Public Service: Administration of Justice Department
AUP for Academic Year 2020-2021
October 2019

Describe Department/Unit

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 for Transfer (AS-T) 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-t degree, which will further a student's potential employment within the criminal justice system and transfer to 4 year universities. 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.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity: Actions Taken

An ongoing equity gap over the last 5 years has been the 19 and under age group. Due to a shift in data tracking, the 19 and younger category is no longer displayed, now the 17 and younger is available. Traditionally, this gap exists because of the POST requirements of 21 years of age, in-service courses of currently employed peace officers, and our sites' average student age. The 18-19 year was very different. A launch of the dual enrollment program at the East Kern site, in conjunction with the Early College High School program in East Kern has increased enrollments in this age group from 6 to over 100 within one year, now accounting for approximately 13% of ADMJ total enrollment (previously about 4%). This opportunity broadens the pipeline of incoming students with ADMJ as a desired degree and has a secondary equity gap action of closing the female gender gap, as approximately 62% of students in dual enrollment are female. This is a significant shift toward closing the gender and age gap within one year. Success rates within the (previously) 19 and under age group were approximately 58%. Over the 18-19 school year, success rates for 17 and under were 86%, a significant gap closure.

Student Equity: Gaps to be Addressed

Gender: Female

Gap Identified:

Due to the previous year's work in Dual Enrollment and the expansion of ADMJ within the prison program, many of the previously identified equity gaps have begun to close program wide. On site and online programs also have been making large strides in closing the ethnicity and age gaps, independent of the prison program. Due to the increase in the prison program, anticipated expansion in in-service courses over the previous years, the academic and POST programs have found a recurring equity gap in the area of females. At this time, the overall population of females in the ADMJ program is approximately 20.5% over AY 18-19. Success rates are high, so the focus of this equity gap will be increased marketing and outreach to attempt to close this gap.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

Student Learning Outcomes have been completed for the Public Services Department to 100% completion; however, there have

been additional courses added to the program that have not run which will bring our SLO completion rate down. As previously stated, there is an anticipation that the BSIS courses will run within the next year providing us an opportunity to perform SLO assessments.

Outcomes Assessment: Gaps to be Addressed

ADMJ 101

Type:

SLO

Target Missed/Gap Detected:

This course currently has 13 SLOs, a revision should be done to update to a more reasonable 3-5 SLOs, process has already been started.

Type of Gap:

Need for revision to outcomes.

Analysis and Plan for Improvement:

Resubmission to CIC for SLO revisions.

Anticipated Semester for Implementing Planned Improvements:

Spring 2020

Anticipated Semester of Next Assessment:

Spring 2021

ADMJ 115 - Legal Aspects of Evidence

Type:

SLO

Target Missed/Gap Detected:

This course currently has 14 SLOs.

Type of Gap:

Need for revision to outcomes.

Analysis and Plan for Improvement:

Revision and resubmission of SLOs to CIC.

Anticipated Semester for Implementing Planned Improvements:

Spring 2020

Anticipated Semester of Next Assessment:

Spring 2021

ADMJ 125 - Principles of Investigation

Type:

SLO

Target Missed/Gap Detected:

This course has 13 SLOs and needs to be revised.

Type of Gap:

Need for revision to outcomes.

Analysis and Plan for Improvement:

Revision and resubmission of SLOs to CIC.

Anticipated Semester for Implementing Planned Improvements:

Spring 2020

Anticipated Semester of Next Assessment:

Spring 2021

Program Review: Actions Taken

Public Services

Year of Last Program Review:

2017

Actions Taken in the Prior Year to Address Strategies:

Previous Year Goals:

Improve student access, retention, and success

1. Improve attrition rates for all programs through the development of student support systems

Support student learning through appropriate technology

1. Increase student learning support systems through the use of Learning Management (Canvas), simulated learning, use of Podcasts for visual demonstration purposes, and the development of student support courses (learning lab and online tutoring). Led by Professor Fulks, the program has begun a complete revision of the online courses to include additional

technology such as cellphone apps, maximizing the learning modules by adding a required knowledge test before the student can move on to the next module, the peak online time tracking, and live lecture videos during the peak times students are online.

2. Provide training of instructors in new technologies, e.g., ITV, simulation aid, which will maximize the success of students in those classes.

Outcomes:

ADMJ (excluding police in-service courses) has had a 4% increase in retention to 92.4% in AY18-19. In addition, student success in online courses as risen from 55% in 15-16 to 73% in 18-19 with a comparable amount of course enrollments. The roll out and use of Canvas and aligning courses to the OEI rubric have had a substantial impact on retention and success within ADMJ.

Strategies Still to be Addressed:

1. An increase in course offerings at ESCC since we have concluded one entire academic year with no offerings in 18-19. This was identified as a potential goal for use of iTV or on site instruction in the program review. The loss of an Adjunct from the area can now be replaced with current or new adjunct who could also teach the BSIS courses.

2. Ongoing training in technology and innovation for online/distance education modalities is greatly needed.

Annual Planning: Actions Taken

Level I Academy

This initiative was delayed due to a suspension in POST programming. That suspension has been lifted and a new Director will re-launch the Module III program in Spring 2020 and continue the pursuit of a Level 1 certification.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Level I Academy

Plan Initiatives for Next Year

Initiatives for Next Academic Year

POST Program Re-Launch

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

A restarted initiative that connects to prior years is the relaunch of POST programming after a suspension period. This will start with a relocation of the Module III course to the Tehachapi Education Center. If enrollment is substantial enough, a follow up of Module II will be offered and the continued pursuit of a Level 1/Module I certification from POST.

Lead Measure of Success:

Offering the Module III at Tehachapi Education Center in Spring 2020. Initial enrollment will help determine the viability of this location and future of the program.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Success and Retention rates will have a direct impact on offering the subsequent Module sections.

Person Responsible:

Academy Director

It addresses a program review strategy

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections, Goal 5: Strengthen Organizational Effectiveness

OEI Degree Launch

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

This Initiative is to offer the entire ADMJ AS-T degree on the Online Education Initiative (CVC-OEI) and will require the submission of 3 additional courses for approval. These courses have been aligned over previous years to the OEI rubric and are establishing new departmental standards. The availability of the AS-T on OEI will help increase enrollment in the program and strengthen overall equity and standards of online instruction within the department.

Lead Measure of Success:

Approval by CVC-OEI of the three additional courses. Currently, ADMJ 101 is approved. The next courses to be submitted are ADMJ 105, ADMJ 115 and ADMJ 125. This series of courses offers the best outcome for students online.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Lag measures are the actual availability of the courses on the OEI exchange. Subsequent lag measures are student success and retention that identify the need for a full degree pathway on OEI.

Person Responsible:

Department Chair

Other

It addresses both student Equity by expanding our geographic/demographic range and is a component of the Program Review.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections, Goal 5: Strengthen Organizational Effectiveness

Evaluate Resource Needs

Facilities

The department growth in the East Kern area has been substantial over the last three years. However, there are no dedicated facilities (like an office space) or storage area for ADMJ/POST course materials. This is a legal requirement under POST for locking office/storage space for sensitive files and equipment. Ample space is available at the Tehachapi Education Center and should be considered for rental to have a dedicated space.

Request:

1 Official Office Space - Locking

1 Designated (but can be shared) storage space of at least 300 sq ft.

1 Designated (but can be shared) classroom space for POST Academy and Advanced Officer Training courses

Information Technology

Due to the nature of multi-site initiatives for the department and requirements to travel, for training and meetings, an official laptop is requested for the program director.

Marketing

With the desired expansion of POST courses consistent with the strategic plan for the school and department program review, it is requested that a comprehensive marketing plan be created with assistance of the department. This marketing plan should include, market analysis, new color brochures, online marketing, promotional material, directed marketing plans and materials, postage, video documentation of academy and course specifics, an updated webpage with interest form and multi-media information. The variety of programs offered by the Public Services program will require direct, informative marketing to specific targeted groups.These groups include but are not limited to, current law enforcement officers, current correctional officers, recent or future high school graduates, active duty military and veterans. Many people in the service area are unaware that we offer a Law Enforcement Academy. It is therefore **imperative** that the Public Services department **increase their marketing efforts** to ensure that information about the available programs is readily available to the public. The department would like to develop tri-fold

handouts that will address specific offerings such as the BSIS Security course and the Law Enforcement Academy. In addition, handout materials such as refrigerator magnets in the shape of squad cars with the academy logo, Peace Officer badge stickers with the logo, and other small items such as logo pens, stress balls, frisbees etc. will provide the department with materials to pass out at events for advertising.

Professional Development

Instructors in the Public Services department and Academy instructors will continue to attend the required training established by the California Commission on Peace Officer's Standards and Training (POST). In addition, the faculty will use the Public Agency Training Council opportunities to attend certification courses and conferences to maintain field related expertise. As part of preparation for the Level I Modular Academy, the BSIS Academy, and the Fire Academy, it will be necessary to send instructors to several state agency instructor certification courses. In addition, two key instructors have retired which will require additional certification training for Firearms, Arrest and Control, Impact weapons, and EVOC to fill this instructor gap.

Research and Data

The new data portals developed by IR are outstanding. The only future need identified is the ability to break apart police in-service courses by FTEF and actual quantity of adjuncts and instructional hours.

Staffing Requests

1000 Category - Certificated Positions

ADMJ

Location:

EKC Tehachapi

Justification:

There is an under-reporting in the workload, specifically FTEF that is inconsistent with how the Director duties are determined for release load. Currently, a .2 release plus 5 duty days is given for the Director.

The request is to increase the release load of the director to .4 due to the ongoing nature of KCSO in-service courses and quantity of CRNs that must be managed. In 19-20, an anticipated 200 CRNs will be offered with KCSO, the director duties at .2 release are woefully under-reported considering the quantity of professional experts, adjuncts, and rosters/students that must be administratively managed during these courses.

The increase to .4 load would be over the year, not including the necessary increase when we run our own POST academy, but will also help with the advanced planning that is required due to legal requirements with POST.

2000 Category - Classified Staff