Part 2 – Comprehensive Program Review **Fall 2009**

Program Name: **Administration of Justice Program**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

The goals of the Administration of Justice program were

1. to increase student access to courses ;
2. improve student retention and success.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

Administration of Justice Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 100	197	187	210	594	191	185	197	573	23	31	33	87	21	28	30	79	1333
AJ 102	98	102	101	301	79	80	87	246							37	37	584
AJ 104	111	116	109	336	97	89	98	284									620
AJ 106	35	33	70	138	30	48	71	149		23	18	41	25	19	22	66	394
AJ 110	30	37	22	89	38	30	38	106	27	23	32	82	22	19		41	318
AJ 120	22	30	35	87	25	35	50	110						21	22	43	240
AJ 121					28	16	18	62									62
AJ 122	27	32	23	82	32	35	30	97									179

AJ 123	37	44	36	117	32	35	35	102	17	30	26	73	32	10		42	334
AJ 124			34	34		26	39	65									99
Total	557	581	640	1778	552	579	663	1794	67	107	109	283	100	97	111	308	4163

Administration of Justice Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 100	5	5	6	16	5	6	6	17	1	1	1	3	1	1	1	3	39
AJ 102	3	3	3	9	3	3	3	9							1	1	19
AJ 104	3	3	3	9	3	3	3	9									18
AJ 106	1	1	2	4	1	2	3	6		1	1	2	1	1	1	3	15
AJ 110	1	1	1	3	1	1	1	3	1	1	1	3	1	1		2	11
AJ 120	1	1	1	3	1	1	2	4						1	1	2	9
AJ 121					1	1	1	3									3
AJ 122	1	1	1	3	1	1	1	3									6
AJ 123	1	1	1	3	1	1	1	3	1	1	1	3	1	1		2	11
AJ 124			1	1		1	1	2									3
Total	16	16	19	51	17	20	22	59	3	4	4	11	4	5	4	13	134

Administration of Justice Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 100	113%	107%	100%	106%	109%	88%	94%	96%	66%	89%	94%	83%	60%	80%	86%	75%	98%
AJ 102	93%	97%	96%	96%	75%	76%	83%	78%							106%	106%	88%
AJ 104	106%	110%	104%	107%	92%	85%	93%	90%									98%
AJ 106	100%	94%	100%	99%	86%	69%	68%	71%		66%	51%	59%	71%	54%	63%	63%	75%

AJ 110	86%	106%	63%	85%	109%	86%	109%	101%	77%	66%	91%	78%	63%	54%		59%	83%
AJ 120	63%	86%	100%	83%	71%	100%	71%	79%						60%	63%	61%	76%
AJ 121					80%	46%	51%	59%									59%
AJ 122	77%	91%	66%	78%	91%	100%	86%	92%									85%
AJ 123	106%	126%	103%	111%	91%	100%	100%	97%	49%	86%	74%	70%	91%	29%		60%	87%
AJ 124			97%	97%		74%	111%	93%									94%

Administration of Justice Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
AJ100	59%	54%	56%	56%	50%	55%	59%	55%	83%	74%	88%	82%	90%	79%	60%	76%	67%
AJ102	53%	58%	65%	59%	57%	58%	52%	56%							81%	81%	61%
AJ104	51%	58%	57%	55%	53%	48%	56%	52%									54%
AJ106	63%	81%	79%	74%	66%	90%	80%	78%		74%	61%	68%	96%	95%	91%	94%	79%
AJ110	47%	70%	91%	69%	79%	87%	82%	82%	93%	91%	91%	92%	91%	100%		95%	84%
AJ120	77%	79%	89%	82%	80%	69%	72%	74%						95%	91%	93%	81%
AJ121					68%	81%	72%	74%									74%
AJ122	52%	72%	78%	67%	78%	69%	77%	74%									71%
AJ123	81%	66%	83%	77%	66%	71%	80%	72%	88%	87%	92%	89%	94%	90%		92%	82%
AJ124			65%	65%		69%	82%	76%									72%
Avg.	60%	67%	74%	67%	66%	70%	71%	69%	88%	82%	83%	84%	93%	92%	81%	89%	74%

Administration of Justice Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
AJ100	81%	76%	87%	81%	86%	84%	85%	85%	96%	97%	91%	94%	90%	86%	90%	89%	87%
AJ102	69%	78%	84%	77%	73%	78%	86%	79%							95%	95%	80%
AJ104	74%	74%	81%	76%	81%	76%	82%	80%									78%

AJ106	74%	84%	91%	83%	72%	90%	90%	84%		96%	94%	95%	96%	95%	100%	97%	89%
AJ110	50%	73%	95%	73%	84%	90%	87%	87%	96%	100%	94%	97%	91%	100%		95%	87%
AJ120	86%	86%	91%	88%	80%	69%	80%	76%						95%	95%	95%	85%
AJ121					82%	88%	94%	88%									88%
AJ122	78%	81%	96%	85%	97%	91%	90%	93%									89%
AJ123	86%	84%	97%	89%	88%	86%	100%	91%	100%	90%	100%	97%	94%	90%		92%	92%
AJ124			94%	94%		81%	90%	85%									88%
Avg.	75%	80%	91%	82%	83%	83%	88%	85%	97%	96%	95%	96%	93%	93%	95%	94%	87%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	AJ	AJ100	26	33	58		14	27	1	38	197	117	59.4%	80.7%
200710	Fall	2006	AJ	AJ102	15	17	20		8	8		30	98	52	53.1%	69.4%
200710	Fall	2006	AJ	AJ104	16	21	20		8	17		29	111	57	51.4%	73.9%
200710	Fall	2006	AJ	AJ106	8	6	8		2	2		9	35	22	62.9%	74.3%
200710	Fall	2006	AJ	AJ110	9	3	2			1		15	30	14	46.7%	50.0%
200710	Fall	2006	AJ	AJ120	1	5	11			1	1	3	22	17	77.3%	86.4%
200710	Fall	2006	AJ	AJ122	3	5	6		5	2		6	27	14	51.9%	77.8%
200710	Fall	2006	AJ	AJ123	6	14	10			2		5	37	30	81.1%	86.5%
200715	Win.	2007	AJ	AJ100	10	5	4					2	21	19	90.5%	90.5%
200715	Win.	2007	AJ	AJ106	8	9	7					1	25	24	96.0%	96.0%
200715	Win.	2007	AJ	AJ110	18	1	1					2	22	20	90.9%	90.9%
200715	Win.	2007	AJ	AJ123	12	12	6					2	32	30	93.8%	93.8%
200720	Spr.	2007	AJ	AJ100	19	32	44		19	49	1	27	191	95	49.7%	85.9%
200720	Spr.	2007	AJ	AJ102	11	21	13		6	7		21	79	45	57.0%	73.4%
200720	Spr.	2007	AJ	AJ104	17	21	13		8	20		18	97	51	52.6%	81.4%
200720	Spr.	2007	AJ	AJ106	3	10	6		2			8	29	19	65.5%	72.4%
200720	Spr.	2007	AJ	AJ110	9	17	4		2			6	38	30	78.9%	84.2%
200720	Spr.	2007	AJ	AJ120	2	13	5					5	25	20	80.0%	80.0%
200720	Spr.	2007	AJ	AJ121	7	6	6		1	3		5	28	19	67.9%	82.1%

200720	Spr.	2007	AJ	AJ122	13	7	5		1	1	4	1	32	25	78.1%	96.9%	
200720	Spr.	2007	AJ	AJ123	5	6	10		2	5		4	32	21	65.6%	87.5%	
200730	Sum.	2007	AJ	AJ100	6	5	8			3		1	23	19	82.6%	95.7%	
200730	Sum.	2007	AJ	AJ110	21	4				1		1	27	25	92.6%	96.3%	
200730	Sum.	2007	AJ	AJ123	3	5	7		2				17	15	88.2%	100.0%	
200810	Fall	2007	AJ	AJ100	21	37	41		13	29		44	185	99	53.5%	76.2%	
200810	Fall	2007	AJ	AJ102	18	17	22		5	15		22	99	57	57.6%	77.8%	
200810	Fall	2007	AJ	AJ104	15	22	28		4	14		29	112	65	58.0%	74.1%	
200810	Fall	2007	AJ	AJ106	21	4				1		5	31	25	80.6%	83.9%	
200810	Fall	2007	AJ	AJ110	18	2	6		1			10	37	26	70.3%	73.0%	
200810	Fall	2007	AJ	AJ120	4	6	13			2		4	29	23	79.3%	86.2%	
200810	Fall	2007	AJ	AJ122	10	9	4			3		6	32	23	71.9%	81.3%	
200810	Fall	2007	AJ	AJ123	7	11	11			8		7	44	29	65.9%	84.1%	
200815	Win.	2008	AJ	AJ100	8	5	9		1	1		4	28	22	78.6%	85.7%	
200815	Win.	2008	AJ	AJ106	15	3						1	19	18	94.7%	94.7%	
200815	Win.	2008	AJ	AJ110	11	4	4						19	19	100.0%	100.0%	
200815	Win.	2008	AJ	AJ120	16	4						1	21	20	95.2%	95.2%	
200815	Win.	2008	AJ	AJ123	3	4	2					1	10	9	90.0%	90.0%	
200820	Spr.	2008	AJ	AJ100	21	38	43		17	35		30	184	102	55.4%	83.7%	
200820	Spr.	2008	AJ	AJ102	14	13	19		9	7		18	80	46	57.5%	77.5%	
200820	Spr.	2008	AJ	AJ104	7	16	20		8	16	1	21	89	43	48.3%	76.4%	
200820	Spr.	2008	AJ	AJ106	12	21	10					5	48	43	89.6%	89.6%	
200820	Spr.	2008	AJ	AJ110	6	14	6		1			3	30	26	86.7%	90.0%	
200820	Spr.	2008	AJ	AJ120	6	16	2					11	35	24	68.6%	68.6%	
200820	Spr.	2008	AJ	AJ121	7	4	2			1		2	16	13	81.3%	87.5%	
200820	Spr.	2008	AJ	AJ122	21	3				8		3	35	24	68.6%	91.4%	
200820	Spr.	2008	AJ	AJ123	3	11	11		2	3		5	35	25	71.4%	85.7%	
200820	Spr.	2008	AJ	AJ124	14	3	1		3			5	26	18	69.2%	80.8%	
200830	Sum.	2008	AJ	AJ100	4	10	9		3	4		1	31	23	74.2%	96.8%	
200830	Sum.	2008	AJ	AJ106	1	1	15		4	1		1	23	17	73.9%	95.7%	
200830	Sum.	2008	AJ	AJ110	15	4	2			2			23	21	91.3%	100.0%	
200830	Sum.	2008	AJ	AJ123	5	12	9			1		3	30	26	86.7%	90.0%	

200910	Fall	2008	AJ	AJ100	23	48	46		19	44	2	28	210	117	55.7%	86.7%
200910	Fall	2008	AJ	AJ102	14	22	30		5	14		16	101	66	65.3%	84.2%
200910	Fall	2008	AJ	AJ104	14	24	24		11	14	1	21	109	62	56.9%	80.7%
200910	Fall	2008	AJ	AJ106	23	25	7			9		6	70	55	78.6%	91.4%
200910	Fall	2008	AJ	AJ110	20					1		1	22	20	90.9%	95.5%
200910	Fall	2008	AJ	AJ120	9	21	1			1		3	35	31	88.6%	91.4%
200910	Fall	2008	AJ	AJ122	7	7	4		1	3		1	23	18	78.3%	95.7%
200910	Fall	2008	AJ	AJ123	6	9	15		2	3		1	36	30	83.3%	97.2%
200910	Fall	2008	AJ	AJ124	20	1	1		7	3		2	34	22	64.7%	94.1%
200915	Win.	2009	AJ	AJ100	4	6	8		4	5		3	30	18	60.0%	90.0%
200915	Win.	2009	AJ	AJ102	5	9	16		2	3		2	37	30	81.1%	94.6%
200915	Win.	2009	AJ	AJ106	11	7	2			2			22	20	90.9%	100.0%
200915	Win.	2009	AJ	AJ120	12	8				1		1	22	20	90.9%	95.5%
200920	Spr.	2009	AJ	AJ100	25	47	45		20	30	1	29	197	117	59.4%	85.3%
200920	Spr.	2009	AJ	AJ102	13	19	14		12	18		12	88	46	52.3%	86.4%
200920	Spr.	2009	AJ	AJ104	8	23	24		8	16	1	18	98	55	56.1%	81.6%
200920	Spr.	2009	AJ	AJ106	12	28	17		5	2		7	71	57	80.3%	90.1%
200920	Spr.	2009	AJ	AJ110	11	18	2		2			5	38	31	81.6%	86.8%
200920	Spr.	2009	AJ	AJ120	10	22	4		3	1		10	50	36	72.0%	80.0%
200920	Spr.	2009	AJ	AJ121	4	4	5		2	2		1	18	13	72.2%	94.4%
200920	Spr.	2009	AJ	AJ122	12	8	3		3	1		3	30	23	76.7%	90.0%
200920	Spr.	2009	AJ	AJ123	4	12	12		1	6			35	28	80.0%	100.0%
200920	Spr.	2009	AJ	AJ124	32					3		4	39	32	82.1%	89.7%
200930	Sum.	2009	AJ	AJ100	6	9	14			1		3	33	29	87.9%	90.9%
200930	Sum.	2009	AJ	AJ106	1	6	4			6		1	18	11	61.1%	94.4%
200930	Sum.	2009	AJ	AJ110	11	15	3			1		2	32	29	90.6%	93.8%
200930	Sum.	2009	AJ	AJ123	6	9	9		1	1			26	24	92.3%	100.0%
					874	979	873	0	259	491	13	661	4150	2726		

Administration of Justice Program
Full Time Equivalent Student (FTEs)

Course	Fall	Spring	Summer	Winter	Grand

	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	Total
AJ 100	20.4	19.4	21.7	61.5	19.8	19.1	20.4	59.3	2.4	3.3	3.5	9.1	2.2	2.8	3.0	8.0	138.0
AJ 102	10.7	11.2	10.8	32.6	9.1	8.7	9.5	27.3							3.9	3.9	63.9
AJ 104	11.5	12.0	11.3	34.8	10.1	9.2	10.2	29.4									64.2
AJ 106	3.6	3.4	7.3	14.3	3.1	5.0	7.4	15.4		2.4	1.9	4.3	2.6	1.9	2.3	6.9	40.9
AJ 110	3.1	3.8	2.3	9.2	3.9	3.1	3.9	11.0	2.8	2.4	3.4	8.6	2.3	1.9		4.2	33.1
AJ 120	2.6	3.1	3.6	9.3	2.7	3.7	5.6	12.0						2.1	2.4	4.5	25.9
AJ 121					2.9	1.7	1.9	6.4									6.4
AJ 122	2.8	3.3	2.4	8.5	3.3	3.6	3.1	10.1									18.5
AJ 123	3.8	4.6	3.7	12.1	3.3	3.6	3.6	10.6	1.8	3.2	2.7	7.7	3.4	1.0		4.4	34.7
AJ 124			6.0	6.0		3.9	5.2	9.1									15.1
Total	58.5	60.8	69.1	188.4	58.2	61.7	70.7	190.7	7.0	11.3	11.5	29.8	10.5	9.8	11.6	31.9	440.8

Administration of Justice Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 100	1.0	1.0	1.2	3.2	1.0	1.2	1.2	3.4	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	7.8
AJ 102	0.6	0.6	0.6	1.8	0.6	0.6	0.6	1.8							0.2	0.2	3.8
AJ 104	0.6	0.6	0.6	1.8	0.6	0.6	0.6	1.8									3.6
AJ 106	0.2	0.2	0.4	0.8	0.2	0.4	0.6	1.2		0.2	0.2	0.4	0.2	0.2	0.2	0.6	3.0
AJ 110	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	0.2	0.2		0.4	2.2
AJ 120	0.2	0.2	0.2	0.6	0.2	0.2	0.4	0.8						0.2	0.2	0.4	1.8
AJ 121					0.2	0.2	0.2	0.6									0.6
AJ 122	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6									1.2
AJ 123	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	0.2	0.2		0.4	2.2
AJ 124			0.2	0.2		0.2	0.2	0.4									0.6
Total	3.2	3.2	3.8	10.2	3.4	4.0	4.4	11.8	0.6	0.8	0.8	2.2	0.8	1.0	0.8	2.6	26.8

Administration of Justice Program FTEs per FTEf																	
Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
AJ 100	20.4	19.4	18.1	19.2	19.8	16.0	17.0	17.4	12.1	16.3	17.3	15.2	11.0	14.1	15.1	13.4	17.7
AJ 102	17.8	18.7	18.0	18.1	15.2	14.5	15.9	15.2							19.5	19.5	16.8
AJ 104	19.2	20.0	18.8	19.3	16.8	15.4	16.9	16.3									17.8
AJ 106	18.1	17.1	18.1	17.9	15.5	12.4	12.3	12.9		12.1	9.5	10.8	13.1	9.6	11.6	11.4	13.6
AJ 110	15.5	19.2	11.4	15.4	19.7	15.5	19.7	18.3	14.2	12.1	16.8	14.4	11.6	9.6		10.6	15.0
AJ 120	13.0	15.6	18.1	15.5	13.5	18.7	14.0	15.0						10.6	12.1	11.3	14.4
AJ 121					14.5	8.3	9.3	10.7									10.7
AJ 122	14.0	16.6	11.9	14.2	16.6	18.1	15.5	16.8									15.5
AJ 123	19.2	22.8	18.7	20.2	16.6	18.1	18.1	17.6	8.9	15.8	13.7	12.8	16.8	5.0		10.9	15.8
AJ 124			30.1	30.1		19.7	25.9	22.8									25.2
Avg.	18.3	19.0	18.2	18.5	17.1	15.4	16.1	16.2	11.7	14.1	14.3	13.5	13.1	9.8	14.6	12.3	16.4

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.
   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

   Student learning outcomes have been identified for all Administration of Justice courses. Assessment and evaluation of AJ 100 took place in Spring 2009.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

The Administration of Justice program has been very successful in delivering courses to students in spite of significant obstacles. Over the past three years we have offered 134 sections of courses in AJ, enrolling just over 4100 students. We did this relying extensively on overload and adjunct faculty. Over this period there was only one dedicated full-time AJ instructor, yet we show an average semester FTEF of 4.0.

Retention rates for the three year period are good, with an overall rate of 87%. The overall student success rate is 74%. These numbers have held fairly steady over the period; there is no statistically significant changes during the period.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

   Currently Administration of Justice classes are taught by one full-time faculty member, 20% of the load of another full-time faculty member and 12 - 15 Adjunct Faculty members teaching 19 - 22 sections per spring and fall semesters. We believe that we are meeting the student demand for AJ courses, particularly for AJ 100: Introduction to AJ a popular GE course as well as the entry level course to the major. However at a 99% fill rate, there is very little room for additional students or enrollment growth. Since we have maximized our teaching resources we will not be able to offer additional sections to meet expanding student need without hiring more instructors. Unfortunately, as we have moved our teaching resources to cover the required courses, we have had less opportunity to offer sections of the elective courses.
   The development of Distance Education Classes is expanding; three classes are currently being offered and two additional classes are in the final stages of development and should be available for the 2010-2011 academic year.

   We offer a Certificate and an Associate's Degree in Administration of Justice.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   Because of the current poor economic climate, the requests for AJ classes are increasing significantly. Law enforcement agencies are significant employers in the county and federal programs in particular continue to hire. Therefore, students see law enforcement as a viable career option and training in administration of justice as a path to that career.

   Our department recently handled a grant for Protective Services Technician training through a work development program. This program incorporated several independent classes into one multi-discipline program which was implemented and completed during this term. It was highly successful and is forecast to be re-funded for the future.

3. List any significant issues or problems that the program is immediately facing.

We do not have enough full-time faculty members in the Administration of Justice program to offer the existing courses and develop the program in the ways in which our community partners are requesting. Over reliance on part-time faculty is a danger to the long-term health of the program. For example, our entire online program is being offered by exclusively by part-time faculty. Should those adjunct faculty members no longer be available to teach we would immediately lose our ability to offer online courses in AJ.

Shortage of classroom space is limiting the number of classes we are able to offer.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Hire an additional full-time faculty member for the Administration of Justice program.	Employment data	Fall 2010
Evaluate and update the course curriculum for all AJ courses, and the degree and certificates in AJ	Course catalog and C&I minutes	Spring 2011
Improve student success rate through SLO performance analysis and curriculum revision, as appropriate, definition of course prerequisites if appropriate,	Institutional success and retention data	Spring 2011
Develop 200 level courses to meet the need and desires of the student population	Course schedule	Spring 2012
Develop a fully online AJ degree program	Course schedule	Spring 2012

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Initial Student Learning Outcomes are being developed and implemented for all courses within the Administration of Justice curriculum. Assessments of SLO's measured in Fall 2009 will be made in Spring of 2010. The program intends to extend multiple SLO's in each course during the next two years, and integrated the SLO's in the General Education program path.

Fall 2009	Initial SLO's identified – AJ 100 SLO Assessment –
Spring 2010	Assessment Evaluation & Modification recommendations – Initial SLO's identified – SLO Assessment –

Fall 2010	All SLO's identified – SLO Assessment – Assessment Evaluation & Modification recommendations – Begin integration into GE SLO plan
Spring 2011	SLO Assessment – Assessment Evaluation & Modification recommendations – Continue integration into GE SLO plan – course level SLO and curriculum modification as required
Fall 2011	SLO Assessment – Assessment Evaluation & Modification recommendations – Assessment evaluation & modification recommendation - GE Program
Spring 2012	SLO Assessment – Assessment Evaluation & Modification recommendations – Assessment evaluation & modification recommendation - GE Program

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

We must hire additional full-time faculty members during the next three years in order to fully handle the courses and curriculum we would like to offer to our students. These courses have been identified by the community as being needed and we are implementing the necessary programs and training to meet those needs. As overall college enrollment increases, there is a greater demand for the required courses within the AJ major. Currently we employ only 1 full-time faculty member in the Administration of Justice program, while the POST Coordinator teaches additional AJ classes as time permits. We rely extensively on part-time faculty to cover the classes and also perform professional duties normally handled by full-time faculty members. Unfortunately, it is becoming difficult to recruit sufficient numbers of qualified adjunct faculty. The minimum qualifications to teach require a person to have been employed in good standing with a law enforcement agency and possess a degree. This adjunct faculty member must also be available during the days and times required by the class schedule, and this unfortunately a difficult and limiting factor in the Imperial Valley. Most of our adjunct faculty members are currently employed in the law enforcement field and are therefore not available during the day to cover classes. With only one full-time faculty member it is difficult to staff all the sections we would like to offer.

One of the goals of the program is to fully implement distance education in the AJ program. Our community partners have identified this as a primary need of their employees. Many of those working in different law enforcement programs in the area need to complete their college education but are unable to commit to traditional classes because of shift work and uncertain schedules. Law Enforcement leadership has identified online education as a critical way for their

employees to advance in their profession. We are eager to develop and implement a full AJ degree program online. However, without full-time faculty we are relying exclusively on part-time teachers to offer online courses. While these adjunct faculty members are critical to our program success we must have dedicated full-time faculty members who are willing and able to offer online courses for a full-degree program to be successful. With only one and one-third full time faculty this is impossible and we are severely limited in our ability to expand and deliver this program.

Additionally, the need for permanent teaching space is vital to being able to conduct AJ classes. This includes traditional semester based programs and non-traditional short term classes requested by the community. At the moment we have three small classrooms dedicated exclusively to the AJ/CSI and POST programs. These physical resources are insufficient. Without the space or the faculty we will be delayed in our ability to present these programs to the community that has requested them.

4. Identify any outside factors that might influence your program during the next three years.

Over the next three years we anticipate that the enrollment trends that we are seeing will continue; if that is the case the Administration of Justice program is going to find it increasingly difficult to meet the needs of our students.

A significant challenge we are facing is to effectively meet the needs of our basic skills students so that they have a better chance to successfully complete courses in Administration of Justice. Trends suggest that the population of under-prepared students is unlikely to decrease in the immediate future. The Administration of Justice program is going to need to work with our campus community to identify ways to partner with the ESL, English, and Counseling programs to provide new opportunities and programs to improve student success.

The budget drives what programs we can offer. Classroom space was already at a premium and now with extended campuses closing, we are in need of even more space to hold the classes being offered right now. The need for dedicated space in which to hold all the courses we could offer is critical and the most limiting factor in our ability to fulfill our mission.