



**Administration of Justice Department
Annual Unit Plan for Academic Year 2014-15
Planning Year 2013**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Department Mission/Connection to College Mission

The mission of the Administration of Justice Program is a two-fold program. The first serves the core training requirements for an Associate's of Science (AS) Degree and the Administration of Justice Certificate. The second offers State of California Commission on Peace Officer Standards and Training (POST) Certified training for potential employment within the criminal justice community.

The purpose of the Administration of Justice degree tract is to provide high quality courses required for completion of an AS degree, which will further a student's potential employment within the criminal justice system. This facet of the program is a central link to the Career Technical Education component of the college.

The POST Certification portion of the program has the most direct link to the Career Technical Education component. Through these programs students can gain the training to apply for employment as police officers, detention/correctional officers, and private security officers. This program additionally strives to continually meet the in-service training needs of current law enforcement officers.

b. Partnerships

The program continues working closely with law enforcement agencies and new partnerships have been forged that will result in greater course offerings. Our partnerships with the Kern County Sheriff's Department continue to offer Basic Peace Officer Academies at their Bakersfield facility. Their new Regional Training Facility has combined the academies offered by both the Kern County Sheriff's Department and the Bakersfield Police Department. Cerro Coso Community College, specifically the Administration of Justice Department, was asked by these agencies to be the educational representative for the Regional Law Enforcement Training Facility.

These partnerships have also produced the offerings of many in-service courses that bring a high level of ongoing training to the law enforcement community. Recent requests from the Inyo County Sheriff's Department and the Bishop Police Department have resulted in our program certifying new



courses with the California Commission on Peace Officer Standards and Training (POST) to offer to those agencies. These in-service courses can be offered in all areas of the college service area.

The Administration of Justice Department will work to develop a deeper working relationship with Burroughs High School in reference to their Administration of Justice articulation enrollment courses. The Cerro Coso Administration of Justice Department will work with Burroughs High School in an attempt to increase the amount of offering for articulation enrollment courses. As more course credits are offered, it can be logically inferred that students in these programs have a higher chance of enrolling at Cerro Coso Community College to complete their post-secondary education due to the ease of credit transferability.

c. Special Initiatives for Student Engagement

The Cerro Coso Administration of Justice Department will work to develop a local chapter of the Nationally recognized American Criminal Justice Association-Lambda Alpha Epsilon law enforcement fraternity. Membership in the aforementioned fraternity will provide the student with a sense of community and belonging. The fraternity will also offer students with networking opportunities with professionals currently working in the field of criminal justice. The American Criminal Justice Association has several scholarships available to student members as well as the opportunity to attend regional and national law enforcement conferences where the members will compete in various competitions such as firearms, crime scene, and academic writing.

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES

a. Progress Made on Program Review

Year of Last Program Review: 2011

Progress in the last year on Six-Year Strategies:

Improve student access, retention, and success

1. Improve attrition rates for all programs through the development of student support systems: Due to the medical issues of the previous director an interim full time faculty was selected from the adjunct pool. No student support system was developed. The success rates for the Administration of



Justice program increased in 2011-2012 from 87.4% to 88.0%; however, in the 2012-2013 academic year the success rates plummeted to 82.7%

2. Improve retention rates for all programs by working with basic skills courses and supporting students who demonstrate need for improvement in all academic areas: Retention rates experienced a slight increase in the 2011-2012 academic year moving up 0.9% to 95.9% from the previous year. Similar to the success rates, the retention rates also fell in the 2012-2013 academic year ending with 92.0%

Provide effective learning and earning pathways for students

1. Development of alternative methods of instruction for students in the more rural communities serviced by CCCC: In the past year the Administration of Justice program has returned to offering the Modular academy for the Peace Officers Standards and Training. Also in this past year the interim director, Steve Rogers, and the current full time director, Jarrod M. Bowen, have completed the proctor training for POST. Bowen will complete the Academy Director Training on 25 October 2013.

Support student learning through appropriate technology

1. Increase student learning support systems through the use of Computer Assisted Instruction (Moodle), simulated learning, use of Podcasts for visual demonstration purposes, and the development of student support courses (learning lab and online tutoring): Podcast videos are currently being used in the online courses to increase visual connection with the students. The videos will provide visual demonstrations when necessary and increase the *human factor* in the online learning environment. No student support courses were developed this past year.
2. Provide training of instructors in new technologies, e.g., ITV, simulation aid, which will maximize the success of students in those classes: All Administration of Justice faculty, full time and adjunct, who teach online courses, have completed the required Moodle 2X training. There are currently no Administration of Justice courses being offered in the ITV format.

b. Progress Made on Outcome Assessment. *If more lines are needed, place cursor in the bottom right box, press [Tab].*

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed
Spring 2009	Upon successful completion of the program, 80% of students who participate regularly will be able to, identify and apply communications skills when interacting with all people. *Information was incomplete	This outcome was assessed in 1 online class and 1 face-to-face class. While it was initially believed that this outcome could be adequately assessed through a written exam, the fact was 27 of 38 students responding showed an understanding of the cognitive aspects addressing this outcome. It did not address the application of the skills which is of greater importance.	Develop a method of assessing the outcome in both the online and face-to-face class environment. If his assessment method can't be developed then a change to the outcome may need to be considered. Consider the use of both a written exam and a verbal presentation scored by a rubric.	Fall 2014



Spring 2009	<p>Upon successful completion of the program, 80% of students who participate regularly will be able to, identify the need for understanding diverse populations in the criminal justice field and establish strategies for effectively communicating with those diverse populations.</p> <p>*Information was incomplete</p>	<p>This outcome was assessed in 1 online class and 1 face-to-face class. While it was initially believed that this outcome could be adequately assessed through a written exam, the fact was 29 of 38 students responding showed an understanding of the cognitive aspects addressing this outcome. It did not address the application of the skills which is of greater importance.</p>	<p>Develop a method of assessing the outcome in both the online and face-to-face class environment. If his assessment method can't be developed then a change to the outcome may need to be considered. Consider the use of both a written exam and a verbal presentation scored by a rubric.</p>	Fall 2014
Spring 2009	<p>Upon successful completion of the program, 80% of students who participate regularly will be able to, identify the cultural differences found in most communities and apply methods of effectively bridging those differences.</p> <p>*Information was incomplete</p>	<p>This outcome was assessed in 1 online class and 1 face-to-face class. While it was initially believed that this outcome could be adequately assessed through a written exam, the fact was 27 of 38 students responding showed an understanding of the cognitive aspects addressing this outcome. It did not address the application of the skills which is of greater importance.</p>	<p>Develop a method of assessing the outcome in both the online and face-to-face class environment. If his assessment method can't be developed then a change to the outcome may need to be considered. Consider the use of both a written exam and a verbal presentation scored by a rubric.</p>	Fall 2014
Spring 2009	<p>Upon successful completion of the program, 80% of students who participate regularly will be able to, demonstrate and apply critical thinking skills in dealing with ethical decision making within the criminal justice system.</p> <p>*Information was incomplete</p>	<p>This outcome was assessed in 1 online class and 1 face-to-face class. While it was initially believed that this outcome could be adequately assessed through a written exam, the fact was 25 of 38 students responding showed an understanding of the cognitive aspects addressing this outcome. It did not address the application of the skills which is of greater importance.</p>	<p>Develop a method of assessing the outcome in both the online and face-to-face class environment. If his assessment method can't be developed then a change to the outcome may need to be considered. Consider the use of both a written exam and a verbal presentation scored by a rubric.</p>	Fall 2014



Spring 2009	<p>Upon successful completion of the program, 80% of students who participate regularly will be able to, demonstrate the ability to locate resources which enable the resolution of problems within the community and the participants of the criminal justice system.</p> <p>*Information was incomplete</p>	<p>This outcome was assessed in 1 online class and 1 face-to-face class. While it was initially believed that this outcome could be adequately assessed through a written exam, the fact was 31 of 38 students responding showed an understanding of the cognitive aspects addressing this outcome.</p>	<p>These questions will be reviewed for content to ensure their validity and hopefully show a better success rate in future classes. The questions do work well in both offering modalities.</p>	Fall 2014
Spring 2009	<p>Upon successful completion of the program, 80% of students who participate regularly will be able to, recognize the major impact ethics and morality has on the citizens the law enforcement profession serves and the daily interactions with others within the criminal justice system.</p> <p>*Information was incomplete</p>	<p>This outcome was assessed in 1 online class and 1 face-to-face class. While it was initially believed that this outcome could be adequately assessed through a written exam, the fact was 29 of 38 students responding showed an understanding of the cognitive aspects addressing this outcome.</p>	<p>These questions will be reviewed for content to ensure their validity and hopefully show a better success rate in future classes. The questions do work well in both offering modalities.</p>	Fall 2014
Spring 2009	<p>Upon successful completion of the program, 80% of students who participate regularly will be able to, develop effective writing skills to properly document law enforcement priorities.</p> <p>*Information was incomplete</p>	<p>This outcome was assessed in 1 online class and 1 face-to-face class. While it was initially believed that this outcome could be adequately assessed through a written exam, the fact was 30 of 38 students responding showed an understanding of the cognitive aspects addressing this outcome.</p>	<p>These questions will be reviewed for content to ensure their validity and hopefully show a better success rate in future classes. The questions do work well in both offering modalities.</p>	Fall 2014



Spring 2009	<p>Upon successful completion of the program, 80% of students who participate regularly will be able to, demonstrate an understanding of the theory and application of law enforcement rules, regulations, and applicable laws. *Information was incomplete</p>	<p>This outcome was assessed in 1 online class and 1 face-to-face class. While it was initially believed that this outcome could be adequately assessed through a written exam, the fact was 25 of 38 students responding showed an understanding of the cognitive aspects addressing this outcome.</p>	<p>These questions will be reviewed for content to ensure their validity and hopefully show a better success rate in future classes. The questions do work well in both offering modalities.</p>	Fall 2014
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c. Progress Made on Department/Unit Strategies

Strategy 1: Improve service to under-prepared students and increase their success rates

The previous year's AUP offered one specific strategy. This was to improve service to under-prepared students and increase their success rates. The action plan to accomplish the aforementioned strategy was the development of student pre-academy course(s) to develop the necessary entry level skills required to become better equipped to be successful. The success of this strategy was to be measured by an increase in student success rates. No pre-academy courses were developed and the student success rate in the Administration of Justice program has dropped in the last year from 88.0% to 82.7%.

d. Department/Unit Strategies for Next Academic Year.

Strategy 1: Improve our response to community needs through customized educational opportunities, transfer programs, area workforce development, and quality student services

1. *College Strategic Objective(s) addressed: 3.1, 3.2, 3.3, 3.4*
2. *Action Plan: Expand the connectivity of the advisory group through active recruitment and expansion of the membership.*
3. *Measure of Success: Efficacy will be demonstrated through the membership of each site group, the minutes and regularity of meeting.*
4. *Expected Completion Date: Spring 2015*



5. *Person Responsible:* Director of Administration of Justice

6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations
- It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake
- Remediation
- First Year
- 2nd Year/Program Completion
- Post-Graduation

Strategy 2: Improve the onboarding/timecard process for Academy Adjunct and Professional Expert instructors

1. *College Strategic Objective(s) addressed:* 3.1, 3.2, 3.3, 3.4

2. *Action Plan:* Develop learning and employment pathways for the various opportunities in the criminal justice system

3. *Measure of Success:* The collaborative development of educational and employment pathways and corresponding presentation for pre-enrollment and pre-graduation.

4. *Expected Completion Date:* Fall 2015

5. *Person Responsible:* Academy Director

6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations
- It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake
- Remediation
- First Year
- 2nd Year/Program Completion
- Post-Graduation



Strategy 3: Improve the completion rates for the Administration of Justice program

1. *College Strategic Objective(s) addressed:* 1.1, 3.4
2. *Action Plan:* Create a certificate of completion for the POST Basic Academy, the Corrections Academy, and both Modular Academies
3. *Measure of Success:* The development and subsequent CIC approval of the four abovementioned certificates of completion
4. *Expected Completion Date:* Spring 2015
5. *Person Responsible:* Academy Director
6. *Which of the following is **primarily** true of this strategy? Choose one.*
 - It is designed to improve internal unit operations*
 - It is designed to increase student success*
7. *If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.*
 - Intake*
 - Remediation*
 - First Year*
 - 2nd Year/Program Completion*
 - Post-Graduation*

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

- a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*



Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on- going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O

Full-Time Faculty Staffing Justification:

1. Are there too few or too many students enrolling for particular classes or majors?
2. Are there too many courses or programs that are under capacity?
3. Are courses "core mission"?
4. Are courses overscheduled?
5. Is there capacity to offer courses or programs at different times and/or locations?
6. Is there a workforce shortage in the service area or region?
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?
8. In support of your proposal, provide the following data:
 - a. Size of wait lists in the discipline
 - b. Department productivity, previous year
 - c. Number of faculty currently in the department
 - d. Number of adjunct faculty
 - e. Number of certificates awarded, previous year
 - f. Number of degrees awarded, previous year
 - g. Core curriculum classes



- h. CTE classes with workforce data (wage/high demand)
- i. Number of students at first day and census, previous year

b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source (check <u>one</u>): G = General Fund, O = Other G O
Department Assistant II	IWV	2	3.1,3.2,3.3,4.1,4.2, 4.3, 5.4	DA2	12	20	\$14.01/hr	G

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. This position will provide additional time to the full time faculty to address their programmatic goals, program review, and SLO assessment. This position will assist the Director of Administration of Justice in processing payroll of the academies; assist in filing, completion of state and federal forms/reports as required, and other duties as assigned to release the faculty director to focus on programmatic issues, partnerships, and community outreach.

2. Currently the clerical workload is completed by the Director or fielded by multiple offices which creates a scattered approach to the work required. A permanent position assigned to this area would provide a single focus and point of contact for the faculty and public agencies. The Director is often on travel to other parts of our service area or in Bakersfield; therefore, a permanent assistant could respond to the requests at the IWV campus.



3. The impact to the college if the position is not filled will be a continued strain of existing resources, reduction in payroll and clerical accuracy as well as an increase in adjunct and professional expert issues.

c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. If more lines are needed, place cursor in the bottom right box and press [Tab].

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
General Office Supplies	IWV	1	2.2	Need funds to supply office, classrooms and ranges.	\$2000	Ongoing	G	
Lab supplies	IWV	1	2.2	Need funds to purchase necessary lab equipment for class labs, physical training classroom, and shooting range.	\$2000	Ongoing	G	

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. If more lines are needed, place cursor in the bottom right box and press [Tab].



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Inter-campus and intra-district travel	IWV	1	5.4	Travel to sister campuses to meet with advisory committees and public agencies. Travel to Bakersfield in support of the Kern County Sheriff's Department Academies	\$1,500	Ongoing	G	
Books	IWV	2	4.1	Purchase resource materials for professional development	\$250	Ongoing	G	
Contract instruction	IWV	1	1-5	Pay professional experts to instruct in the academies	\$80,000	Ongoing	G	
Dues/Memberships	IWV	1	5.4	To pay professional dues and memberships	\$200	Ongoing	G	

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. If more lines are needed, place cursor in the bottom right box and press [Tab].



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Firearms Training Simulator	IWV	2	2.2, 3.2, 3.3, 3.4, 5.4	Please see attached report	\$40,000	One-time	O	

STEP 4: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)