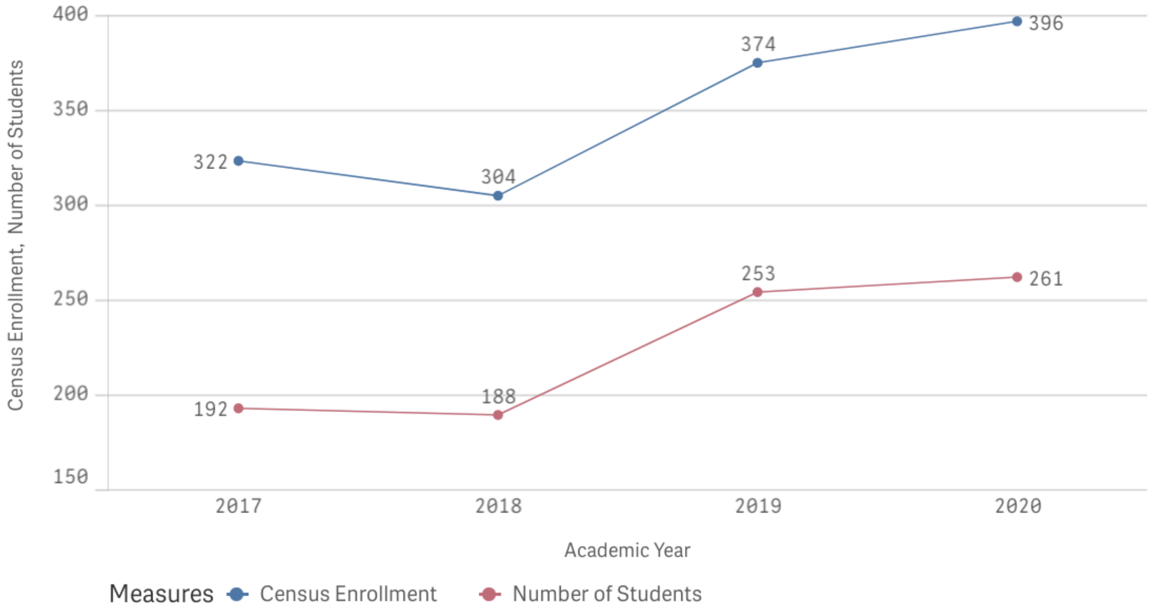


Academic Year ▼
Semester ▼
Time of Day ▼

Time of Day	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
-	12	1	11	5	1	5	7	-	6	7	-	9
07:30	-	-	1	-	-	-	-	2	1	-	-	-
08:00	-	-	-	2	-	-	-	-	-	3	1	4
09:00	-	-	-	-	-	1	1	-	1	-	-	-
09:30	-	-	1	-	-	1	1	-	1	-	-	-
09:45	-	-	1	-	-	-	-	-	-	-	-	-
10:00	-	-	-	1	-	-	1	-	1	-	-	-
10:40	-	-	-	1	-	-	-	-	-	-	-	-
11:00	-	-	-	1	-	1	-	-	-	-	-	-
11:30	-	-	-	-	-	-	-	-	-	1	-	-
13:00	-	-	-	-	-	-	-	2	-	3	1	4
15:00	-	-	-	-	-	-	-	-	1	-	-	-
16:30	-	-	-	-	-	-	-	-	1	-	-	-
17:30	1	-	-	-	-	1	-	-	-	-	-	-
18:20	-	-	-	-	-	-	-	-	-	1	-	-

HEADCOUNT

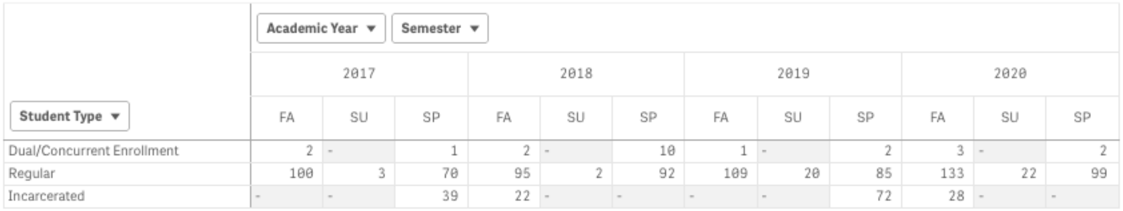
Headcount and Enrollment by Academic Year



Headcount and Enrollment by Academic Year

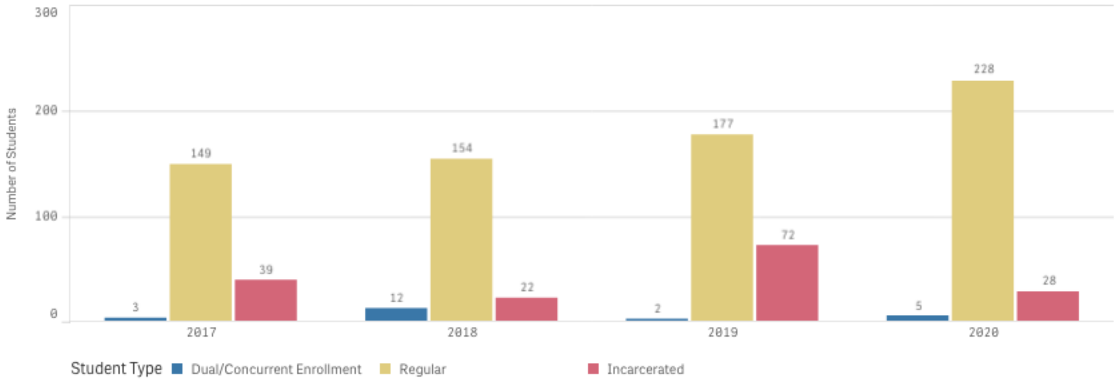
Academic Year	Census Enrollment	YOY Census Enrollment	Number of Students	Undup. HC YOY Change	Enrollments per Student
Totals	**1,396**	**-**	**769**	**-**	**1.8**
2020	396	6%	261	3%	1.5
2019	374	23%	253	35%	1.5
2018	304	-6%	188	-2%	1.6
2017	322	-	192	-	1.7

Headcount by Student Type and Academic Year

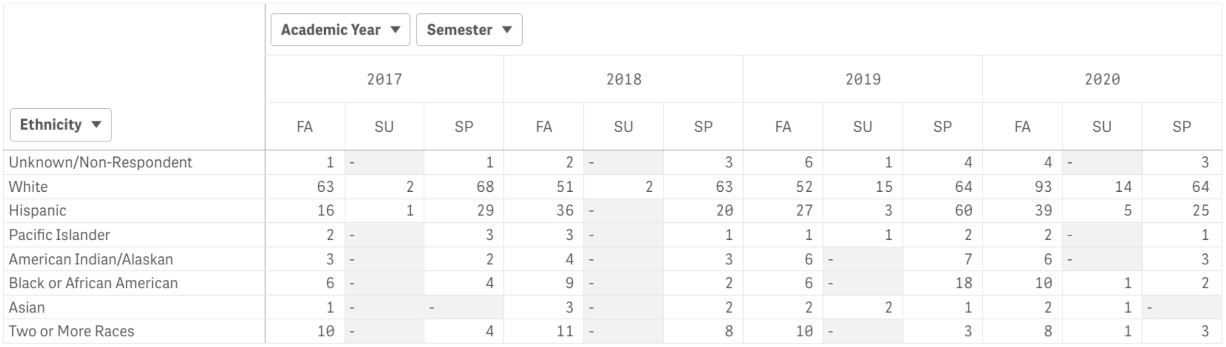

Academic Year ▼
Semester ▼
Student Type ▼

Student Type	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Dual/Concurrent Enrollment	2	-	1	2	-	10	1	-	2	3	-	2
Regular	100	3	70	95	2	92	109	20	85	133	22	99
Incarcerated	-	-	39	22	-	-	-	-	72	28	-	-

Headcount by Student Type and Academic Year

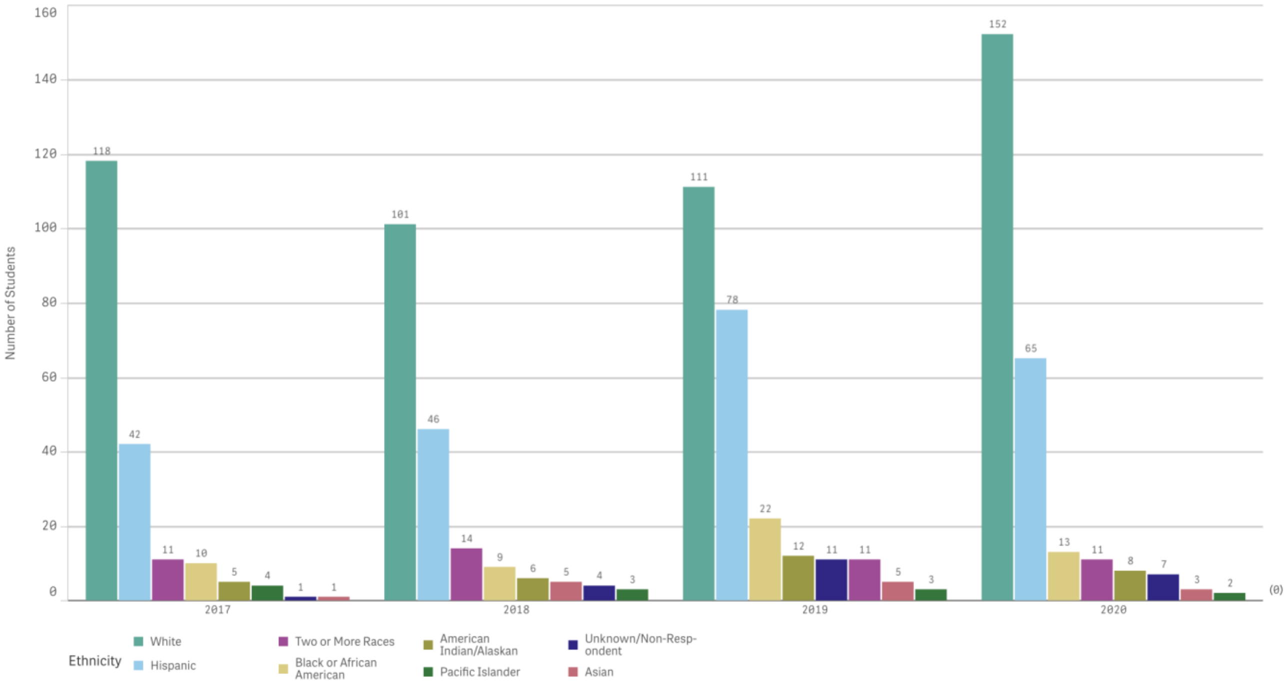


Headcount by Ethnicity (8) and Academic Year

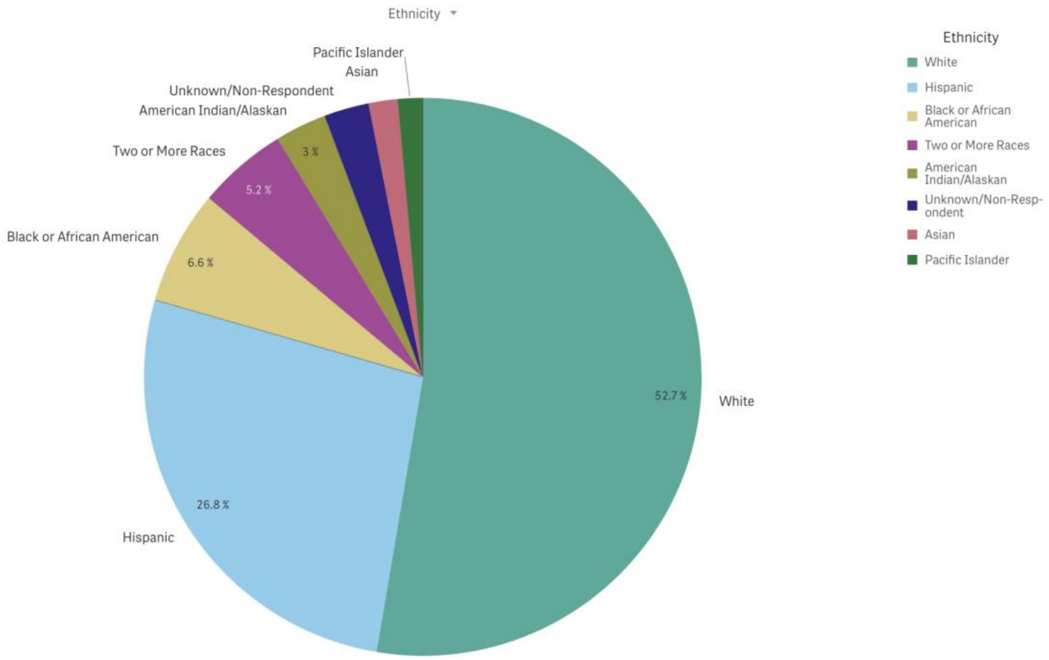

Academic Year ▼
Semester ▼
Ethnicity ▼

Ethnicity	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Unknown/Non-Respondent	1	-	1	2	-	3	6	1	4	4	-	3
White	63	2	68	51	2	63	52	15	64	93	14	64
Hispanic	16	1	29	36	-	20	27	3	60	39	5	25
Pacific Islander	2	-	3	3	-	1	1	1	2	2	-	1
American Indian/Alaskan	3	-	2	4	-	3	6	-	7	6	-	3
Black or African American	6	-	4	9	-	2	6	-	18	10	1	2
Asian	1	-	-	3	-	2	2	2	1	2	1	-
Two or More Races	10	-	4	11	-	8	10	-	3	8	1	3

Headcount by Academic Year and Ethnicity

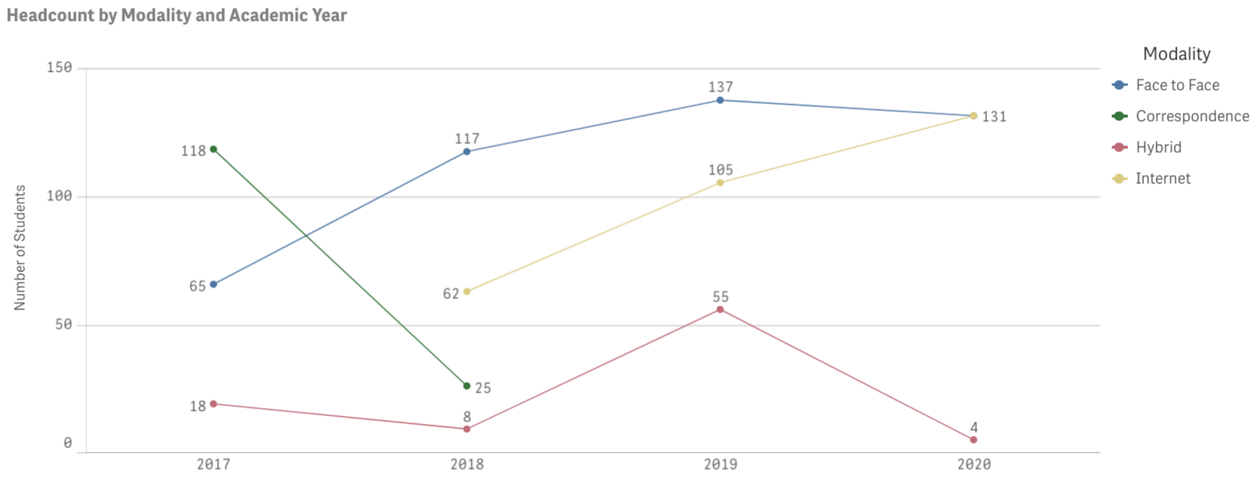


Headcount by Ethnicity and Academic Year

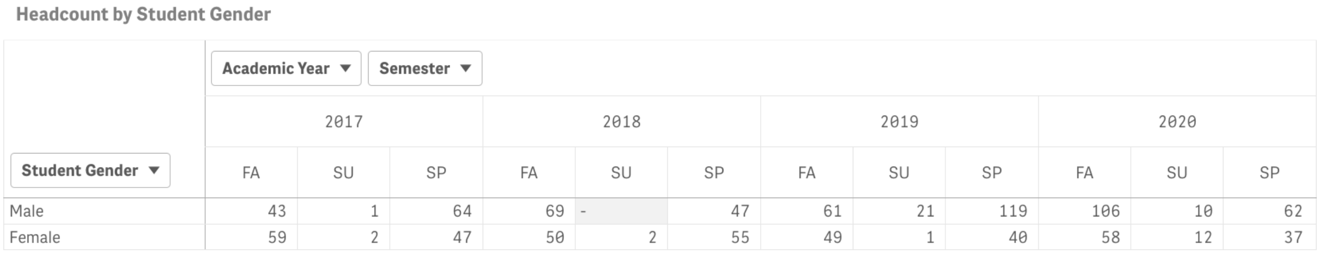


Headcount by Modality and Academic Year

	Academic Year ▼			
Modality ▼	2017	2018	2019	2020
Face to Face	65	117	137	131
Correspondence	118	25	-	-
Internet	-	62	105	131
Hybrid	18	8	55	4



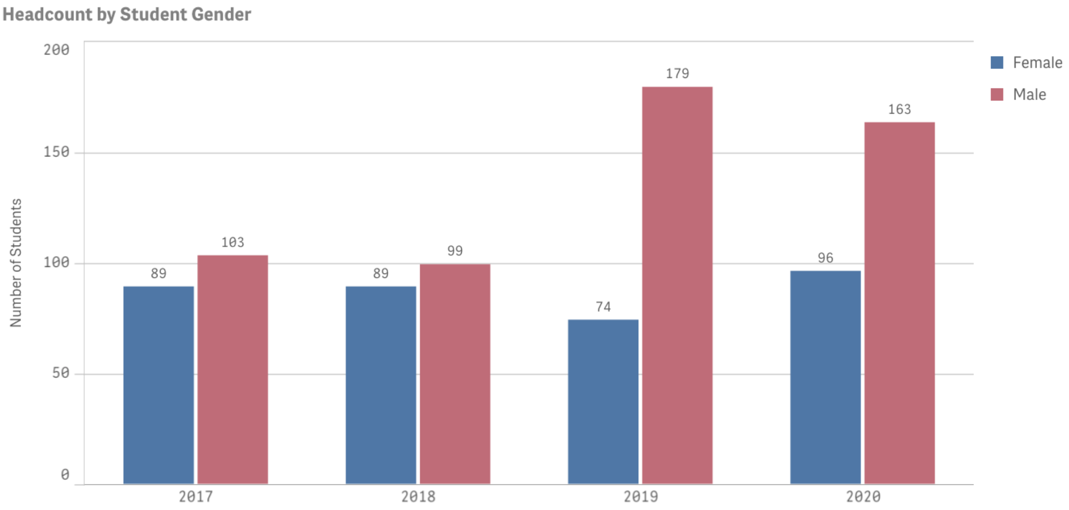
Headcount by Modality and Academic Year



Headcount by Student Gender

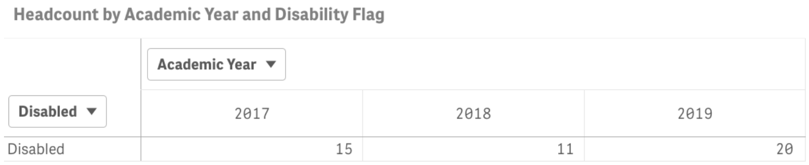
Academic Year ▼
Semester ▼
Student Gender ▼

Student Gender	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Male	43	1	64	69	-	47	61	21	119	106	10	62
Female	59	2	47	50	2	55	49	1	40	58	12	37



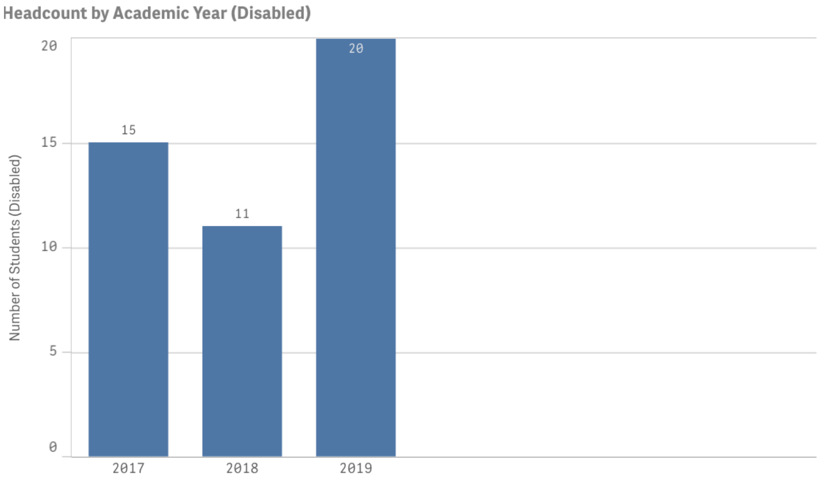
Headcount by Student Gender

CalWorks: Special Program Headcount Data not included as N<10

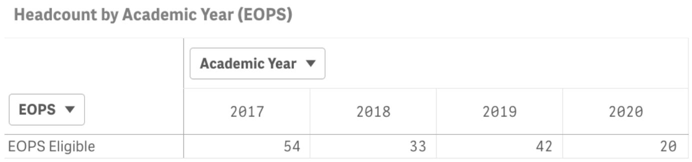


Headcount by Academic Year and Disability Flag

	Academic Year ▼		
Disabled ▼	2017	2018	2019
Disabled	15	11	20

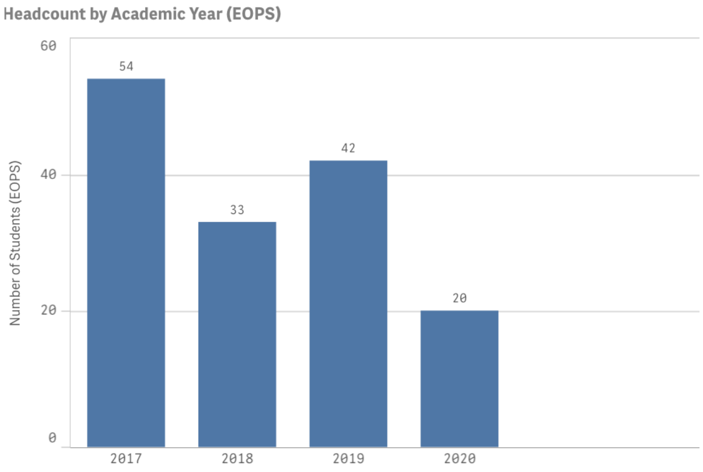


Disabled: Special Program Headcount Data not included for Academic Year 2020-2021 as N<10



Headcount by Academic Year (EOPS)

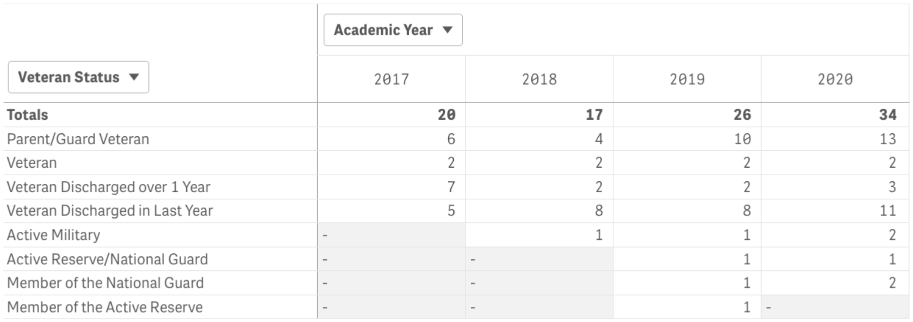
	Academic Year ▼			
EOPS ▼	2017	2018	2019	2020
EOPS Eligible	54	33	42	20



EOPS: Special Program Headcount Data

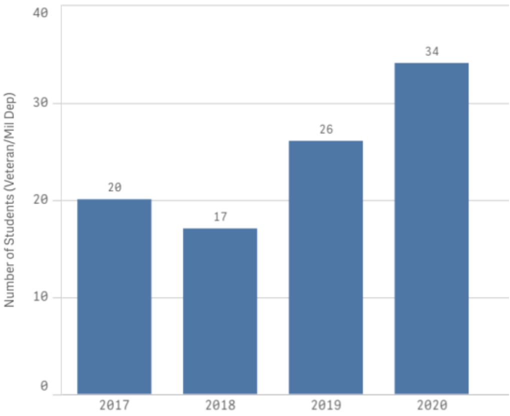
CARE: Special Program Headcount Data not included as N<10
Foster Youth: Special Program Headcount Data not included as N<10

Headcount by Academic Year and Veteran/Military Dependent Status

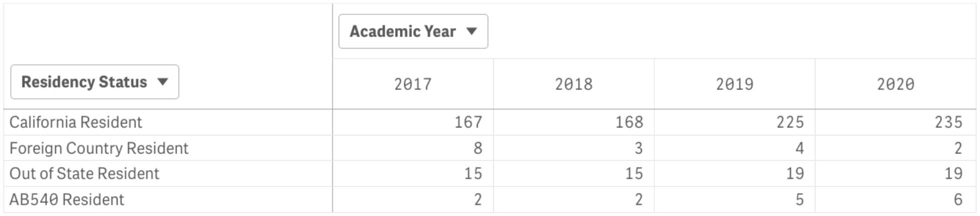


Veteran Status	2017	2018	2019	2020
Totals	**20**	**17**	**26**	**34**
Parent/Guard Veteran	6	4	10	13
Veteran	2	2	2	2
Veteran Discharged over 1 Year	7	2	2	3
Veteran Discharged in Last Year	5	8	8	11
Active Military	-	1	1	2
Active Reserve/National Guard	-	-	1	1
Member of the National Guard	-	-	1	2
Member of the Active Reserve	-	-	1	-

Headcount by Academic Year and Veteran/Military Dependent Status

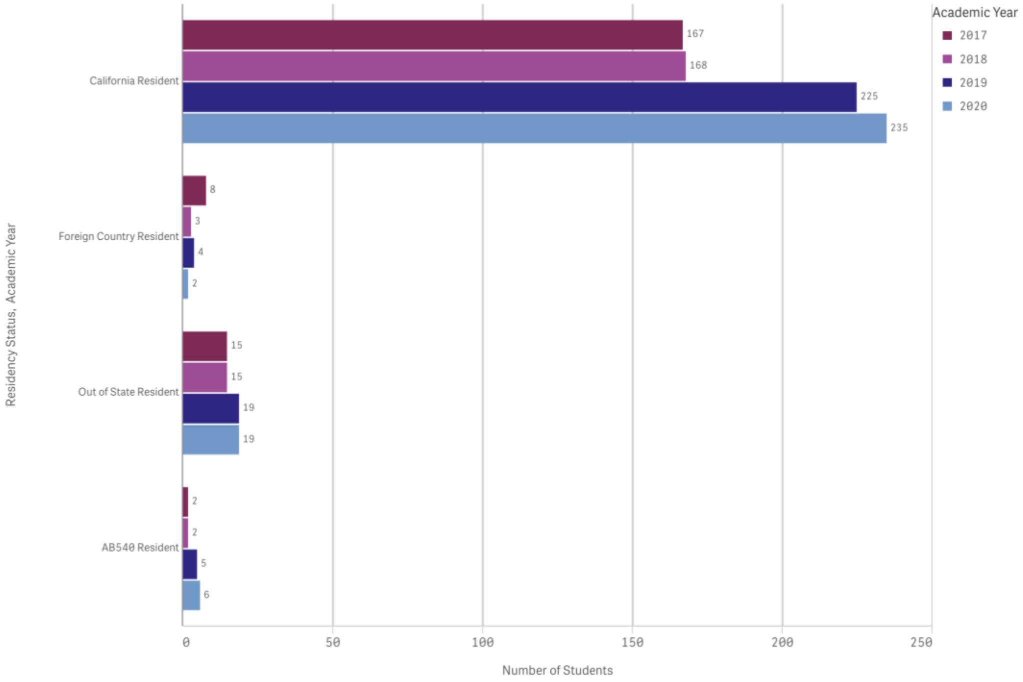


Headcount by Academic Year and Residency Status



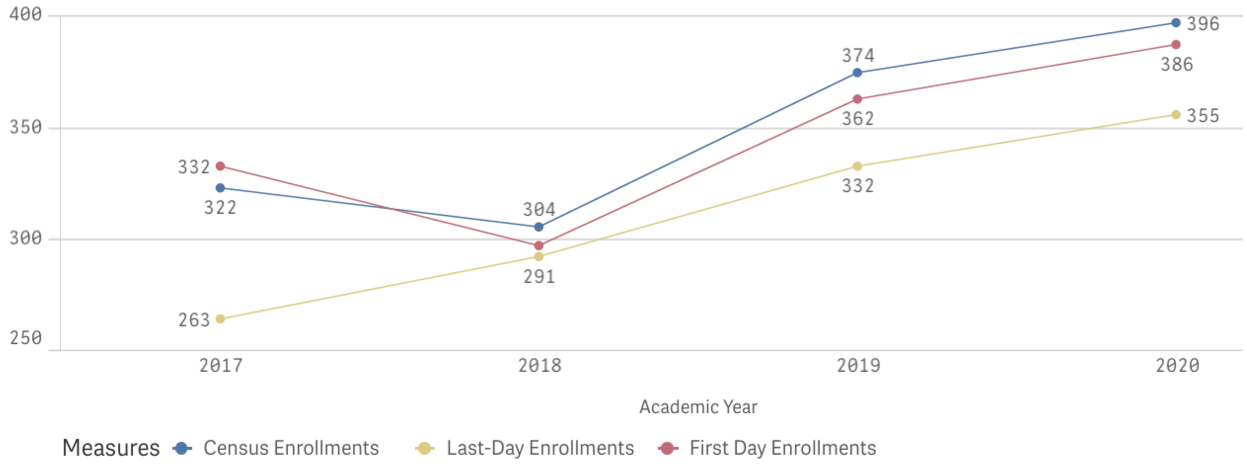
Residency Status	2017	2018	2019	2020
California Resident	167	168	225	235
Foreign Country Resident	8	3	4	2
Out of State Resident	15	15	19	19
AB540 Resident	2	2	5	6

Headcount by Academic Year and ResidencyStatus

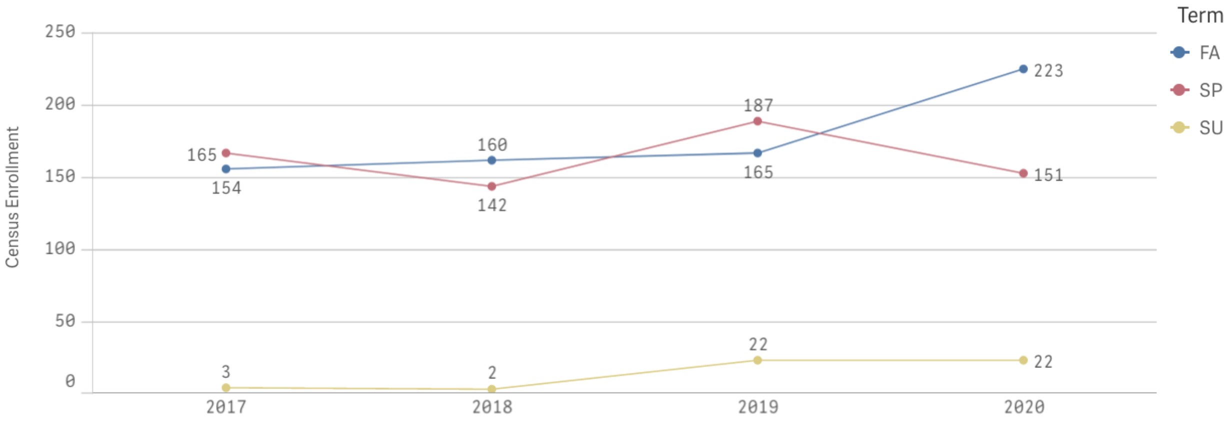


ENROLLMENTS

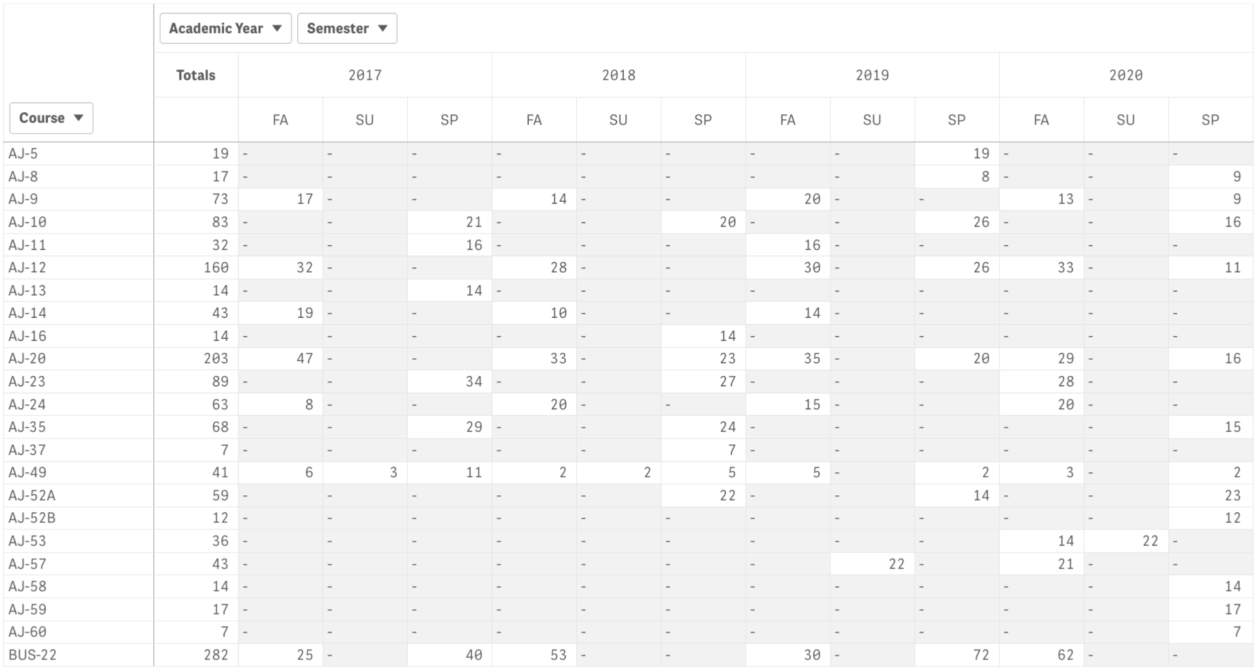
Enrollment by Academic Year



Census Enrollment by Term

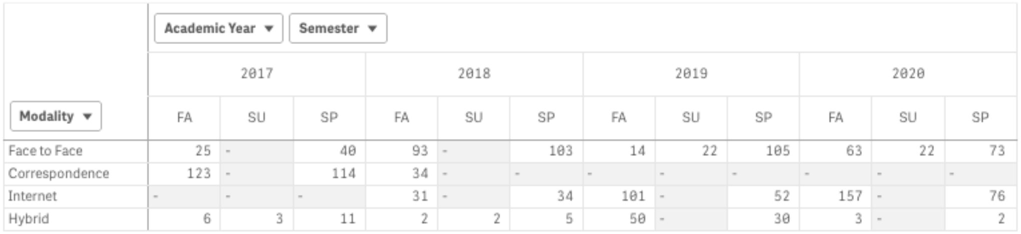


Census Enrollments by Course



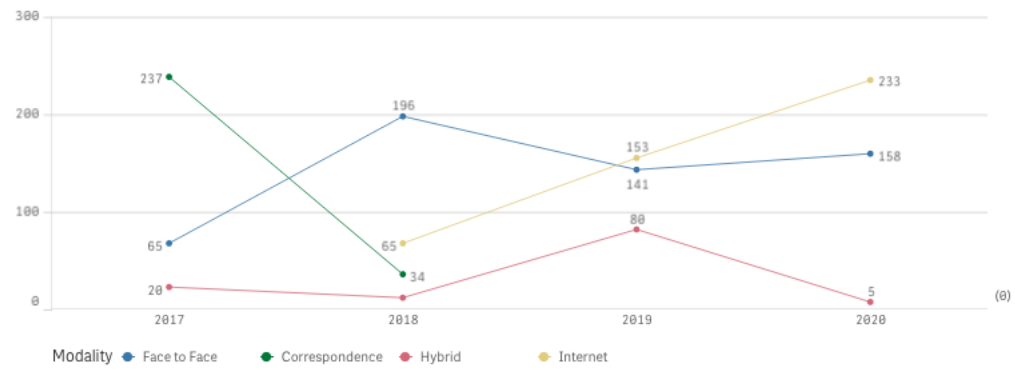
Course	Totals	2017			2018			2019			2020		
		FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
AJ-5	19	-	-	-	-	-	-	-	-	19	-	-	-
AJ-8	17	-	-	-	-	-	-	-	-	8	-	-	9
AJ-9	73	17	-	-	14	-	-	20	-	-	13	-	9
AJ-10	83	-	-	21	-	-	20	-	-	26	-	-	16
AJ-11	32	-	-	16	-	-	-	16	-	-	-	-	-
AJ-12	160	32	-	-	28	-	-	30	-	26	33	-	11
AJ-13	14	-	-	14	-	-	-	-	-	-	-	-	-
AJ-14	43	19	-	-	10	-	-	14	-	-	-	-	-
AJ-16	14	-	-	-	-	-	14	-	-	-	-	-	-
AJ-20	203	47	-	-	33	-	23	35	-	20	29	-	16
AJ-23	89	-	-	34	-	-	27	-	-	-	28	-	-
AJ-24	63	8	-	-	20	-	-	15	-	-	20	-	-
AJ-35	68	-	-	29	-	-	24	-	-	-	-	-	15
AJ-37	7	-	-	-	-	-	7	-	-	-	-	-	-
AJ-49	41	6	3	11	2	2	5	5	-	2	3	-	2
AJ-52A	59	-	-	-	-	-	22	-	-	14	-	-	23
AJ-52B	12	-	-	-	-	-	-	-	-	-	-	-	12
AJ-53	36	-	-	-	-	-	-	-	-	-	14	22	-
AJ-57	43	-	-	-	-	-	-	-	22	-	21	-	-
AJ-58	14	-	-	-	-	-	-	-	-	-	-	-	14
AJ-59	17	-	-	-	-	-	-	-	-	-	-	-	17
AJ-60	7	-	-	-	-	-	-	-	-	-	-	-	7
BUS-22	282	25	-	40	53	-	-	30	-	72	62	-	-

Census Enrollments by Modality and Academic Year

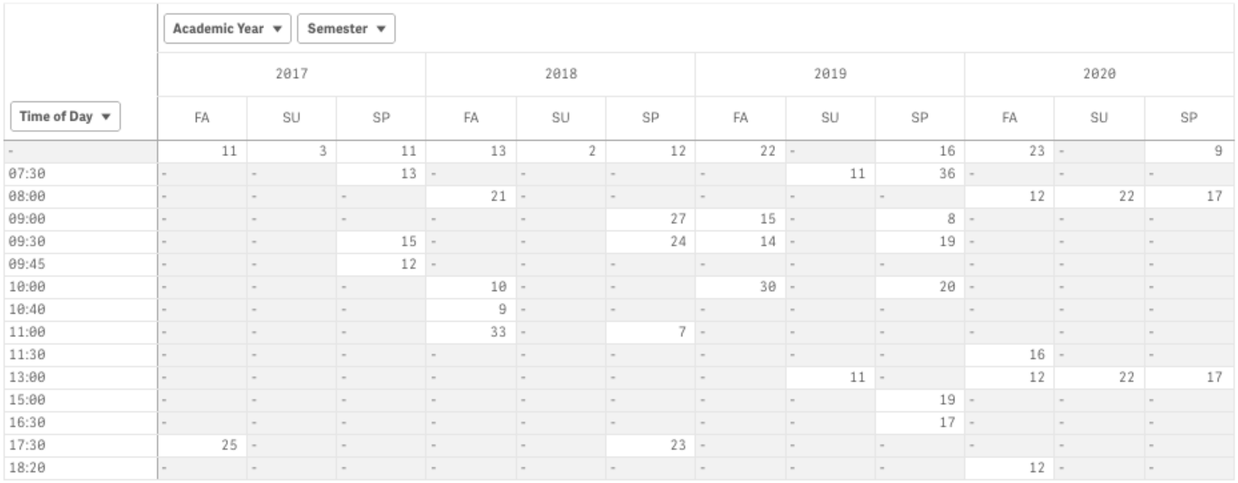


Modality	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Face to Face	25	-	40	93	-	103	14	22	105	63	22	73
Correspondence	123	-	114	34	-	-	-	-	-	-	-	-
Internet	-	-	-	31	-	34	101	-	52	157	-	76
Hybrid	6	3	11	2	2	5	50	-	30	3	-	2

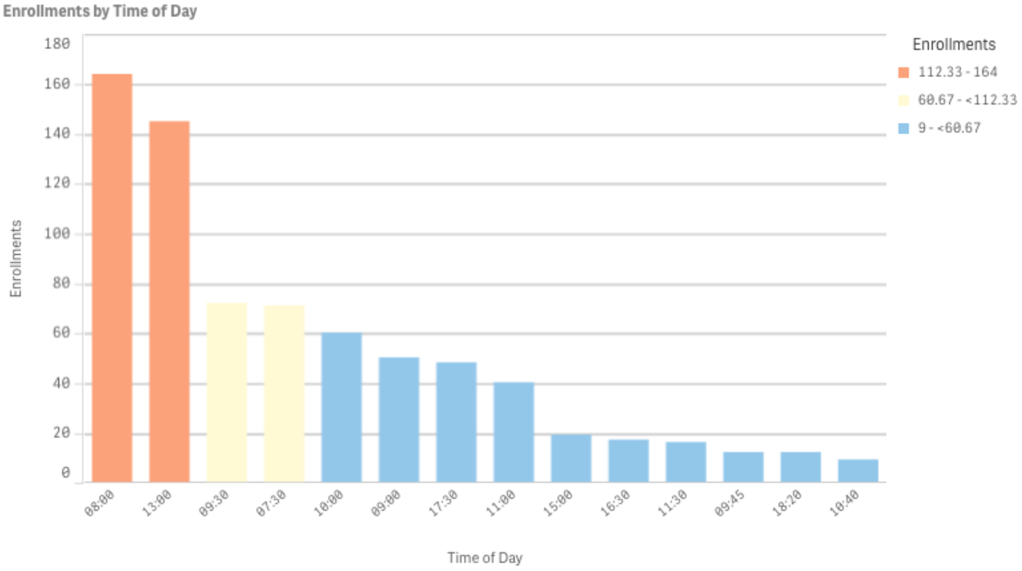
Census Enrollments by Modality and Academic Year



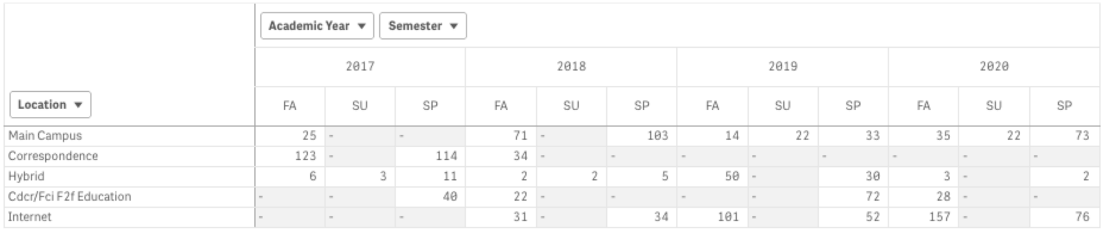
Enrollments by Time of Day


Academic Year ▼
Semester ▼
Time of Day ▼

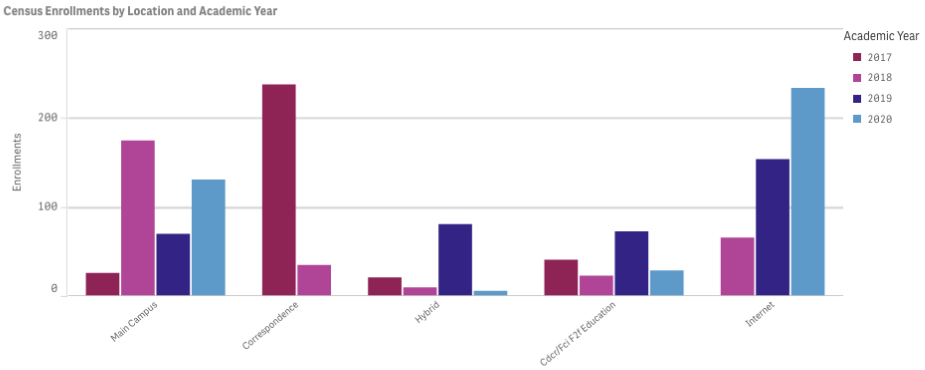
Time of Day	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
-	11	3	11	13	2	12	22	-	16	23	-	9
07:30	-	-	13	-	-	-	-	11	36	-	-	-
08:00	-	-	-	21	-	-	-	-	-	12	22	17
09:00	-	-	-	-	-	27	15	-	8	-	-	-
09:30	-	-	15	-	-	24	14	-	19	-	-	-
09:45	-	-	12	-	-	-	-	-	-	-	-	-
10:00	-	-	-	10	-	-	30	-	20	-	-	-
10:40	-	-	-	9	-	-	-	-	-	-	-	-
11:00	-	-	-	33	-	7	-	-	-	-	-	-
11:30	-	-	-	-	-	-	-	-	-	16	-	-
13:00	-	-	-	-	-	-	-	11	-	12	22	17
15:00	-	-	-	-	-	-	-	-	19	-	-	-
16:30	-	-	-	-	-	-	-	-	17	-	-	-
17:30	25	-	-	-	-	23	-	-	-	-	-	-
18:20	-	-	-	-	-	-	-	-	-	12	-	-


Enrollments by Time of Day

Census Enrollments by Location and Academic Year

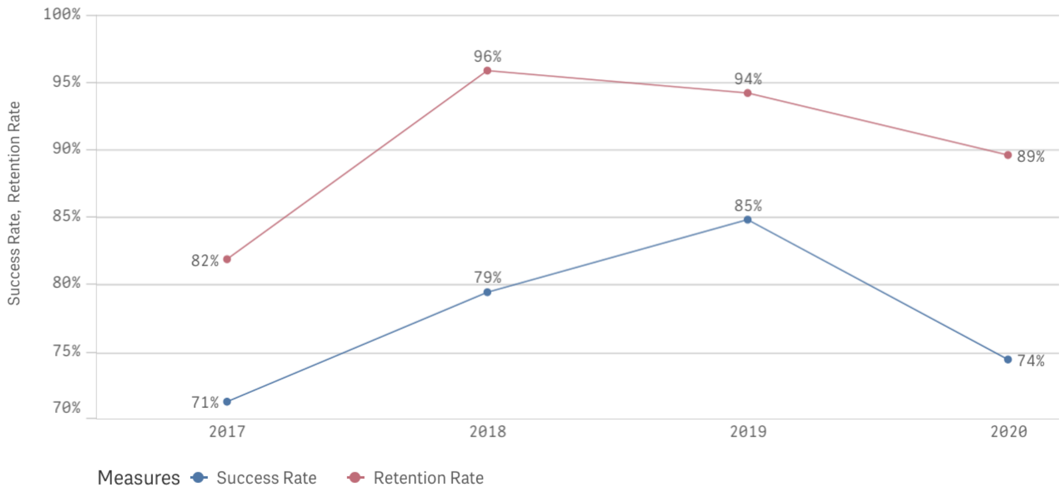

Academic Year ▼
Semester ▼
Location ▼

Location	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Main Campus	25	-	-	71	-	103	14	22	33	35	22	73
Correspondence	123	-	114	34	-	-	-	-	-	-	-	-
Hybrid	6	3	11	2	2	5	50	-	30	3	-	2
Cdcr/Fci F2f Education	-	-	40	22	-	-	-	-	72	28	-	-
Internet	-	-	-	31	-	34	101	-	52	157	-	76

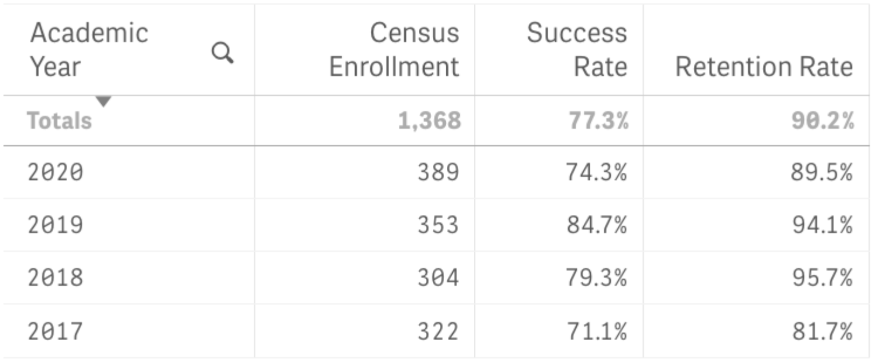

Census Enrollments by Location and Academic Year

STUDENT SUCCESS

Student Success and Retention



Success and Retention by Academic Year



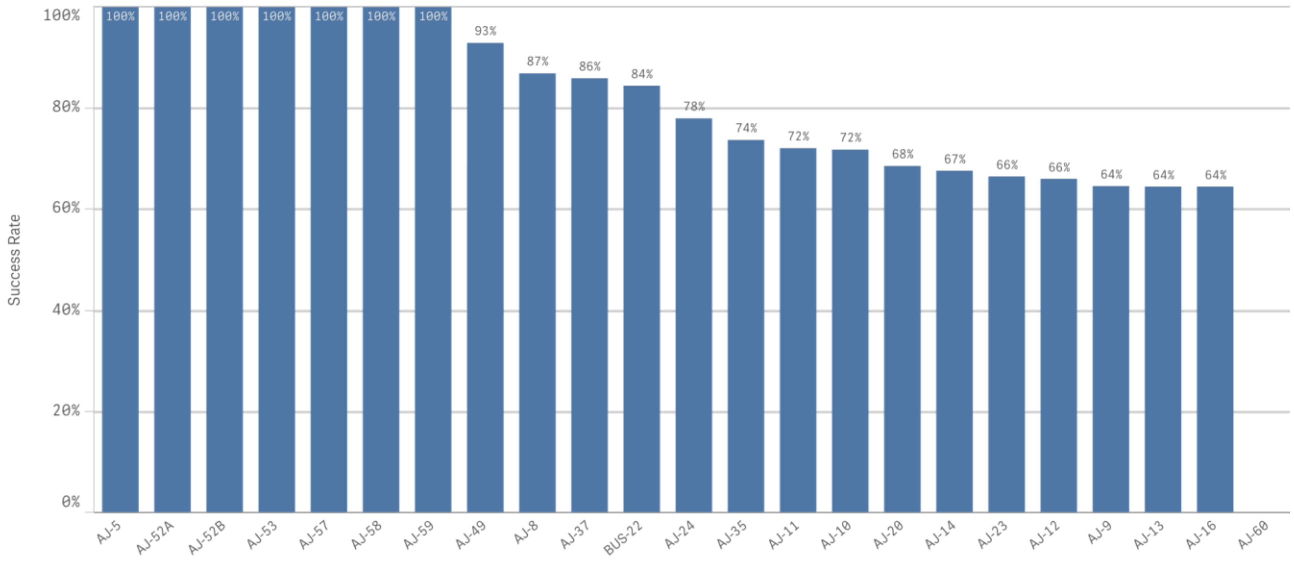
Academic Year	Census Enrollment	Success Rate	Retention Rate
Totals	1,368	77.3%	90.2%
2020	389	74.3%	89.5%
2019	353	84.7%	94.1%
2018	304	79.3%	95.7%
2017	322	71.1%	81.7%

Success Rates by Course

Academic Year ▼ Semester ▼

Course ▼	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
AJ-5	-	-	-	-	-	-	-	-	100.0%	-	-	-
AJ-8	-	-	-	-	-	-	-	-	100.0%	-	-	77.8%
AJ-9	70.6%	-	-	71.4%	-	-	65.0%	-	-	46.2%	-	66.7%
AJ-10	-	-	71.4%	-	-	70.0%	-	-	83.3%	-	-	56.3%
AJ-11	-	-	62.5%	-	-	-	81.3%	-	-	-	-	-
AJ-12	65.6%	-	-	75.0%	-	-	73.3%	-	70.8%	42.4%	-	81.8%
AJ-13	-	-	64.3%	-	-	-	-	-	-	-	-	-
AJ-14	47.4%	-	-	60.0%	-	-	100.0%	-	-	-	-	-
AJ-16	-	-	-	-	-	64.3%	-	-	-	-	-	-
AJ-20	57.4%	-	-	75.8%	-	91.3%	60.0%	-	76.9%	58.6%	-	81.3%
AJ-23	-	-	73.5%	-	-	77.8%	-	-	-	46.4%	-	-
AJ-24	75.0%	-	-	85.0%	-	-	93.3%	-	-	60.0%	-	-
AJ-35	-	-	69.0%	-	-	79.2%	-	-	-	-	-	73.3%
AJ-37	-	-	-	-	-	85.7%	-	-	-	-	-	-
AJ-49	100.0%	100.0%	81.8%	100.0%	100.0%	80.0%	100.0%	-	100.0%	100.0%	-	100.0%
AJ-52A	-	-	-	-	-	100.0%	-	-	100.0%	-	-	100.0%
AJ-52B	-	-	-	-	-	-	-	-	-	-	-	100.0%
AJ-53	-	-	-	-	-	-	-	-	-	100.0%	100.0%	-
AJ-57	-	-	-	-	-	-	-	100.0%	-	100.0%	-	-
AJ-58	-	-	-	-	-	-	-	-	-	-	-	100.0%
AJ-59	-	-	-	-	-	-	-	-	-	-	-	100.0%
AJ-60	-	-	-	-	-	-	-	-	-	-	-	-
BUS-22	92.0%	-	85.0%	79.2%	-	-	90.0%	-	94.2%	71.0%	-	-

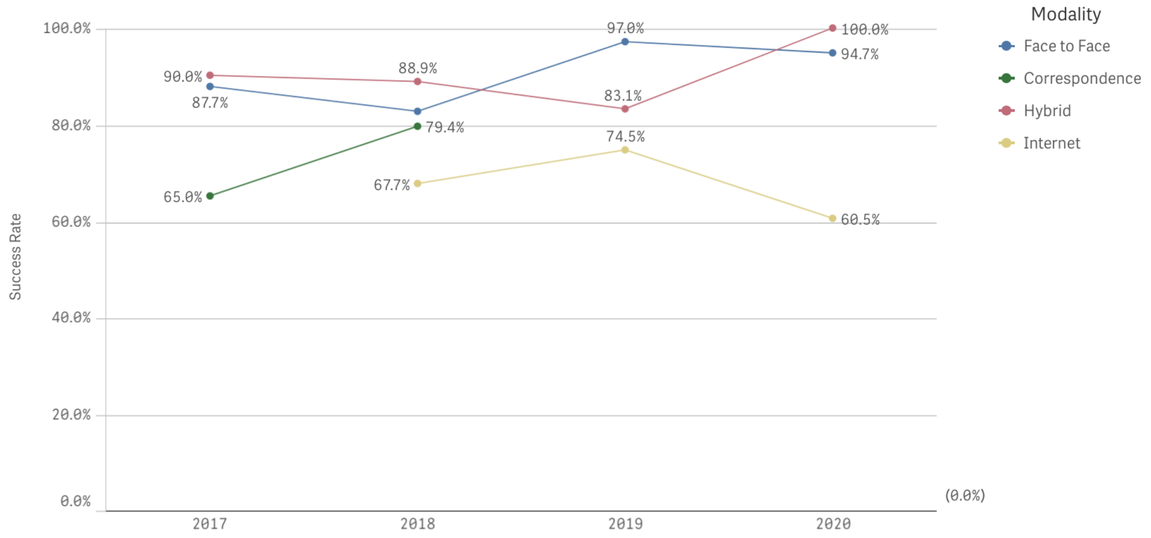
Success by Course



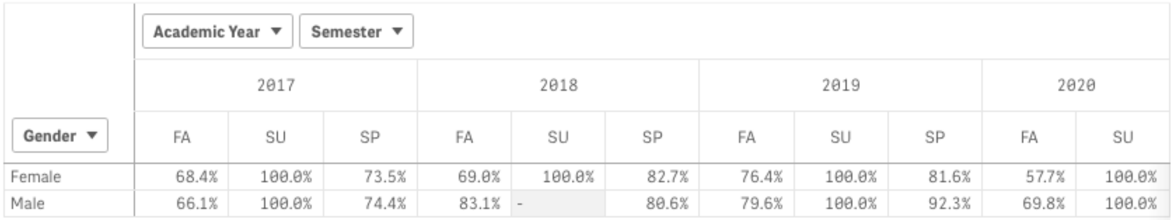
Success Rates by Modality and Academic Year

Modality ▼	Academic Year ▼ 2017	2018	2019	2020
Face to Face	87.7%	82.7%	97.0%	94.7%
Correspondence	65.0%	79.4%	-	-
Internet	-	67.7%	74.5%	60.5%
Hybrid	90.0%	88.9%	83.1%	100.0%

Success Rates by Modality and Academic Year

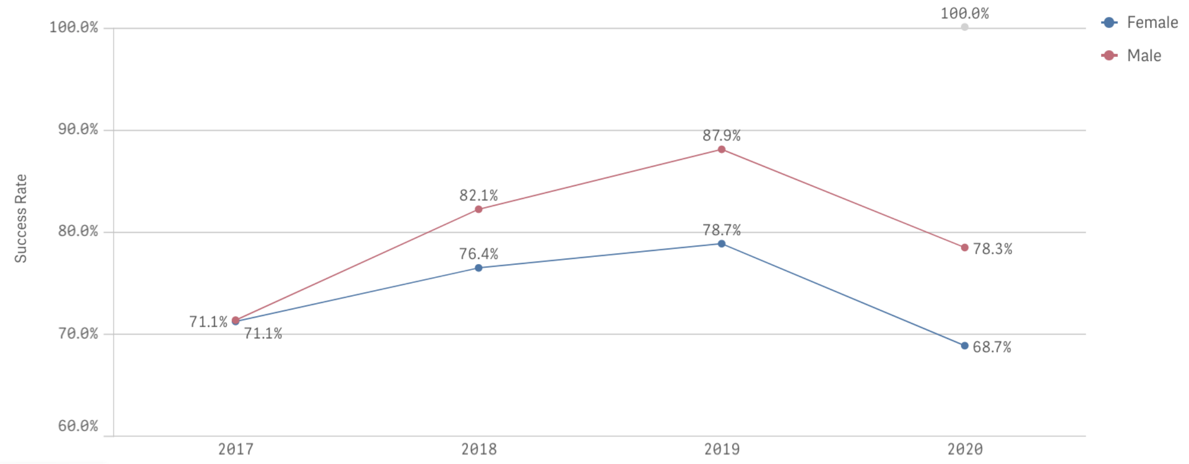


Success Rates by Academic Year and Student Gender

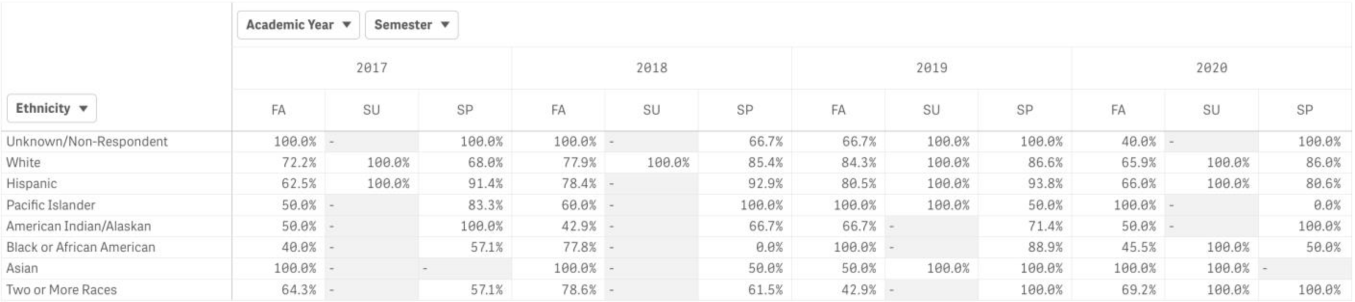


Gender	2017			2018			2019			2020	
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU
Female	68.4%	100.0%	73.5%	69.0%	100.0%	82.7%	76.4%	100.0%	81.6%	57.7%	100.0%
Male	66.1%	100.0%	74.4%	83.1%	-	80.6%	79.6%	100.0%	92.3%	69.8%	100.0%

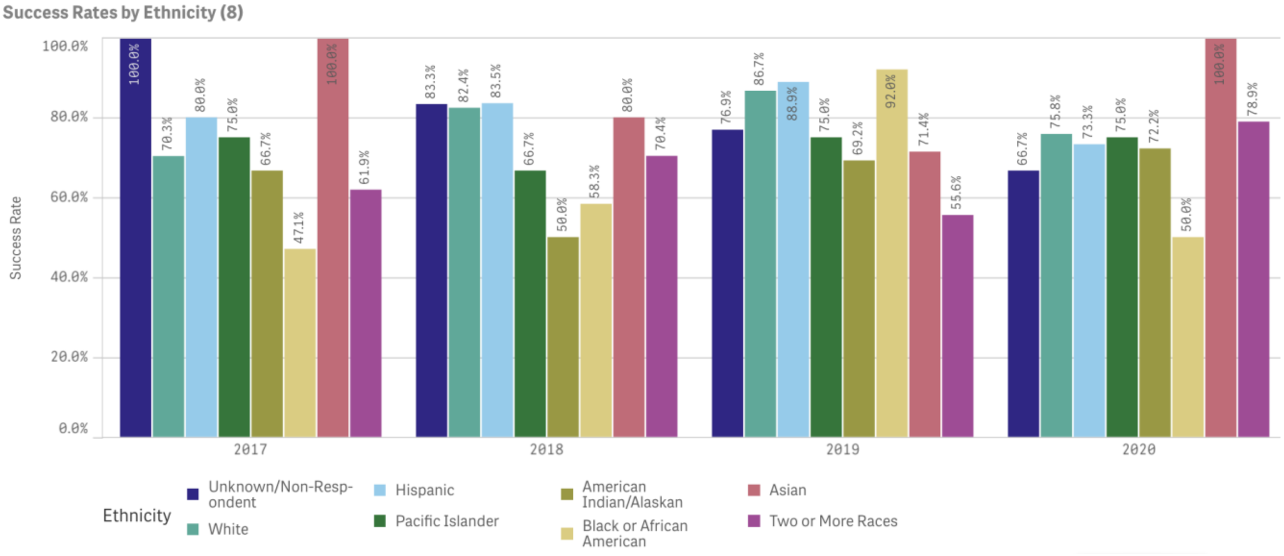
Success Rates by Academic Year and Student Gender



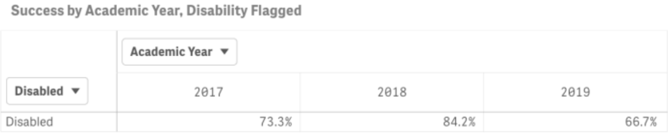
Success Rates by Ethnicity (8)



Ethnicity	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Unknown/Non-Respondent	100.0%	-	100.0%	100.0%	-	66.7%	66.7%	100.0%	100.0%	40.0%	-	100.0%
White	72.2%	100.0%	68.0%	77.9%	100.0%	85.4%	84.3%	100.0%	86.6%	65.9%	100.0%	86.0%
Hispanic	62.5%	100.0%	91.4%	78.4%	-	92.9%	80.5%	100.0%	93.8%	66.0%	100.0%	80.6%
Pacific Islander	50.0%	-	83.3%	60.0%	-	100.0%	100.0%	100.0%	50.0%	100.0%	-	0.0%
American Indian/Alaskan	50.0%	-	100.0%	42.9%	-	66.7%	66.7%	-	71.4%	50.0%	-	100.0%
Black or African American	40.0%	-	57.1%	77.8%	-	0.0%	100.0%	-	88.9%	45.5%	100.0%	50.0%
Asian	100.0%	-	-	100.0%	-	50.0%	50.0%	100.0%	100.0%	100.0%	100.0%	-
Two or More Races	64.3%	-	57.1%	78.6%	-	61.5%	42.9%	-	100.0%	69.2%	100.0%	100.0%

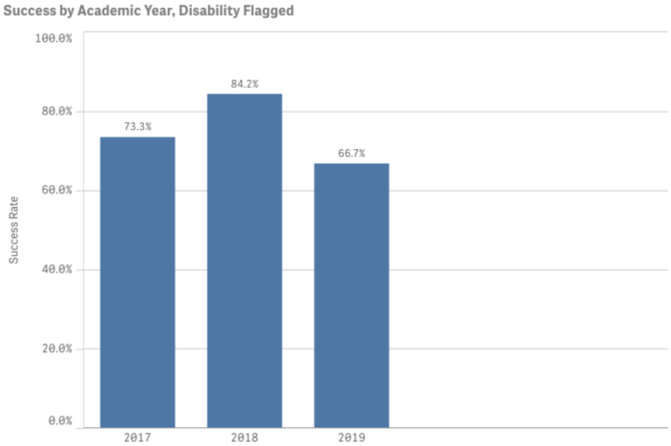


CalWorks: Special Program Success Rate Data not included as N<10

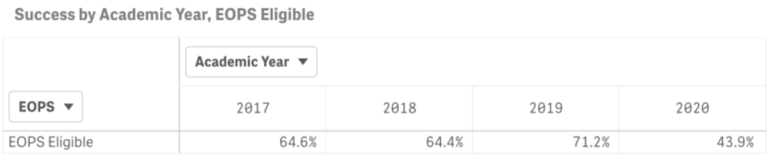

Success by Academic Year, Disability Flagged

Academic Year ▼
Disabled ▼

	2017	2018	2019
Disabled	73.3%	84.2%	66.7%



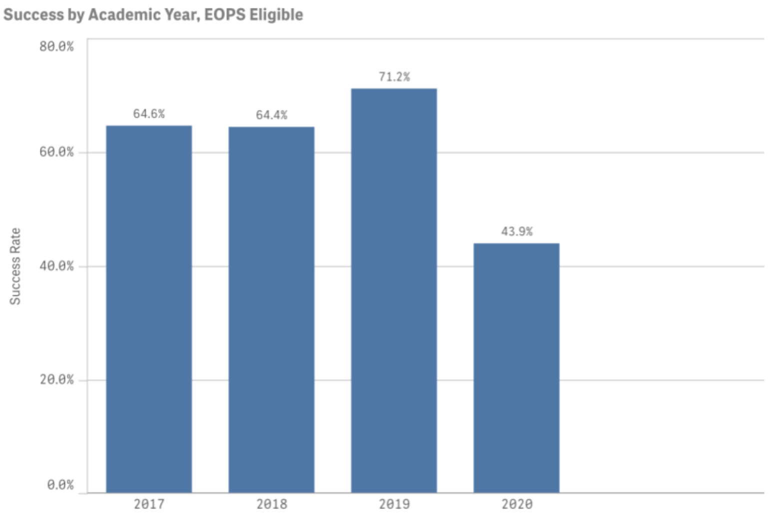
Disabled: Special Program Success Rate Data not included for Academic Year 2020-2021 as N<10



Success by Academic Year, EOPS Eligible

EOPS	2017	2018	2019	2020
EOPS Eligible	64.6%	64.4%	71.2%	43.9%

Academic Year ▼
EOPS ▼

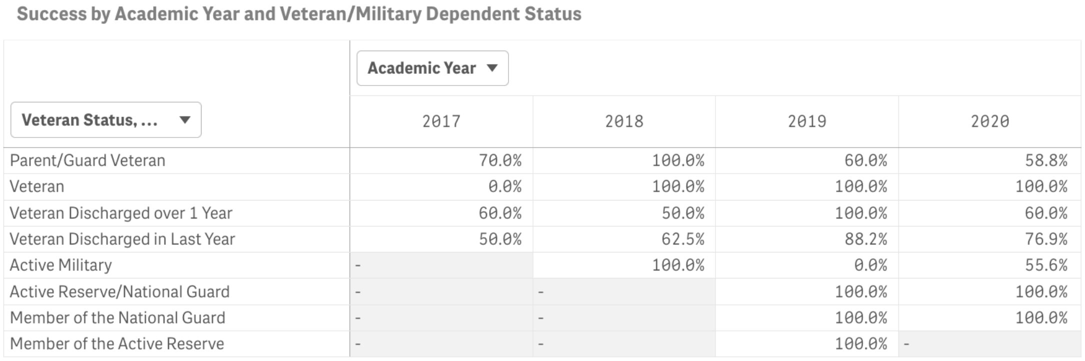


Success by Academic Year, EOPS Eligible

EOPS: Special Program Success Data

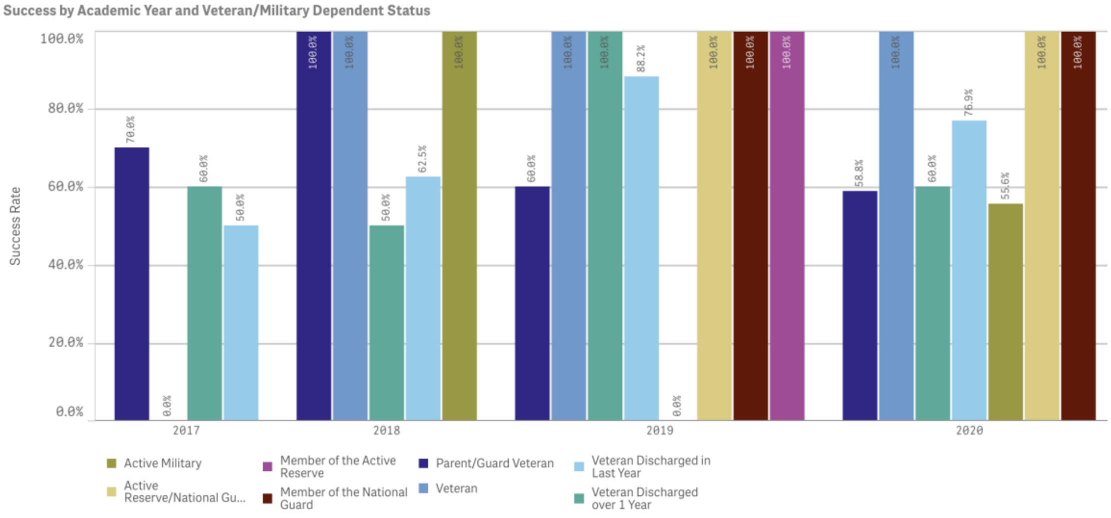
CARE: Special Program Success Data not included as N<10

Foster Youth: Special Program Success Data not included as N<10



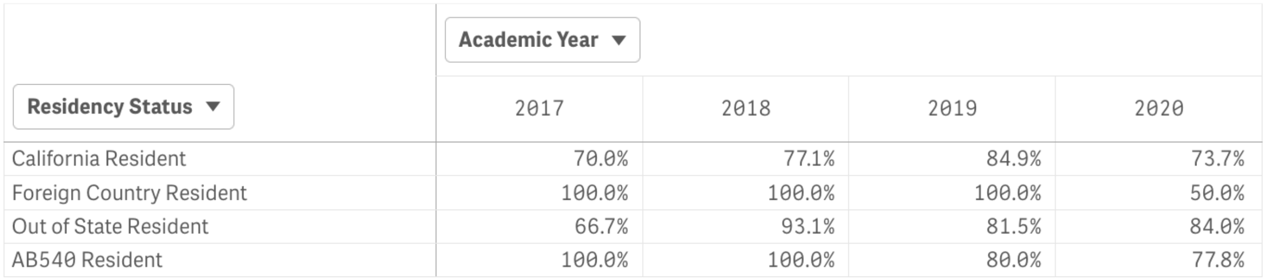
Success by Academic Year and Veteran/Military Dependent Status

Veteran Status, …	2017	2018	2019	2020
Parent/Guard Veteran	70.0%	100.0%	60.0%	58.8%
Veteran	0.0%	100.0%	100.0%	100.0%
Veteran Discharged over 1 Year	60.0%	50.0%	100.0%	60.0%
Veteran Discharged in Last Year	50.0%	62.5%	88.2%	76.9%
Active Military	-	100.0%	0.0%	55.6%
Active Reserve/National Guard	-	-	100.0%	100.0%
Member of the National Guard	-	-	100.0%	100.0%
Member of the Active Reserve	-	-	100.0%	-



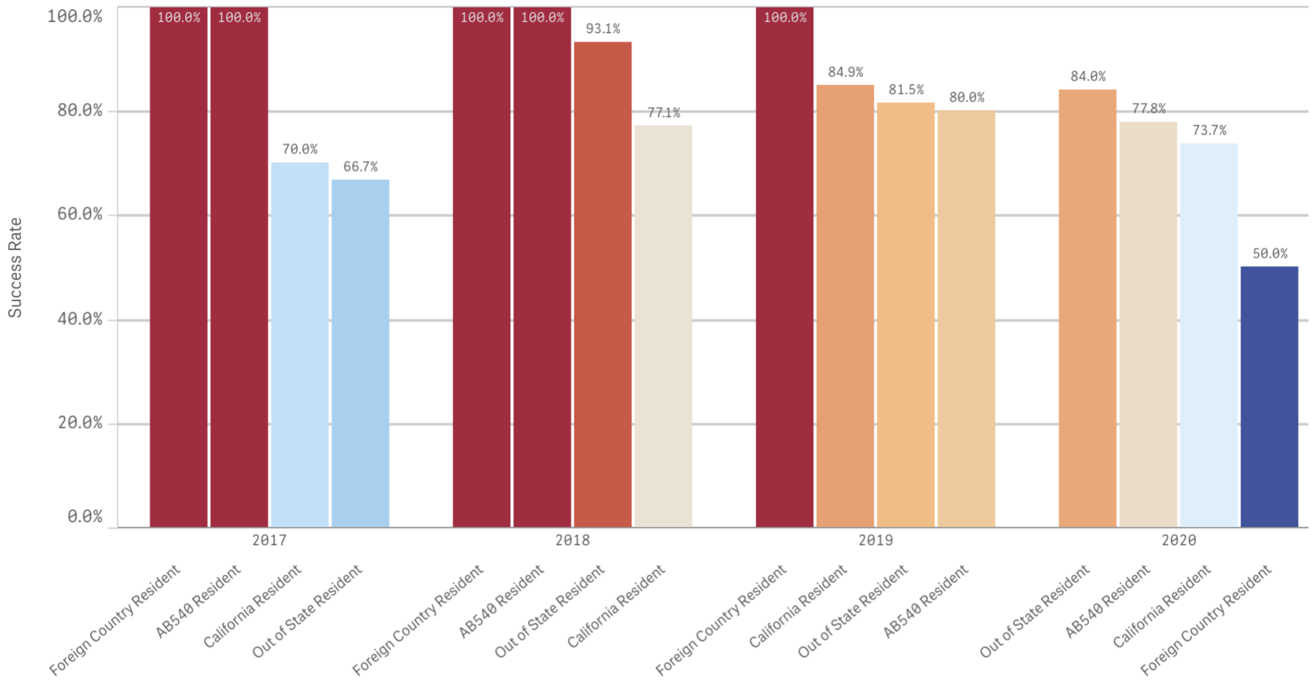
Success by Academic Year and Veteran/Military Dependent Status

Success by Academic Year and Residency Status

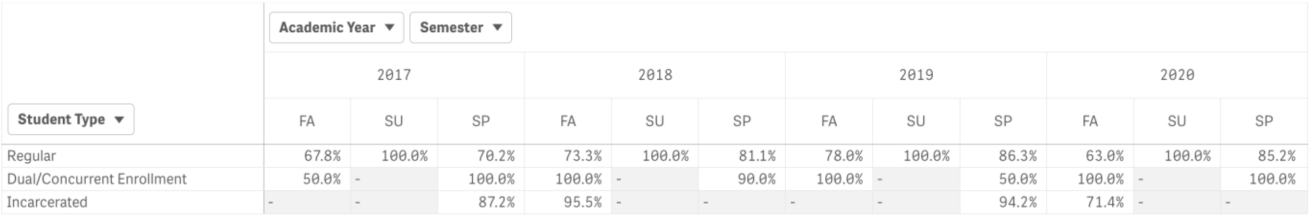


Residency Status ▼	Academic Year ▼ 2017	2018	2019	2020
California Resident	70.0%	77.1%	84.9%	73.7%
Foreign Country Resident	100.0%	100.0%	100.0%	50.0%
Out of State Resident	66.7%	93.1%	81.5%	84.0%
AB540 Resident	100.0%	100.0%	80.0%	77.8%

Success by Academic Year and Veteran/Military Dependent Status

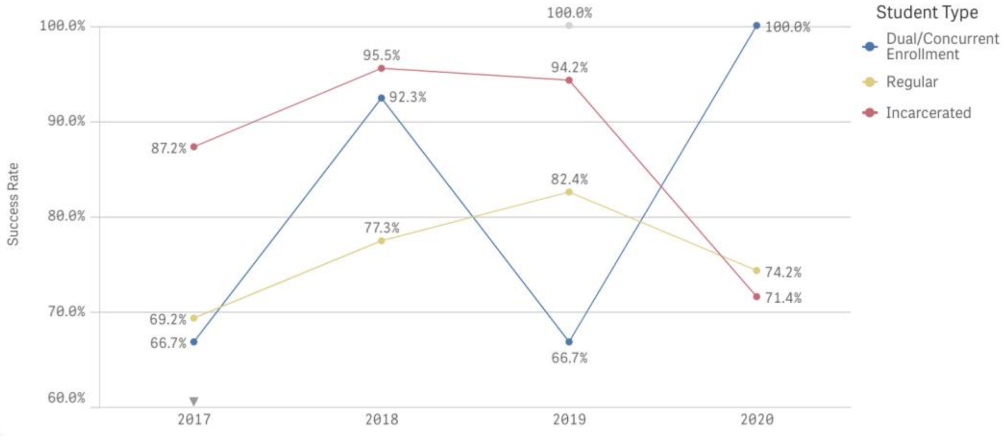


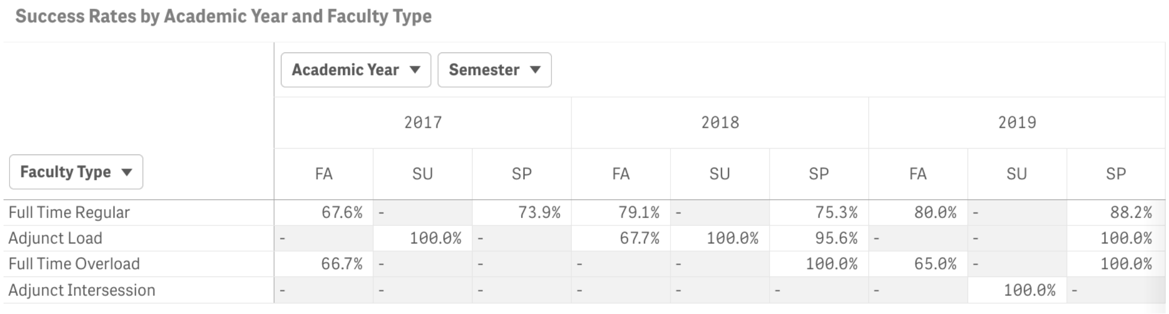
Success Rates by Student Type



Student Type ▼	Academic Year ▼ Semester ▼ 2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Regular	67.8%	100.0%	70.2%	73.3%	100.0%	81.1%	78.0%	100.0%	86.3%	63.0%	100.0%	85.2%
Dual/Concurrent Enrollment	50.0%	-	100.0%	100.0%	-	90.0%	100.0%	-	50.0%	100.0%	-	100.0%
Incarcerated	-	-	87.2%	95.5%	-	-	-	-	94.2%	71.4%	-	-

Success Rates by Student Type

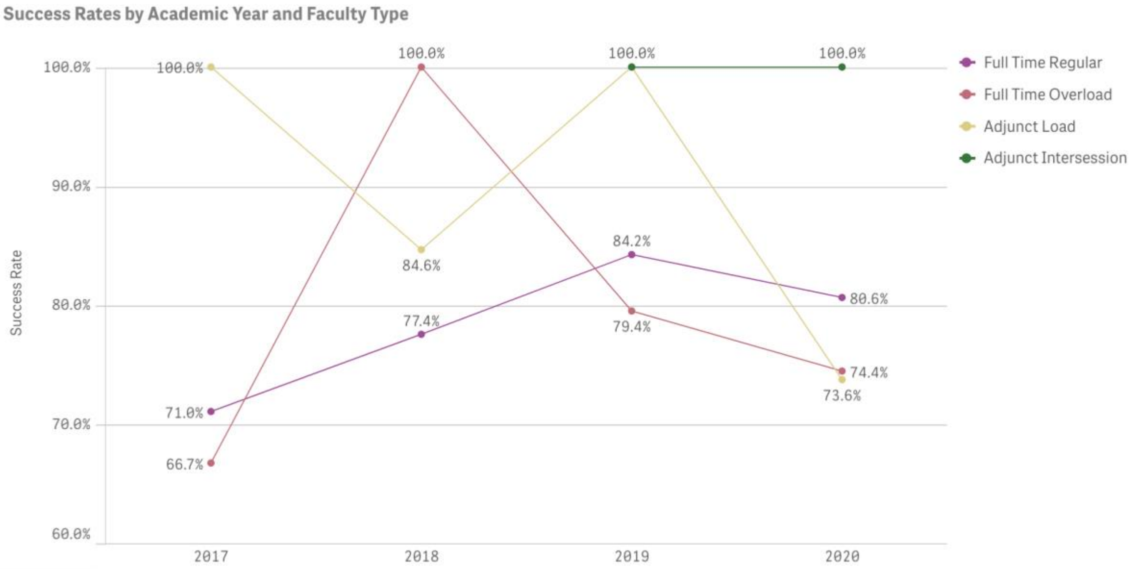




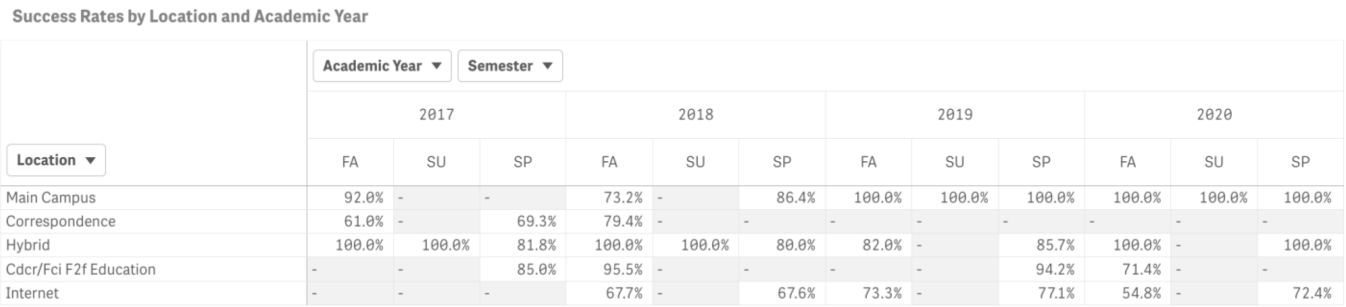
Success Rates by Academic Year and Faculty Type

Faculty Type ▼	2017 FA	2017 SU	2017 SP	2018 FA	2018 SU	2018 SP	2019 FA	2019 SU	2019 SP
Full Time Regular	67.6%	-	73.9%	79.1%	-	75.3%	80.0%	-	88.2%
Adjunct Load	-	100.0%	-	67.7%	100.0%	95.6%	-	-	100.0%
Full Time Overload	66.7%	-	-	-	-	100.0%	65.0%	-	100.0%
Adjunct Intersession	-	-	-	-	-	-	-	100.0%	-

Academic Year ▼
Semester ▼



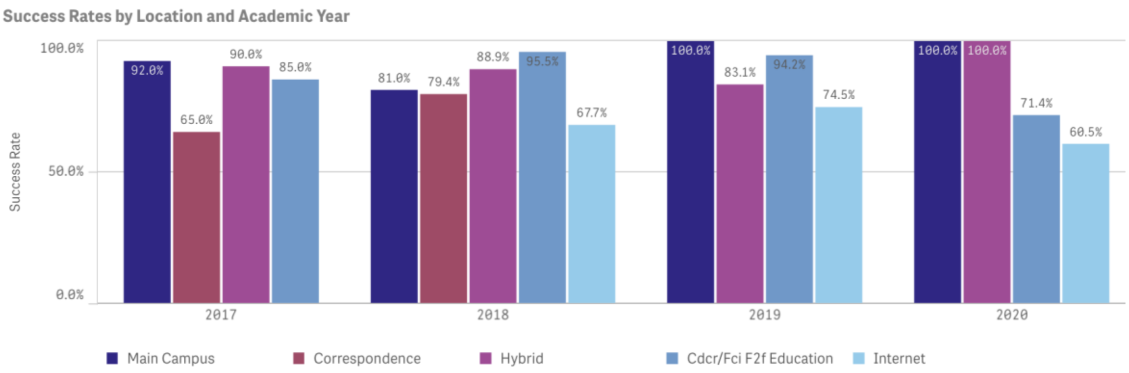
Success Rates by Academic Year and Faculty Type



Success Rates by Location and Academic Year

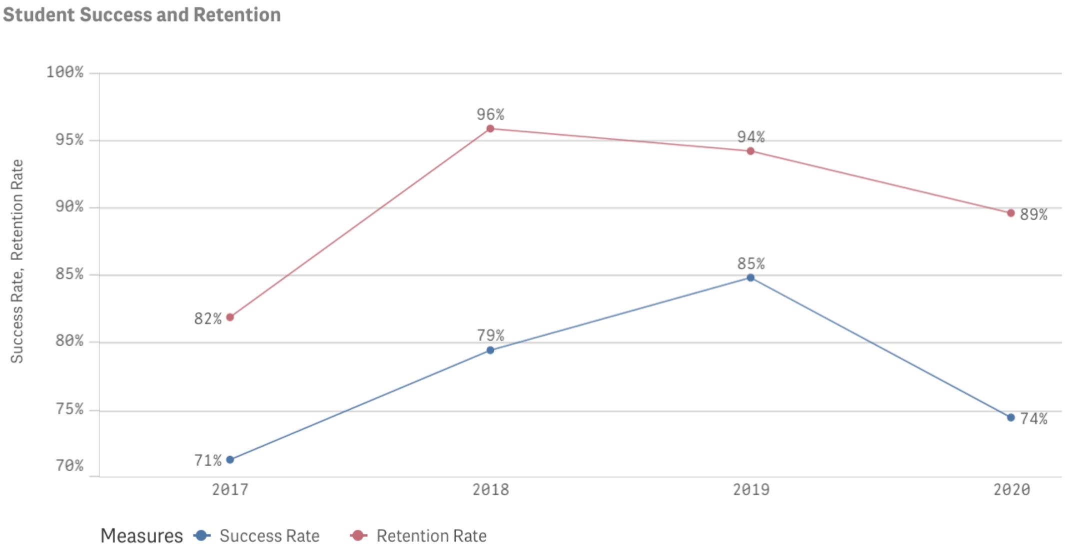
Location ▼	2017 FA	2017 SU	2017 SP	2018 FA	2018 SU	2018 SP	2019 FA	2019 SU	2019 SP	2020 FA	2020 SU	2020 SP
Main Campus	92.0%	-	-	73.2%	-	86.4%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Correspondence	61.0%	-	69.3%	79.4%	-	-	-	-	-	-	-	-
Hybrid	100.0%	100.0%	81.8%	100.0%	100.0%	80.0%	82.0%	-	85.7%	100.0%	-	100.0%
Cdcr/Fci F2f Education	-	-	85.0%	95.5%	-	-	-	-	94.2%	71.4%	-	-
Internet	-	-	-	67.7%	-	67.6%	73.3%	-	77.1%	54.8%	-	72.4%

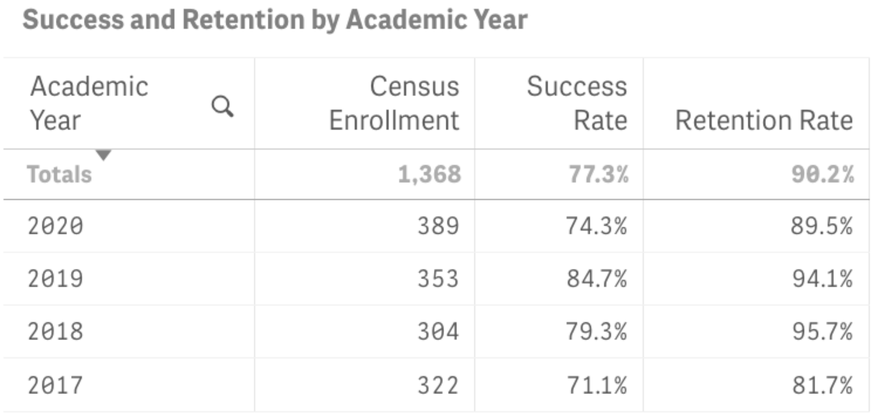
Academic Year ▼
Semester ▼



Success Rates by Location and Academic Year

STUDENT RETENTION




Success and Retention by Academic Year

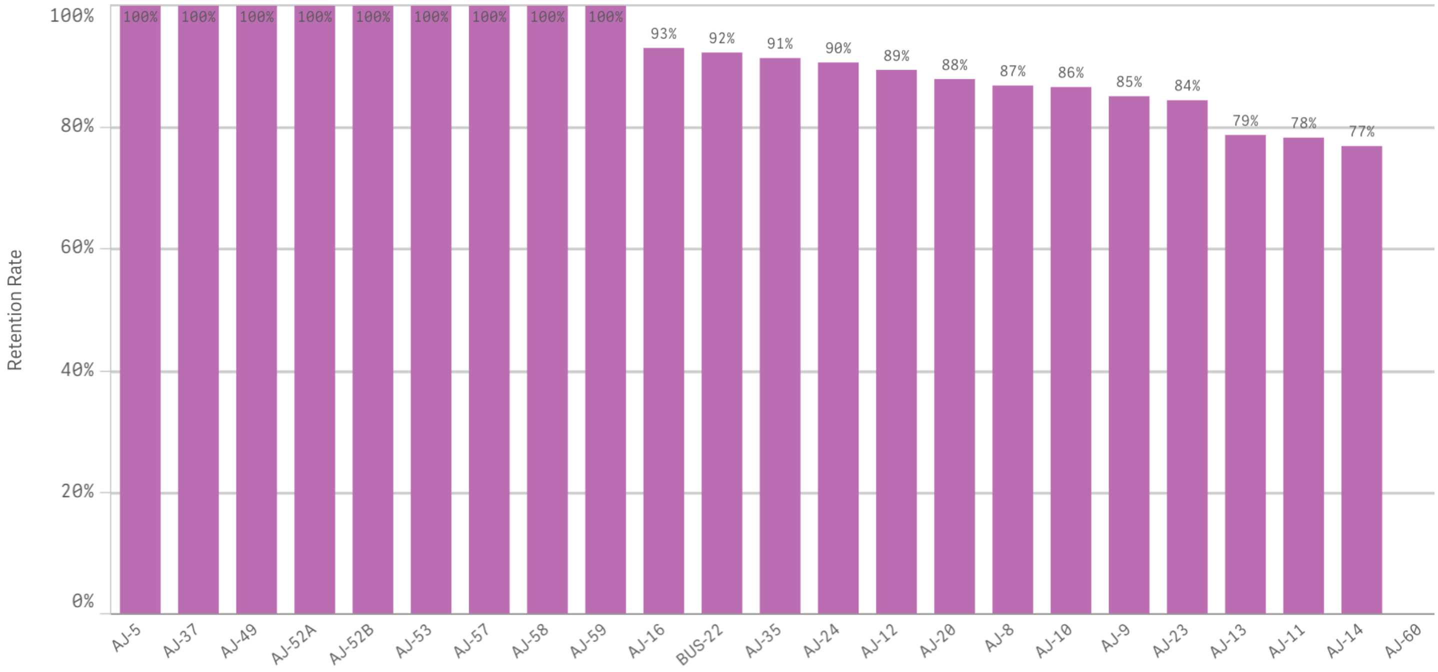
Academic Year	Census Enrollment	Success Rate	Retention Rate
Totals	**1,368**	**77.3%**	**90.2%**
2020	389	74.3%	89.5%
2019	353	84.7%	94.1%
2018	304	79.3%	95.7%
2017	322	71.1%	81.7%

Retention Rates by Course

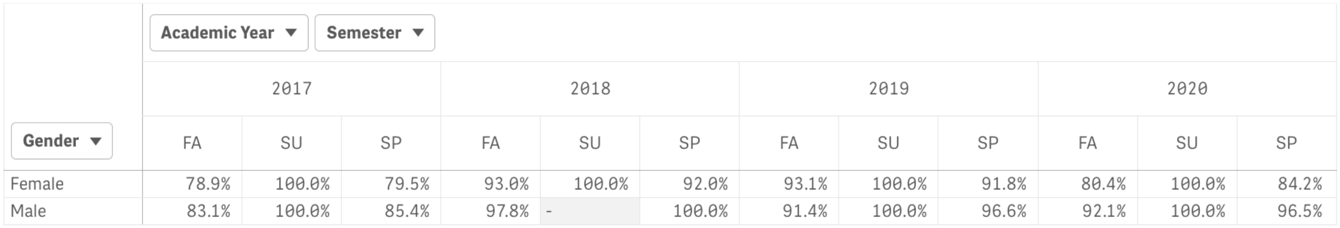
Academic Year ▼ Semester ▼

Course ▼	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
AJ-10	-	-	85.7%	-	-	80.0%	-	-	91.7%	-	-	87.5%
AJ-11	-	-	68.8%	-	-	-	87.5%	-	-	-	-	-
AJ-12	87.5%	-	-	92.9%	-	-	90.0%	-	87.5%	90.9%	-	81.8%
AJ-13	-	-	78.6%	-	-	-	-	-	-	-	-	-
AJ-14	52.6%	-	-	90.0%	-	-	100.0%	-	-	-	-	-
AJ-16	-	-	-	-	-	92.9%	-	-	-	-	-	-
AJ-20	72.3%	-	-	100.0%	-	95.7%	91.4%	-	100.0%	82.8%	-	87.5%
AJ-23	-	-	79.4%	-	-	100.0%	-	-	-	75.0%	-	-
AJ-24	75.0%	-	-	100.0%	-	-	93.3%	-	-	85.0%	-	-
AJ-35	-	-	82.8%	-	-	100.0%	-	-	-	-	-	93.3%
AJ-37	-	-	-	-	-	100.0%	-	-	-	-	-	-
AJ-49	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	100.0%	-	100.0%
AJ-5	-	-	-	-	-	-	-	-	100.0%	-	-	-
AJ-52A	-	-	-	-	-	100.0%	-	-	100.0%	-	-	100.0%
AJ-52B	-	-	-	-	-	-	-	-	-	-	-	100.0%
AJ-53	-	-	-	-	-	-	-	-	-	100.0%	100.0%	-
AJ-57	-	-	-	-	-	-	-	100.0%	-	100.0%	-	-
AJ-8	-	-	-	-	-	-	-	-	100.0%	-	-	77.8%
AJ-9	88.2%	-	-	100.0%	-	-	80.0%	-	-	84.6%	-	66.7%
BUS-22	100.0%	-	85.0%	92.5%	-	-	100.0%	-	95.7%	85.5%	-	-
AJ-58	-	-	-	-	-	-	-	-	-	-	-	100.0%
AJ-59	-	-	-	-	-	-	-	-	-	-	-	100.0%
AJ-60	-	-	-	-	-	-	-	-	-	-	-	-

Retention by Course

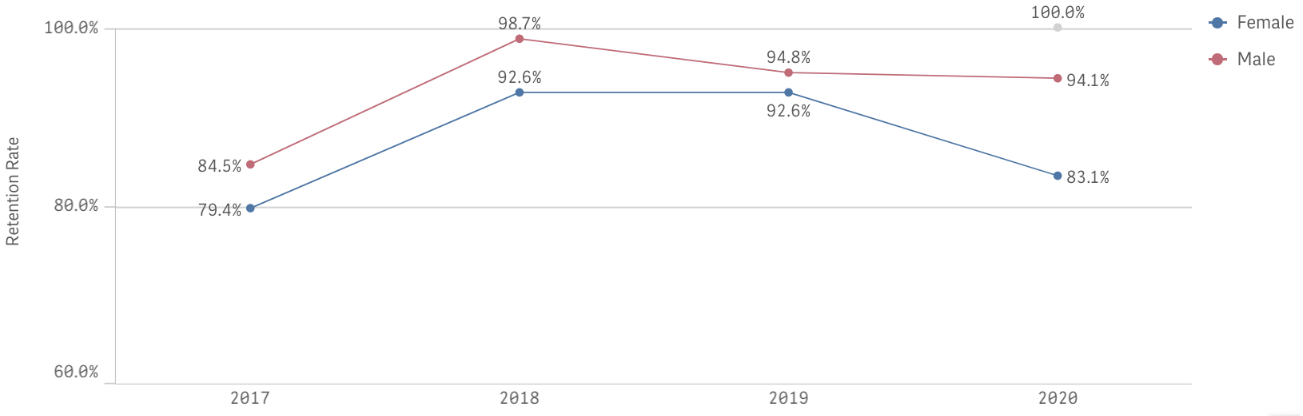


Retention Rates by Academic Year and Student Gender

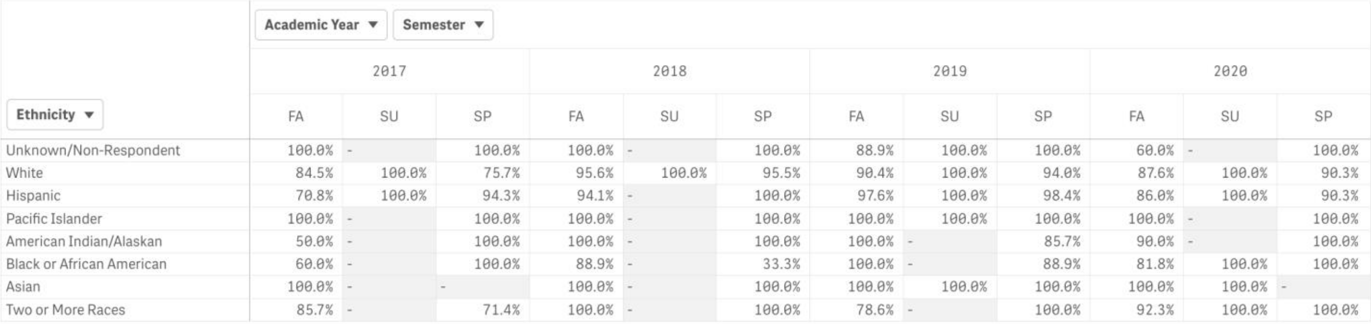

Academic Year ▼
Semester ▼
Gender ▼

Gender	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Female	78.9%	100.0%	79.5%	93.0%	100.0%	92.0%	93.1%	100.0%	91.8%	80.4%	100.0%	84.2%
Male	83.1%	100.0%	85.4%	97.8%	-	100.0%	91.4%	100.0%	96.6%	92.1%	100.0%	96.5%

Retention Rates by Academic Year and Student Gender

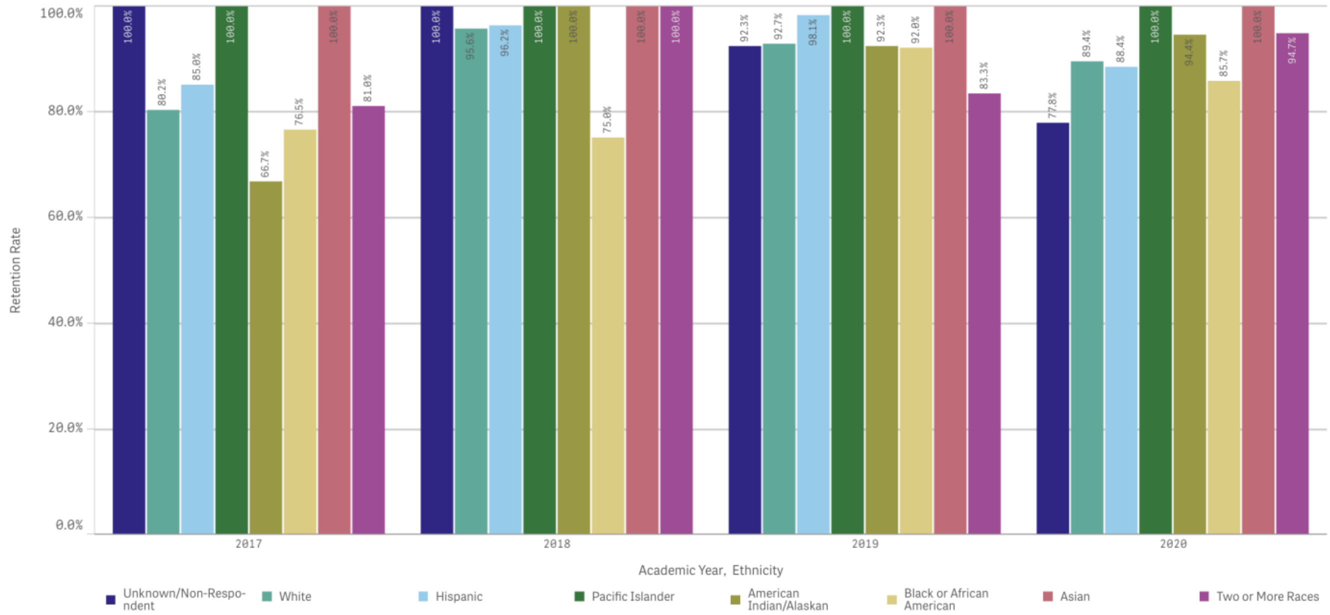


Retention Rates by Ethnicity (8)

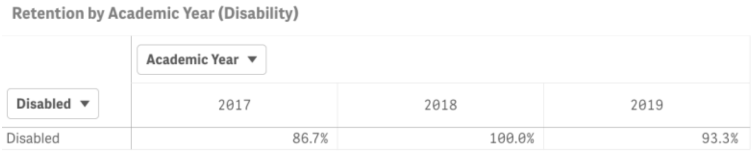

Academic Year ▼
Semester ▼
Ethnicity ▼

Ethnicity	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Unknown/Non-Respondent	100.0%	-	100.0%	100.0%	-	100.0%	88.9%	100.0%	100.0%	60.0%	-	100.0%
White	84.5%	100.0%	75.7%	95.6%	100.0%	95.5%	90.4%	100.0%	94.0%	87.6%	100.0%	90.3%
Hispanic	70.8%	100.0%	94.3%	94.1%	-	100.0%	97.6%	100.0%	98.4%	86.0%	100.0%	90.3%
Pacific Islander	100.0%	-	100.0%	100.0%	-	100.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%
American Indian/Alaskan	50.0%	-	100.0%	100.0%	-	100.0%	100.0%	-	85.7%	90.0%	-	100.0%
Black or African American	60.0%	-	100.0%	88.9%	-	33.3%	100.0%	-	88.9%	81.8%	100.0%	100.0%
Asian	100.0%	-	-	100.0%	-	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-
Two or More Races	85.7%	-	71.4%	100.0%	-	100.0%	78.6%	-	100.0%	92.3%	100.0%	100.0%

Retention Rates by Ethnicity (8)

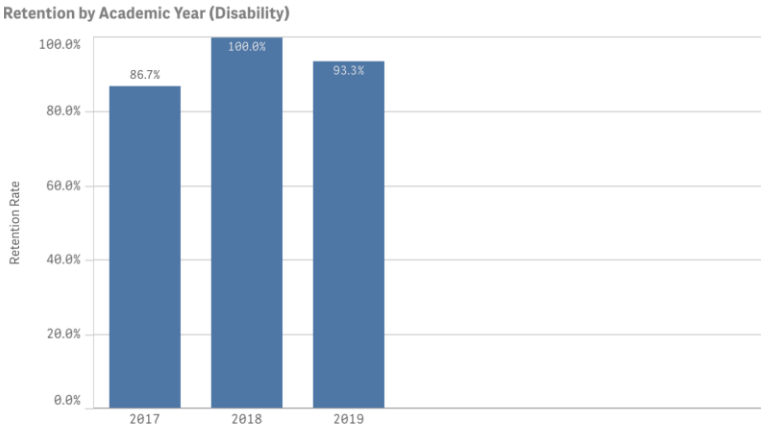


CalWORKS: Special Program Retention Rate Data not included as N<10

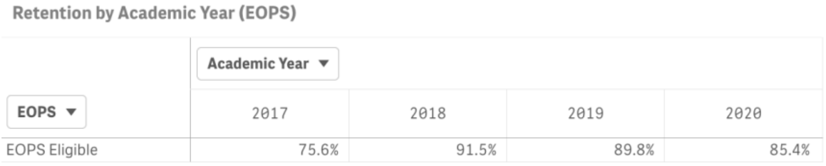


Retention by Academic Year (Disability)

Disabled ▼	Academic Year ▼ 2017	2018	2019
Disabled	86.7%	100.0%	93.3%

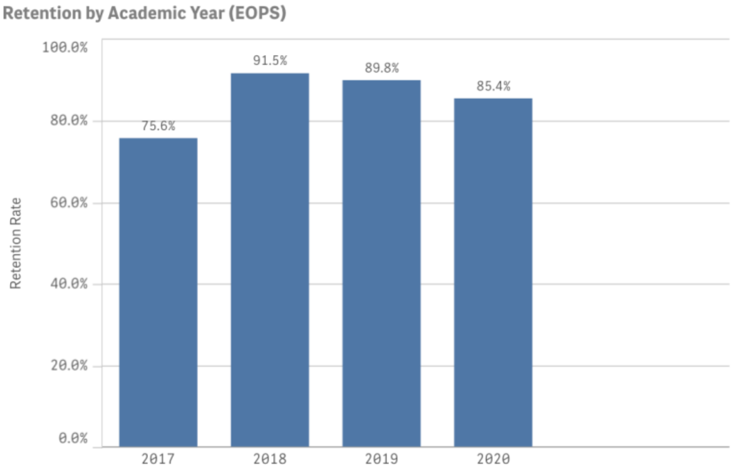


Disabled: Special Program Retention Rate Data not included for Academic Year 2020-2021 as N<10



Retention by Academic Year (EOPS)

EOPS ▼	Academic Year ▼ 2017	2018	2019	2020
EOPS Eligible	75.6%	91.5%	89.8%	85.4%

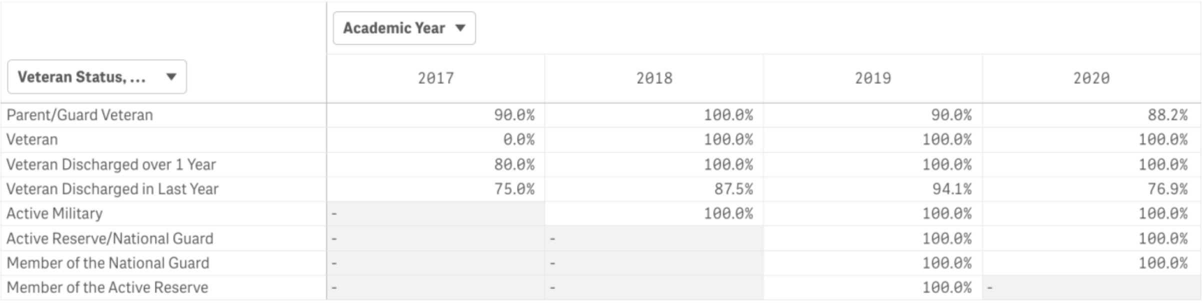


EOPS: Special Program Retention Data

CARE: Special Program Retention Data not included as N<10

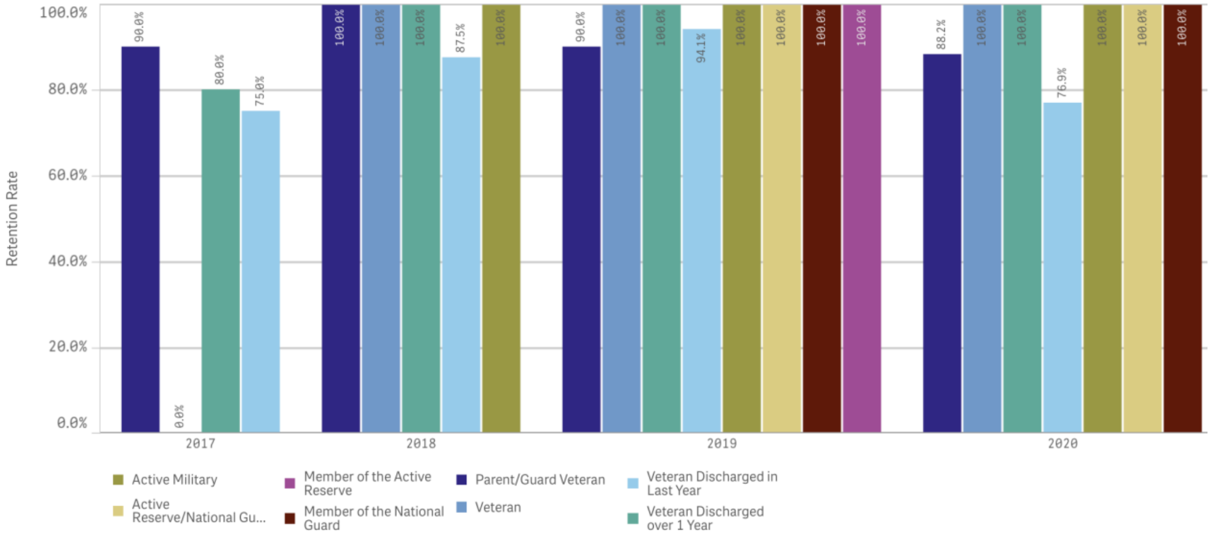
Foster Youth: Special Program Retention Data not included as N<10

Retention by Academic Year and Veteran/Military Dependent Status

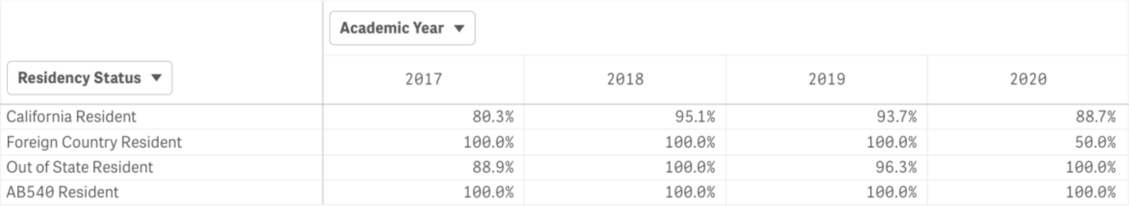


Veteran Status, ...	2017	2018	2019	2020
Parent/Guard Veteran	90.0%	100.0%	90.0%	88.2%
Veteran	0.0%	100.0%	100.0%	100.0%
Veteran Discharged over 1 Year	80.0%	100.0%	100.0%	100.0%
Veteran Discharged in Last Year	75.0%	87.5%	94.1%	76.9%
Active Military	-	100.0%	100.0%	100.0%
Active Reserve/National Guard	-	-	100.0%	100.0%
Member of the National Guard	-	-	100.0%	100.0%
Member of the Active Reserve	-	-	100.0%	-

Retention by Academic Year and Veteran/Military Dependent Status

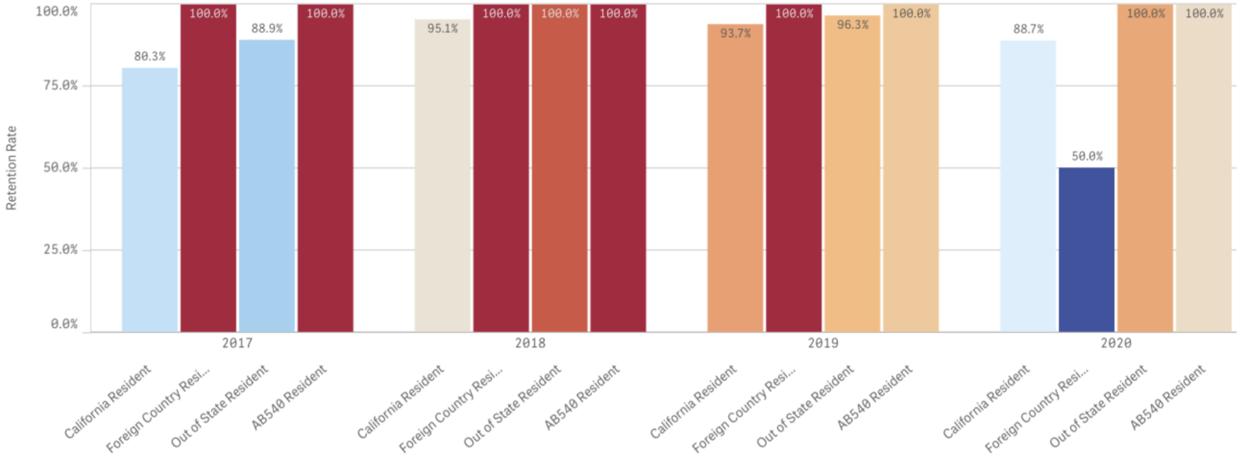


Retention by Academic Year and Residency Status

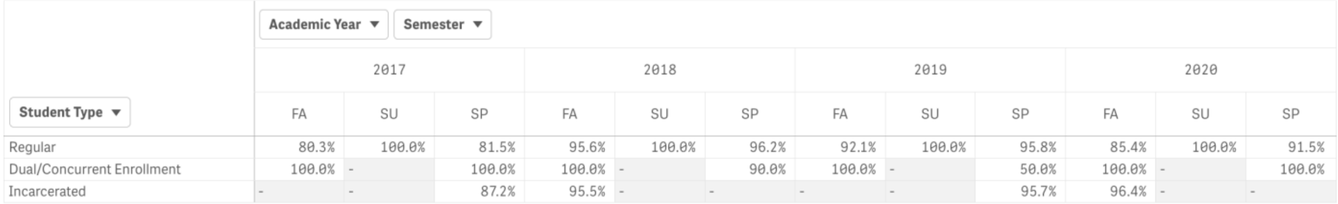


Residency Status	2017	2018	2019	2020
California Resident	80.3%	95.1%	93.7%	88.7%
Foreign Country Resident	100.0%	100.0%	100.0%	50.0%
Out of State Resident	88.9%	100.0%	96.3%	100.0%
AB540 Resident	100.0%	100.0%	100.0%	100.0%

Retention by Academic Year and Residency Status



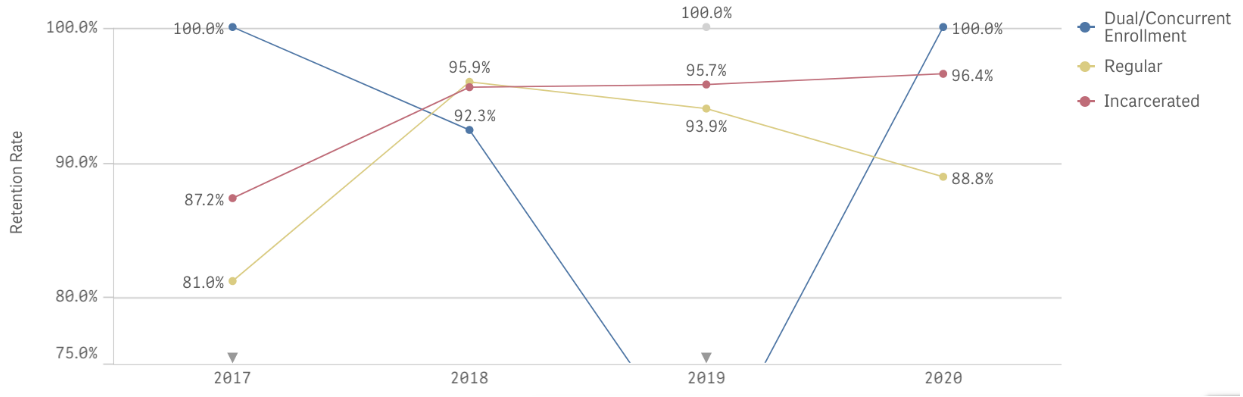
Retention Rates by Student Type



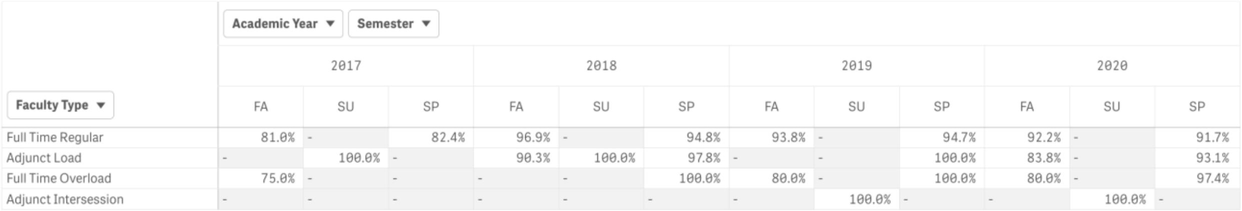
Academic Year ▼
Semester ▼
Student Type ▼

Student Type	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Regular	80.3%	100.0%	81.5%	95.6%	100.0%	96.2%	92.1%	100.0%	95.8%	85.4%	100.0%	91.5%
Dual/Concurrent Enrollment	100.0%	-	100.0%	100.0%	-	90.0%	100.0%	-	50.0%	100.0%	-	100.0%
Incarcerated	-	-	87.2%	95.5%	-	-	-	-	95.7%	96.4%	-	-

Retention Rates by Student Type



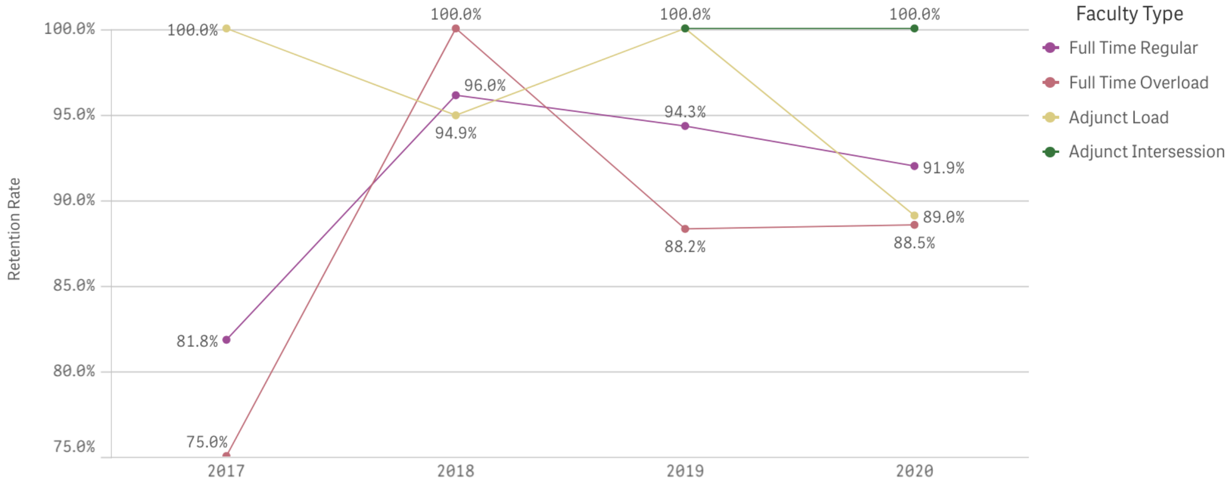
Retention Rates by Faculty Type



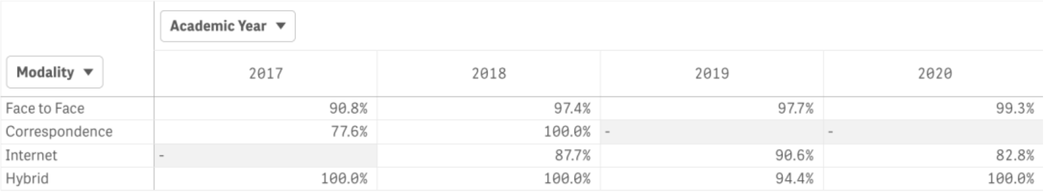
Academic Year ▼
Semester ▼
Faculty Type ▼

Faculty Type	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Full Time Regular	81.0%	-	82.4%	96.9%	-	94.8%	93.8%	-	94.7%	92.2%	-	91.7%
Adjunct Load	-	100.0%	-	90.3%	100.0%	97.8%	-	-	100.0%	83.8%	-	93.1%
Full Time Overload	75.0%	-	-	-	-	100.0%	80.0%	-	100.0%	80.0%	-	97.4%
Adjunct Intersession	-	-	-	-	-	-	-	100.0%	-	-	100.0%	-

Retention Rates by Faculty Type and Academic Year



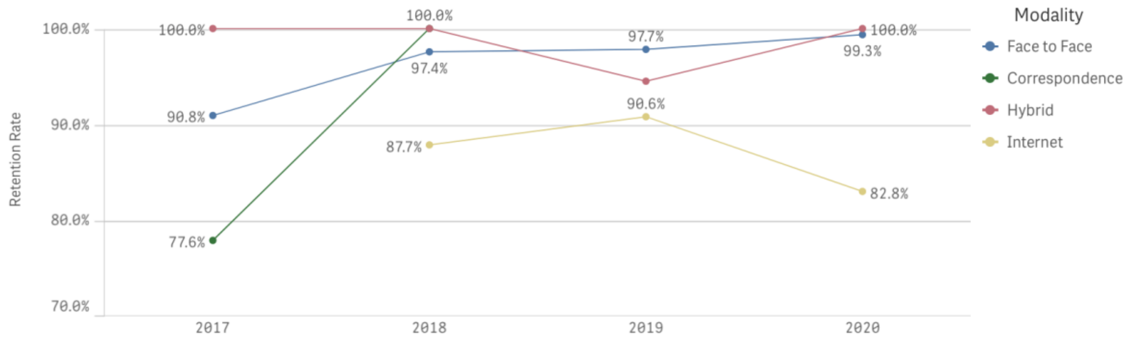
Retention Rates by Modality and Academic Year



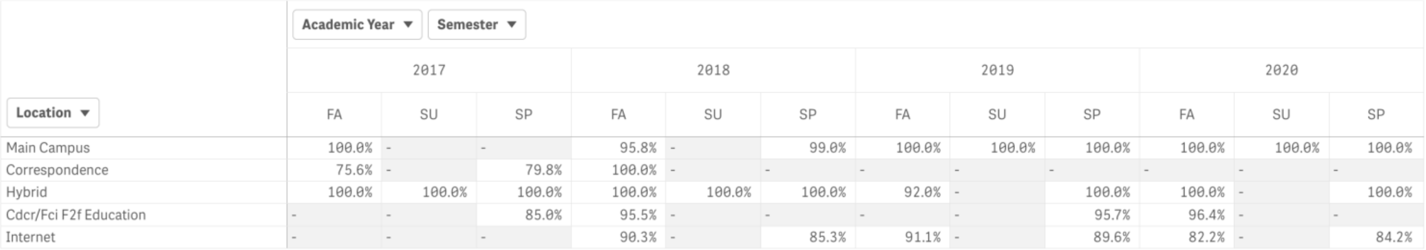
Modality	2017	2018	2019	2020
Face to Face	90.8%	97.4%	97.7%	99.3%
Correspondence	77.6%	100.0%	-	-
Internet	-	87.7%	90.6%	82.8%
Hybrid	100.0%	100.0%	94.4%	100.0%

Academic Year ▼
Modality ▼

Retention Rates by Modality and Academic Year



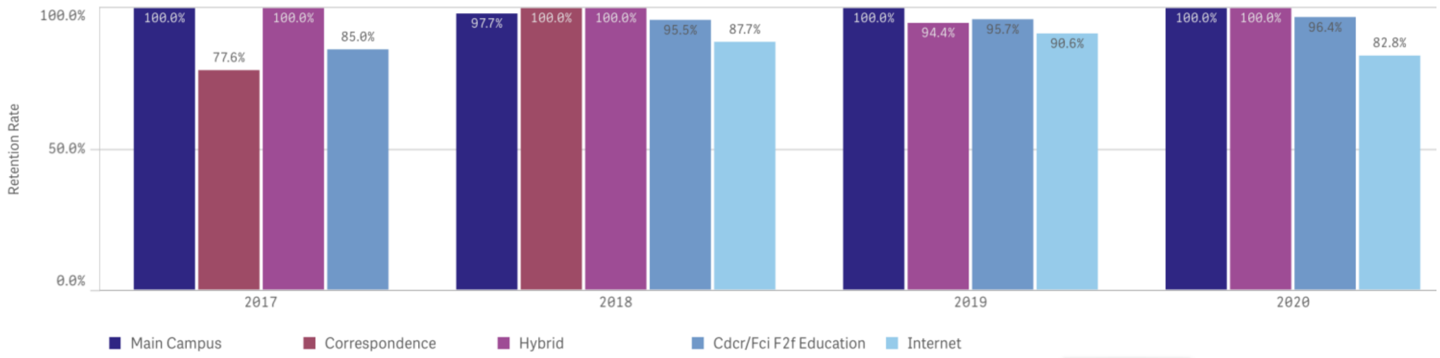
Retention Rates by Location and Academic Year



Location	2017 FA	2017 SU	2017 SP	2018 FA	2018 SU	2018 SP	2019 FA	2019 SU	2019 SP	2020 FA	2020 SU	2020 SP
Main Campus	100.0%	-	-	95.8%	-	99.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Correspondence	75.6%	-	79.8%	100.0%	-	-	-	-	-	-	-	-
Hybrid	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	92.0%	-	100.0%	100.0%	-	100.0%
Cdcr/Fci F2f Education	-	-	85.0%	95.5%	-	-	-	-	95.7%	96.4%	-	-
Internet	-	-	-	90.3%	-	85.3%	91.1%	-	89.6%	82.2%	-	84.2%

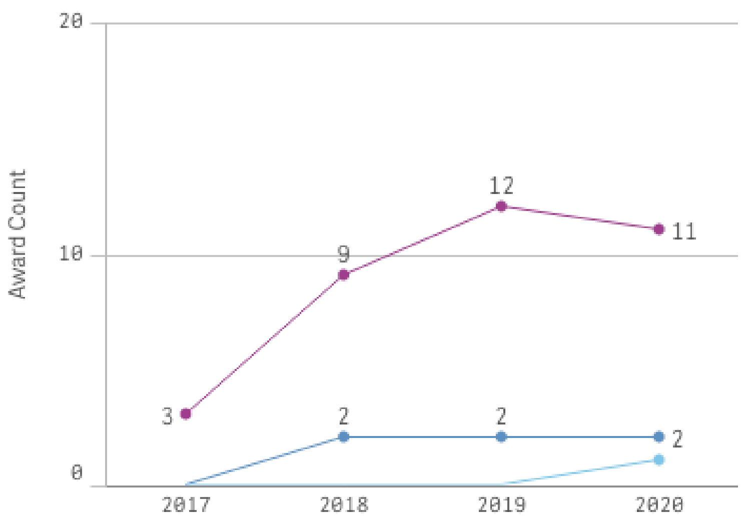
Academic Year ▼
Semester ▼
Location ▼

Retention Rates by Location and Academic Year

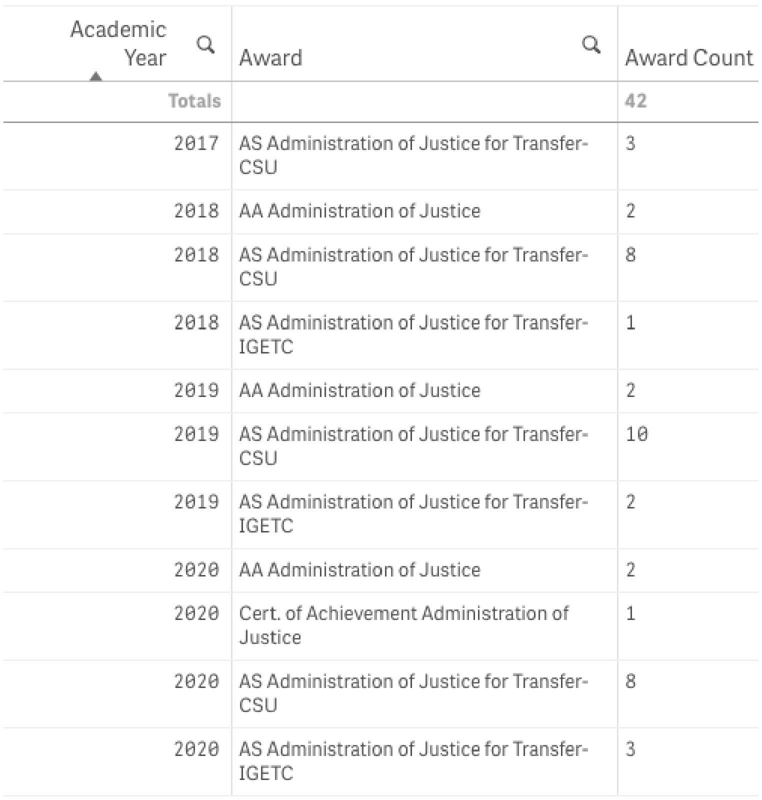


AWARDS

Decgrees and Certificates Awarded By Academic Year

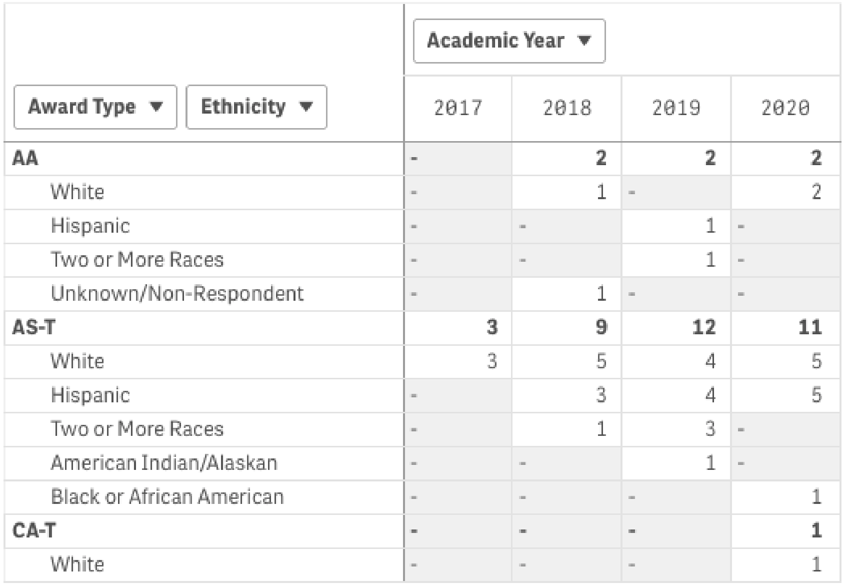


Awards by Academic Year



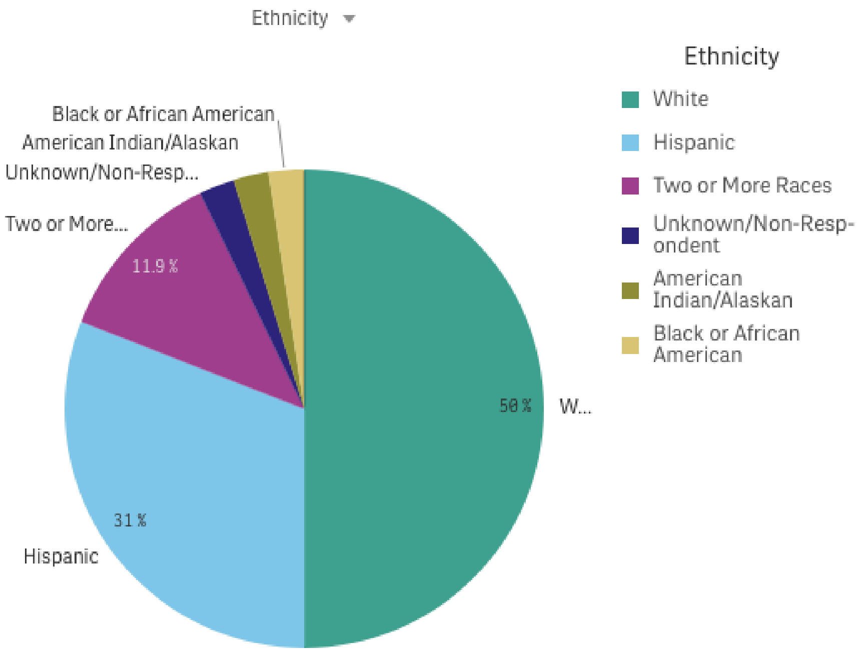
Academic Year ▲	Award	Award Count
Totals		42
2017	AS Administration of Justice for Transfer-CSU	3
2018	AA Administration of Justice	2
2018	AS Administration of Justice for Transfer-CSU	8
2018	AS Administration of Justice for Transfer-IGETC	1
2019	AA Administration of Justice	2
2019	AS Administration of Justice for Transfer-CSU	10
2019	AS Administration of Justice for Transfer-IGETC	2
2020	AA Administration of Justice	2
2020	Cert. of Achievement Administration of Justice	1
2020	AS Administration of Justice for Transfer-CSU	8
2020	AS Administration of Justice for Transfer-IGETC	3

Awards by Academic Year and Ethnicity

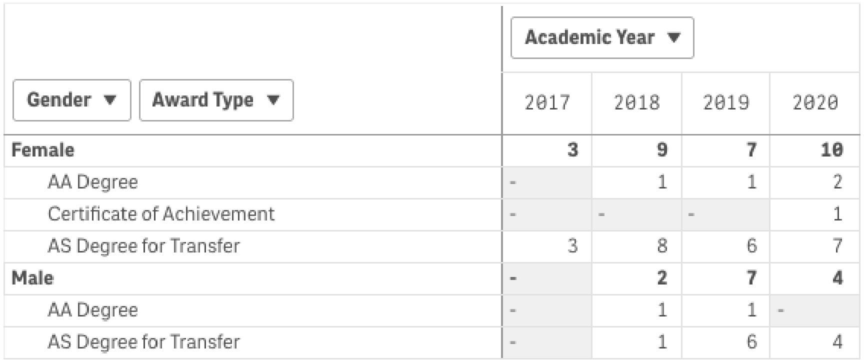


		Academic Year ▼			
Award Type ▼	Ethnicity ▼	2017	2018	2019	2020
AA		**-**	**2**	**2**	**2**
	White	-	1	-	2
	Hispanic	-	-	1	-
	Two or More Races	-	-	1	-
	Unknown/Non-Respondent	-	1	-	-
AS-T		**3**	**9**	**12**	**11**
	White	3	5	4	5
	Hispanic	-	3	4	5
	Two or More Races	-	1	3	-
	American Indian/Alaskan	-	-	1	-
	Black or African American	-	-	-	1
CA-T		**-**	**-**	**-**	**1**
	White	-	-	-	1

Awards by Ethnicity

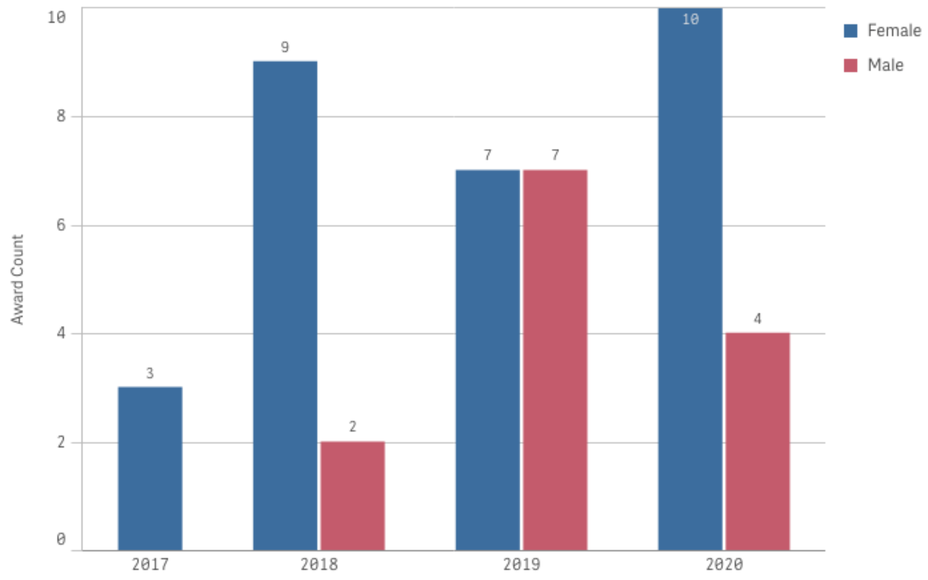


Awards by Academic Year and Gender

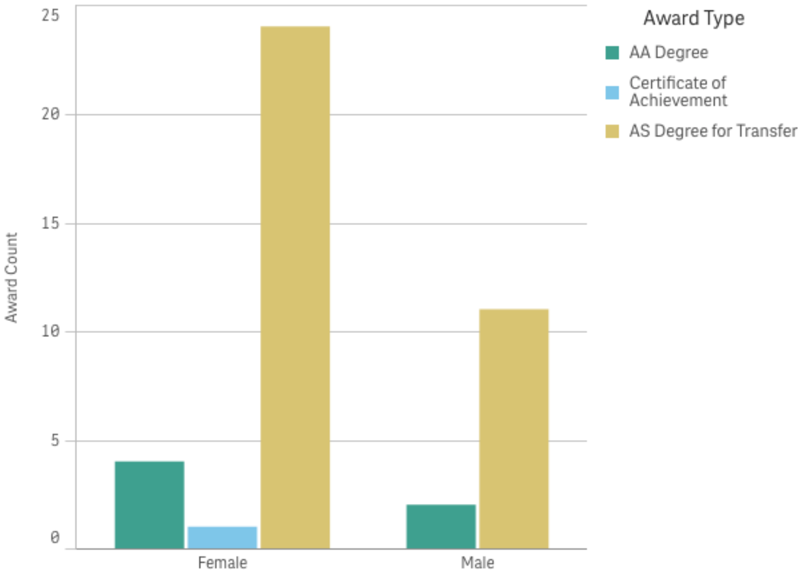

Academic Year ▼
Gender ▼
Award Type ▼

Gender / Award Type	2017	2018	2019	2020
Female	**3**	**9**	**7**	**10**
AA Degree	-	1	1	2
Certificate of Achievement	-	-	-	1
AS Degree for Transfer	3	8	6	7
Male	**-**	**2**	**7**	**4**
AA Degree	-	1	1	-
AS Degree for Transfer	-	1	6	4

Decgrees and Certificates Awarded By Academic Year and Student Gender

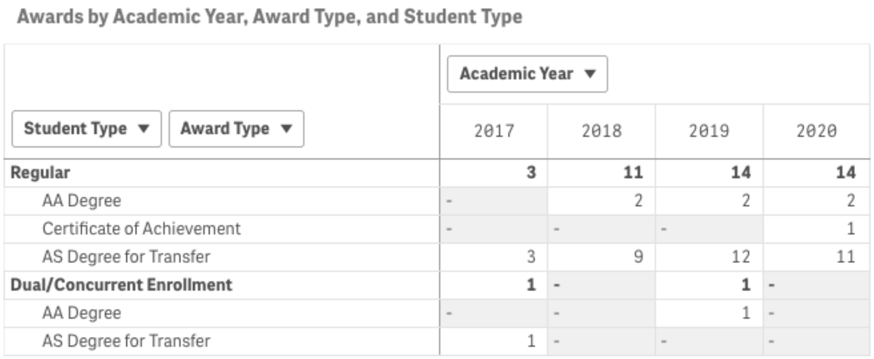


Awards by Award Type and Student Gender



CalWorks: Special Program Awards Data not included as N<10

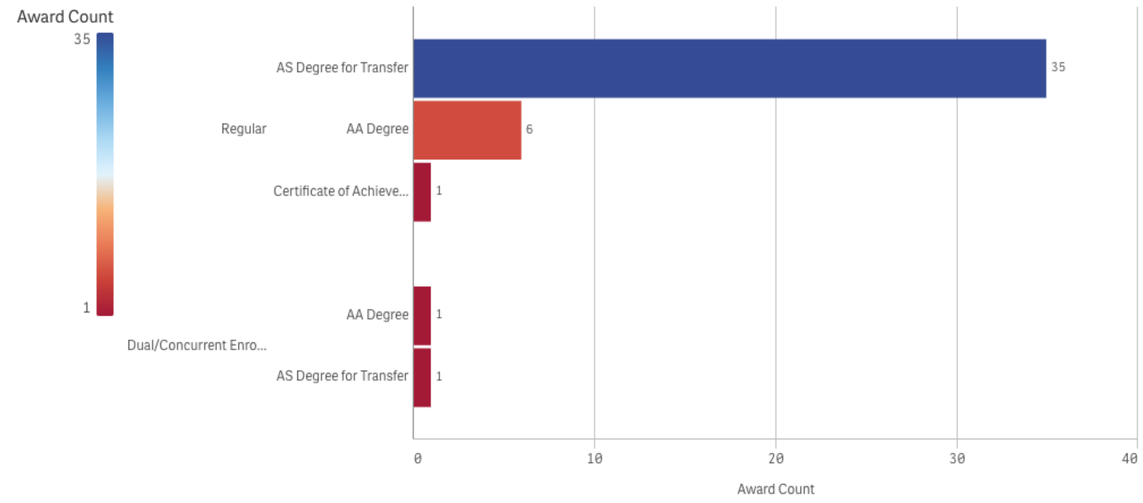
EOPS: Special Program Awards Data not included as N<10
Disabled: Special Program Awards Data not included as N<10
CARE: Special Program Awards Data not included as N<10
Foster Youth: Special Program Awards Data not included as N<10

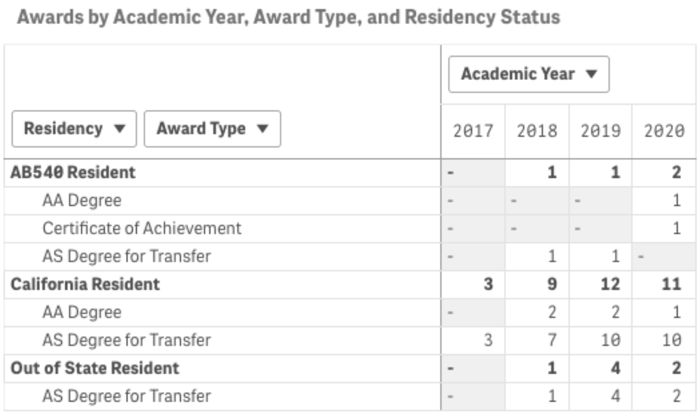


Awards by Academic Year, Award Type, and Student Type

	Academic Year ▼			
Student Type ▼ Award Type ▼	2017	2018	2019	2020
Regular	**3**	**11**	**14**	**14**
AA Degree	-	2	2	2
Certificate of Achievement	-	-	-	1
AS Degree for Transfer	3	9	12	11
Dual/Concurrent Enrollment	**1**	**-**	**1**	**-**
AA Degree	-	-	1	-
AS Degree for Transfer	1	-	-	-

Awards by Award Type and Student Type

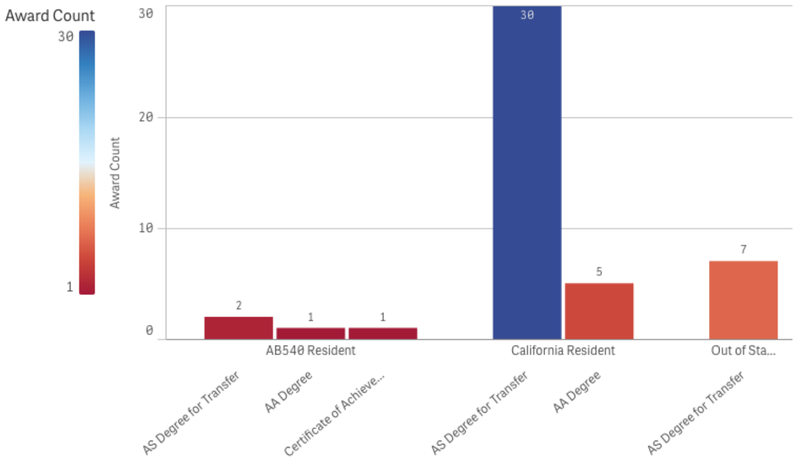




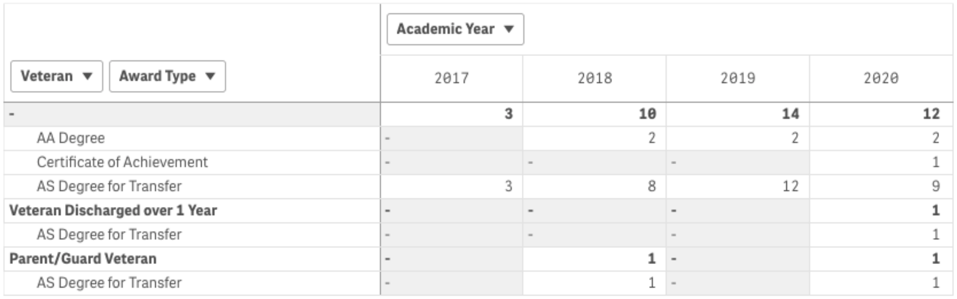
Awards by Academic Year, Award Type, and Residency Status

	Academic Year ▼			
Residency ▼ Award Type ▼	2017	2018	2019	2020
AB540 Resident	**-**	**1**	**1**	**2**
AA Degree	-	-	-	1
Certificate of Achievement	-	-	-	1
AS Degree for Transfer	-	1	1	-
California Resident	**3**	**9**	**12**	**11**
AA Degree	-	2	2	1
AS Degree for Transfer	3	7	10	10
Out of State Resident	**-**	**1**	**4**	**2**
AS Degree for Transfer	-	1	4	2

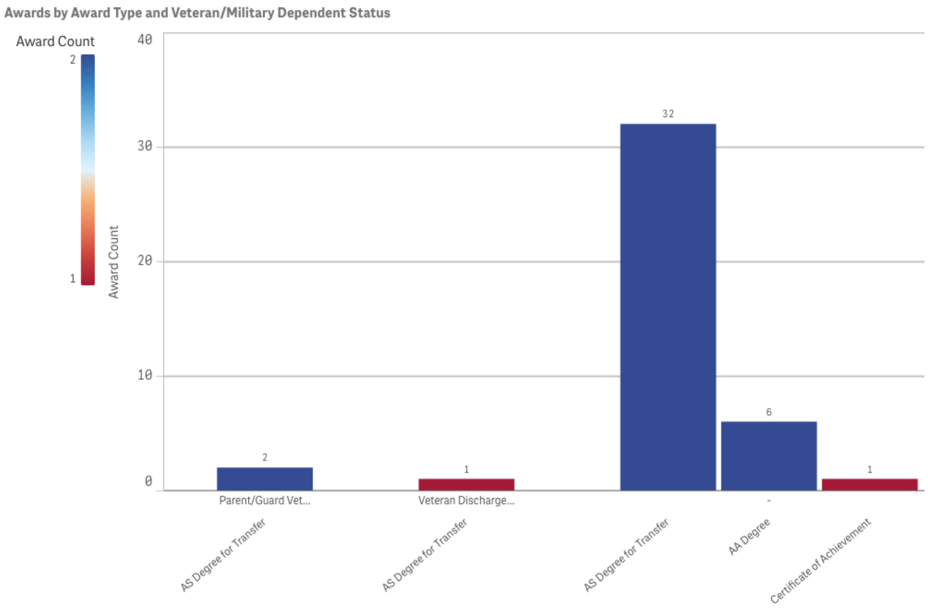
Awards by Award Type and Residency Status



Awards by Academic Year, Award Type, and Veteran/Military Dependent Status



Veteran / Award Type	2017	2018	2019	2020
-	**3**	**10**	**14**	**12**
AA Degree	-	2	2	2
Certificate of Achievement	-	-	-	1
AS Degree for Transfer	3	8	12	9
Veteran Discharged over 1 Year	**-**	**-**	**-**	**1**
AS Degree for Transfer	-	-	-	1
Parent/Guard Veteran	**-**	**1**	**-**	**1**
AS Degree for Transfer	-	1	-	1


Awards by Award Type and Veteran/Military Dependent Status

Local Certificates:

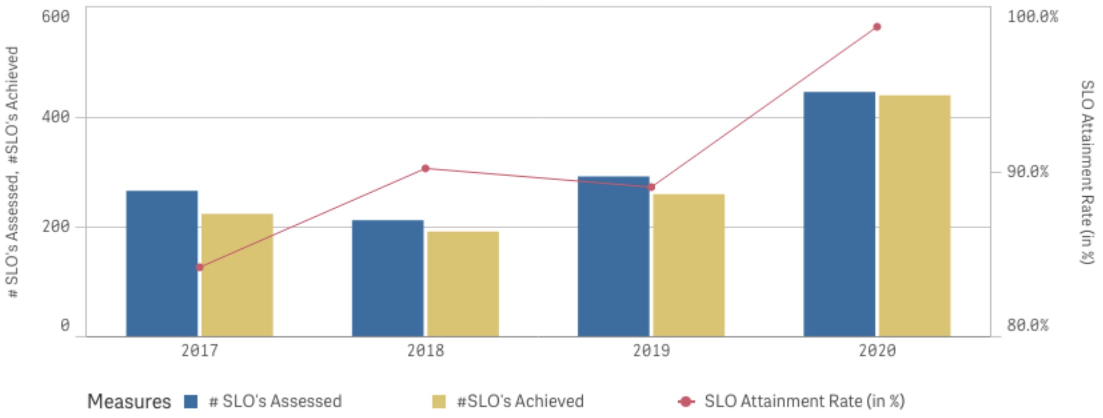
1 Certificate of Accomplishment in Administration of Justice was awarded in the 2020-2021 academic year

Transfer Data:

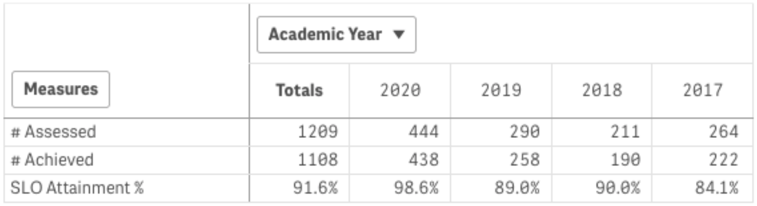
Among all graduates of this program since the 2015-16 academic year, 1 student has transferred to a 4-year institution. No program graduates have earned a higher level degree beyond their LCC degree.

STUDENT LEARNING OUTCOMES (SLOs)

Number of SLO's Assessed and Achieved, with SLO Attainment Rate (%)

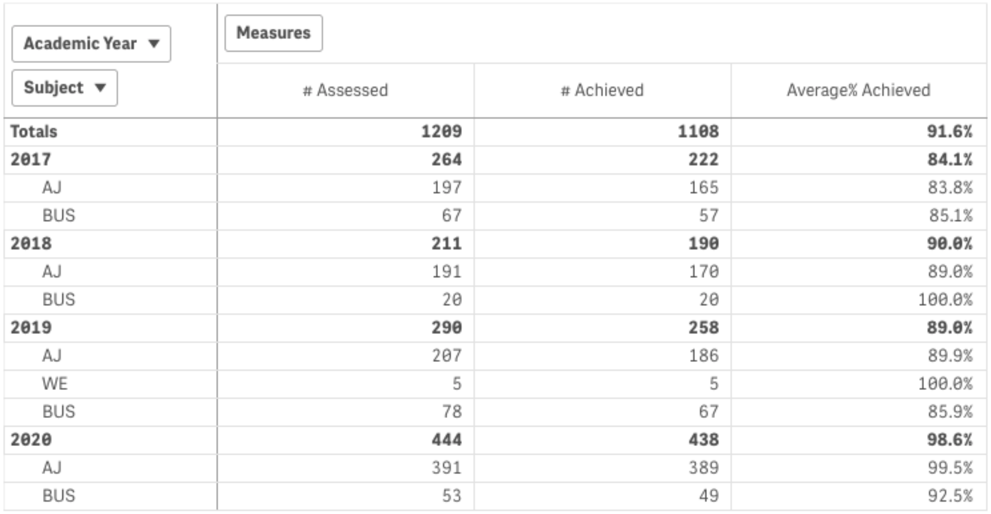


SLO Achievement Results by Academic Year


Academic Year ▼

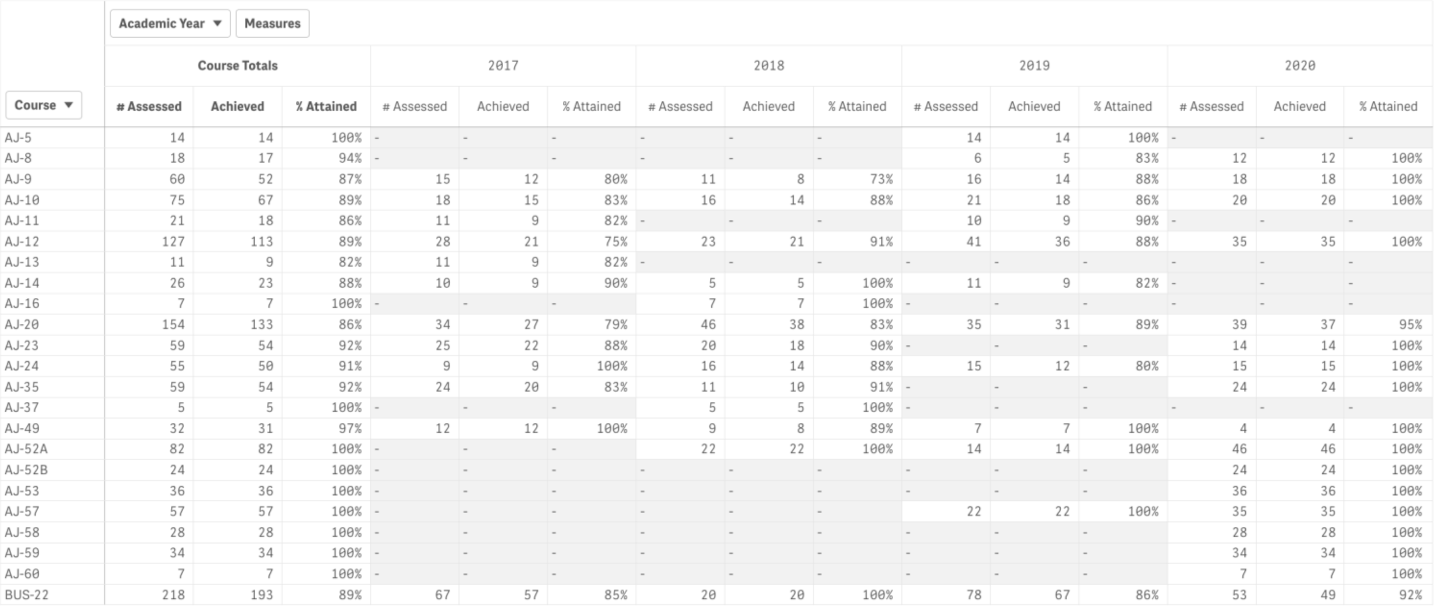
Measures	Totals	2020	2019	2018	2017
# Assessed	1209	444	290	211	264
# Achieved	1108	438	258	190	222
SLO Attainment %	91.6%	98.6%	89.0%	90.0%	84.1%

SLOs by Academic Year and Subject Area


Academic Year ▼
Subject ▼
Measures

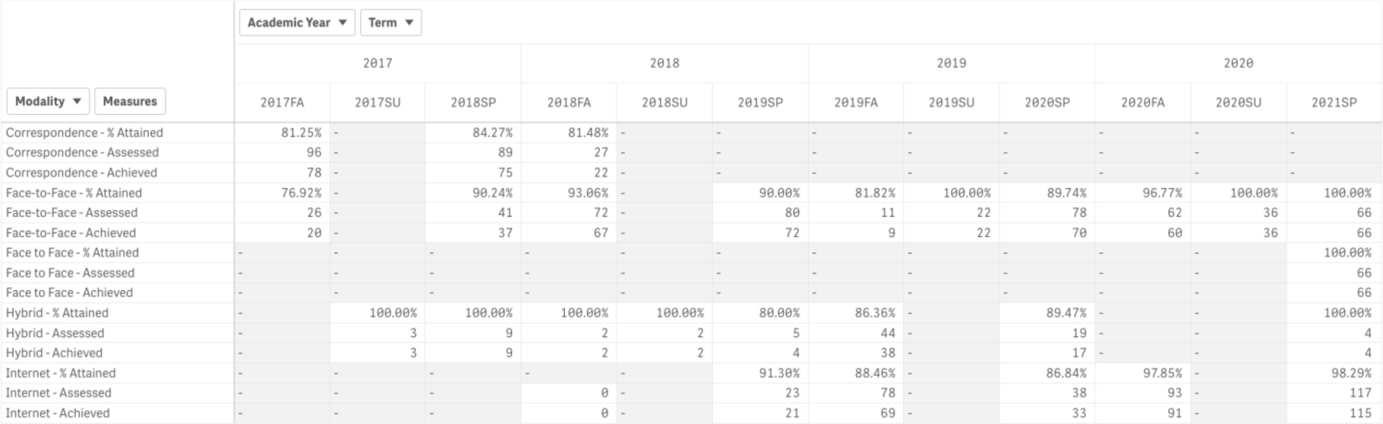
	# Assessed	# Achieved	Average% Achieved
Totals	**1209**	**1108**	**91.6%**
2017	**264**	**222**	**84.1%**
AJ	197	165	83.8%
BUS	67	57	85.1%
2018	**211**	**190**	**90.0%**
AJ	191	170	89.0%
BUS	20	20	100.0%
2019	**290**	**258**	**89.0%**
AJ	207	186	89.9%
WE	5	5	100.0%
BUS	78	67	85.9%
2020	**444**	**438**	**98.6%**
AJ	391	389	99.5%
BUS	53	49	92.5%

SLO Attainment Rate by Course and Academic Year


Academic Year ▼
Measures
Course ▼

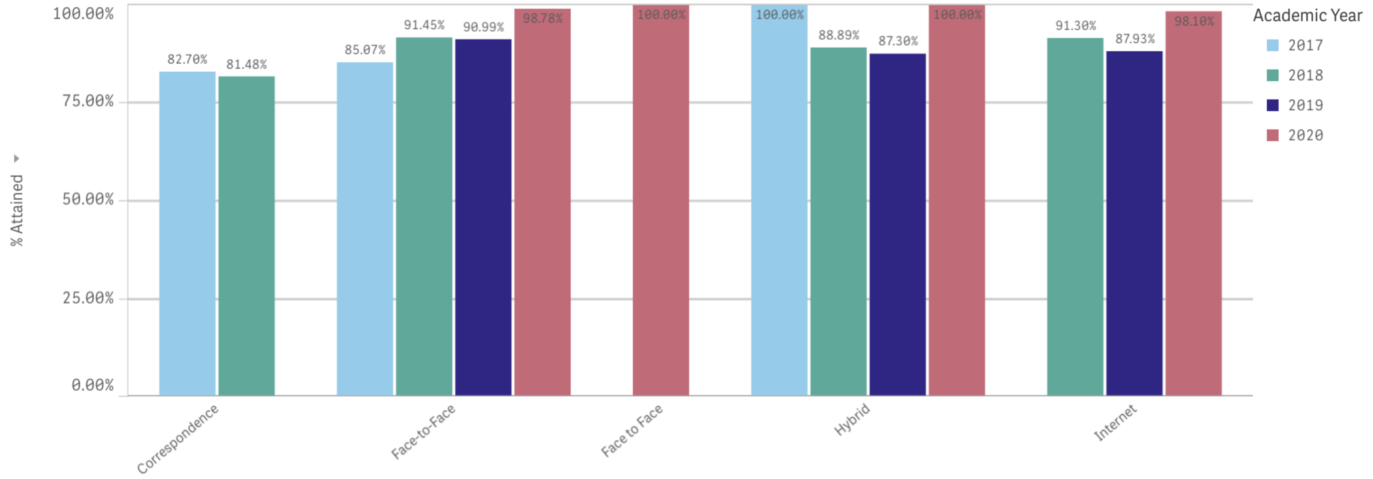
Course	Course Totals # Assessed	Course Totals Achieved	Course Totals % Attained	2017 # Assessed	2017 Achieved	2017 % Attained	2018 # Assessed	2018 Achieved	2018 % Attained	2019 # Assessed	2019 Achieved	2019 % Attained	2020 # Assessed	2020 Achieved	2020 % Attained
AJ-5	14	14	100%	-	-	-	-	-	-	14	14	100%	-	-	-
AJ-8	18	17	94%	-	-	-	-	-	-	6	5	83%	12	12	100%
AJ-9	60	52	87%	15	12	80%	11	8	73%	16	14	88%	18	18	100%
AJ-10	75	67	89%	18	15	83%	16	14	88%	21	18	86%	20	20	100%
AJ-11	21	18	86%	11	9	82%	-	-	-	10	9	90%	-	-	-
AJ-12	127	113	89%	28	21	75%	23	21	91%	41	36	88%	35	35	100%
AJ-13	11	9	82%	11	9	82%	-	-	-	-	-	-	-	-	-
AJ-14	26	23	88%	10	9	90%	5	5	100%	11	9	82%	-	-	-
AJ-16	7	7	100%	-	-	-	7	7	100%	-	-	-	-	-	-
AJ-20	154	133	86%	34	27	79%	46	38	83%	35	31	89%	39	37	95%
AJ-23	59	54	92%	25	22	88%	20	18	90%	-	-	-	14	14	100%
AJ-24	55	50	91%	9	9	100%	16	14	88%	15	12	80%	15	15	100%
AJ-35	59	54	92%	24	20	83%	11	10	91%	-	-	-	24	24	100%
AJ-37	5	5	100%	-	-	-	5	5	100%	-	-	-	-	-	-
AJ-49	32	31	97%	12	12	100%	9	8	89%	7	7	100%	4	4	100%
AJ-52A	82	82	100%	-	-	-	22	22	100%	14	14	100%	46	46	100%
AJ-52B	24	24	100%	-	-	-	-	-	-	-	-	-	24	24	100%
AJ-53	36	36	100%	-	-	-	-	-	-	-	-	-	36	36	100%
AJ-57	57	57	100%	-	-	-	-	-	-	22	22	100%	35	35	100%
AJ-58	28	28	100%	-	-	-	-	-	-	-	-	-	28	28	100%
AJ-59	34	34	100%	-	-	-	-	-	-	-	-	-	34	34	100%
AJ-60	7	7	100%	-	-	-	-	-	-	-	-	-	7	7	100%
BUS-22	218	193	89%	67	57	85%	20	20	100%	78	67	86%	53	49	92%

SLOs by Modality, Academic Year and Semester


Academic Year ▼
Term ▼
Modality ▼
Measures

Modality	2017 2017FA	2017 2017SU	2017 2018SP	2018 2018FA	2018 2018SU	2018 2019SP	2019 2019FA	2019 2019SU	2019 2020SP	2020 2020FA	2020 2020SU	2020 2021SP
Correspondence - % Attained	81.25%	-	84.27%	81.48%	-	-	-	-	-	-	-	-
Correspondence - Assessed	96	-	89	27	-	-	-	-	-	-	-	-
Correspondence - Achieved	78	-	75	22	-	-	-	-	-	-	-	-
Face-to-Face - % Attained	76.92%	-	90.24%	93.06%	-	90.00%	81.82%	100.00%	89.74%	96.77%	100.00%	100.00%
Face-to-Face - Assessed	26	-	41	72	-	80	11	22	78	62	36	66
Face-to-Face - Achieved	20	-	37	67	-	72	9	22	70	60	36	66
Face to Face - % Attained	-	-	-	-	-	-	-	-	-	-	-	100.00%
Face to Face - Assessed	-	-	-	-	-	-	-	-	-	-	-	66
Face to Face - Achieved	-	-	-	-	-	-	-	-	-	-	-	66
Hybrid - % Attained	-	100.00%	100.00%	100.00%	100.00%	80.00%	86.36%	-	89.47%	-	-	100.00%
Hybrid - Assessed	-	3	9	2	2	5	44	-	19	-	-	4
Hybrid - Achieved	-	3	9	2	2	4	38	-	17	-	-	4
Internet - % Attained	-	-	-	-	-	91.30%	88.46%	-	86.84%	97.85%	-	98.29%
Internet - Assessed	-	-	-	0	-	23	78	-	38	93	-	117
Internet - Achieved	-	-	-	0	-	21	69	-	33	91	-	115

SLOs by Modality, Academic Year and Semester



Addendum B:
IPR Data Addendum

Instructional Program Review (IPR) Data -ADDENDUM

Program: Administration of Justice

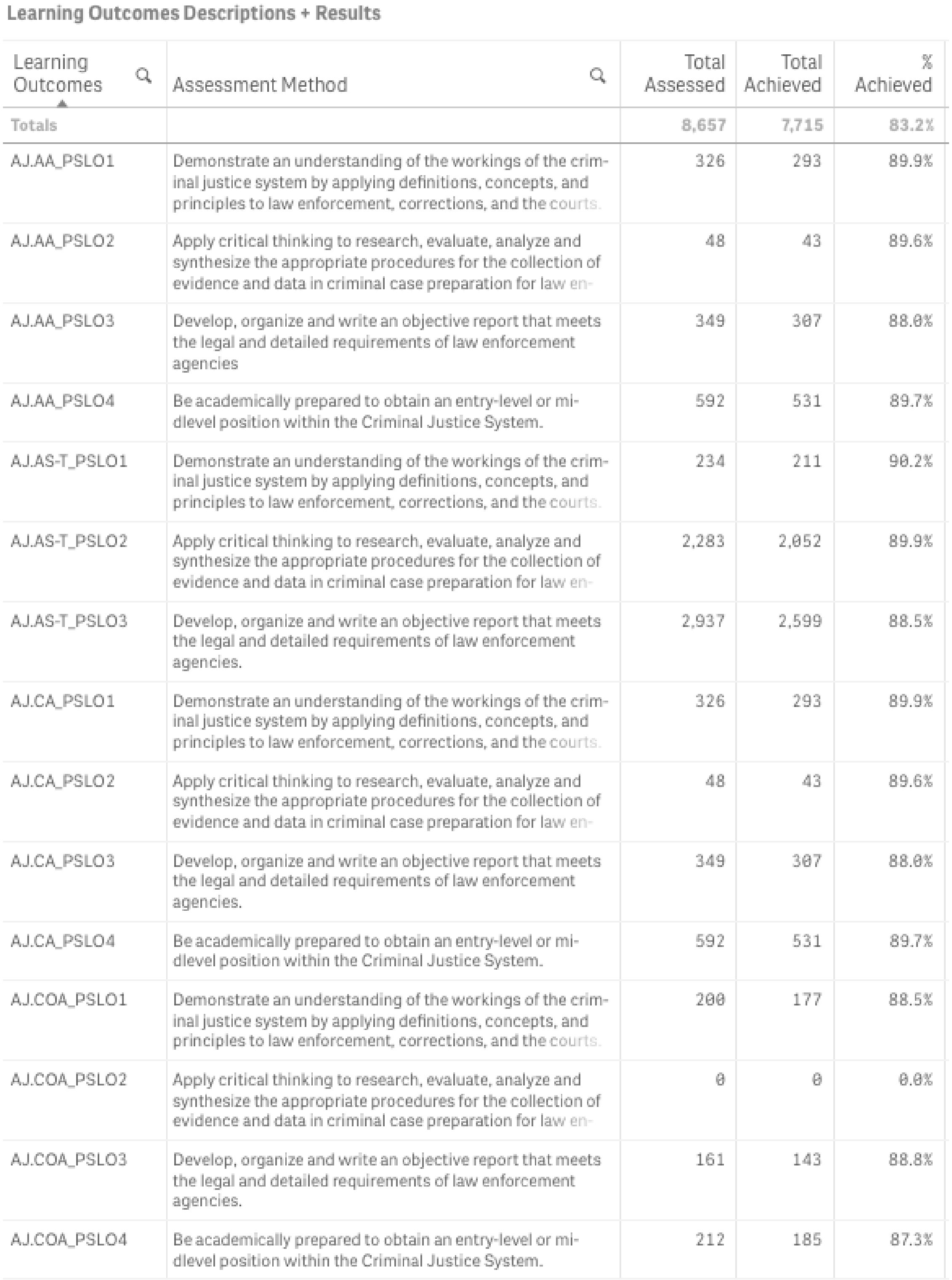
Academic Year: 2017-18, 2018-19, 2019-20 and 2020-21

The data in the addendum is in addition to the previously issued IPR Data document.

This document provides additional data to previously provided AJ program Student Learning Outcomes (SLO's) assessment results, and subsequent contributions of those outcomes results to higher level learning outcomes of the AJ program and to the and Strategic Goals of the institution.

Therefore, all data listed in this report is based solely on the assessment results of AJ Program Course SLO's being mapped to the higher-level learning outcomes of the institution and institutional Strategic Goals.

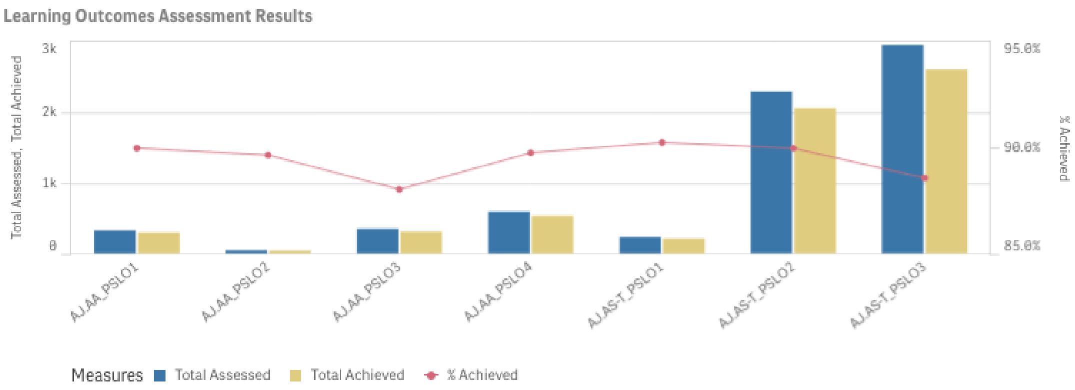
PROGRAM LEARNING OUTCOMES (PSLOs)



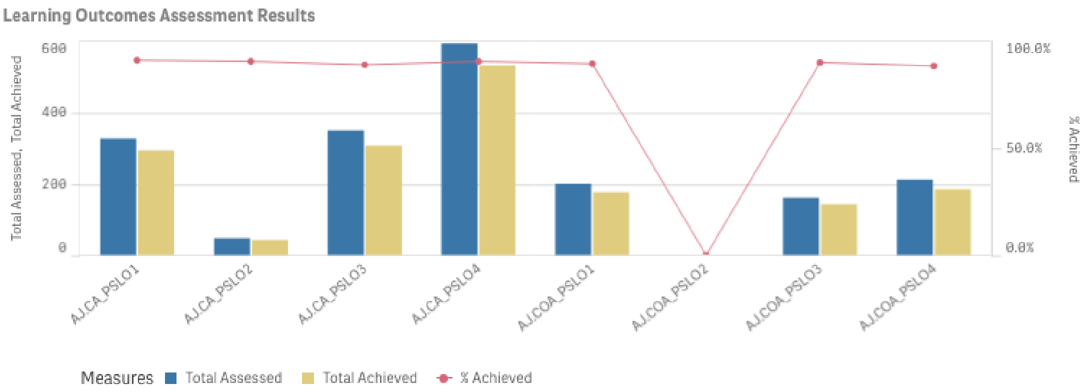
Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		8,657	7,715	83.2%
AJ.AA_PSLO1	Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections, and the courts.	326	293	89.9%
AJ.AA_PSLO2	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 en-	48	43	89.6%
AJ.AA_PSLO3	Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies	349	307	88.0%
AJ.AA_PSLO4	Be academically prepared to obtain an entry-level or midlevel position within the Criminal Justice System.	592	531	89.7%
AJ.AS-T_PSLO1	Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections, and the courts.	234	211	90.2%
AJ.AS-T_PSLO2	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 en-	2,283	2,052	89.9%
AJ.AS-T_PSLO3	Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.	2,937	2,599	88.5%
AJ.CA_PSLO1	Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections, and the courts.	326	293	89.9%
AJ.CA_PSLO2	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 en-	48	43	89.6%
AJ.CA_PSLO3	Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.	349	307	88.0%
AJ.CA_PSLO4	Be academically prepared to obtain an entry-level or midlevel position within the Criminal Justice System.	592	531	89.7%
AJ.COA_PSLO1	Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections, and the courts.	200	177	88.5%
AJ.COA_PSLO2	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 en-	0	0	0.0%
AJ.COA_PSLO3	Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.	161	143	88.8%
AJ.COA_PSLO4	Be academically prepared to obtain an entry-level or midlevel position within the Criminal Justice System.	212	185	87.3%

AJ Program PSLO’s

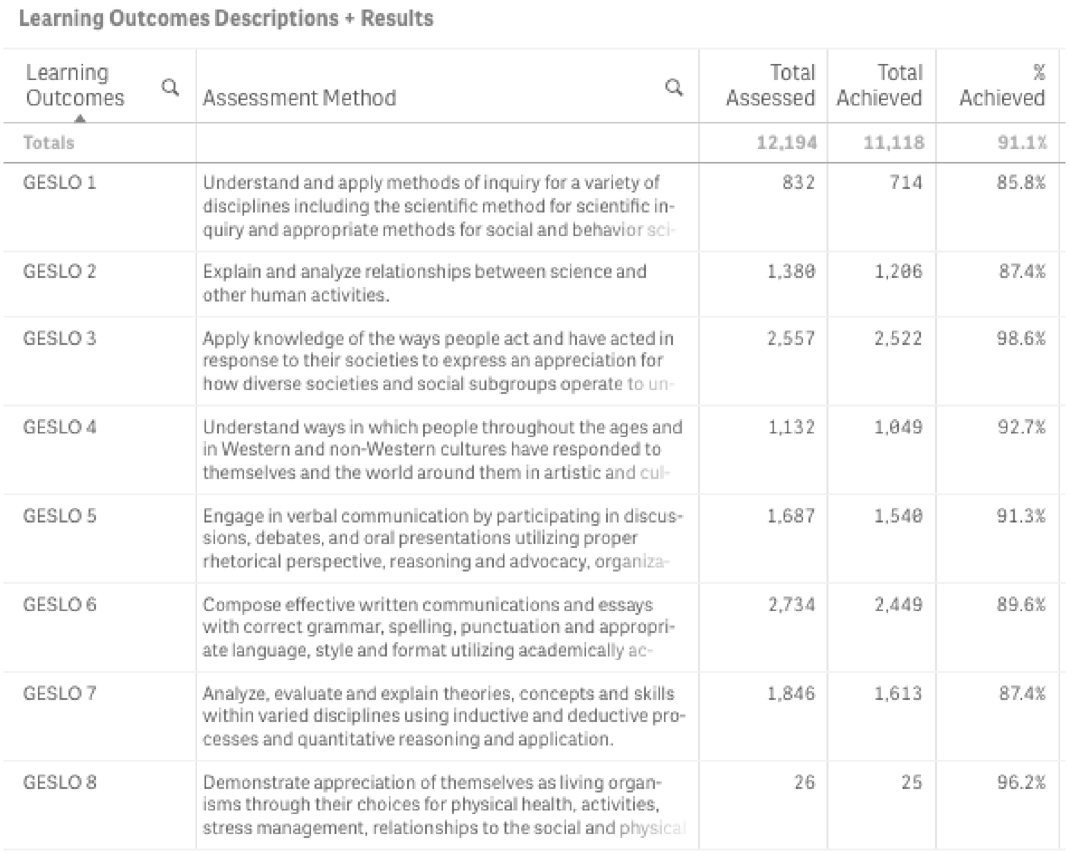


AJ Program PSLO's (AJ.AA and AJ.AS-T)



AJ Program PSLO's (AJ.CA and AJ.COA)

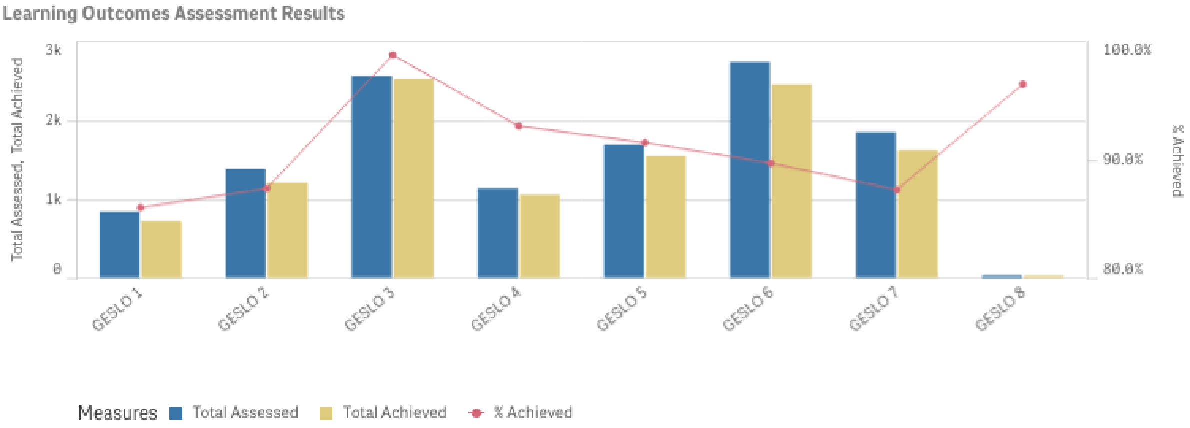
GENERAL EDUCATION LEARNING OUTCOMES (GESLOs)



Learning Outcomes Descriptions + Results

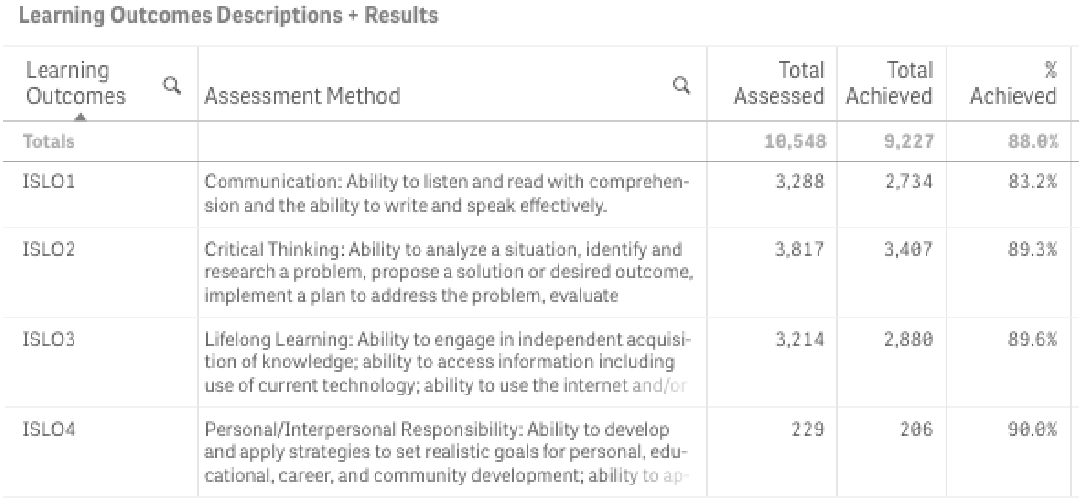
Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		12,194	11,118	91.1%
GESLO 1	Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior sci-	832	714	85.8%
GESLO 2	Explain and analyze relationships between science and other human activities.	1,380	1,206	87.4%
GESLO 3	Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to un-	2,557	2,522	98.6%
GESLO 4	Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cul-	1,132	1,049	92.7%
GESLO 5	Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organiza-	1,687	1,540	91.3%
GESLO 6	Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically ac-	2,734	2,449	89.6%
GESLO 7	Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.	1,846	1,613	87.4%
GESLO 8	Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical	26	25	96.2%

AJ Program Alignment with and Contribution to GESLO's



AJ Program Alignment with and Contribution to GESLO's

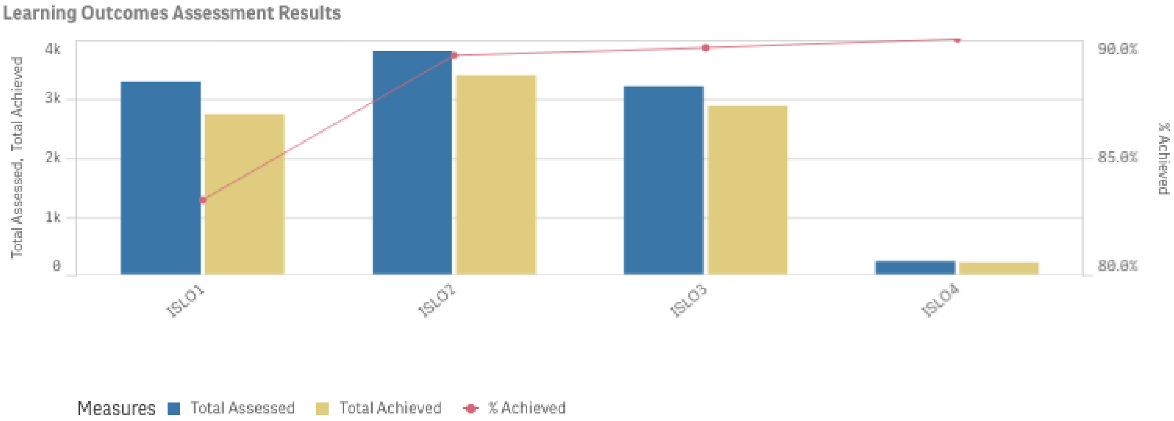
INSTITUTIONAL LEARNING OUTCOMES (ISLOs)



Learning Outcomes Descriptions + Results

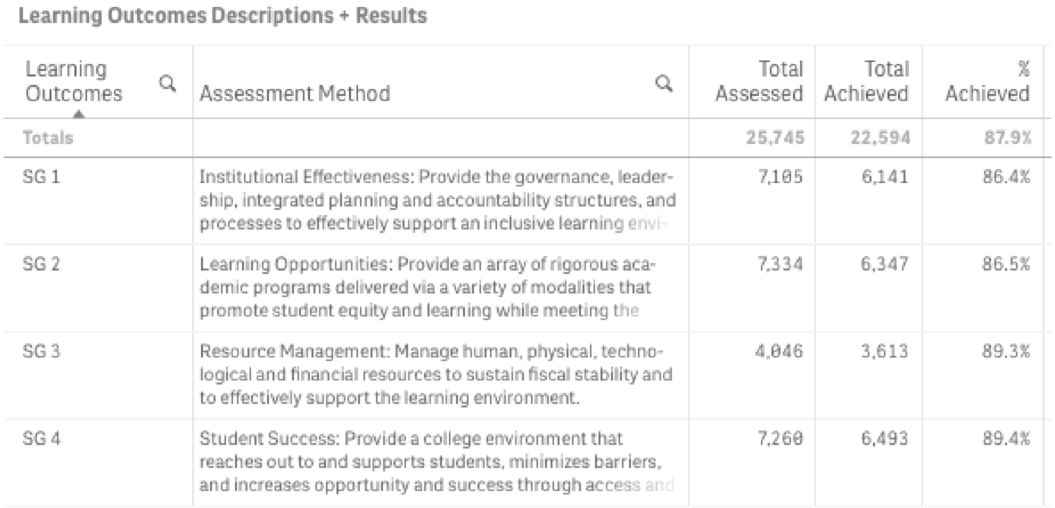
Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		10,548	9,227	88.0%
ISLO1	Communication: Ability to listen and read with comprehension and the ability to write and speak effectively.	3,288	2,734	83.2%
ISLO2	Critical Thinking: Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate	3,817	3,407	89.3%
ISLO3	Lifelong 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	3,214	2,880	89.6%
ISLO4	Personal/Interpersonal Responsibility: Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to ap-	229	206	90.0%

AJ Program Alignment with and Contribution to ISLO's



AJ Program Alignment with and Contribution to ISLO's

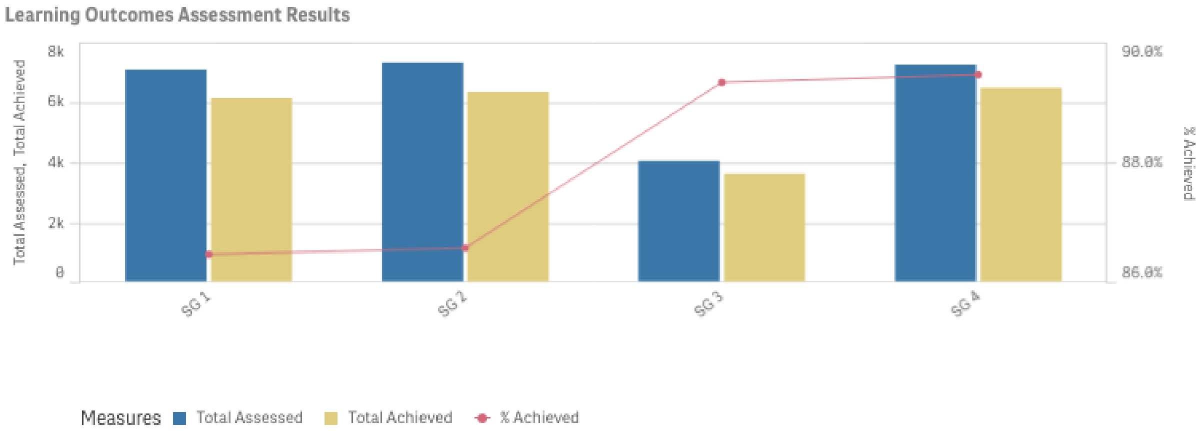
LCC STRATEGIC GOALS



Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		25,745	22,594	87.9%
SG 1	Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning envi-	7,105	6,141	86.4%
SG 2	Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the	7,334	6,347	86.5%
SG 3	Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.	4,046	3,613	89.3%
SG 4	Student Success: Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and	7,260	6,493	89.4%

AJ Program Alignment with and Contribution to LCC Strategic Goals



AJ Program Alignment with and Contribution to LCC Strategic Goals

Addendum C:
Fall 2019 Student Survey

Q1 Course Number (same as on your paper copy of this survey):

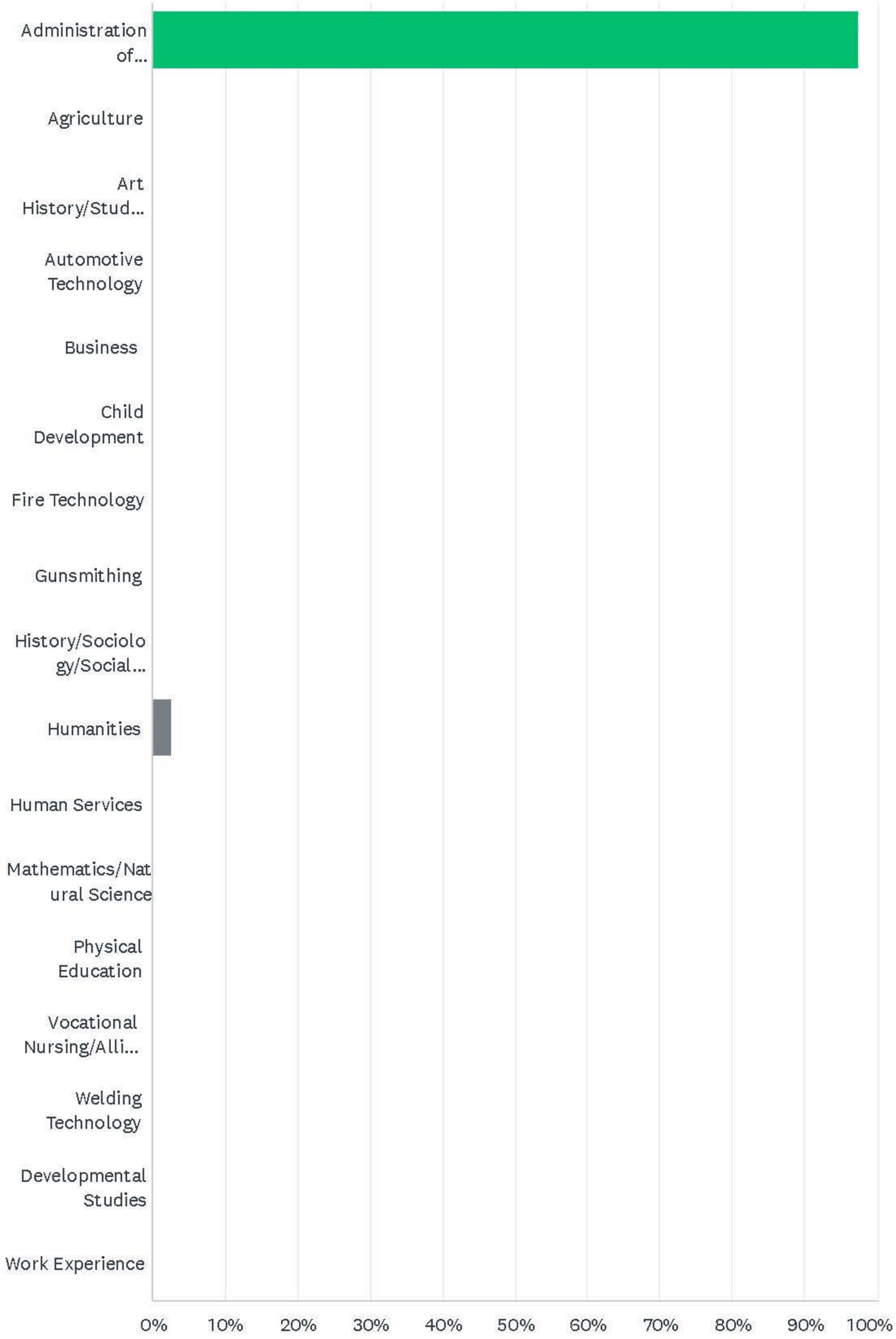
Answered: 39 Skipped: 0

#	RESPONSES	DATE
1	AJ (no class specified)	10/14/2021 5:20 PM
2	AJ-12-Y0788	10/14/2021 5:18 PM
3	AJ-24-Y0720	10/14/2021 5:17 PM
4	AJ-12	10/14/2021 5:16 PM
5	AJ-14-M0002	12/18/2019 10:15 AM
6	AJ-14-M0002	12/18/2019 10:13 AM
7	AJ-14-M0002	12/18/2019 10:12 AM
8	AJ-14-M0002	12/18/2019 10:09 AM
9	AJ-14-M0002	12/18/2019 10:07 AM
10	AJ-14-M0002	12/18/2019 10:05 AM
11	AJ-14-M0002	12/18/2019 10:03 AM
12	AJ-14-M0002	12/18/2019 9:59 AM
13	AJ-14-M0002	12/18/2019 9:58 AM
14	AJ-14-M0002	12/18/2019 9:55 AM
15	Aj-12-Yo788	12/9/2019 10:32 AM
16	Aj-24-Y0720	12/9/2019 10:23 AM
17	AJ-12-Y0788	12/9/2019 9:10 AM
18	aj-24-yo720	12/9/2019 8:18 AM
19	AJ-12-Y0788	12/9/2019 7:42 AM
20	AJ-24-Y0720	12/9/2019 7:39 AM
21	AJ-24-Y0720	12/9/2019 6:08 AM
22	AJ-12-Y0788	12/9/2019 6:06 AM
23	AJ-12-Y0788	12/9/2019 5:29 AM
24	AJ-24-Y0720	12/9/2019 5:10 AM
25	AJ-12-Y0788	12/8/2019 11:54 PM
26	Aj12	12/8/2019 10:52 PM
27	AJ-24-Y0720	12/8/2019 5:34 PM
28	AJ-12-Y0788	12/8/2019 5:08 PM
29	AJ-12-Y0788	12/8/2019 3:41 PM
30	Aj-24-Y0720	12/8/2019 12:53 PM
31	AJ-12-Y0788	12/5/2019 2:14 PM
32	AJ-24-Y0720	12/5/2019 11:00 AM
33	AJ-12-Y0788	12/5/2019 10:46 AM

34	AJ-12-Y0788	12/5/2019 10:27 AM
35	AJ-12-Y0788	12/4/2019 10:58 PM
36	AJ-24-Y0720	12/4/2019 12:16 PM
37	AJ-24-Y0720	12/4/2019 11:24 AM
38	AJ-24-Y0720	12/4/2019 11:23 AM
39	AJ-12- Y0788	12/4/2019 9:36 AM

Q2 Name of Program: (Select only one option, same as on your paper copy of this survey)

Answered: 39 Skipped: 0


Administration of...
Agriculture
Art History/Stud...
Automotive Technology
Business
Child Development
Fire Technology
Gunsmithing
History/Sociology/Social...
Humanities
Human Services
Mathematics/Natural Science
Physical Education
Vocational Nursing/Alli...
Welding Technology
Developmental Studies
Work Experience
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

ANSWER CHOICES	RESPONSES	
Administration of Justice/Correctional Science	97.44%	38
Agriculture	0.00%	0
Art History/Studio Art	0.00%	0
Automotive Technology	0.00%	0
Business	0.00%	0
Child Development	0.00%	0
Fire Technology	0.00%	0
Gunsmithing	0.00%	0
History/Sociology/Social Science/Psychology	0.00%	0
Humanities	2.56%	1
Human Services	0.00%	0
Mathematics/Natural Science	0.00%	0
Physical Education	0.00%	0
Vocational Nursing/Allied Health	0.00%	0
Welding Technology	0.00%	0
Developmental Studies	0.00%	0
Work Experience	0.00%	0
TOTAL		39

Q3 Course Name/Title (same as on your paper copy of this survey):

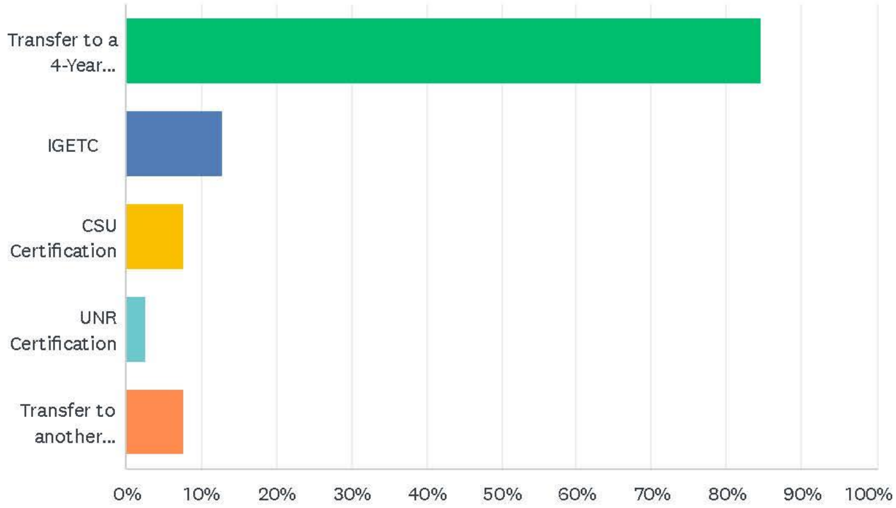
Answered: 39 Skipped: 0

#	RESPONSES	DATE
1	Administrative	10/14/2021 5:20 PM
2	INTRO CRIMINAL JUSTICE	10/14/2021 5:18 PM
3	community relations	10/14/2021 5:17 PM
4	Administration of Justice	10/14/2021 5:16 PM
5	Juvenile Procedures	12/18/2019 10:15 AM
6	Juvenile Procedures	12/18/2019 10:13 AM
7	Juvenile Procedures	12/18/2019 10:12 AM
8	Juvenile Procedures	12/18/2019 10:09 AM
9	Juvenile Procedures	12/18/2019 10:07 AM
10	Juvenile Procedures	12/18/2019 10:05 AM
11	Juvenile Procedures	12/18/2019 10:03 AM
12	Juvenile Procedures	12/18/2019 9:59 AM
13	Juvenile Procedures	12/18/2019 9:58 AM
14	Juvenile Procedures	12/18/2019 9:55 AM
15	Intro Criminal justice	12/9/2019 10:32 AM
16	Community Relations	12/9/2019 10:23 AM
17	Intro Criminal Justice	12/9/2019 9:10 AM
18	community relations	12/9/2019 8:18 AM
19	Intro Criminal Justice	12/9/2019 7:42 AM
20	Community Relations	12/9/2019 7:39 AM
21	Community Relations	12/9/2019 6:08 AM
22	Intro Criminal Justice	12/9/2019 6:06 AM
23	Intro criminal justice	12/9/2019 5:29 AM
24	Community relations	12/9/2019 5:10 AM
25	Intro Criminal Justice	12/8/2019 11:54 PM
26	Aj12	12/8/2019 10:52 PM
27	Community Relations	12/8/2019 5:34 PM
28	Intro Criminal Justice	12/8/2019 5:08 PM
29	AJ-12	12/8/2019 3:41 PM
30	Community relations	12/8/2019 12:53 PM
31	Intro Criminal Justice	12/5/2019 2:14 PM
32	Community Relations	12/5/2019 11:00 AM
33	Intro Criminal Justice	12/5/2019 10:46 AM

34	Intro Criminal Justice	12/5/2019 10:27 AM
35	Intro Criminal Justice	12/4/2019 10:58 PM
36	Community Relations	12/4/2019 12:16 PM
37	Community relations	12/4/2019 11:24 AM
38	Community relations	12/4/2019 11:23 AM
39	Intro Criminal Justice	12/4/2019 9:36 AM

Q4 Educational Goal: In relation to your general educational goal(s),what is your educational objective at Lassen Community (Check all that apply):

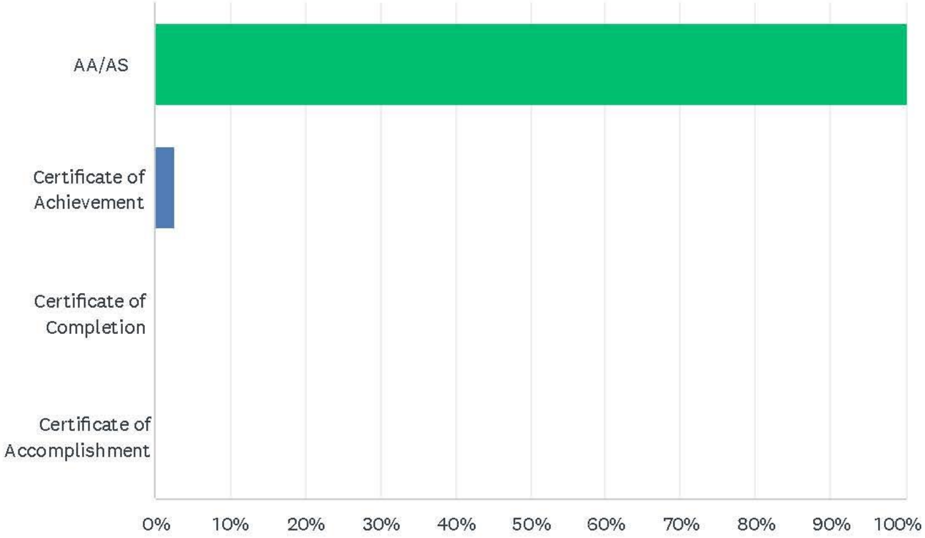
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Transfer to a 4-Year Institution	84.62%	33
IGETC	12.82%	5
CSU Certification	7.69%	3
UNR Certification	2.56%	1
Transfer to another community College	7.69%	3
Total Respondents: 39		

Q5 Educational Goal: In relation to your degree or certificate goal(s),what is your educational objective at Lassen Community (Check all that apply):

Answered: 39 Skipped: 0



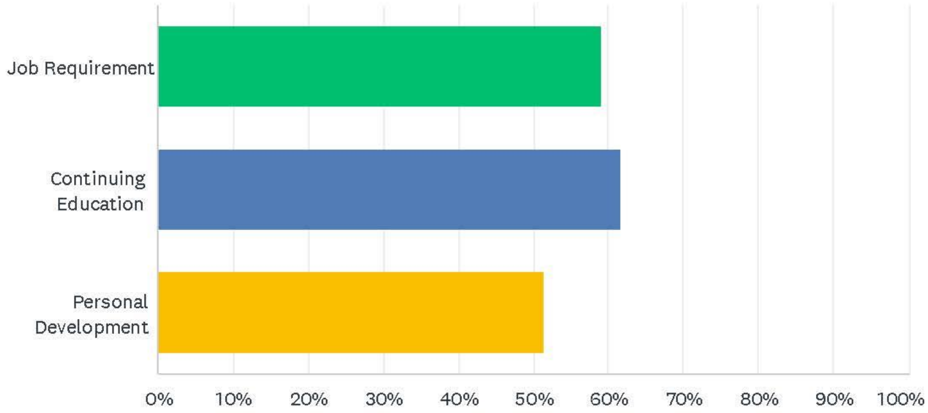
ANSWER CHOICES	RESPONSES	
AA/AS	100.00%	39
Certificate of Achievement	2.56%	1
Certificate of Completion	0.00%	0
Certificate of Accomplishment	0.00%	0
Total Respondents: 39		

#	PLEASE LIST THE TITLE OF THE DEGREE OR CERTIFICATE HERE:	DATE
1	Admin of Justice	12/18/2019 10:15 AM
2	Administration of Justice	12/18/2019 10:13 AM
3	Administration of Justice	12/18/2019 10:12 AM
4	Administration of Justice	12/18/2019 10:09 AM
5	Administration of Justice	12/18/2019 10:07 AM
6	Administation of Justice and Pschology	12/18/2019 10:05 AM
7	AJ-T	12/18/2019 9:59 AM
8	Administration of Justice	12/18/2019 9:58 AM
9	Social Science	12/18/2019 9:55 AM
10	Associates degree	12/9/2019 9:10 AM
11	Criminal Justice	12/9/2019 7:39 AM

12	criminal justice	12/8/2019 3:41 PM
13	Associates degree	12/8/2019 12:53 PM
14	Administration of Justice	12/5/2019 2:14 PM
15	ADMINISTRATION OF JUSTICE	12/5/2019 10:46 AM
16	Administration of justice	12/5/2019 10:27 AM
17	Administration of Justice	12/4/2019 10:58 PM
18	Fire science	12/4/2019 11:24 AM
19	Fire science	12/4/2019 11:23 AM

Q6 Educational Goal: How would you describe your general interest for achieving your educational goal(s) at Lassen Community, (Check all that apply):

Answered: 39 Skipped: 0

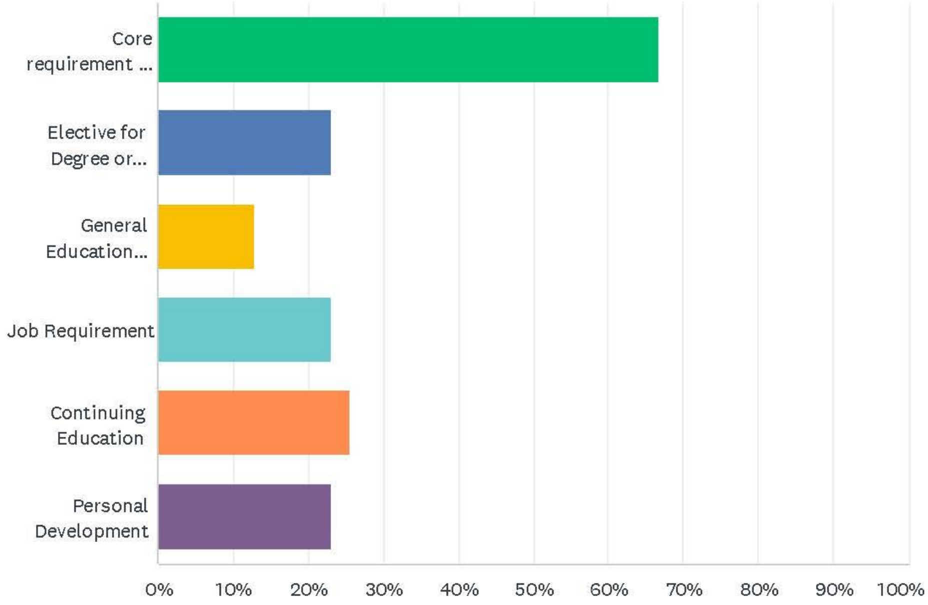


ANSWER CHOICES	RESPONSES	
Job Requirement	58.97%	23
Continuing Education	61.54%	24
Personal Development	51.28%	20
Total Respondents: 39		

#	OTHER (PLEASE DESCRIBE):	DATE
	There are no responses.	

Q7 You need this course: Why are you taking this course?

Answered: 39 Skipped: 0

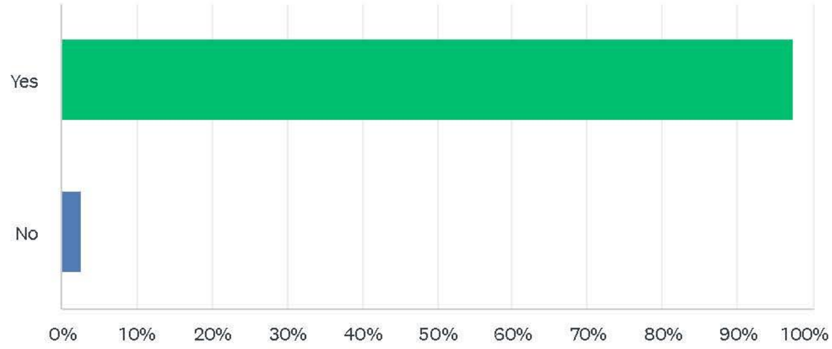


ANSWER CHOICES	RESPONSES	
Core requirement for degree or certificate	66.67%	26
Elective for Degree or Certificate	23.08%	9
General Education course for degree or transfer	12.82%	5
Job Requirement	23.08%	9
Continuing Education	25.64%	10
Personal Development	23.08%	9
Total Respondents: 39		

#	OTHER (PLEASE DESCRIBE):	DATE
	There are no responses.	

Q8 Does the course content reasonably compare with the catalog/schedule description?

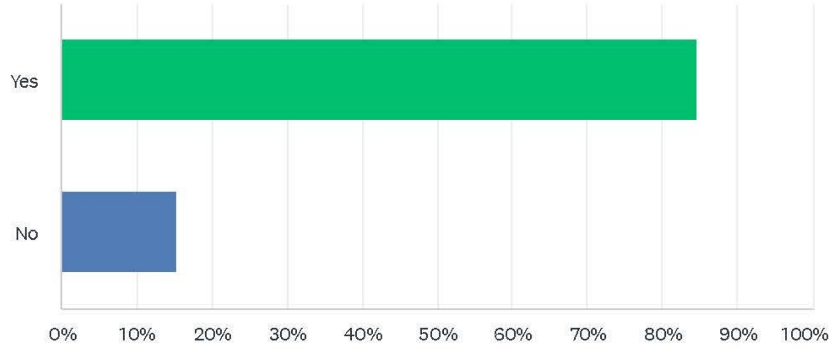
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	97.44%	38
No	2.56%	1
TOTAL		39

Q9 Did the catalog clearly explain the order in which the courses in this program should be taken?

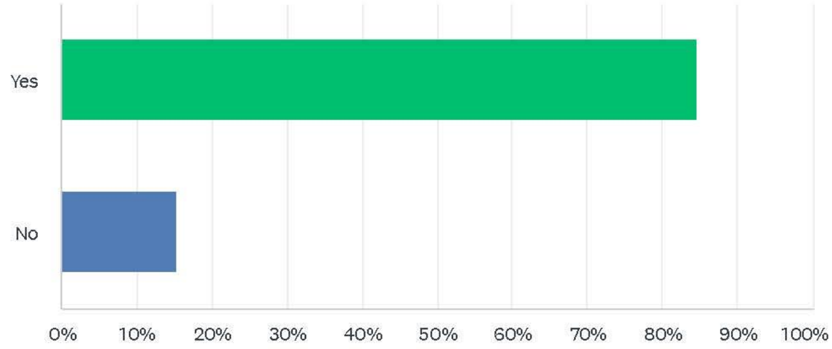
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	84.62%	33
No	15.38%	6
TOTAL		39

Q10 Was any cost for this course/program, beyond registration and books, clearly identified in the catalog?

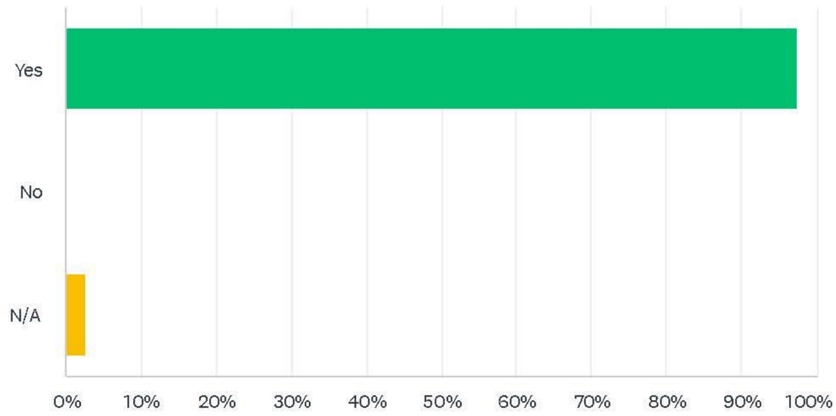
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	84.62%	33
No	15.38%	6
TOTAL		39

Q11 Did the instructors use the required textbooks in the program?

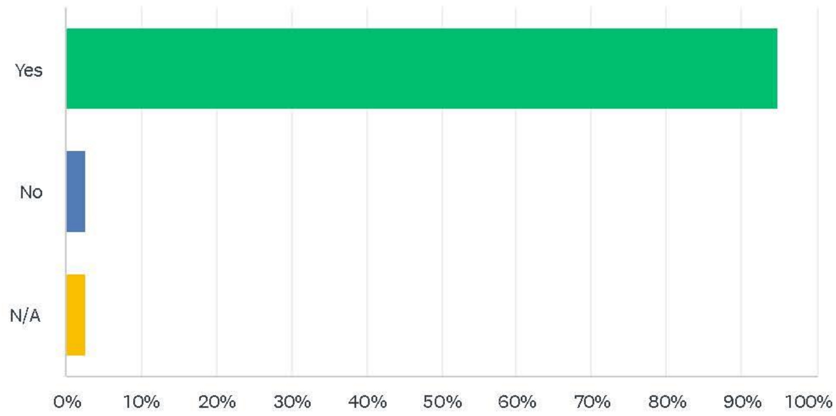
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	97.44%	38
No	0.00%	0
N/A	2.56%	1
TOTAL		39

Q12 Are the textbooks purchased for this course/program useful to you?

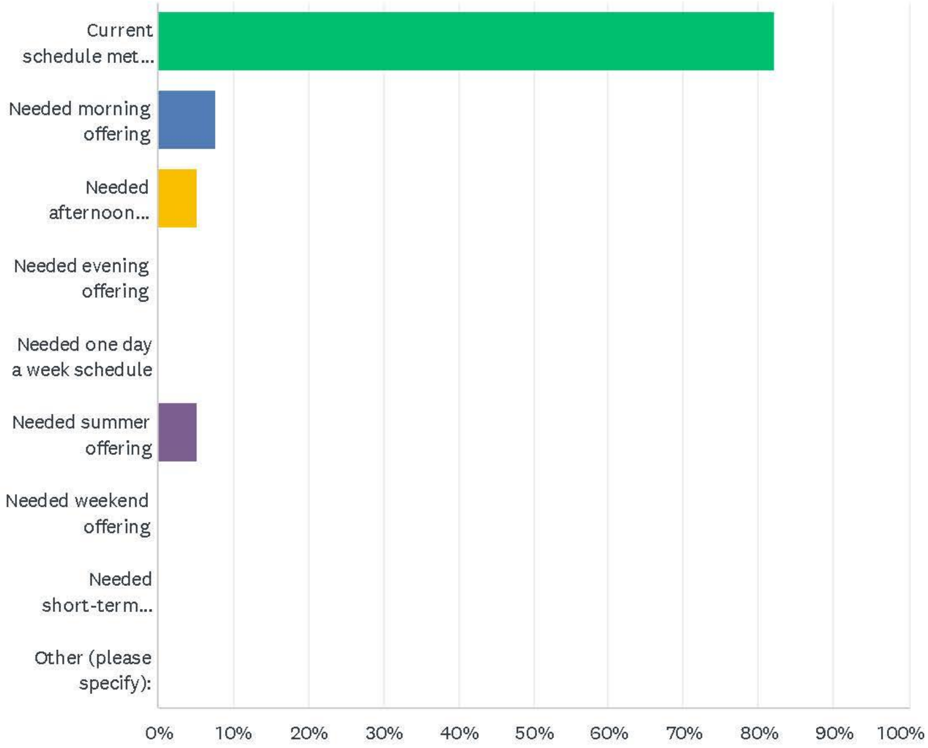
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	94.87%	37
No	2.56%	1
N/A	2.56%	1
TOTAL		39

Q13 Scheduling: Did the scheduling of the course meet your needs?

Answered: 39 Skipped: 0

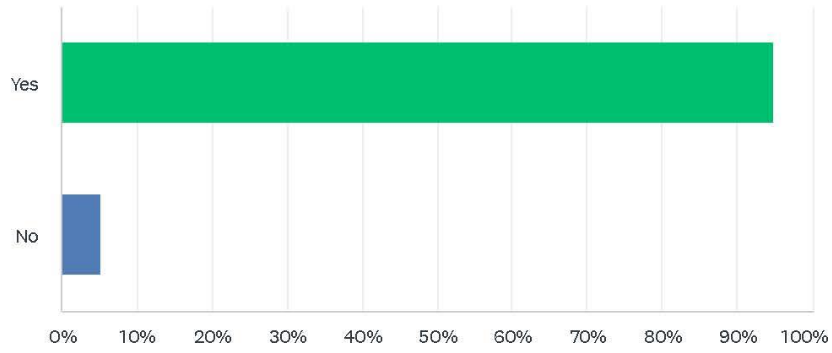


ANSWER CHOICES	RESPONSES	
Current schedule met my needs	82.05%	32
Needed morning offering	7.69%	3
Needed afternoon offering	5.13%	2
Needed evening offering	0.00%	0
Needed one day a week schedule	0.00%	0
Needed summer offering	5.13%	2
Needed weekend offering	0.00%	0
Needed short-term (less than semester) offering	0.00%	0
Other (please specify):	0.00%	0
TOTAL		39

#	OTHER (PLEASE SPECIFY):	DATE
	There are no responses.	

Q14 I was provided with reasonable access to the facilities?

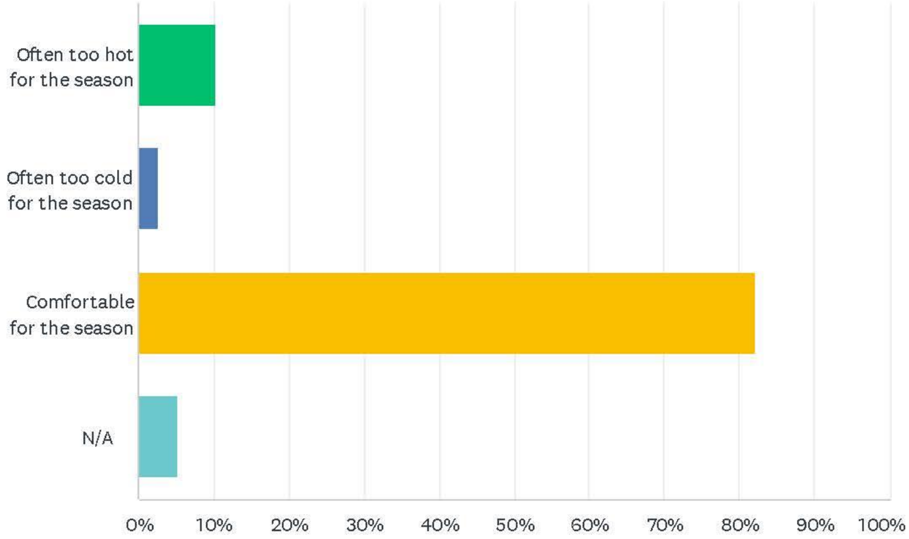
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	94.87%	37
No	5.13%	2
TOTAL		39

Q15 The temperature of the facilities in summer or fall is......

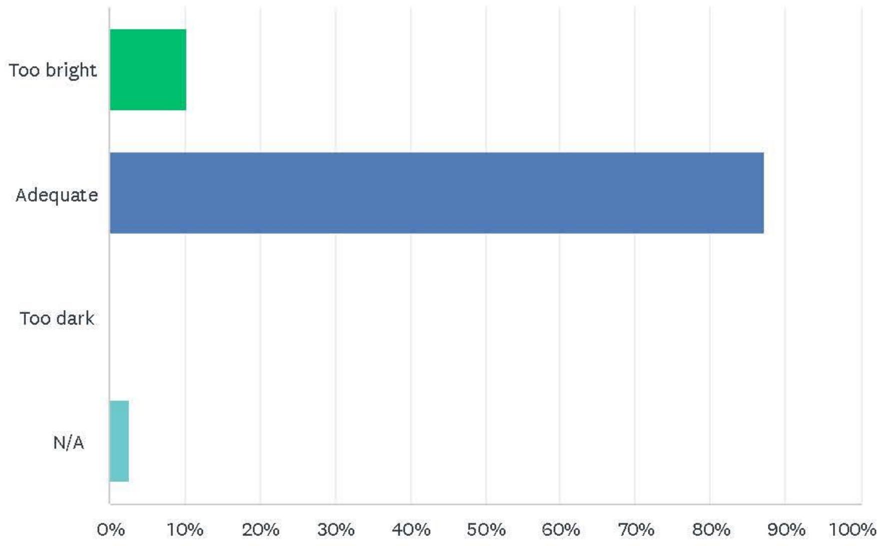
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Often too hot for the season	10.26%	4
Often too cold for the season	2.56%	1
Comfortable for the season	82.05%	32
N/A	5.13%	2
TOTAL		39

Q16 The lighting in the facilities is.....

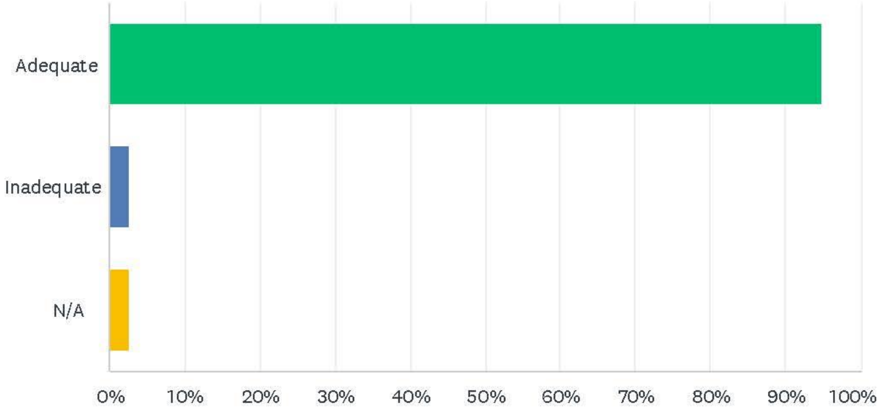
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Too bright	10.26%	4
Adequate	87.18%	34
Too dark	0.00%	0
N/A	2.56%	1
TOTAL		39

Q17 The chairs/tables/desks are?

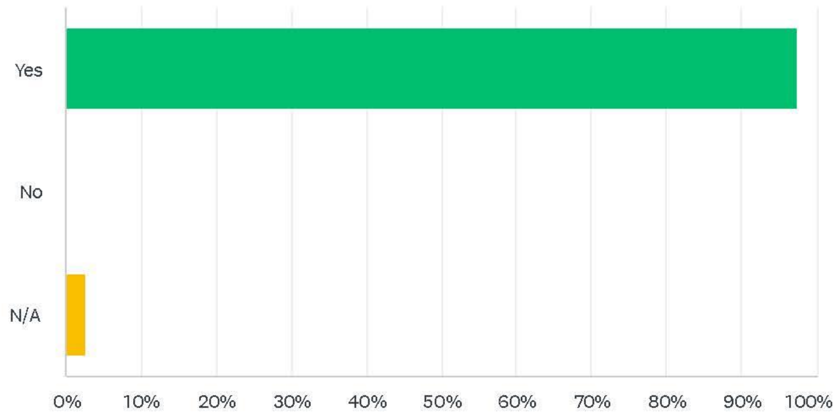
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Adequate	94.87%	37
Inadequate	2.56%	1
N/A	2.56%	1
TOTAL		39

Q18 Is there enough space for you to do your work in class?

Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	97.44%	38
No	0.00%	0
N/A	2.56%	1
TOTAL		39

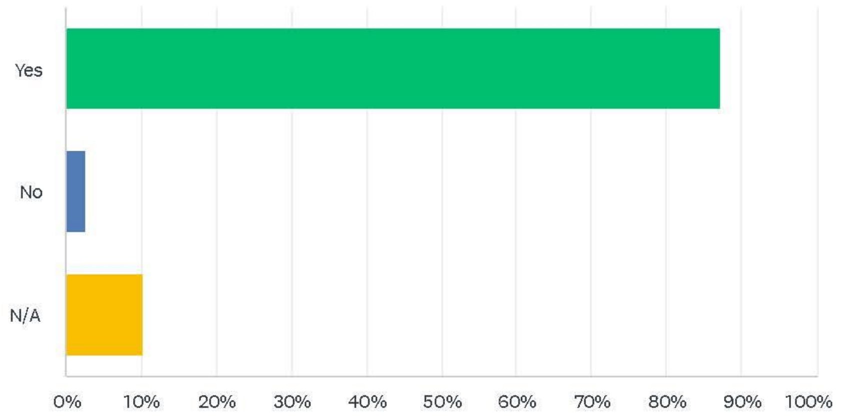
Q19 Please elaborate on your responses and include any additional facilities-related comments:

Answered: 26 Skipped: 13

#	RESPONSES	DATE
1	N/a	10/14/2021 5:20 PM
2	NONE	10/14/2021 5:18 PM
3	good environment to work in	10/14/2021 5:17 PM
4	good environment to work in	10/14/2021 5:16 PM
5	Great Facility	12/18/2019 10:12 AM
6	Its Good	12/18/2019 10:09 AM
7	All good	12/9/2019 10:32 AM
8	All good	12/9/2019 10:23 AM
9	Everything was fine	12/9/2019 9:10 AM
10	nun	12/9/2019 8:18 AM
11	Love Tom as a teacher!! Great!!	12/9/2019 7:39 AM
12	Lighting is too bright	12/9/2019 6:08 AM
13	Lights are way too bright	12/9/2019 6:06 AM
14	The new desks are nice	12/9/2019 5:29 AM
15	The new desks are nice	12/9/2019 5:10 AM
16	Needs to be less wack. This school is a circus show ran by a bunch of clowns	12/8/2019 11:54 PM
17	Do homework and listen	12/8/2019 10:52 PM
18	Everything in the class is well maintained and easy to learn from	12/8/2019 5:08 PM
19	I am happy with all facilities	12/8/2019 3:41 PM
20	They have made improvements during the course.	12/5/2019 2:14 PM
21	GREAT PLACE	12/5/2019 10:46 AM
22	I think the parking spaces and the walkways to and from your car are not the best. I didn't use my book as much as I thought and spent money on buying them, maybe used about 3 times the entire semester	12/5/2019 10:27 AM
23	Everything was fine in terms of facilities	12/4/2019 10:58 PM
24	N/A	12/4/2019 12:16 PM
25	The learning environment provided by LCC and Mr. Downing was adequate. There isn't very much I would change, everything that was setup to teach the class felt planned out and executed very well. I enjoyed the class.	12/4/2019 11:24 AM
26	The learning environment provided by LCC and Mr. Downing was adequate. There isn't very much I would change, everything that was setup to teach the class felt planned out and executed very well. I enjoyed the class.	12/4/2019 11:23 AM

Q20 Did the course/program provide the necessary equipment?

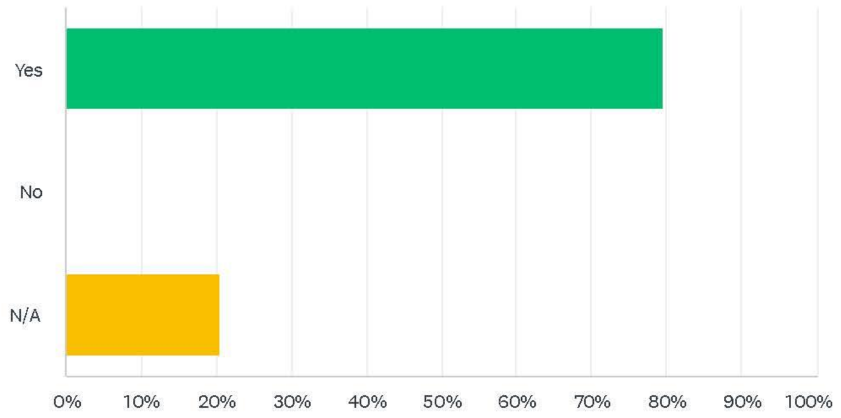
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	87.18%	34
No	2.56%	1
N/A	10.26%	4
TOTAL		39

Q21 Is enough time on equipment allowed for each student?

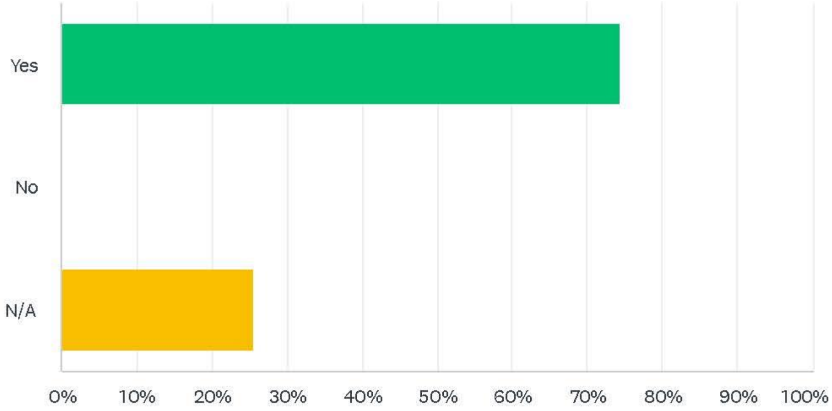
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	79.49%	31
No	0.00%	0
N/A	20.51%	8
TOTAL		39

Q22 Is equipment current?

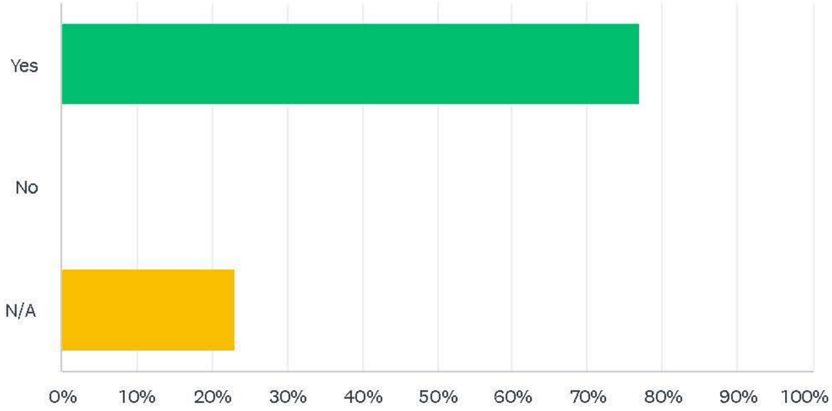
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	74.36%	29
No	0.00%	0
N/A	25.64%	10
TOTAL		39

Q23 Is equipment generally in good operation condition?

Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	76.92%	30
No	0.00%	0
N/A	23.08%	9
TOTAL		39

Q24 Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College:

Answered: 26 Skipped: 13

#	RESPONSES	DATE
1	Great	10/14/2021 5:20 PM
2	I HAVE BEEN IN THE AJ PROGRAM ON AND OFF FOR THE LAST 10 YEARS AND IT JUST SEEMS TO BE GETTING BETTER AS THE TIME GOES BY.	10/14/2021 5:18 PM
3	Cheaper books	12/18/2019 10:15 AM
4	More guest speakers	12/18/2019 10:05 AM
5	It is Great	12/18/2019 9:58 AM
6	More homework	12/18/2019 9:55 AM
7	All good	12/9/2019 10:32 AM
8	All good	12/9/2019 10:23 AM
9	More in class work	12/9/2019 9:10 AM
10	nun	12/9/2019 8:18 AM
11	its fine the way it is	12/9/2019 7:39 AM
12	More afternoon offerings	12/9/2019 6:08 AM
13	More course offerings outside of the morning hours.	12/9/2019 6:06 AM
14	The course is already great	12/9/2019 5:29 AM
15	It's already good	12/9/2019 5:10 AM
16	okay	12/8/2019 11:54 PM
17	It's perfect	12/8/2019 10:52 PM
18	Everything is well explained	12/8/2019 5:08 PM
19	Nothing could be improved.	12/8/2019 3:41 PM
20	I don't think it needs any improvement	12/8/2019 12:53 PM
21	Morning classes would be a great improvement.	12/5/2019 2:14 PM
22	no improvement needed	12/5/2019 10:46 AM
23	I don't know	12/4/2019 10:58 PM
24	Some students can only do morning or afternoon classes. Offering the same class in different time slots for the same semester may bring more interested students into this program.	12/4/2019 12:16 PM
25	For me personally, the powerpoints and class discussions covered the topics very thoroughly. I understand some students may not find this method helpful, and the instructor made it clear that he is aware of diverse learning habits and I think that definitely helps the situation out tremendously.	12/4/2019 11:24 AM
26	For me personally, the powerpoints and class discussions covered the topics very thoroughly. I understand some students may not find this method helpful, and the instructor made it clear that he is aware of diverse learning habits and I think that definitely helps the situation out tremendously.	12/4/2019 11:23 AM

Q25 Please provide any additional comments on the course or program:

Answered: 22 Skipped: 17

#	RESPONSES	DATE
1	N/A	10/14/2021 5:20 PM
2	NONE	10/14/2021 5:18 PM
3	I really like it	12/18/2019 10:05 AM
4	Great instructor	12/18/2019 9:58 AM
5	All good	12/9/2019 10:32 AM
6	All good	12/9/2019 10:23 AM
7	More in class work and interaction between students	12/9/2019 9:10 AM
8	nun	12/9/2019 8:18 AM
9	n/a	12/9/2019 6:08 AM
10	N/A	12/9/2019 6:06 AM
11	I enjoyed to subject	12/9/2019 5:29 AM
12	The book isn't used much but that's a good thing in my opinion all the good teachers I have had made their own power points off of the book and only referenced the book.	12/9/2019 5:10 AM
13	This school is close to getting shut down if the head people don't fucking step up and do their jobs correctly. Dr. Hall is wack and is getting paid so much for nothing, Kathy at the cafeteria is a racist, unhygienic, loud mouth worker who needs to leave. Bo at the dorms needs to leave to and take his mutt of a son away before they both catch hands.	12/8/2019 11:54 PM
14	Enjoyed the course	12/8/2019 5:34 PM
15	N/A	12/8/2019 5:08 PM
16	Great job Dr. Downing	12/8/2019 3:41 PM
17	The course was knowledgeable.	12/5/2019 2:14 PM
18	nah	12/5/2019 10:46 AM
19	N/A	12/4/2019 10:58 PM
20	N/A	12/4/2019 12:16 PM
21	I feel it is a good program for anyone considering a career in law enforcement. It's an eye-opener and it teaches you what to expect in the shoes of a police officer.	12/4/2019 11:24 AM
22	I feel it is a good program for anyone considering a career in law enforcement. It's an eye-opener and it teaches you what to expect in the shoes of a police officer.	12/4/2019 11:23 AM

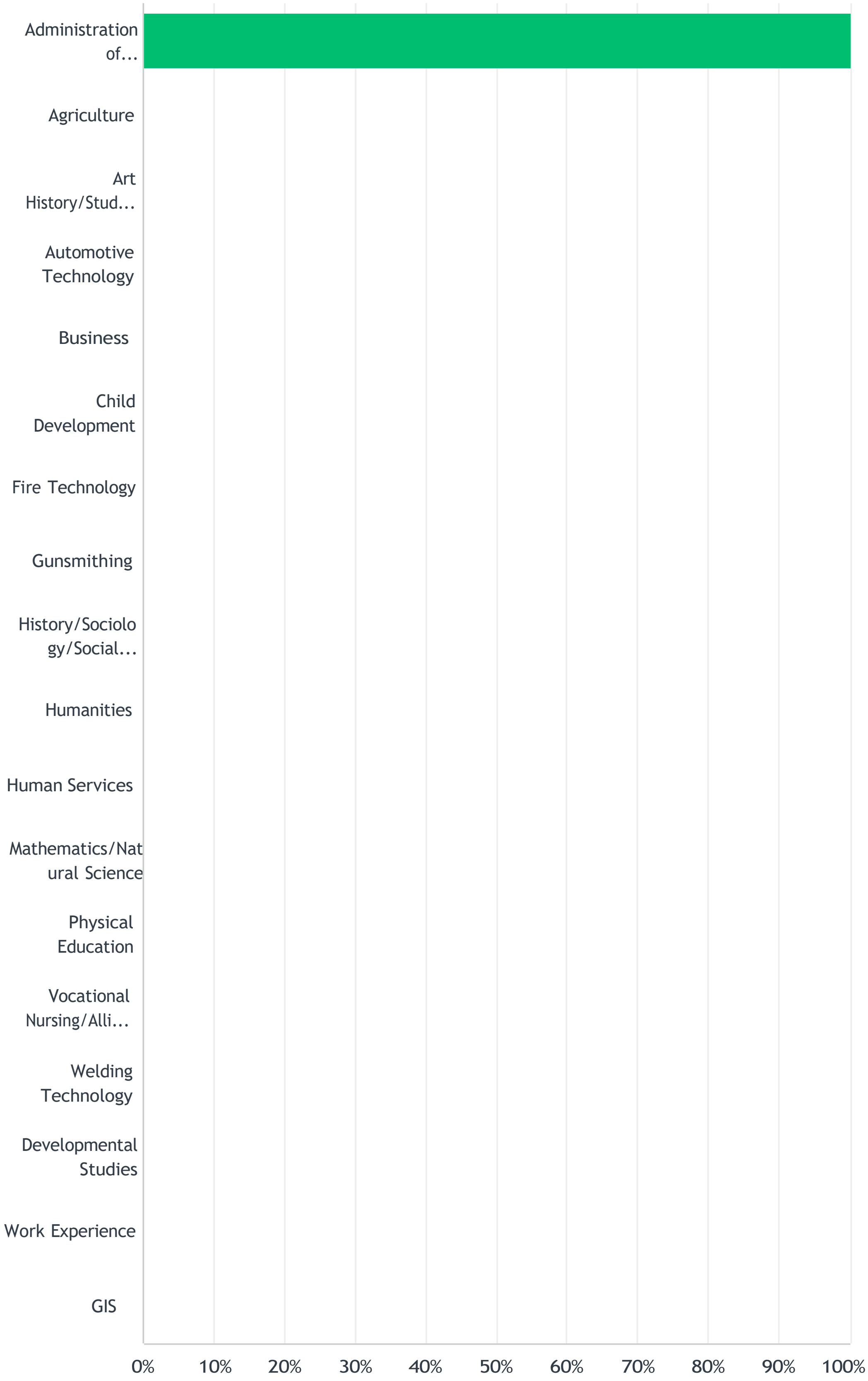
Addendum D:
Spring 2021 Student Survey

Q1 Course Number (Examples: AGR-1-M0095, MUS-12-K0669, etc...):

Answered: 46 Skipped: 0

Q2 Name of Program: (Select only one option)

Answered: 46 Skipped: 0


Administration of...
Agriculture
Art History/Stud...
Automotive Technology
Business
Child Development
Fire Technology
Gunsmithing
History/Sociology/Social...
Humanities
Human Services
Mathematics/Natural Science
Physical Education
Vocational Nursing/Alli...
Welding Technology
Developmental Studies
Work Experience
GIS
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

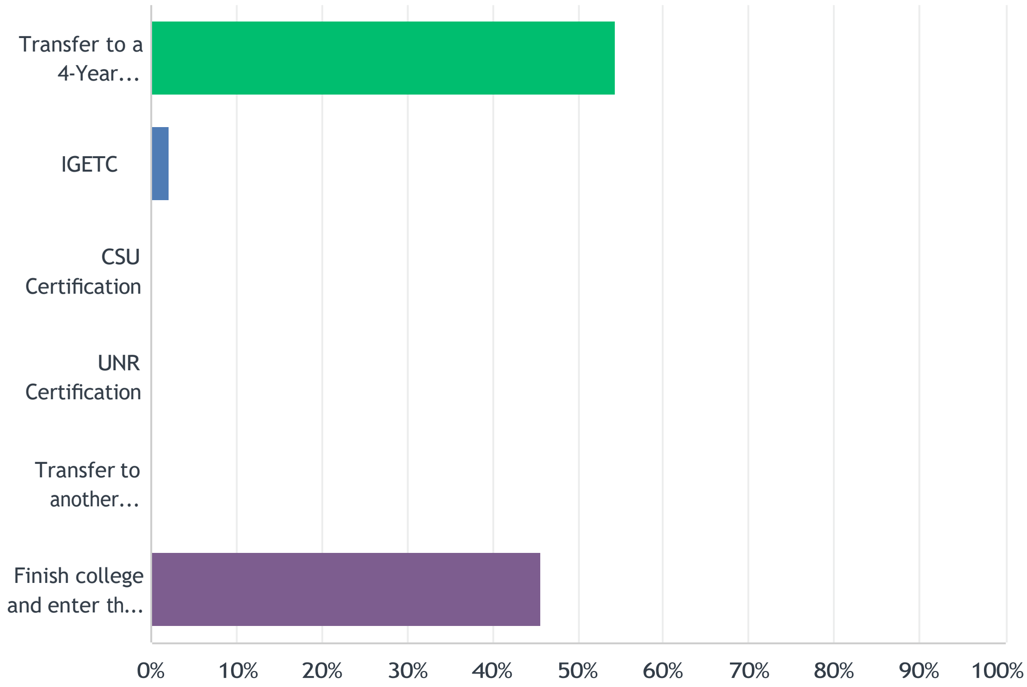
ANSWER CHOICES	RESPONSES	
Administration of Justice/Correctional Science	100.00%	46
Agriculture	0.00%	0
Art History/Studio Art	0.00%	0
Automotive Technology	0.00%	0
Business	0.00%	0
Child Development	0.00%	0
Fire Technology	0.00%	0
Gunsmithing	0.00%	0
History/Sociology/Social Science/Psychology	0.00%	0
Humanities	0.00%	0
Human Services	0.00%	0
Mathematics/Natural Science	0.00%	0
Physical Education	0.00%	0
Vocational Nursing/Allied Health	0.00%	0
Welding Technology	0.00%	0
Developmental Studies	0.00%	0
Work Experience	0.00%	0
GIS	0.00%	0
TOTAL		46

Q3 Course Name/Title:

Answered: 46 Skipped: 0

Q4 Educational Goal: In relation to your general educational goal(s),what is your educational objective at Lassen Community (Check all that apply):

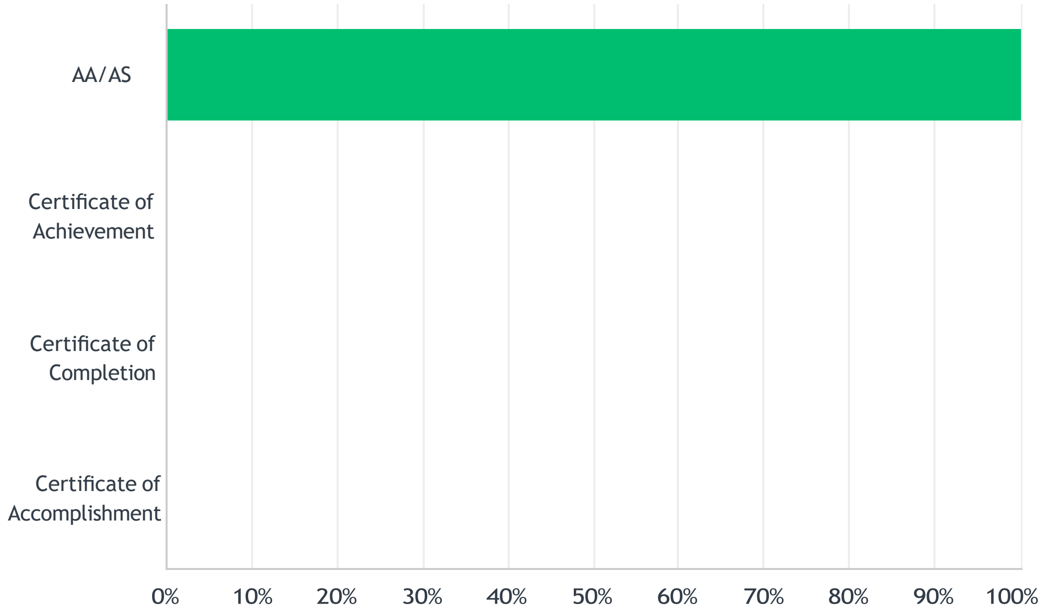
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Transfer to a 4-Year Institution	54.35%	25
IGETC	2.17%	1
CSU Certification	0.00%	0
UNR Certification	0.00%	0
Transfer to another community College	0.00%	0
Finish college and enter the work force	45.65%	21
Total Respondents: 46		

Q5 Educational Goal: In relation to your degree or certificate goal(s),what is your educational objective at Lassen Community (Check all that apply):

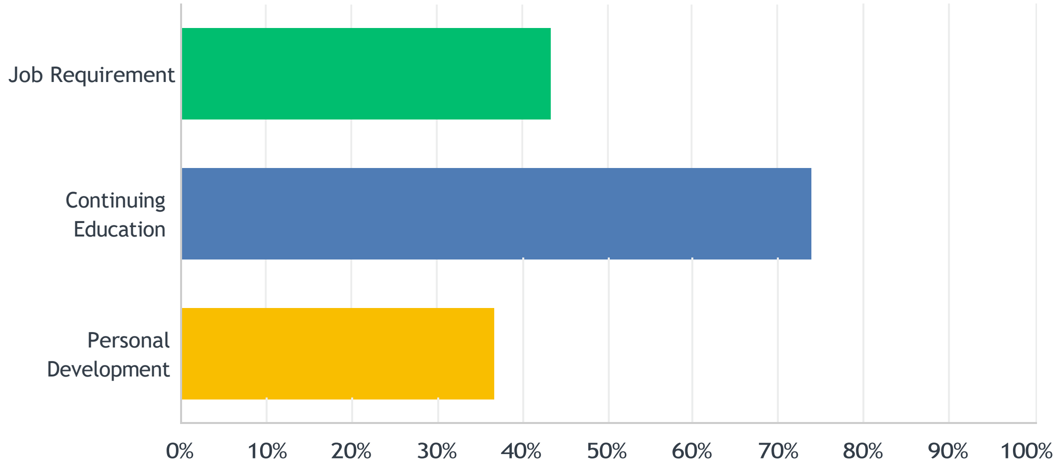
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
AA/AS	100.00%	46
Certificate of Achievement	0.00%	0
Certificate of Completion	0.00%	0
Certificate of Accomplishment	0.00%	0
Total Respondents: 46		

Q6 Educational Goal: How would you describe your general interest for achieving your educational goal(s) at Lassen Community, (Check all that apply):

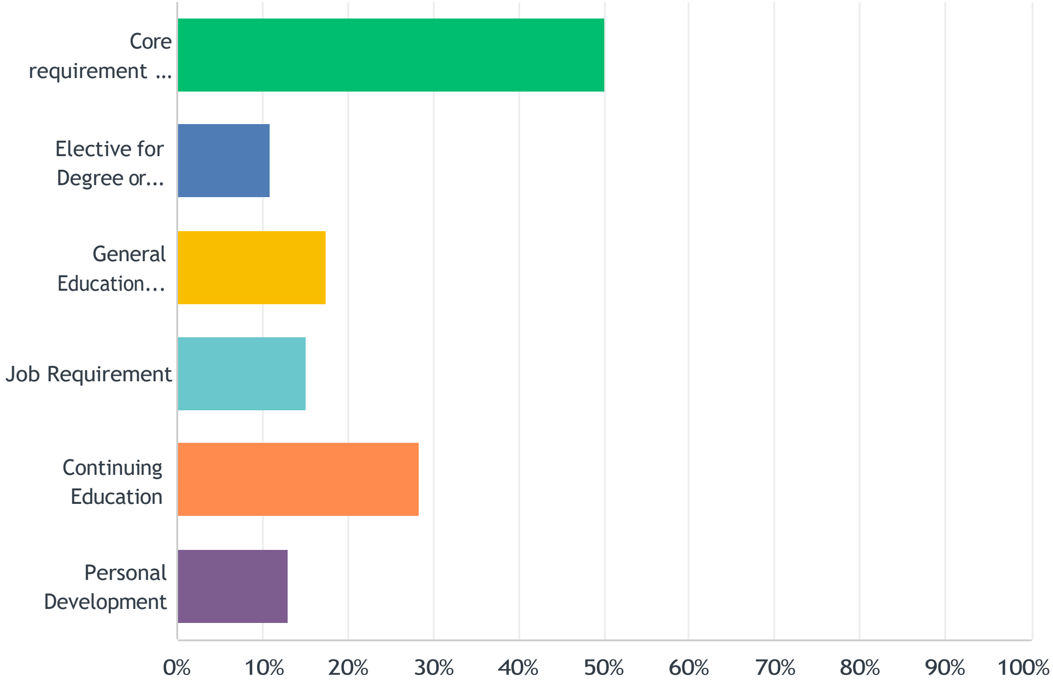
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Job Requirement	43.48%	20
Continuing Education	73.91%	34
Personal Development	36.96%	17
Total Respondents: 46		

Q7 You need this course: Why are you taking this course?

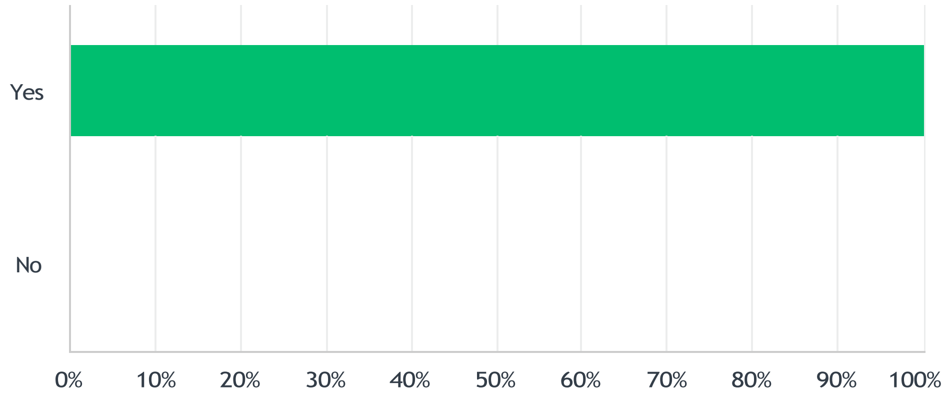
Answered: 46   Skipped: 0



ANSWER CHOICES	RESPONSES	
Core requirement for degree or certificate	50.00%	23
Elective for Degree or Certificate	10.87%	5
General Education course for degree or transfer	17.39%	8
Job Requirement	15.22%	7
Continuing Education	28.26%	13
Personal Development	13.04%	6
Total Respondents: 46		

Q8 Does the course content reasonably compare with the catalog/schedule description?

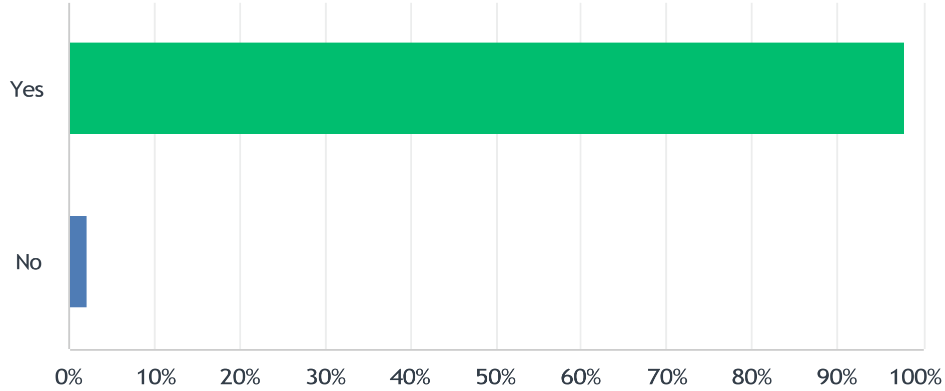
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	46
No	0.00%	0
TOTAL		46

Q9 Did the catalog clearly explain the order in which the courses in this program should be taken?

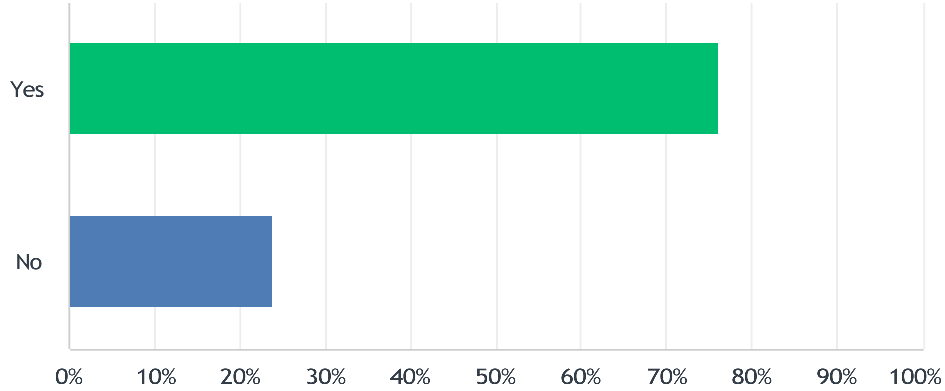
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	97.83%	45
No	2.17%	1
TOTAL		46

Q10 Was any cost for this course/program, beyond registration and books, clearly identified in the catalog?

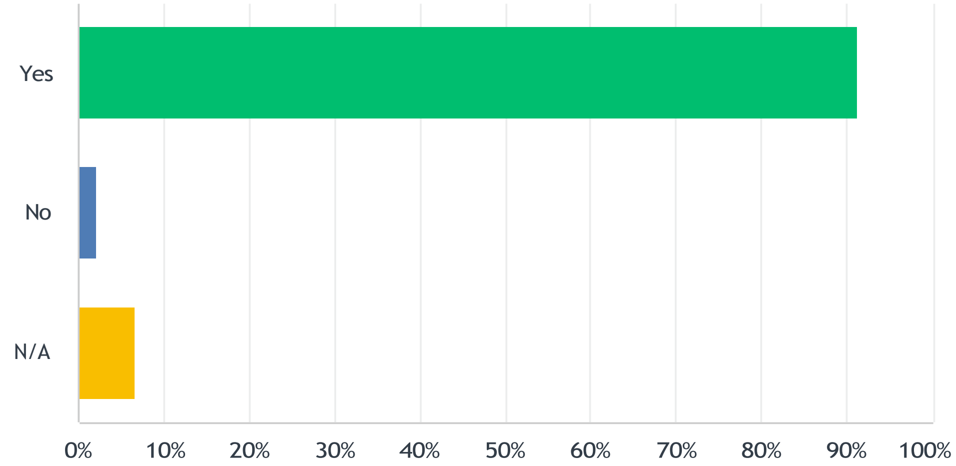
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	76.09%	35
No	23.91%	11
TOTAL		46

Q11 Did the instructors use the required textbooks in the program?

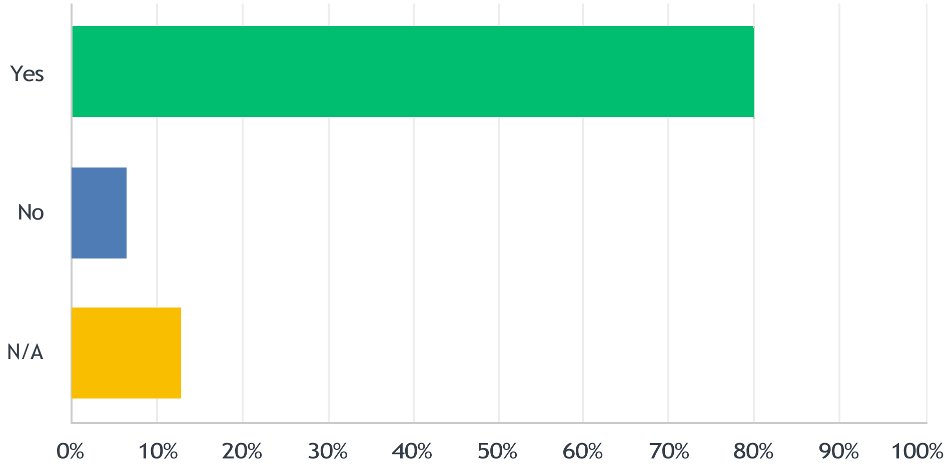
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	91.30%	42
No	2.17%	1
N/A	6.52%	3
TOTAL		46

Q12 Are the textbooks purchased for this course/program useful to you?

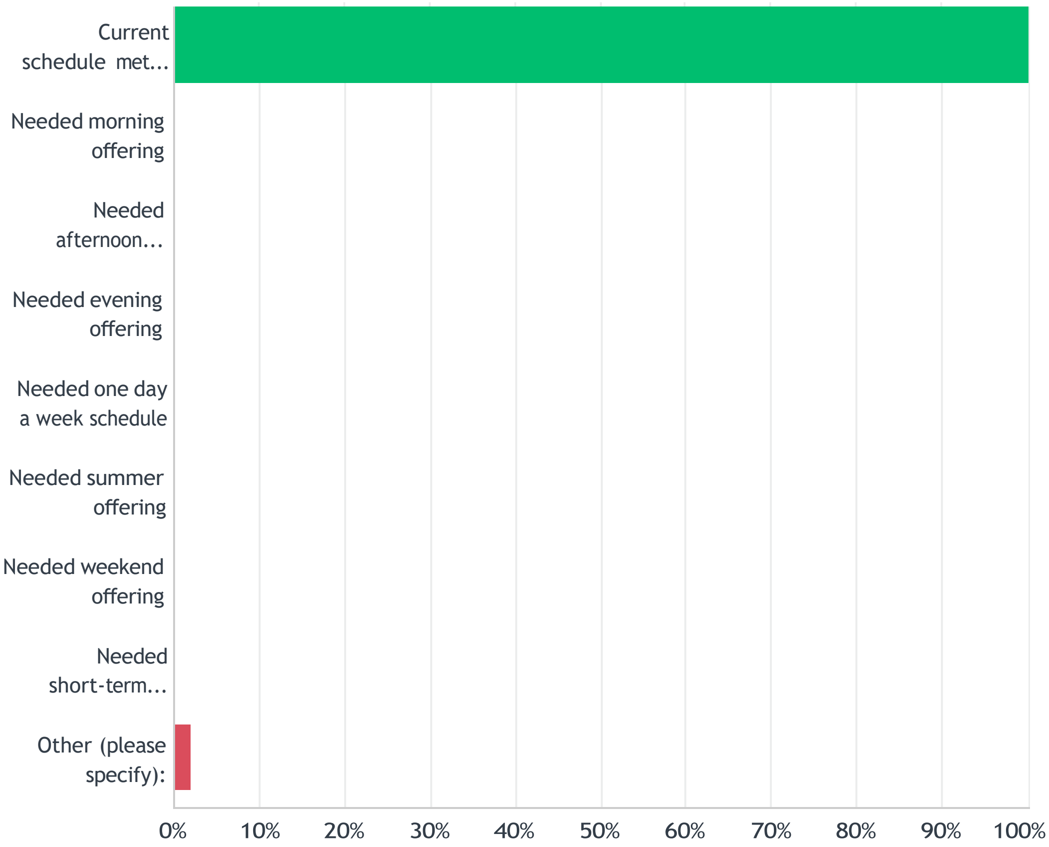
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	80.43%	37
No	6.52%	3
N/A	13.04%	6
TOTAL		46

Q13 Scheduling: Did the scheduling of the course meet your needs?

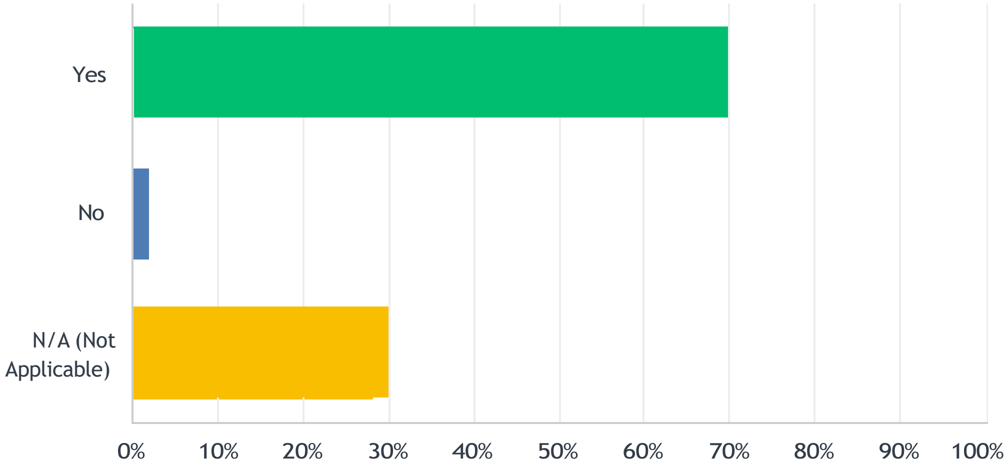
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Current schedule met my needs	97.83%	45
Needed morning offering	0.00%	0
Needed afternoon offering	0.00%	0
Needed evening offering	0.00%	0
Needed one day a week schedule	0.00%	0
Needed summer offering	0.00%	0
Needed weekend offering	0.00%	0
Needed short-term (less than semester) offering	0.00%	0
Other (please specify):	2.17%	1
TOTAL		46

Q14 I was provided with reasonable access to the facilities? (Not Applicable (N/A) for those who have not physically attended classes on campus)

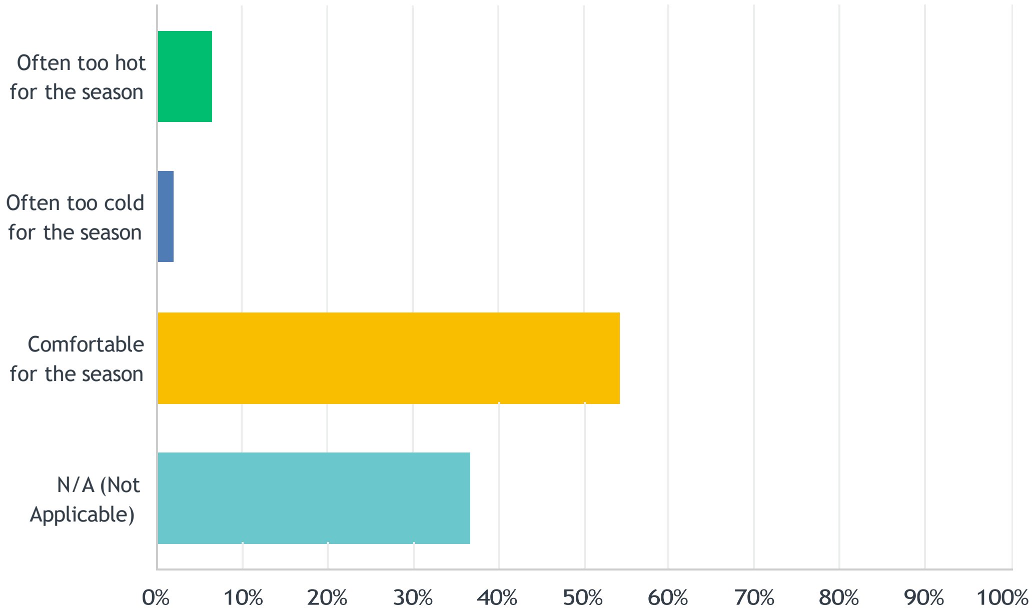
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	69.57%	32
No	2.17%	1
N/A (Not Applicable)	28.26%	13
TOTAL		46

Q15 The temperature of the facilities in summer or fall is... (Not Applicable (N/A) for those who have not physically attended classes on campus)

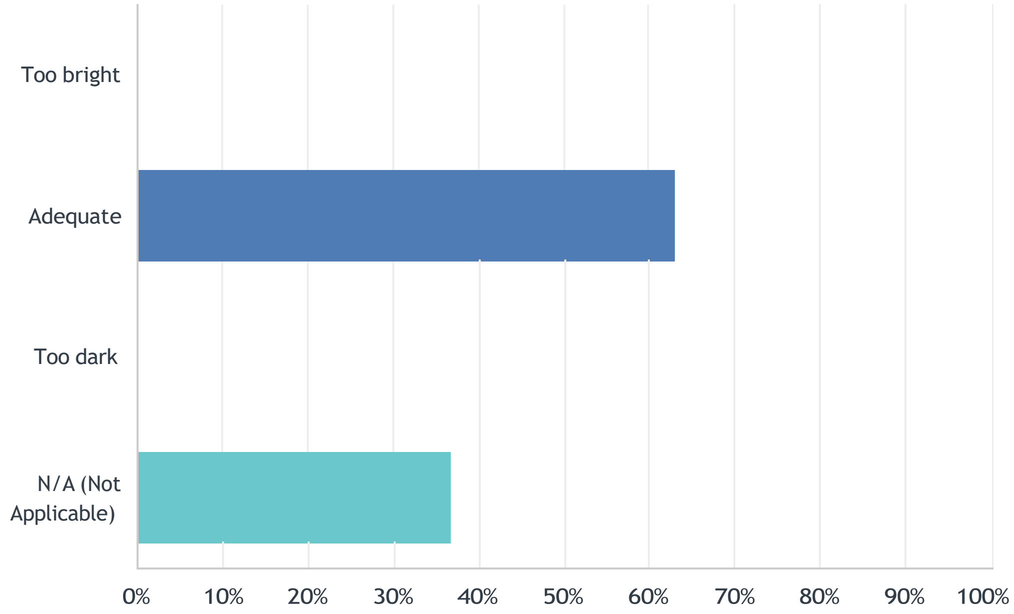
Answered: 46   Skipped: 0



ANSWER CHOICES	RESPONSES	
Often too hot for the season	6.52%	3
Often too cold for the season	2.17%	1
Comfortable for the season	54.35%	25
N/A (Not Applicable)	36.96%	17
TOTAL		46

Q16 The lighting in the facilities is..... (Not Applicable (N/A) for those who have not physically attended classes on campus)

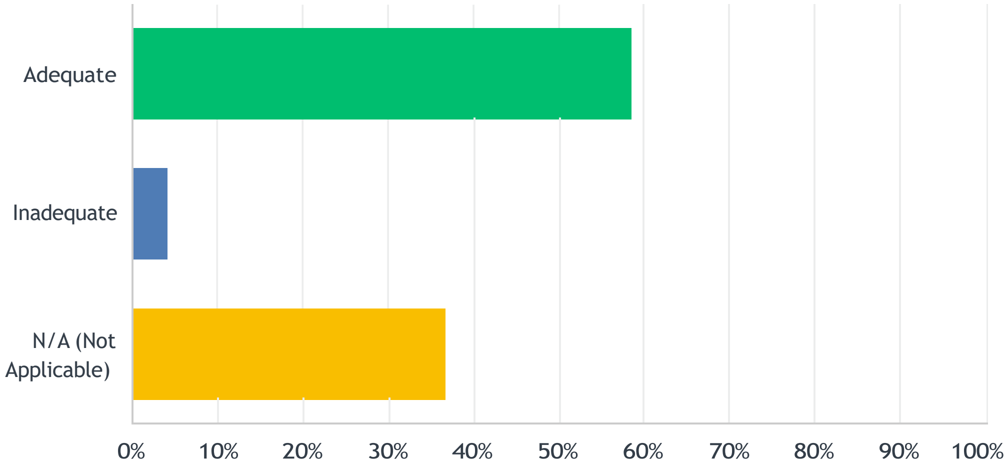
Answered: 46   Skipped: 0



ANSWER CHOICES	RESPONSES	
Too bright	0.00%	0
Adequate	63.04%	29
Too dark	0.00%	0
N/A (Not Applicable)	36.96%	17
TOTAL		46

Q17 The chairs/tables/desks are? (Not Applicable (N/A) for those who have not physically attended classes on campus)

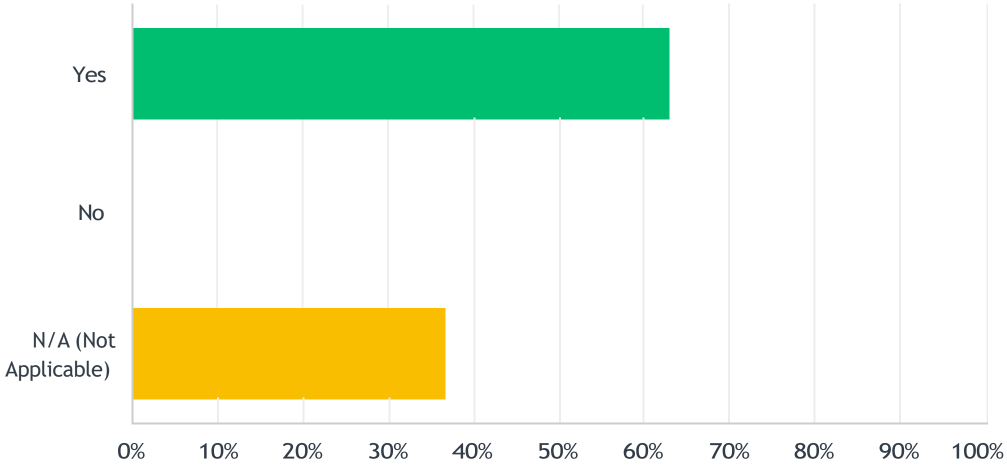
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Adequate	58.70%	27
Inadequate	4.35%	2
N/A (Not Applicable)	36.96%	17
TOTAL		46

Q18 Is there enough space for you to do your work in class? (Not Applicable (N/A) for those who have not physically attended classes on campus)

Answered: 46 Skipped: 0



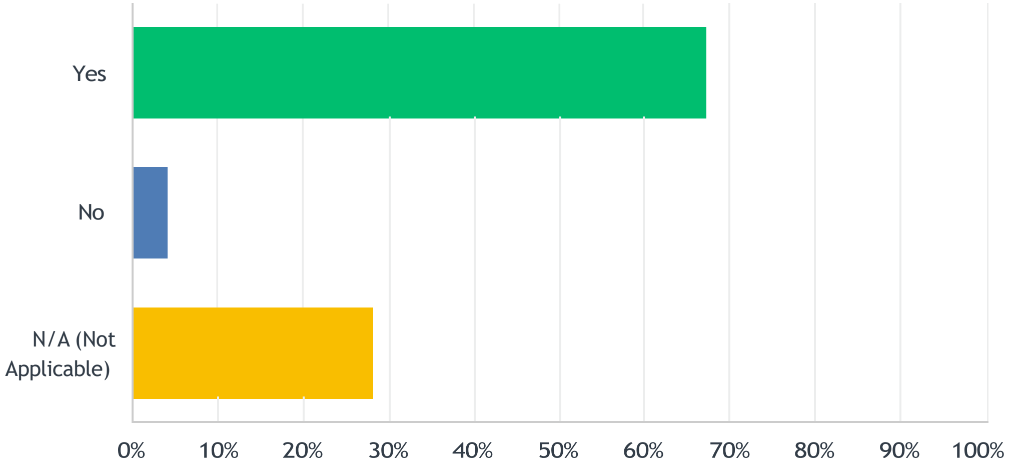
ANSWER CHOICES	RESPONSES	
Yes	63.04%	29
No	0.00%	0
N/A (Not Applicable)	36.96%	17
TOTAL		46

Q19 Please elaborate on your responses and include any additional facilities-related comments: (Not Applicable (N/A) for those who have not physically attended classes on campus)

Answered: 38 Skipped: 8

Q20 Did the course/program provide the necessary equipment?

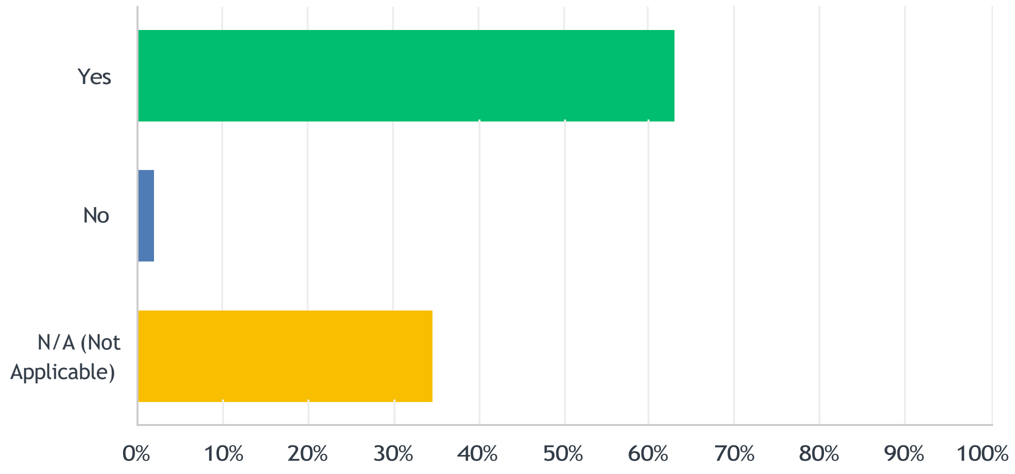
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	67.39%	31
No	4.35%	2
N/A (Not Applicable)	28.26%	13
TOTAL		46

Q21 Is enough time on equipment allowed for each student?

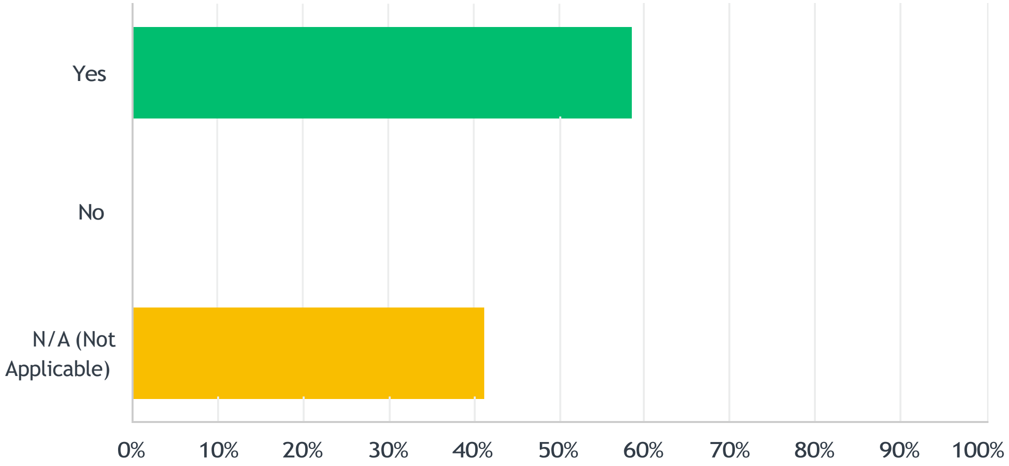
Answered: 46   Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	63.04%	29
No	2.17%	1
N/A (Not Applicable)	34.78%	16
TOTAL		46

Q22 Is equipment current?

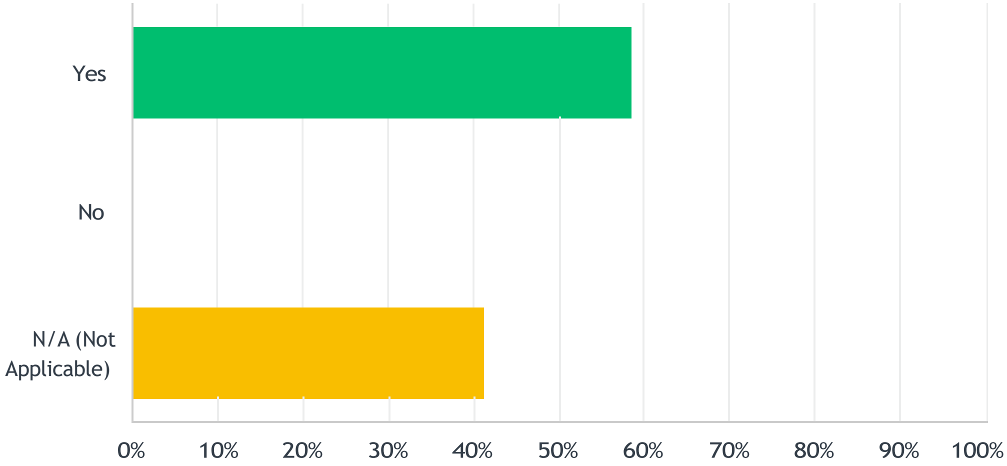
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	58.70%	27
No	0.00%	0
N/A (Not Applicable)	41.30%	19
TOTAL		46

Q23 Is equipment generally in good operation condition?

Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	58.70%	27
No	0.00%	0
N/A (Not Applicable)	41.30%	19
TOTAL		46

Q24 Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College:

Answered: 36 Skipped: 10

Q25 Please provide any additional comments on the course or program:

Answered: 24 Skipped: 22

Addendum E:
2021 Advisory Committee Meeting Minutes

Administration of Justice/POST
Advisory Committee Meeting
Minutes
February 24, 2021 9:00am
Zoom Meeting

Called to Order: 9:02am

Present:
Jennifer Branning, Lassen County Probation
Ryan Cochran, Captain, Susanville Police Department
Tom Downing, LCC, AJ/POST Director
Amy Foster, Lassen County Jail
Lisa Gardiner, LCC, Work Experience Coordinator
Dean Growdon, Lassen County Sheriff
Roxanna Haynes, LCC, Dean of Instruction
Terri Hiser-Haynes, Alliance for Workforce Development
Brian Kibler, Warden, HDSP
Chad Lewis, LCC, CTE Division Chair
Fran Oberg, LCC, Executive Assistant, Academic Services
Marty Picone, POST Law Enforcement Consultant
Suzanne Peery, Warden CCC
Christi Rose, LHS/LCC Stronger Workforce Coordinator
Adam Runyan, LCC, Counselor
Jim Uptegrove, LCC, Adjunct Instructor

I. Introductions:
Tom Downing thanked all in attendance for their time and participation. All present introduced themselves.

II. Review of Previous Meeting Minutes:
The minutes of the last meeting, January 22, 2020, were reviewed and approved by consensus.

III. Committee Membership and Function:
Lassen College AP4102 regarding membership and function of advisory committees was reviewed. There were no questions.

IV. Administration of Justice Program Update: Tom Downing
a. Current Course, Degree and Certificate Offerings
The 2-year Administration of Justice program offers 13 semester-length courses and 8 short-term POST courses for a total of 21 AJ/POST classes. Certificates and degrees were reviewed with a note that the 15-unit Certificate of Accomplishment is a new certificate based on advisory committee

recommendation. Also noted – AJ-10, AJ-12 and AJ-20 count towards General Education requirements for several other degrees. Student numbers are higher in these classes because of the GE listing.

b. Program Change Options

There are 7 required elective classes offered. Students need to take 9 units (3 classes). Our student population numbers are small, so we often have low-enrolled classes. Do we offer too many classes? Can we streamline our offerings? It is possible for us to locally inactivate classes that aren't needed. All locally inactivated classes can be re-activated in the future if student/industry needs change. AJ-8 Criminal Court Process is a new class and has been offered twice with only 8 students in the classes. AJ-11 Youth Gangs in America – is it still relevant? AJ-5 Introduction to Forensics and AJ-35 Investigative Techniques are similar – can they be combined? It was recommended that AJ-52A Arrest Methods and Procedures and AJ-52B Firearms P.C. 832 be taken out of the required elective list. Remove AJ-11 and combine AJ-5 and AJ-35. AJ-8 is an overview of the roles of the courts. There are pieces in other classes. It was recommended that this class be left active.

ACTION: Suzanne Peery made a motion to consider inactivation/consolidation of the courses. Second by Mary Picone. All in favor, the motion passed.

c. New Dedicated Space

Classroom space on campus is limited and the AJ department has struggled to get dedicated classroom space. The program can't grow without space. Grant funds are available and are being used to refurbish the portable buildings M and N at the back of campus. Building M will be dedicated AJ space with 2 classrooms. Building N will be dedicated Fire Technology space. The new AJ space can be made available to other agencies.

d. Credit for Prior Learning Initiative

Credit for Prior Learning (CPL) is a way to give college credit for non-traditional learning, military training, industry training and government training. Lake Tahoe Community College and Rio Hondo already offer CPL. Lassen College is working on formalizing policy and procedures for CPL. Crosswalks would have to be worked out, for example, corrections or police academy equate to which LCC classes. This would be valuable to students and help us in recruitment. Students will be required to submit a petition and have their curriculum work assessed. Adam Runyan stated that, by state mandate, students are not charged a fee for CPL. The Credit by Exam alternative does have a tuition fee. The Chancellor's Office has sample crosswalks. Chad Lewis will share them with Tom Downing.

V. LCC POST Update: Tom Downing

a. Continued Course Offerings

1. **AJ52A – PC832 Arrest Methods**
2. **AJ52B – PC832 Firearms**
3. **AJ53 – Basic Force and Weaponry**

These courses are POST certified. AJ53 was offered twice in the last 12 months. Many attending came from out of the area. In the future, any class offered for Corrections will be STC certified.

b. New Course Offerings

1. **AJ58 – Perishable Skills for Peace Officers**

One LCC course will cover all 4 POST- Perishable Skills courses. This is a requirement for all peace officers every 2 years. The first class will be offered in May 2021.

2. **AJ59 – First Aid/CPR/AED Refresher for Peace Officers**

This class is required by peace officers every 2 years. It will be taught by our Nursing staff and in conjunction with AJ58.

3. AJ60 – Adult Correctional Officer Core Academy

A 9.5 unit/5 week class. The Course will be Board of State Community Corrections (BSCC) approved. This is a new course and is currently going through the curriculum process. It needs to be approved by the Chancellor's office. This process should be completed in time to offer it in May. We would not be able to offer this class without our new classroom space.

c. 2021 Annual Training Schedule

Tom Downing has put together a training schedule. We are trying to stick to nice weather so people can travel. Dean Growdon will get word out to neighboring counties. Tehama and Shasta have already shown interest in the Correctional Core course.

d. Additional Needs/Assessments

Finding range time at HDSP, especially for multi-day training, is difficult. Sierra Sportsman's Range is primitive, but allow us to have additional classes. Improvements to facilities or renting portable toilets would be needed to grow the programs.

1. Firearms Instructor Course

Brian Kibler stated that the odds are slim that the HDSP range would be open and available for us for a week. This could be offered at Sierra Sportsman's Range if we could update the facilities. It would be a highly sought after course. Local agencies could use it. The prisons get training through Galt and wouldn't typically go through this course. There may be individuals working at the prison interested in it on their own time. This would primarily be for law enforcement agencies.

ACTION: Dean Growdon made a motion to add the Firearms Instructor course. Second by Ryan Cochran. All in favor, the motion passed.

2. Impact Weapons

There is a need for patrol officers and a need in the jail as well. There is a possibility of certifying a weapons class through STC. If LCC offered it, we would need instructors. Should LCC offer this class or step out of the way? We would need to check with POST to make sure we're not stepping on anyone's toes.

ACTION: Ryan Cochran made a motion to explore and proceed with developing this class if appropriate. Second by Amy Foster. All in favor, the motion passed.

3. Report Writing

There is interest at the Sierra Army Depot Police Department for a report writing class. We don't want to offer classes that wouldn't be used often. Members weighed in. Suzanne Peery said it was needed but wouldn't be a big draw. It's taught at the academy. Jennifer Branning stated that all agencies write differently. It would be difficult to address all agencies with one class. Ryan Cochran and Amy Foster stated their agencies would not be interested.

ACTION by consensus – do not move forward with developing this class.

4. Gang Awareness

It has been a struggle in the past to have a sustainable class. It would be for local attendees. Amy Foster stated that her people ask for it at the jail, but geared more for prison gang awareness. Jennifer Branning stated that Probation would not use it. There are not big numbers of probationers with gang enhancements. Gangs are localized. State Corrections teaches their own staff. Members agreed that LCC is not the appropriate agency to offer the class.

ACTION by consensus – do not move forward with developing this class.

5. Adult Correctional Officer Supplemental Core

It has been suggested by STC to consider it. The JCO to ACO – Amy Foster just taught a class. There isn't much need. Agencies offer in house. Members agreed that LCC is not the appropriate agency to offer the class.

ACTION by consensus – do not move forward with developing this class.

6. Others – Unmet Needs?

Changes in law enforcement. Need for tactical communication, de-escalation, mental health training will be required.

Domestic Violence – Marty Picone stated the POST is updating an online course.

Use of Force – POST is considering this a 5th perishable skill. If it gets approved, POST would offer it this training cycle. It would be a 4 hour course. If passed, POST would have the curriculum. LCC could be a regional presenter.

Ryan Cochran stated he is looking forward to having local classes for perishable skills. LCC would limit the enrollment to 15, due to student/instructor requirements and could offer classes 2-4 times a year.

VI. CA POST Program Update: Martin Picone

Updates and information included:

Academy/Officer training – the POST budget for reimbursement for training is looking good.

Patrol/Tactical Rifle – there was an objection by a member and will not be incorporated into the academy.

Carotid control restraint hold removed.

Information about annual recertification.

Use of Force will be voted on tomorrow. Will de-certify all simulator training. There is an online meeting 2/25/21 at 9:00am and has a public comment segment. Post.CA.gov – Post Commission Meeting.

Tactical Rifle – on board for a couple years. Objections keep it from being added to the academy. We created a class for local need.

VII. Open Discussion:

Roxanna Haynes expressed her appreciation for the time, attendance and input given by the committee. This is valuable for the program.

Terri Hiser-Haynes stated that Alliance for Workforce Development has funding for students and on-the-job training assistance for employers. It has been underutilized in our county so far. If an agency has training needs, please contact her to work out a partnership agreement.

Tom Downing thanked all in attendance. He urged everyone to send their staff to classes.

VIII. Adjournment:

There being no further business, Suzanne Peery made a motion to adjourn. Second by Ryan Cochran. All in favor, the meeting was adjourned at 10:19am.

Addendum F:
Advisory Committee Membership

Administration of Justice/P.O.S.T Advisory Board Members 2020-2022

Name	Organization	Contact	Voting/Non-Voting
Tom Downing	Faculty - Full-Time Lassen Community College	478-200 Hwy 139 Susanville, CA 96130 tdowning@lassencollege.edu (530) 251-8801	Voting
Dean Growdon	Lassen County Sheriff/ Adjunct LCC Instructor	1415 Sheriff Cady Lane Susanville, CA 96130 dgrowdon@co.lassen.ca.us (530) 251-8013	Voting
Amy Foster	Correctional Sergeant Lassen County Sheriff's Office	1415 Sheriff Cady Lane Susanville, CA 96130 afoster@co.lassen.ca.us (530) 251-5245	Voting
Kevin Jones	Chief of Police Susanville Police Department	1801 Main St., Susanville, CA 96130 kjones@cityofsusanville.org (530) 257-5603	Voting
Allen Sobol	Sergeant/Training Manager Susanville Police Department	1801 Main St., Susanville, CA 96130 asobol@cityofsusanville.org (530) 257-5603	Voting
Jennifer Branning	Chief Probation Officer Lassen County Probation	2950 Riverside Dr., Susanville, CA 96130 jbranning@co.lassen.ca.us (530) 251-2689	Voting
Suzanne Peery	Warden CDCR, California Correctional Center	711-045 Center Rd., Susanville, CA 96130 suzanne.peery@cdcr.ca.gov (530) 257-3701	Voting

Jason Pickett	Warden CDCR, High Desert State Prison	475-750 Rice Canyon Rd. P.O. Box 750, Susanville, CA 96130 jason.pickett@cdcr.ca.gov (530) 251-5050	Voting

Terri Hiser-Haynes	Lassen Business and Career Network	1616 Chestnut St., Susanville, CA 96130 thaynes@ncen.org (530) 257-5057	Voting
Dr. Trevor Albertson	President/Superintendent Lassen Community College	478-200 Hwy 139 Susanville, CA 96130 talbertson@lassencollege.edu (530) 251-8820	Non-Voting
Lisa Gardiner	Work Experience Coordinator Lassen Community College	478-200 Hwy 139 Susanville CA 96130 lgardiner@lassencollege.edu (530) 251-8856	Non-Voting
Roxanna Haynes	Dean CTE Instructional Services Lassen Community College	478-200 Hwy 139 Susanville CA 96130 rhaynes@lassencollege.edu (530) 251-8819	Non-Voting
Chad Lewis	Division Chair Lassen Community College	478-200 Hwy 139 Susanville CA 96130 clewis@lassencollege.edu (530) 251-8812	Non-Voting
Adam Runyan	Academic Counselor Lassen Community College	478-200 Hwy 139 Susanville CA 96130 arunyan@lassencollege.edu (530) 251-8934	Non-Voting

Addendum G:
Curriculum Review Form

Administration of Justice Instructional Program Review
Status of Curriculum Review November 2_1 2021

Course Name	**Curriculum Committee Review Completed**	**Curriculum Committee Review Not Completed**	**Course SLO mapping Curriculum Committee reviewed**
	Date course last reviewed	*Date here if last review 4 years or more*	*Date*
AJ 5 Introduction to Forensics	9/21/2021		11/17/2020
AJ 8 Criminal Court Process	9/21/2021		11/17/2020
AJ 9 Introduction to Correctional Science	9/21/2021		11/17/2020
AJ 10 Criminology	9/21/2021		11/17/2020
AJ 11 Youth Gangs in America	9/21/2021		11/17/2020
AJ 12 Introduction to Criminal Justice	9/21/2021		11/17/2020
AJ 14 Juvenile Procedures	10/05/2021		11/17/2020
AJ 16 Supervision in Law Enforcement	10/05/2021		11/17/2020
AJ 20 Criminal Law	9/21/2021		11/17/2020
AJ 23 Criminal Evidence	9/21/2021		11/17/2020
AJ 24 Community Relations	9/21/2021		11/17/2020
AJ 35 Investigative Techniques	9/21/2021		11/17/2020
AJ 52A PC832Arrest Methods and Procedures	10/05/2021		11/17/2020
AJ 52B PC832 Firearms	10/5/2021		11/17/2020
AJ 52BR Firearms Training - Refresher	10/19/2021		11/17/2020
AJ 53 Basic Force and Weaponry	9/21/2021		11/17/2020
AJ 57 Firearms/Tactical Rifle	9/21/2021		11/17/2020
AJ 58 - Perishable Skills for Peace Officers	10/05/2021		11/17/2020

AJ 59 - First Aid/CPR/ AED Refresher for Peace Officers	9/21/2021		11/17/2020

AJ 60 - Adult Correctional Officer Core Course	9/21/2021		12/15/2020
AJ 71 CDCR Off-Post Training and Custody Staff	9/21/2021		11/17/2020
			Program PSLO mapping Curriculum Committee reviewed
AS Administrative Justice for Transfer	11/02/2021		12/15/2020
AA Administrative Justice	11/02/2021		12/15/2020

CA Administration of Justice	11/02/2021		12/15/2020
COA Administration of Justice	11/02/2021		12/15/2020

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Mr. Thomas Downing, Subject Area Faculty Signature Date

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Mr. Chad Lewis, Curriculum and Academic Standards Committee Chair Signature Date

11/3/20

Ms. Michell Williams, Dean of Instructional Services Date

Addendum H:
Articulation

2021-2022 Administration of Justice Articulation 3/6/2022

	AJ 5	**AJ 8**	**AJ 9**	**AJ 10**	**AJ 11**	**AJ 12**	**AJ 14**	**AJ 20**	**AJ 23**	**AJ 24**	**AJ 35**
GE AA/AS	Area B	Area B		Area B		Area B		Area B			
CSU GE				Area D				Area D			
C-ID	AJ 150	AJ 122	AJ 200			AJ 110	AJ 220	AJ 120	AJ 124	AJ 160	AJ 140
CPP								CRM 2201			
CSU Bakersfield						CRJU 1108					CRJU 2500
CSU Chico						POLS 250	POLS 257	POLS 258			
CSU East Bay						CRJ 101		CRJ 210		CRJ 230	CRJ 220
CSU Fresno						CRIM 2		CRIM 20			
CSU Fullerton						CRJU 100					
CSU LA	CRIM 2080	CRIM 2030	CRIM 2010	CRIM 2030		CRIM 1010		CRIM 1260			
CSU Northridge						CJS 102					
CSU Sacramento						CRJ 1		CRJ 2		CRJ 5	CRJ 4
CSU San Bernardino (2016-2017 agreement)								CJUS 102			CJUS 106
UC Irvine		CRM LAW C7		CRM LAW C7		CRM LAW C7					