

Public Service: Administration of Justice Department

AUP for Academic Year 2021-2022

October 2020

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

This last year's goal was to focus more on female enrollment. The continued success of the Dual Enrollment pathway at Tehachapi High School and the new Dual Enrollment program for ADMJ 101/105 at Burrows High School has helped broaden the feeder courses reach to younger females, an increase of about 50 individual female students, which is a 44.9% increase to the highest enrollment count in program history.

The re-launch of the POST Modular Program at the Tehachapi Site location also helped increase enrollment within the program's non-in-service courses approximately doubling the enrollments of the last two years, respectively.

Requests were made for program marketing materials in the last AUP to reach this specific population, but a complete marketing plan is still out of reach.

Student Equity: Gaps to be Addressed

Gender: Female

Gap Identified:

Females continue to be an underrepresented gap in both the Administration of Justice courses and the POST courses. This is similar in the profession as a whole, and needs to be addressed with more inclusive advertising, course offerings, and an information campaign about the modular academy program. Currently female enrollments have doubled in the last few years, but still only account for approximately 29% of the non-KCSO courses.

The specific area where most females enroll is in our online program, yet this also has the lowest success rate (62% for females). The online population is disproportionately impacting the success rates by approximately 22%. This must be addressed.

Socioeconomic Status: Economically Disadvantaged

Gap Identified:

This category is doubly underrepresented in the presence of the in-service courses due to those students being actively employed. Where this category is surprising is within the incarcerated student program because of the massive increase in course offerings and FTES within the prisons. It might be possible that this data is not represented in registration for this population. We had had an increase in enrollment, but the success rate is 81%, a decline of 10% from last year. When accounting for COVID EW, the number drops to 77%. This population was the most impacted group in the program from the Pandemic.

Additionally, this population is common to be in the online environment in our academic program and can be addressed by the adoption of more OER texts for our required courses and informing students of support services they may need within the courses.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

With the re-launch of the POST programming and new KCSO MOU, courses are currently in CIC and getting updated SLOs. During the 19-20 school year, spring assessments were put on hold when modality of deliver changed.

Assessments completed in the prior academic year

The anticipated BSIS courses did not run in the 20/21 year as previously hoped to be assessed. Before a new series of assessments is conducted, it would be the goal to normalize SLOs across courses for a new baseline outcomes assessment.

Outcomes Assessment: Gaps to be Addressed

ADMJ 101**Type:**

SLO

Target Missed/Gap Detected:

This course needs of revision of 13 SLOs into a manageable amount before assessment.

Type of Gap:

Need for revision to outcomes.

Analysis and Plan for Improvement:

Need to write and submit SLOs to CIC.

Anticipated Semester for Implementing Planned Improvements:

Summer 21

Anticipated Semester of Next Assessment:

Fall 21

ADMJ 125 - Principles of Investigation**Type:**

SLO

Target Missed/Gap Detected:

This course has 13 SLOs, needs Revision.

Type of Gap:

Need for revision to outcomes.

Analysis and Plan for Improvement:

Rewrite and submit to CIC

Anticipated Semester for Implementing Planned Improvements:

Summer 21

Anticipated Semester of Next Assessment:

Fall 21

151 - Introduction to Corrections**Type:**

SLO

Target Missed/Gap Detected:

This course missed the last round of assessments when it was removed from the schedule. Need to assess.

Type of Gap:

Impact of course delivery mode. Limited capacity/infrastructure.

Analysis and Plan for Improvement:

This course has now been scheduled for Spring 21

Anticipated Semester for Implementing Planned Improvements:

Spring 21

Anticipated Semester of Next Assessment:

Spring 21

Program Review: Actions Taken**Public Services****Year of Last Program Review:**

2017

Actions Taken in the Prior Year to Address Strategies:

Since the 2017 program review, the FTEs of academic courses have now increased by over 200%.

There was a significant growth in enrollment over the last academic year with additional online course offerings, prison course offerings, and growth with the in-service courses.

Most Online courses have been revised to align with the OEI rubric and 3 adjunct instructors have taken the in-house course design certification program.

Strategies Still to be Addressed:

iTV growth has remained a non-popular method of instruction for our students. However, the recent addition of sZoom courses appears to be a more viable and student-oriented option. This will be our second semester of the method and we would recommend continuing this course offering in the future.

Annual Planning: Actions Taken

Level I Academy

Re-launching the POST modular academy program was a successful undertaking in Tehachapi during the 19-20 academic year. Module III had an initial interest of 28 enrollments and graduated 17 students, Module II started with 17 and graduated with 16 students.

Of note: The passing standard for Module III is 80% and Module II is 82%

We have a commitment after the re-negotiated KCSO agreement has allowed us to partner and plan a Level I course together.

There was a significant growth in enrollment over the last academic year.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

POST Program Re-Launch

We need assistance in the form of dedicated training space at the Tehachapi Education Center. ADMJ is without a designated classroom at any site.

OEI Degree Launch

A rewrite of the SLO's is necessary for these courses prior to being submitted for OEI review. No additional help is needed.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Increase Student Success

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Enhancing the online student experience and access to support services to increase student success. This is directly tied to our equity gaps with Females and economically disadvantaged students who are a majority of online students that are not succeeding at college averages.

Lead Measure of Success:**Are any of the lead measures identified above lacking assessment instruments?**

Yes

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Student Success and Retention

Person Responsible:

Faculty Chair and Individual Instructors

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

Program Sustainability**Is this part of a multiyear initiative?**

Yes

Specific Action Steps to be Taken:

Advance beyond growth and expansion to a maintainable program structure (specifically with KCSO management)

Lead Measure of Success:

Course revisions for KCSO in CIC.

Development of local AA degree.

Reinstatement of certifications based on new courses.

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

No

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

Successful offerings and completion of courses (i.e. enrollment)

Multiyear lag measure is an increase in certificates and degrees.

Person Responsible:**It addresses a program review strategy**

Program sustainability is a major component of any program. Historically, there has been a major gap in employee assignment time to manage the workflow. This recent restructuring has streamlined the workflow, now entering a sustainability plan.

Which strategic goal does this initiative address?

Goal 4: Enhance Community Connections, Goal 5: Strengthen Organizational Effectiveness

Program Housing**Is this part of a multiyear initiative?**

No

Specific Action Steps to be Taken:

For years the inability to have a specific location for course offerings has hampered the ability for the program to be sustainable and establish growth. This lack of a defined lecture space on any campus and insufficient program storage is actively interrupting the program offerings.

Space is available for rent at the Tehachapi campus, we must acquire Office and program space.

Lead Measure of Success:

Defined storage, office and program space at the Tehachapi Site Location.

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

No

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

Increase in course offerings, FTEs, and student success.

Person Responsible:

Chair, Site Director, Dean, VP

It addresses a program review strategy

POST program relauch and program growth.

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

A repeat of last year's request:

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.

Additional needs are for the printing capacity at the site location. Large runs of printing must be done for the various academies and a higher capacity printer is needed. This could be shared funding with ISEP.

Information Technology

With the recent addition of sZoom options. The department requests the ability to have this option supported by IT at the Tehachapi Campus.

Mobile data access. If possible, mobile data access is needed for our field exercises (range, driver training, etc.) in the POST academy.

Receipt

Upload and maintenance of TMAS (POST Testing APP) on all program laptops.

Marketing

A restatement from last year:

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.

Specifically, the outreach and marketing to the Arvin/Bakersfield and Rosamond/Lancaster borders is desperately needed and should be allowed since our program is not offered in those areas.

The variety of programs offered by the Public Services program will require direct, informative marketing to specific targeted groups, like females. 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, especially in the ESCC region. 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 2021-2022 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

There are specific state mandated POST training requirements that must be attended by the Academy Director and some staff. Our inability to have multi instructors for BSIS limits the ability to offer the courses, these certifications cost instructors approximately \$1000 to get started.

Research and Data

The new Tableau dashboards are more than ample to handle this need.

Staffing Requests

1000 Category - Certificated Positions

Public Services - ADMJ

Location:

EKC Tehachapi

Justification:

A request to increase the Director Load from .2 to .4 to address the ongoing workload and revision to the financial aspect of the in-service MOU. This will allow more time for planning and expansion to the other 9 agencies we have in our service area.

2000 Category - Classified Staff

None Needed

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: