

# Public Service: Administration of Justice Department

## Annual Planning for Academic Year 2015-2016

### Planning Year 2014

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## Description Of Department/Unit

### 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.

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## Student Equity

### Student Equity

Due to small numbers, the data provided in reference to disaggregated completion rates covers a five year period. The combined success rate for the Public Services Department is 86% compared to an overall college success rate of 65%. According to the updated goals for the California Community College system, there will be a proposed goal of increasing underperforming subgroups until all subgroup indices are .08 or above. According to the data collected over the past five academic years, African American students are the only subgroup performing under the desired 0.8 ratio. The African American subgroup has performed at a success rate of 52% over the past five years. This equates to a 0.6 ratio of completion. Because a causal variable has not been identified, the Public Services department will increase the focus on providing students with information about the available resources to assist them in their academic journey. Resources such as the writing center, the imbedded librarian, and the California Career Café will be added to both online and traditional classroom presentation. The Public Services department will continue to track student drops in an attempt to identify causal patterns that might allow for the development of more effective measures to increase student completion.

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## Review And Planning

### Progress Made on Program Review

#### Administration of Justice

#### Year of Last Program Review:

2011

#### Progress in the last year on Three-Year Strategies:

#### 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: No student support system was developed in the 2013-2014 academic year. The success rates for the Administration of Justice program declined for the second academic year in a row dropping from 82.7% to 79.2%.

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: Similar to the success rates, the retention rates also fell significantly for the second academic year in a row moving from 92% to 89.3%.

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: Academy Director Jarrod Bowen completed the Academy Director training offered by the Commission on Peace Officers Standards and Trainings on October 25, 2013. The Modular Academies have been offered in Ridgecrest and Bishop, California during the 2013-2014 academic year. Standardization of the Modular Academy and the development of a Modular I course began in the 2013-2014 academic year and is currently in process.

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): Weekly videos have been implemented into the online courses for the Administration of Justice Program to increase the visual connection with the students as well as provide a visual demonstration of necessary manipulative skills. The videos are aimed at increasing the human factor in the online experience. 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. All Academy instructors who use simmunications and other training aids have been trained on the aforementioned tools.

## Progress Made on Outcome Assessment

**Upon successful completion of the course, 75% of students who participate will be able to discuss and contrast the differences between individual rights and public-order perspectives, conflict and consensus models of the criminal justice system, and the structure of the criminal justice system in terms of its major components.**

Type:

SLO

Semester Assessed:

Fall 2013

Target Missed/Gap Detected:

The first question used was presented to the students as part of their midterm exam. The question was a multiple choice question directed at the conflict model of the criminal justice system. A total of 18 students attempted the midterm exam. Of the 18 participants, 18 students correctly answered the target question demonstrating a success rate of 100% for the learning objective. The second question developed to assess this learning objective was presented to the students as part of their first quiz. The question was a true/false question that required the student to distinguish between the consensus and conflict models of the criminal justice system. A total of 17 students attempted the first quiz. Of the 17 participants, 12 students correctly answered the target question demonstrating a success rate of 71% for the learning objective.

Analysis and Plan:

The high success rate of the first assessment question (100%) is consistent with the majority of the other assessment questions used for this course assessment and demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability. The second assessment question fell below the 75% target at 71% and is one of only two assessment questions in the course assessment that is below target. A new question will be developed in a similar course and tested for validity then implemented into the next course assessment.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to explain how multiculturalism and diversity present special challenges to, and opportunities for, the American system of criminal justice by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to explain how multiculturalism and diversity present special challenges to, and opportunities for, the American system of criminal justice. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their first quiz. The question was a fill-in-the blank question directed at the special challenges presented by serving a diverse population. A total of 17 students attempted the first quiz. Of the 17 participants, 17 students correctly answered the target question demonstrating a success rate of 100% for the learning objective.

**Analysis and Plan:**

The high success rate of the assessment question 100% demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to compare the two major national crime data-gathering programs in the United States and how the hierarchy rule affects crime reporting by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to compare the two major national crime data-gathering programs in the United States and how the hierarchy rule affects crime reporting. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their first quiz. The question was a fill-in-the blank question directed at identifying the two major national crime data-gathering programs in the United States. A total of 17 students attempted the first quiz. Of the 17 participants, 13 students correctly answered the target question demonstrating a success rate of 76% for the learning objective.

**Analysis and Plan:**

The success rate of the assessment question 76% demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to discuss the various categories of theoretical approaches used to explain crime and identify two emerging theories of crime causation by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to discuss the various categories of theoretical approaches used to explain crime and identify two emerging theories of crime causation. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their first quiz. The question was a matching question designed to identify if the student can connect the theorist to their criminological theory. A total of 17 students attempted the first quiz. Of the 17 participants, 16 students correctly answered the target question demonstrating a success rate of 94% for the learning objective. The second question developed to assess this learning objective was presented to the students as part of their midterm assessment. The question was a matching question that required the student to distinguish between various theories of deviant behavior. A total of 18 students attempted the midterm exam. Of the 18 participants, 17 students correctly answered the target question demonstrating a success rate of 94% for the learning objective. The third question developed to assess this learning objective was presented to the students as part of their midterm assessment. The question was a multiple choice question that required the student to distinguish between various theories of deviant behavior. A total of 18 students attempted the midterm exam. Of the 18 participants, 14 students correctly answered the target question demonstrating a success rate of 77% for the learning objective. The fourth question developed to assess this learning objective was presented to the students as part of their midterm assessment. The question was a multiple choice question that required the student to distinguish between various potential causes of deviant behavior in accordance with specific theories. A total of 18 students attempted the midterm exam. Of the 18 participants, 17 students correctly answered the target question demonstrating a success rate of 94% for the learning objective.

**Analysis and Plan:**

The high success rates of 94%, 94%, 77% and 94% respectively for the questions used demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to identify the various types of law explaining the purpose of each and list the five categories of criminal law violations by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to identify the various types of law explaining the purpose of each and list the five categories of criminal law violations. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their midterm exam. The question was a multiple choice question designed to identify if the student can distinguish between the various types of laws in the criminal justice system. A total of 18 students attempted the midterm exam. Of the 18 participants, 18 students correctly answered the target question demonstrating a success rate of 100% for the learning objective.

**Analysis and Plan:**

The high success rate of the assessment question 100% demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**upon successful completion of the course, 75% of the students who participate will demonstrate the ability to compare and contrast differences between property crimes and crimes against persons by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to compare and contrast**

**differences between property crimes and crimes against persons. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2014

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their midterm exam. The question was a multiple choice question designed to identify if the student can distinguish between the various types of laws in the criminal justice system. A total of 18 students attempted the midterm exam. Of the 18 participants, 17 students correctly answered the target question demonstrating a success rate of 94% for the learning objective.

**Analysis and Plan:**

The high success rate of the assessment question 94% demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to analyze the police working personality and compare it to police culture by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to analyze the police working personality and compare it to police culture. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their midterm exam. The question was a multiple choice question designed to identify if the student can recognize specific aspects of the evolving police culture. A total of 18 students attempted the midterm exam. Of the 18 participants, 17 students correctly answered the target question demonstrating a success rate of 94% for the learning objective.

**Analysis and Plan:**

The high success rate of the assessment question 94% demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to compare and contrast the roles of the professional members of the courtroom work group and the nonprofessional courtroom participants by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to compare and contrast the roles of the professional members of the courtroom work group and the nonprofessional courtroom participants. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their third quiz. The question was a multiple choice question designed to identify if the student can recognize specific rolls and responsibilities of the courtroom participants. A total of 16 students attempted the third quiz. Of the 16 participants, 15 students correctly answered the target question demonstrating a success rate of 94% for the learning objective.

**Analysis and Plan:**

The high success rate of the assessment question 94% demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participated will demonstrate the ability to evaluate the steps typically taken during pretrial activities; the plea bargaining process and its impact on the criminal justice system; and the various stages of the criminal trial by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to evaluate the steps typically taken during pretrial activities; the plea bargaining process and its impact on the criminal justice system; and the various stages of the criminal trial. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their third quiz. The question was a fill-in-the blank question designed to identify if the student can recognize specific rolls and responsibilities of the courtroom participants. A total of 16 students attempted the third quiz. Of the 16 participants, 14 students correctly answered the target question demonstrating a success rate of 88% for the learning objective.

**Analysis and Plan:**

The high success rate of the assessment question 88% demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to describe differences between probation and parole; describing the advantages and disadvantages of each by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to describe differences between probation and parole; describing the advantages and disadvantages of each. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their fourth quiz. The question was a multiple choice question designed to identify if the student can recognize specific attributes of probation and parole. A total of 18 students attempted the fourth quiz. Of the 18 participants, 17 students correctly answered the target question demonstrating a success rate of 94% for the learning objective.

**Analysis and Plan:**

The high success rate of the assessment question 94% demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to analyze and evaluate the nature and history of early punishments and discuss their impact on the modern philosophy of corrections by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to analyze and evaluate the nature and history of early punishments and discuss their impact on the modern philosophy of corrections. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their second quiz. The question was a multiple choice question designed to identify if the student can recall historical aspects of the criminal justice system and early forms of punishment. A total of 16 students attempted the second quiz. Of the 16 participants, 16 students correctly answered the target question demonstrating a success rate of 100% for the learning objective. The second question developed to assess this learning objective was presented to the students as part of their final exam. The question was a multiple choice question that required the student to distinguish between eras of prison policy. A total of 13 students attempted the final exam. Of the 13 participants, 13 students correctly answered the target question demonstrating a success rate of 100% for the learning objective.

**Analysis and Plan:**

The high success rate of the assessment question of 100% and 100% respectively demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon completion of the course, 75% of the students who participate will demonstrate the ability to evaluate the role jails and prisons play in American corrections and contrast then against the trend in privately run prisons by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to evaluate the role jails and prisons play in American corrections and contrast then against the trend in privately run prisons. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their fourth quiz. The question was a true/false question designed to identify if the student can identify key elements that differentiate public and private prisons. A total of 18 students attempted the fourth quiz. Of the 18 participants, 10 students correctly answered the target question demonstrating a success rate of 56% for the learning objective.

**Analysis and Plan:**

The assessment question fell below the 75% target at 56% and is one of only two assessment questions in the course assessment that is below target. A new question will be developed in a similar course and tested for validity then implemented into the next course assessment.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to compare and contrast the realities of prison life and prison subculture from the inmate's point of view and the realities of prison life from the corrections officer's point of view by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to compare and contrast the realities of prison life and prison subculture from the inmate's point of view and the realities of prison life from the corrections officer's point of view. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their fifth quiz. The question was a multiple choice question designed to identify key elements of prison life and the applicable subculture. A total of 13 students attempted the fifth quiz. Of the 13 participants, 13 students correctly answered the target question demonstrating a success rate of 100% for the learning objective.

**Analysis and Plan:**

The high success rate of the assessment question 100% demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to discuss the legal aspects of prisoners' rights and explain the consequences of precedent setting U.S. Supreme Court cases in the area of prisoners' rights by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to discuss the legal aspects of prisoners' rights and explain the consequences of precedent setting U.S. Supreme Court cases in the area of prisoners' rights. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**



The first question used was presented to the students as part of their fifth quiz. The question was a fill-in-the blank question designed to identify key elements of prisoner's rights. A total of 13 students attempted the fifth quiz. Of the 13 participants, 12 students correctly answered the target question demonstrating a success rate of 92% for the learning objective. The second question developed to assess this learning objective was presented to the students as part of their fifth quiz. The question was a matching question that required the student to identify key elements of prisoner's rights. A total of 13 students attempted the fifth quiz. Of the 13 participants, 13 students correctly answered the target question demonstrating a success rate of 100% for the learning objective.

**Analysis and Plan:**

The high success rates of 92% and 100% respectively for the questions used demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to evaluate the historical perspective, cultural evolution, and origin of criminal law by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the historical perspective, cultural evolution, and origin of criminal law. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their midterm exam. The question was a true/false question directed at the use of common law in the criminal justice system. A total of 16 students attempted the midterm exam. Of the 16 participants, 15 students correctly answered the target question demonstrating a success rate of 94% for the learning objective. The second question developed to assess this learning objective was presented to the students as part of their fifth quiz. The question used a fill-in-the blank format directed at recalling the writ of habeas corpus. A total of 15 students attempted the midterm exam. Of the 15 participants, 14 students correctly answered the target question demonstrating a success rate of 93% for the learning objective.

**Analysis and Plan:**

The high success rates of 94% and 93% respectively for the questions used demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to compare and contrast the basic legal definitions and concepts of criminal law by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the basic legal definitions and concepts of criminal law. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their midterm exam. The question was a multiple choice question directed at the various types of possession that constitute a criminal act in the criminal justice system. A total of 16 students attempted the midterm exam. Of the 16 participants, 16 students correctly answered the target question demonstrating a success rate of 100% for the learning objective. The second question developed to assess this learning objective was presented to the students as part of their midterm exam. The question was a multiple choice question directed at the various types of possession that constitute a criminal act in the criminal justice system. A total of 16 students attempted the midterm exam. Of the 16 participants, 15 students correctly answered the target question demonstrating a success rate of 94% for the learning objective. The third question employed a fill-in-the blank format and required the student to recall the legal term for a specific state of mind during a criminal act. A total of 16 students attempted the midterm exam. Of the 16 participants, 16 students correctly answered the target question demonstrating a success rate of 100% for the learning objective.

**Analysis and Plan:**

The high success rates of 100%, 94% and 100% respectively for the questions used demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to locate and analyze appropriate criminal law statutes and cases by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to analyze appropriate criminal law statutes and cases. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their midterm exam. The question was a multiple choice question directed at the landmark cases that have shaped the criminal justice system. A total of 16 students attempted the midterm exam. Of the 16 participants, 15 students correctly answered the target question demonstrating a success rate of 94% for the learning objective. The second question developed to assess this learning objective was presented to the students as part of their midterm exam. The question was a multiple choice question directed at the landmark cases that have shaped the criminal justice system. A total of 16 students attempted the midterm exam. Of the 16 participants, 15 students correctly answered the target question demonstrating a success rate of 94% for the learning objective. The third question was presented to the students as part of their midterm exam and employed a multiple choice question directed at the landmark cases that have shaped the criminal justice system. A total of 16 students attempted the midterm exam. Of the 16 participants, 15 students correctly answered the target question demonstrating a success rate of 94% for the learning objective.

**Analysis and Plan:**

The high success rates of 94%, 94% and 94% respectively for the questions used demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to compare and contrast the different types of legal defenses and justifications for those defenses by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to compare and contrast the different types of legal defenses and justifications for those defenses. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their midterm exam. The question was a matching question directed at the ability to identify the states of mind used in affirmative defenses for criminal acts. A total of 16 students attempted the midterm exam. Of the 16 participants, 15 students correctly answered the target question demonstrating a success rate of 94% for the learning objective. The second question developed to assess this learning objective was presented to the students as part of their midterm exam. The question was a fill-in-the blank question that required the student to recall a specific legal defense. A total of 16 students attempted the midterm exam. Of the 16 participants, 14 students correctly answered the target question demonstrating a success rate of 88% for the learning objective.

**Analysis and Plan:**

The high success rates of 94% and 88% respectively for the questions used demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to debate constitutional issues surrounding criminal case law decisions by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to debate constitutional issues surrounding criminal case law decisions. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2013

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their midterm exam. The question was a fill-in-the blank question directed at the constitutional considerations in criminal prosecution. A total of 16 students attempted the midterm exam. Of the 16 participants, 15 students correctly answered the target question demonstrating a success rate of 94% for the learning objective. The second question developed to assess this learning objective was presented to the students as part of their third quiz. The question was multiple choice question that required the student to recall a specific Supreme Court case involving constitutional rights. A total of 13 students attempted the 3rd quiz. Of the 13 participants, 9 students correctly answered the target question demonstrating a success rate of 69% for the learning objective.

**Analysis and Plan:**

The high success rate of the first assessment question (94%) is consistent with the 14 other assessment questions used for this course assessment and demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability. The second assessment question fell below the 75% target at 69% and is the only assessment question in the course assessment that is below target. A new question will be developed in a similar course and tested for validity then implemented into the next course assessment.

**Upon successful completion of the course, 75% of the students who participate will demonstrate the ability to compare and contrast differences between property crimes and crimes against persons by successfully answering learning outcome focused questions on several exams offered in one online course. These exams will provide questions in the format of true/false, fill-in-the blank, matching, and multiple choice and will be subjected to a time limit. The questions selected for the learning outcome assessment specifically identify key elements related to the ability to compare and contrast differences between property crimes and crimes against persons. It is believed that this outcome can be adequately assessed through a timed online exam.**

**Type:**

SLO

**Semester Assessed:**

Fall 2014

**Target Missed/Gap Detected:**

The first question used was presented to the students as part of their fourth quiz. The question was a matching question directed at the differences between property crimes and crimes against persons in criminal prosecution. A total of 15 students attempted the fourth quiz. Of the 15 participants, 15 students correctly answered the target question demonstrating a success rate of 100% for the learning objective. The second question developed to assess this learning objective was presented to the students as part of their fourth quiz. The question was a matching question that required the student to distinguish between property crimes and crimes against persons. A total of 15 students attempted the fourth quiz. Of the 15 participants, 14 students correctly answered the target question demonstrating a success rate of 93% for the learning objective.

**Analysis and Plan:**

The high success rates of 100% and 93% respectively for the questions used demonstrates successful concept comprehension from the students participating in this assessment. A similar exam will be presented to an on ground and online course of students during the next assessment cycle for reliability.

**Progress Made on Prior Year Initiatives**

**Develop student pre-academy course to develop the necessary entry level skills needed to become better equipped to be successful**

**Progress Made:**

No pre-academy course was developed. Further collection and review of the data suggest that the highest failure rate in the academy setting is during the firing range portion. The Academy Director has worked with the Academy Coordinator and Range Master to provide individual training to those identified as struggling. In addition, a request for a Force Option/Firearms training simulator has been included in the past two AUPs.

**Develop and streamline the administrative processes associated with the POST Academies and Kern County Sheriff Academies**

**Progress Made:**

Academy Director has created PowerPoint presentations and step by step instructions, complete with screen shots, to aid the POST academy administrative staff in completing the required paperwork for instructors. Although we have not reach 100% accuracy wh have demonstrate improvement.

**Initiatives for Next Academic Year**

**Improve the completion rates for the Administration of Justice program.**

**Strategic Plan Goals Addressed:**

1

**Action Plan:**

Create a certificate of completion for the Regular Basic Academy, the Corrections Academy, and the Modular Acedmy.

**Measure of Success:**

The development and subsequent CIC approval of the abovementioned certificates of completion.

**Expected Completion:**

Spring 2015

**Person Responsible:**

Academy Director

**Designed:**

It is designed to increase student success

**Student Experience:**

2nd Year/Program Completion

**Improve the onboarding/timecard process for Academy Adjunct and Professional Expert instructors**

**Strategic Plan Goals Addressed:**

4

**Action Plan:**

Provide employment onboarding training to the Academy Coordinators and provide them with step by step instructions to complete all required paperwork for Adjunct and Professional Expert instructors.

**Measure of Success:**

Increase Academy Adjunct and Professional Expert instructor Human Resources documentation to 100% accuracy.

**Expected Completion:**

Fall 2015

**Person Responsible:**

Academy Director

**Designed:**

It is designed to improve internal unit operations

**Student Experience:**

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

**Strategic Plan Goals Addressed:**

3

**Action Plan:**

Work with the current advisory group to identify the needs of the community and to aid in the creation of learning and employment pathways for the various opportunities in the criminal justice system.

**Measure of Success:**

The collaborative development of educational and employment pathways and corresponding presentation for pre-employment and pre-graduation.

**Expected Completion:**

Fall 2016

**Person Responsible:**

Program Chair of Public Services

**Designed:**

It is designed to increase student success

**Student Experience:**

2nd Year/Program Completion

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## Resource Needs

### Facilities

The need for dedicated space where equipment can be stored set up and left in place for students use is crucial to the departments continued growth. We currently have donated simulators that we cannot utilize as we have no dedicated space to set them up. In addition, the recent changes to Title 22 in reference to the Emergency Medical Services Administration requirements for training of law enforcement will require an increase in training equipment that will need to be stored and adequate facilities for the aforementioned training. As one of the colleges leading departments in FTE's it is an issue that needs to be addressed for the continued success of the program.

### Information Technology

The IT department has provided great service and assistance to the Public Services department. No current IT needs are identified; however, the department respectfully requests the continued support of the IT department in the coming academic year.

### Marketing

The variety of programs offered by the Administration of Justice department 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, and military veterans.

### Professional Development

Administration of Justice instructors and Academy instructors will continue to attend the required trainings established by the California Commission on Peace Officer's Standards and Trainings. In addition, the faculty will use the Public Agency Training Council opportunities to attend certification courses and conferences to maintain field related expertise.

### Staffing

A part time Department Assistant is needed for the Public Service department. 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. 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. Finally, 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.

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## Resource Requests

### 1000 Category - Certificated Positions

**Location:**

**Priority:**

**Strategic Plan Goals Addressed:**

**Estimated Amount of Funding Requested:**

, from .

**Detailed Rationale:**

## **2000 Category - Classified Staff**

**Temporary Department Assistant**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2,3,4,5

**Salary Grade:**

DA2

**Number of Months:**

12

**Number of Hours per Week:**

20

**Salary Amount:**

14.01/hr, Ongoing from General Fund.

**Detailed Rationale:**

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.

## **4000 Category - Supplies and Equipment**

**General Office Supplies**

**Location:**

College-wide

**Priority:**

High

**Strategic Plan Goals Addressed:**

2

**Estimated Amount of Funding Requested:**

\$2,000, Ongoing from General Fund.

**Detailed Rationale:**

Need funds to supply office, classrooms, and ranges.

**Lab supplies**

**Location:**

College-wide

**Priority:**

High

**Strategic Plan Goals Addressed:**

2

**Estimated Amount of Funding Requested:**

\$2,000, Ongoing from General Fund.

**Detailed Rationale:**

Need funds to purchase necessary lab equipment for class labs, physical training classroom, and shooting range.

**Training Equipment**

**Location:**

College-wide

**Priority:**

High

**Strategic Plan Goals Addressed:**

2

**Estimated Amount of Funding Requested:**

15,000, One-time from Other.

**Detailed Rationale:**



In accordance with the revisions to Title 22 Chapter 1.5, First Aid Standards for Public Service Personnel, the Public Service Department will require a substantial increase in medical training equipment to ensure that the department can provide adequate training in adherence with the new guidelines provided by the Emergency Medical Services Administration and the Commission on Peace Officer's Standards and Training for Learning Domain #34

## **5000 Category - Service, Utilities, and Operating Expenses**

### **Inter-Campus and Intra-District travel**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

5

**Estimated Amount of Funding Requested:**

\$2,000, Ongoing from General Fund.

**Detailed Rationale:**

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 and Perishable Skills Program. Travel to Bishop and California City in support of the Perishable Skills Program.

### **Squad Car restoration**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

2

**Estimated Amount of Funding Requested:**

\$8,000 if replacements are needed., One-time from Other.

**Detailed Rationale:**

The Modular and Regular Basic Academies require students to drive squad cars during various phases of training. Both College vehicles are inoperable and must be brought up to working order or replaced.

### **Squad Car Maintenance**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

2

**Estimated Amount of Funding Requested:**

1,000, Ongoing from General Fund.

**Detailed Rationale:**

Maintain the squad cars in working order to ensure the safety of Academy recruits and instructors.

**Contract Instruction**

**Location:**

College-wide

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2,3,4,5

**Estimated Amount of Funding Requested:**

\$120,000, Ongoing from General Fund.

**Detailed Rationale:**

Pay professional experts to instruct in the academies.

**Dues/Memberships**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

5

**Estimated Amount of Funding Requested:**

\$200, Ongoing from General Fund.

**Detailed Rationale:**

To pay professional dues and memberships

**Portable Latrine**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

2

**Estimated Amount of Funding Requested:**

\$400, Ongoing from General Fund.

**Detailed Rationale:**

Provide available facilities for the shooting range.

**6000 Category - Capital Outlay**

**Firearms Training Simulator**

**Location:**

College-wide

**Priority:**

High

**Strategic Plan Goals Addressed:**

2,3,5

**Estimated Amount of Funding Requested:**

\$65,000, One-time from Other.

**Detailed Rationale:**

California Law Enforcement Academies statewide have experienced a high failure rate on the firing range portion of the academy. A Firearms Training/Force Option Simulator would provide a safe and inexpensive option to allow students to increase their efficacy and knowledgebase with a firearm. In addition, the recent restrictions on ammunition makes it difficult for students to practice with their firearms. The aforementioned equipment can also be used to provide scenario based training for the escalation of force in a safe and controlled environment.