

# Public Service: Administration of Justice Department

## AUP for Academic Year 2024-2025

October 2023

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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 multiple programs. The Administration of Justice program serves as the core academic pathway for an Associate's of Science for Transfer (AS-T) Degree. The Academy (ACAD) pathways offers State of California Commission on Peace Officer Standards and Training (POST) and State Training for Corrections (STC) certified training for potential employment within the criminal justice field with industry matching certificates. The Fire Fighter Technician (FFT) training provides industry certification and employment placement assistance in the Eastern Sierra. The Bureau of Security and Investigative Services (BSIS) provides private security certification required for California security guards. 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. Through these programs students can gain the industry certificates and training required to apply for employment as police officers, detention/correctional officers, wildland firefighters, 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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### Report on Improvements Made and Gaps Identified in the Prior Year

#### Student Equity

During last academic year, the department indicated a desire to hire across the gender equity gap (the largest gap in our department), we were able to achieve more female instructor hires, but the reduction of the prison education programming during the 23-24 academic year came with instructor attrition where the majority of our female instructors worked. Despite that, our female student equity gap closed by 1.9% this year (from 25% to 26.9%). Since this gap was enumerated in the 19-20 academic year, the department actions have increased the population from 21.8% to 26.9%.

The ethnographic distribution of our students is more concentrated in some areas, for instance College wide data for Hispanic/Latino students is 46.5% vs PUBS 63.2%. For white students, College wide 34.8% vs PUBS 24.7%. These differing percentages both demonstrate a shift in department areas of focus and geographic locations, due to course offerings in the ACAD series being offered in Bakersfield through the KCSO partnership. From an ethnographic perspective, more effort in the Eastern Sierra for American Indian and service area wide for African American students needs to be addressed by more course offerings in these geographic areas and through subject matter inclusion, like UMOJA content in ADMJ and Traditional Knowledge in our upcoming forestry courses.

The longest standing and most significant gap remains the female population. As more courses and programs are developed this current academic year like Fire and Forestry, we hope this will balance the proclivity of male dominated subjects like ACAD and ADMJ to be more balanced department wide.

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

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

During the transition of the CAMS system, SLOs were updated inside the curriculum and able to be assessed. This progress allowed us to begin the process of SLO assessments.

## Outcomes Assessment: Results of Last 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**

**Target Met?**

Yes

## Outcomes Assessment: Missed Targets

**ACA 70, 71, 72, 73**

**Type:**

SLO

**Target Missed/Gap Detected:**

Not assessed

**Type of Gap:**

Limited capacity/infrastructure.

**Analysis and Plan for Improvement:**

Need to assess sequence

**Anticipated Semester for Implementing Planned Improvements:**

Fall 2024

**Anticipated Semester of Next Assessment:**

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

ADMJ 101

ADMJ 115

ADMJ 121

ACAD 70

ACAD 71

ACAD 72

ACAD 73

ACAD 80

ACAD 81

## Program Review

### Administration of Justice

#### Year of Last Program Review:

2023

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

CIC approval for 3 certificates of achievement have been complete. Through the development process, the decision was made to split the current year's program review, the ADMJ program review is between 1st and 2nd read while under these edits.

#### Strategies Still to be Addressed:

The separation of the ADMJ program from the ACAD and FFT courses will help organize the departmental and school planning needs in the future.

## Last Year's Initiatives

### Forestry Pathway

This initiative is actively in progress with submissions to CIC upcoming, advisory meetings complete, and professional expert/SCA projects complete.

### Academy Pathway

There were updated legislative changes after the POST and ASCCC task force recommendations. This initiative is ongoing for CIC submission soon.

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## Reminder of Initiatives for the Current Year

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**Online Course Success**

**Academy Program Expansion**

**Program Facilities**

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## **Plan Initiatives for Next Year**

### **Initiatives for Next Academic Year**

#### **Forestry Program Offering**

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

Yes

**Specific Action Steps to be Taken:**

For this next academic year, the culmination of advisory input, employer partnerships, and curriculum development needs to be put into action.

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

Offering a series of Forestry courses

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

No

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

Enrollment data

**Person Responsible:**

Department Chair

**Unit gap or institutional goals addressed:**

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity, It addresses a Strategic Plan goal or objective

#### **Expansion of POST Training**

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

Yes

**Specific Action Steps to be Taken:**

New POST certifications have been requested, the review process can be time consuming, but the ability to offer courses needs to go into action.

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

Offering ACAD 70-73, and ACAD 80/81 sequences of POST training for local agency partners.

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

No

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

Enrollment data

**Person Responsible:**

Academy Coordinator

**Unit gap or institutional goals addressed:**

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective

**Modular I Academy**

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

Yes

**Specific Action Steps to be Taken:**

Achieve partnership or POST approval to offer the Module I academy course ADMJ 144X.

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

- Secure a site and/or partnership contract
- Secure POST or partner agency's course approval from POST
- Schedule and Advertise the Course

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

No

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

- Signed site and/or partnership contract
- POST approval (ours or partner agency's)
- Enrollment Data

**Person Responsible:**

Academy Coordinator

**Unit gap or institutional goals addressed:**

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective, It addresses an

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## Evaluate Resource Needs

### Facilities

The PUBS department has a long history of facilities requests in the planning process. Since the 20-21 AUP, the recurring request for dedicated storage space, classroom space, and secured office space has not been effectively addressed. This facilities hurdle has directly resulted in lost enrollment, reduced course offerings, and specific corrective action plans issued by POST to maintain our accreditation for training.

The facilities space requests include:

- minimum 600 sqft of storage space for equipment
- secured parking area for academy vehicles (3 patrol vehicles and 2 trailers)
- Arrest Control space 10sqft per student, minimum of 2,000 sqft, ideal 3500sqft
- Work Sample Test Battery obstacle course, approximately .25 mi long and a 1.25 mi running track or space
- 1500ft x 1500ft driving area without obstacles (i.e. parking curbs, basketball hoops, etc.)
- Electronic sign usage during academy training with vehicles, approximately 10 days during the academy
- 1 workout room, approximately 2,000 sq ft
- 3 dedicated offices able to be secured to store academy files and private meeting space with students due to sensitive background issues, approximately 600 sqft total
- shooting range access in the Tehachapi area
- locker/changing room for students
- break room/fridge area (students spend 24 hours a week minimum at the academy with weekend days exceeding 10 hours)
- Open or modular classroom approximately 2,000 sqft

### Information Technology

Laptop purchase requests have been partially fulfilled. The department needs to maintain 35 laptops for the Modular POST academy to meet certification/accreditation requirements. It currently has 16.

This request is following up to the current year's AUP which saw our 150 tablets go obsolete within one software update cycle.

### 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 TEHby 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 PublicService Modular Academy program is unique to Cerro Coso, I request advertising cross over into the Bakersfield and AntelopeValley 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
- Vehicle wrapping and CTE program logos on new CTE truck \$3,000
- 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
- 4 "enroll now" banners (two for private security and two for the modular academy) \$800

## Professional Development

New regulations by POST have increased the level of needed training and the Forestry pathway initiative will require certain certifications and training to be taken by adjunct and full time PSER faculty.

- 2 Conference trips for Forestry pathway \$4,000- 2 Additional certification courses for program chair \$3,500
- 2 Updates/trainings for private security instructor \$3,000- POST certification summit (bring in outside instruction for certifying our instructors) \$5000

## Other Needs

The ACAD program is requesting an instructional professional expert hourly rate increase to maintain partnership and enrollment abilities in our ISA contracts. Bakersfield College has begun paying police professional experts \$55/hr, while ours is \$45/hr. We are requesting a \$58/hr pay rate. For 5 years the program accepted a reduced rate for 115 instructors in our ISA contracts to ensure program solvency. This program has exceeded FTE and SCFF expectations and only continues to grow, both in curricular growth and enrollment. This program now accounts for 5% of the college wide FTEs. As the growth increases, the demand on instructors is increasing as well with additional professional certification requirements by POST, cost of living, and release time cost for the law enforcement agencies. These instructors are specifically excluded from the KCCD-CCA contract for labor negotiations and therefore need to be represented within the departmental budget. Without a pay increase, which also off-sets our ISA partner's release time, we will likely lose this contract to BC in the next fiscal year. The margin from the SCFF formula and our current FTE provides this ability to increase pay. Additionally, that margin is set to increase within the current academic year due to an increase in enrollment and specific hiring targets over the next 5 years from county agencies.

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## Staffing Requests

### 1000 Category - Certificated Positions

#### Academy

##### Location:

EKC Tehachapi

##### Justification:

1. Student enrollment has increased over the last 3 years and will necessarily increase due to the 30% increase in enrollment from re-writing the Academy Courses. Course enrollment remains high across the program as the most filled courses by FTE and unique student count.
2. Both Full-Time Faculty are over worked or maxed out (1.6 and 1.9 loads currently).
3. The courses under ACAD are already a core mission, but has only been staffed via overload.
4. Courses are appropriately scheduled, more could be scheduled with additional full time dedication to this pathway and providing instructional assistance with our ISA partners.
5. A new Faculty would allow more course offerings at different locations and the new forestry program development to succeed.
6. Public Safety is a top sector employer for livable wage and a 10% increase over the next 5 years. However, both the KCSO and local departments are between 10-30% understaffed. These shortages are being addressed by excessive hiring practices.
7. The cost of not running or limiting programs stops approximately 50 additional FTES per year of Academy enrollment.
8. a. There are no waitlists since we strategically offer courses we can instruct based on instructor availability. When the demand requires more course, we are required to oblige since the training is legally mandated for employment. Essentially,

this results in continuous over load. The issue is the years long overload that has more than justified the position.b. The department productivity metric is higher than many other departments at 17.8 (some data still pending, see below forestimate).c. The FTEF for PUBS is currently at 12.68, but only three full time faculty exist within the program. d. 3 Current adjunct that are maxed out on workload or availability. e. certificate data unavailable as they were just approved at the state. Anticipated yearly output of the peace officer COA is 80, reserve officer COA is 20, and Corrections Officer COA is 80f. There is a 95% completion rate for PUBS courses. g. Core curriculum classes include ADMJ 101 (area 4 IGETC), ADMJ 105 (area 4 IGETC), ADMJ 160 (CSU Breadth US2), ADMJ 121 (Ethnic Studies)h. ACAD 070, 071, 072, 073, 80, 81, 100x, 101x, 102x, 200x, 201x, 202x. ADMJ 050, 051, 052, 053, 054, 055. ADMJ 62, 63, 140, 142, 143,144x.i. Reported on PR Data: Data not available from IR yet

## 2000 Category - Classified Staff

### Program Coordinator

**Location:**

EKC Tehachapi

**Salary Grade:**

**Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:**

**Justification:**

1. We have no dedicated staff to CTE that are non-instructional and able to coordinate multiple sites
2. The impact is that we have classified personnel working out of their scope or classification. This results in "unofficial" processes that are personality dependent versus a structural support position that is needed.
- 3&4. The work is currently assigned as portions to other classified staff workloads. So the total workload assignment can be streamlined into one person.