

# Public Service: Administration of Justice Department

## AUP for Academic Year 2023-2024

October 2022

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### Describe Department/Unit

#### Connection to College Mission

The mission of the Public Services department aligns with Cerro Coso Community College's overall mission for student success, equity and workforce training in our rural service area. Public Services department contains the Administration of Justice Program. The ADMJ program serves as the core instructional requirements for an Associate's of Science for Transfer (AS-T) Degree. Whereas the second offers State of California Commission on Peace Officer Standards and Training (POST) Certified training for potential employment within the criminal justice field. 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. Contained within the Administration of Justice courses are also a series of private security certification courses that have direct employ-ability in our service area. The POST Certification portion of the program has the most direct link to the Career Technical Education mission as it provides direct-hire training. 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. Since the last AUP, the Public Services department has bifurcated, through curriculum and program management, the ADMJ courses and the ACAD (Academy) courses to better reflect demands of students and fulfill Cerro Coso's mission. New this year is a development of a new program for Wildland Firefighter Training (FFT) and Forestry, Climate and Conservation.

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### Report on Improvements Made and Gaps Identified in the Prior Year

#### Student Equity

The largest equity gap that continues to exist within the Public Services department (both with ADMJ and ACAD) programs is participation from female students. As a movement toward closing this gap, instructional staff should be hired with this in mind, to be more representative of the field of criminal justice overall. Over the last year, the Public Services department has added two additional female adjuncts and approximately 10 female professional experts to the academy courses. With academic course representation at 4 of 9 instructors, we hope this will continue to be an inclusive space for females who want to enter the profession or academic arena.

This year, in keeping with a multi-year approach to addressing the female equity gap. Currently, in all enrollments in the Public Services department, females represent less than 15%. This not only misaligned with college data, but also within the field of criminal justice itself, where representation is similar in sworn personnel, but in non-sworn positions national data is closer to 60%. There is no other equity category that has such an extreme gap in the program compared to our college and/or service area population. The department will work with marketing to develop specific material and evaluate alternative programs that may increase enrollment (i.e. dispatcher training, crime analysis, etc).

#### Outcomes Assessment: Loop-Back Improvements Made

##### Actions taken in the prior academic year

The Public Services department has made large improvements due to assessment outcomes by re-writing and updating the entire department and bifurcating the two major overlapping areas (ADMJ and ACAD). In all, there was a reduction of SLOs per course to create more cogent responses to outcomes and an increase in total unit load for ACAD courses. However, this process was not smooth. The curriculum re-write and changing of college curriculum systems and changing outcomes tracking leaves room for the department to improve. SLOs were unable to be assessed effectively due to delays in the process, this is a

primary goal for the department during the 23-24 academic year since new programs will be in effect.

## **Outcomes Assessment: Results of Last Year's Assessments**

### **Fall 2022**

**ADMJ 101**

**ADMJ 105**

**ADMJ 115**

**ADMJ 121**

**ADMJ 131**

**ADMJ 230**

**Target Met?**

Did Not Assess

### **Fall 2022**

**ADMJ 101**

**ADMJ 105**

**ADMJ 115**

**ADMJ 121**

**ADMJ 131**

**ADMJ 230**

**Target Met?**

Yes

### **Fall 2022**

**ADMJ 101**

**ADMJ 105**

**ADMJ 115**

**ADMJ 121**

**ADMJ 131**

**ADMJ 230**

**Target Met?**

Did Not Assess

**Fall 2022**

**ADMJ 101**

**ADMJ 105**

**ADMJ 115**

**ADMJ 121**

**ADMJ 131**

**ADMJ 230**

**Target Met?**

Did Not Assess

## **Outcomes Assessment: Missed Targets**

**ADMJ/ACAD All Courses**

**Type:**

SLO

**Target Missed/Gap Detected:**

Unable to Assess

**Type of Gap:**

Limited capacity/infrastructure.

**Analysis and Plan for Improvement:**

**Anticipated Semester for Implementing Planned Improvements:**

Spring 2023

**Anticipated Semester of Next Assessment:**

Spring 2023

## **Outcomes Assessment: Schedule of This Year's Assessments**

ADMJ 101  
ADMJ 105  
ADMJ 115  
ADMJ 121  
ADMJ 230  
ACAD 100X  
ACAD 101X  
ACAD 102X  
ACAD 200X  
ACAD 201X  
ACAD 202X

## Program Review

### Public Services: Administration of Justice

**Year of Last Program Review:**

2017

**Actions Taken in the Prior Year to Address Strategies:**

Program review was due in the 21-22 academic year and was submitted during spring 2022; however, the semester concluded prior to request edits could be made. Updates and edits are ongoing.

All strategies identified in the 5 year plan were addressed and developed (represented in increased enrollments, courses, and programs)

**Strategies Still to be Addressed:**

Completion of the current program review will set new 2 and 5 year strategies, although the bifurcation of the ADMJ and ACAD programs have already begun.

### Public Services: Academy

**Year of Last Program Review:**

Never

**Actions Taken in the Prior Year to Address Strategies:**

A program review will occur during the 23-24 Academic year as the courses are now complete and taking enrollment/outcomes.

**Strategies Still to be Addressed:**

N/A

## Last Year's Initiatives

### Increase Student Success

The department lost enrollment within online sections. There are a variety of reasons this may have happened, but overall there was limited progress made, and actually a decline in online education success rates, in both males (54%) and females (63%). Historical data demonstrates a cyclical increase/decrease in online course success, this dip in success was consistent, but still unwanted. More work needs to be done in this area.

### Program Sustainability

The bifurcation of the programs ADMJ and ACAD resulted in hiring a full time faculty director, the benefits of this have not come to light since we are still within the first semester. This goals should be ongoing.

### Program Housing

Dedicated space remained the same and no additional achievements were made in this arena. The program continues to suffer due to inadequate, outdated, and poor facilities.

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## Reminder of Initiatives for the Current Year

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#### Forestry Pathway

#### Academy Pathway

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## Plan Initiatives for Next Year

### Initiatives for Next Academic Year

#### Online Course 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.

**Early Observational Data, or "Lead" Measure(s):**

Increase in SEA/Core service metrics for online students with ADMJ Major. Increase student success.

**Does the department request help developing these instruments?**

No

**Institutional Performance Data, or "Lag" Measure(s):**

**Person Responsible:**

Department Chair and Online Faculty

**Unit gap or institutional goals addressed:**

It addresses a 2- or 5- year program review strategy, It addresses a gap in outcomes assessment, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

**Academy Program Expansion**

**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). Achievement of multiple perishable skills training certificates from POST. Increasing section count of ACAD Advanced Officer courses beyond the KCSO partnership.

**Early Observational Data, or "Lead" Measure(s):**

Section count of ACAD 70/71/72/73 and increased enrollments.

**Does the department request help developing these instruments?**

No

**Institutional Performance Data, or "Lag" Measure(s):**

**Person Responsible:**

Faculty Director of Academies

**Unit gap or institutional goals addressed:**

It addresses a 2- or 5- year program review strategy

**Program Facilities**

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

Yes

**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.

**Early Observational Data, or "Lead" Measure(s):**

Acquiring additional instructional and storage space that is completely student ready.

**Does the department request help developing these instruments?**

No

**Institutional Performance Data, or "Lag" Measure(s):**

**Person Responsible:**

Faculty Director of Academies and M&O

**Unit gap or institutional goals addressed:**

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity, Other. Explain below

Basic education code requirements.

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## Evaluate Resource Needs

### Facilities

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.

### Information Technology

Nothing currently needed.

### Marketing

A comprehensive review of marketing efforts, target markets, and broadly dispersed geographical advertising is requested from marketing. This comprehensive plan must take action to increase student enrollment in Mammoth, Bishop, IWV, KRV and TEH by assessing current plans and increasing reach with upgraded efforts in social media ads to target markets, news releases and long term partnerships with feeder schools (i.e. high schools and middle schools) beyond the IWV geography. Since the Public Service Modular Academy program is unique to Cerro Coso, I request advertising cross over into the Bakersfield and Antelope Valley region where there is no similar programming.

-2 News releases and Local news channel interviews on modular academy program (Bakersfield local news and Bishop/Mammoth) \$Free

-800 Newly developed 3 fold program flier with updated images, and content that has changed within the program over the last two years \$4,000

-Complete re-envisioning of the ADMJ/ACAD website landing page that includes program video clips, direct links to registration support, and auto-populates the current CRNs for programs and courses.

-2500 Cerro Coso Law Enforcement Academy branded pens with web-address \$300

-2 "enroll now" banners for private security \$400

### Professional Development

Connected with our student success initiative, we need more training for online instructors. Request \$3500 for training (travel/registration) for 3 faculty to attend.

The Academy instructional staff is suffering major attrition through re-location and retirement. A series of hosted "train the trainer" POST certified courses would benefit the areas of most need: Arrest and Control, Firearms, Driving, Use of Force. This need is also driven by 3 new Senate bills that come into effect in 2024. \$10,000 requested.

## Other Needs

A revision of the facilities master plan to address immediate needs in East Kern.

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## Staffing Requests

### 1000 Category - Certificated Positions

#### Counselor CTE

**Location:**

CC Online, EKC Edwards/Cal City, EKC Tehachapi, ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley, No Location Specified, Ridgecrest/IWV

**Justification:**

The Counseling department has employed a part-time Adjunct Counselor position for 6 years which developed to be the primary counseling position in the department for Career Technical Education (CTE). Due to recent and ongoing expansion of programs and majors in CTE, there is a need for a full-time counselor who has specialized knowledge for these programs, pathways, and careers. This counselor would also participate in planning and implementation for new programs, attend advisory/industry meetings, and be a liaison between CTE departments and Counseling. Many CTE programs, such as programs in Child Development, Allied Health, and Information Technology, require in-depth and specialized knowledge to properly advise for admission requirements, earning industry certifications, transfer, and licensure.

The full-time CTE Counselor position will be physically located at the Ridgecrest/IWV campus and serve students in the surrounding areas, and CC Online students. The CTE counselor will provide training and consultation to advisors and counselors at IWV and other Cerro Coso sites to ensure students at all sites have access to the same knowledge.

**Job Duties:**

1. Advise students on program and prerequisite requirements, certificate, and licensure requirements in areas such as Allied Health, Child Development, POST, Academy classes, and other CTE programs.
  - a. Requires a deep understanding of the specialized training required for each of these programs and knowledge of industry and career potential.
  - b. Understand pathways, certificates/degrees, and industry certifications. Maintain up-to-date knowledge of program changes.



2. Provide career counseling and guidance to students interested in specialized jobs in the area of CTE. Understanding the links between specific certificates and degrees and prospective careers.
3. Provide transfer advising for students who intend to go to 4-year colleges and universities. Advise on programs, application assistance, and other transfer requests.
4. Attend orientations and outreach activities to advise on CTE program requirements, student recruitment, and building community/industry partnerships. Outreach to high schools for freshman enrollment and dual and concurrent enrollment.
5. Complete education plans, transcript evaluations, and graduation evaluations for students earning certificates and degrees in the area of CTE.
6. Assist/advise students with application processes for programs such as Vocational Nursing.
7. Attend advisory meetings for various CTE departments. Consult with department faculty as needed.
8. Attend workshops, webinars, and conferences in the area of CTE.
9. Provide professional development to Cerro Coso counselors and advisors keeping them updated of changes in programs and requirements.

## **2000 Category - Classified Staff**

### **Admissions and Records (15% release)**

**Location:**

EKC Tehachapi

**Salary Grade:**

Unk

**Number of Months:**

10

**Number of Hours per Week:**

6

**Salary Amount:**

\$6800

**Justification:**

ACAD courses run off cycle of standard semesters. Approximately 750 students work for KCSO and only take the ACAD courses. Having an assigned person in A&R to work with will alleviate current delays and will create institutional knowledge. In addition, lost or delayed enrollments can be avoided. This person would attend orientations and help navigate enrollment issues with students and remove the overload on the department by clear assignments of duties.