



**Administration of Justice
Program Review
2008-2009**

Spring 2009

.

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Administration of Justice Program Review Committee Members

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FACULTY

Full-Time Faculty

James Woolum
James Zaharek

Adjunct Faculty

Paul Dennis
Peter Gold
George Grasser
Stephan Hunt
Henry Provencher
Enrique Sanchez
Kerwin Wong

LIST OF CERTIFICATES/AWARDS OFFERED

Administration of Justice

LIST OF DEGREES

Associate in Science - Administration of Justice

LIST OF INDUSTRY BASED STANDARD CERTIFICATES

None

ADVISORY COMMITTEE

Paul Dennis - Police Lieutenant, Azusa Police Department
Martha DeYoung - Career, Technical, and Continuing Education Supervisor
Brian Elias - Investigator, Los Angeles County Coronor's Office
Peter Gold - Police Officer, Glendora Police Department
Stephan Hunt - Police Lieutenant, Azusa Police Department
Dr. Michael Hurtado - Dean of Social and Behavioral Sciences
Los Angeles County Probation Commissioner
Terry Liu - State Traffic Officer, California Highway Patrol (Recruiter)
Henry Provencher - Assistant Warden, California Dept of Corrections and Rehabilitation
Glenn Purbaugh - Police Sergeant, Irwindale Police Department
Letisia Ruiz - Police Officer, Los Angeles Police Department (Recruiter)
James Woolum - Faculty
James Zaharek - Faculty

Administration of Justice Program: Sequence of Courses:

Subject & Course	Title	Units
AJ 101	Introduction to the Administration of Justice	3
AJ 102	Concepts of Criminal Law	3
AJ 103	Legal Aspects of Evidence	3
AJ 105	Criminal Investigation	3
AJ 106	Patrol Procedures	3
AJ 107	Traffic Control	3
AJ 108	Juvenile Procedures	3
AJ 109	Criminal Procedures	3
AJ 111	Narcotics and Vice Control	3
AJ 112	Community Relations	3
AJ 117	Fingerprint Identification and Classification	3
AJ 118	Police Supervision	3
AJ 123	Writing for Criminal Justice Professionals	3
AJ 130	Introduction to Probation and Parole	3
AJ 131	Introduction to Corrections	3
AJ 133	Correctional Writing	3
AJ 135	Control and Supervision in Corrections	3
AJ 136	Correctional Interviewing and Counseling	3
AJ 137	Legal Aspects of Corrections	3
AJ 698A	Cooperative Education	1
AJ 698B	Cooperative Education	2
AJ 698C	Cooperative Education	3
AJ 698D	Cooperative Education	4
AJ 699A	Cooperative Education	1
AJ 699B	Cooperative Education	2
AJ 699C	Cooperative education	3
AJ 699D	Cooperative Education	4

COURSES REQUIRED FOR DEGREE

AJ 101	Introduction to the Administration of Justice	3
AJ 102	Concepts of Criminal Law	3
AJ 103	Legal Aspects of Evidence	3
AJ 109	Criminal Procedures	3
AJ 112	Community Relations	3
AJ??	Any AJ Elective	3

Courses not offered in the last two years:

Subject & Course	Title	Units
AJ 117	Fingerprint Identification and Classification	3
AJ 118	Police Supervision	3
AJ 123	Writing for Criminal Justice Professionals	3
AJ 133	Correctional Writing	3
AJ 136	Correctional Interviewing and Counseling	3
AJ 137	Legal Aspects of Corrections	3

Courses under construction and revision:

AJ 121	Death Investigation (New Course)	3
SPAN 150	Spanish for Public Service Personnel (Update)	3
PSY 231	Forensic Psychology (New Course - Dr. Guttman)	3

The Administration of Justice program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as set forth in the Academic Senate minutes dated August 25th 2004) are as follows:

**Institutional General Education Competencies-
Part of Institutional Mission**

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication (personal expression and information acquisition)

<u>Examples</u>	
Reading analytically and critically	Speaking articulately
Writing with clarity and fluency	Listening actively

2. Computation

<u>Examples</u>	
Technology	Computer proficiency
Math proficiency	Decision analysis
Analyzing and using numerical data	(Synthesis and evaluation)
Application of mathematical concepts and reasoning	

3. Creative, Critical, and Analytical Thinking

<u>Examples</u>	
Curiosity	Research
Analysis	Learning Strategies
Synthesis	Problem Solving
Evaluation	Decision making
Creativity	Aesthetic awareness

4. Community/Global Consciousness and Responsibility

<u>Examples</u>	
Respect for others beings	Citizenship
Cultural awareness	Interpersonal skills
Ethics	Lifelong learning
Community service	Self esteem
Integrity	Empathy

5. Technology/information competency

<u>Examples</u>	
Basic computing and word processing	

6. Discipline/Subject area specific content material - Project Plan

Course outlines of record detail specific outcome objectives for each content area.

PROGRAM DESCRIPTION

Administration of Justice offers men and women a career of personal challenge and rewarding public service. A great need exists for intelligent, well educated personnel with a firm commitment toward professional improvement in the justice system. Administration of Justice at Citrus College offers courses to prepare students for employment and promotion in the criminal justice system.

Administration of Justice is one of the disciplines in the Behavioral Sciences Department. A wide variety of courses are offered in the Administration of Justice curriculum. These courses meet transfer requirements and may be applied to a major in Administration of Justice for an associate of science degree. Administration of Justice courses are taught both in the traditional classroom setting and as online courses (distance education).

Program Goals

To provide core courses in Administration of Justice to prepare students for transfer to four-year institutions

To provide an understanding of the administration of justice process in the United States

To provide the resources and skills necessary for students to pursue a career in the criminal justice system, improving skills for those currently employed, and preparing for advancement in their current field

To provide courses that support and enhance courses offered in other curricular areas

To provide courses to students who are interested in understanding issues in the criminal justice field

To employ innovative teaching methods and technology in courses offered during day and evening traditional classes and through distance education to increase accessibility to students who are working, have child care responsibilities, or who are disabled

Program Student Learning Outcomes

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Administration of Justice program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

- a) Demonstrate an ability to write clearly and accurately about the Administration of Justice process using an appropriate vocabulary

2) Computation

- a) n/a

3) Creative, Critical, and Analytical Thinking

- a) Demonstrate critical and analytical thinking about issues in the administration of justice system
- b) Demonstrate an ability to evaluate emerging case law and landmark decisions of the courts

4) Community/Global Consciousness and Responsibility

- a) Demonstrate a comprehension and appreciation of the connections, contributions, experiences, and potential conflicts of various ethnicities, races, and genders as they interact with the criminal justice components

5) Technology

- a) Demonstrate an awareness of sciences and emerging technologies as it impacts the administration of justice components

6) Discipline / Administration of Justice

- a) Demonstrate an understanding of the administration of justice system and how the student as an individual understands career opportunities in the field as well as individual / community rights and responsibilities
- b) Demonstrate an awareness of crime causation, roles of the components of the administration of justice system, and social and economic impact of crime on society

7) Information Competency

- a) n/a

8) Other

- a)

STUDENT LEARNING OUTCOMES TIMELINE

The Administration of Justice Program is building student learning outcomes (SLOs) for all Administration of Justice courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The department will work with the SLO and Curriculum committees to ensure course outlines are being created according to the standards established by the committees.

Subject & Course	Title	Completion date
AJ 101	Introduction to the Administration of Justice	Complete Feb-2009
AJ 102	Concepts of Criminal Law	Complete Feb-2009
AJ 103	Legal Aspects of Evidence	Submitted-Pending
AJ 105	Criminal Investigation	Spring 2009
AJ 106	Patrol Procedures	Summer 2009
AJ 107	Traffic Control	Summer 2009
AJ 108	Juvenile Procedures	Summer 2009
AJ 109	Criminal Procedures	Spring 2009
AJ 111	Narcotics and Vice Control	Summer 2009
AJ 112	Community Relations	Submitted-Pending
AJ 117	Fingerprint Identification and Classification	Fall 2009
AJ 118	Police Supervision	Fall 2009
AJ 123	Writing for criminal Justice Professionals	Fall 2009
AJ 130	Introduction to Probation and Parole	Spring 2009
AJ 131	Introduction to Corrections	Spring 2009
AJ 133	Correctional Writing	Fall 2009
AJ 135	Control and Supervision in Corrections	Summer 2009
AJ 136	Correctional Interviewing and Counseling	Fall 2009
AJ 137	Legal Aspects of Corrections	Fall 2009
AJ 698	Cooperative Education (Paid)	Completed
AJ 699	Cooperative Education (Volunteer)	Completed

Administration of Justice Program Student Learning Outcomes

How do our courses address the Admin of Justice Program SLOs?

Administration of Justice Courses	Program Student Learning Outcomes						
	1	2a	2b	3	4	5a	5b
AJ 101 Intro to Admin of Justice	X	X	X	X	X	X	X
AJ 102 Concepts of Criminal Law	X	X	X		X	X	
AJ 103 Legal Aspects of Evidence	X	X	X		X		
AJ 105 Criminal Investigation	X		X	X	X	X	X
AJ 106 Patrol Procedures	X		X	X	X	X	X
AJ 107 Traffic Control	X			X	X	X	X
AJ 108 Juvenile Procedures	X	X	X	X		X	X
AJ 109 Criminal Procedures	X		X		X		
AJ 111 Narcotics and Vice Control	X	X	X	X	X	X	X
AJ 112 Community Relations	X	X		X	X		X
AJ 117 Fingerprint Identification and Classification	X				X	X	
AJ 118 Police Supervision	X	X	X	X	X	X	
AJ 123 Writing for Criminal Justice	X				X		
AJ 130 Intro to Probation and Parole	X	X	X	X	X	X	X
AJ 131 Introduction to Corrections	X	X	X	X	X	X	X
AJ 133 Correctional Writing	X				X		
AJ 135 Control and Supervision in Corrections	X	X	X	X	X		
AJ 136 Correctional Interviewing and Counseling	X	X	X	X		X	X
AJ 137 Legal Aspects of Corrections	X	X	X		X	X	
AJ 698 Cooperative Education Sections A – D (Volunteer Position)	X	X		X	X	X	X
AJ 699 Cooperative Education Sections A – D (Paid Position)	X	X		X	X	X	X

Program Student Learning Outcomes		
1	Communication	Demonstrate an ability to write clearly and accurately about the administration of justice process using an appropriate vocabulary
2a	Creative, Critical and Analytical Thinking	Demonstrate critical and analytical thinking about issues in the administration of justice system
2b	Creative, Critical and Analytical Thinking	Demonstrate an ability to evaluate emerging case law and landmark decisions of the courts
3	Community / Global Consciousness and Responsibility	Demonstrate a comprehension and appreciation of the connections, contributions, experiences, and potential conflicts of various ethnicities, races, and genders as they interact with the administration of justice components
4	Technology	Demonstrate an awareness of sciences and emerging technologies as it impacts the administration of justice components
5a	Discipline Specific / Administration of Justice	Demonstrate an understanding of the administration of justice system and how the student as an individual understands career opportunities in the field as well as individual / community rights and responsibilities
5b	Discipline Specific / Administration of Justice	Demonstrate an awareness of crime causation, roles of the components of the administration of justice system, and social and economic impact of crime on society

MISSION

The Administration of Justice program combines academics and vocational skills. Over 90% of the students indicate their educational goals include completing the degree, and / or certificate and transfer to a four year institution. Students interested only in career development averaged three per cent. The program provides certificate and degree options in the subject area, academic preparation for law enforcement academies for those students who choose to enter the labor market upon completion of their program at Citrus, and introductory information to students in the areas of psychology, sociology, and science who have an interest in the subject area and will continue to the university level. Psychology and Sociology faculty have commented on the number of research projects that students in their classes complete regarding crimes, criminal investigation, and criminal profiling.

An emphasis is placed on completion of the Associates Degree at Citrus, either in the field of Administration of Justice or related coursework, and transfer to a four year college or university. For students entering the workforce, an emphasis is placed on returning to the college / university setting to prepare for advancement in the career field. While some students are interested in an entry level law enforcement position which generally does not require a college education, students are aware of advanced placement during the selection procedure, enhanced compensation related to educational achievement, and the need for advanced degrees for promotion. Other career fields, such as federal law enforcement, some state investigative positions, and county probation departments require a minimum of a Bachelor's Degree at the entry level.

The Administration of Justice program serves a diverse student population with enrollment averaging 53% Hispanic, 29% Caucasian, 6% African / American, 3% Asian, and less than 1% Native American / Alaska Natives as reflected in student surveys completed by 4525 students between Summer 2002 and Spring 2008

An average of 24 students graduate each year with an Associate of Science Degree in Administration of Justice and an average of 20 Certificates of Achievement in Administration of Justice are awarded each year.

Commendations

- a) The Administration of Justice course offerings fulfill the mission of Citrus College in regards to certificates, awarding of Associate in Science degrees, and preparation for transfer to a four year institution
- b) The Administration of Justice faculty is diverse in terms of experience including local, state, and federal agencies
- c) Faculty have participated in campus and community outreach events to expand opportunities for students and community members
- d) Enrollment numbers in Administration of Justice courses remains strong, which demonstrates the degree of student interest and the success of the program in meeting students needs
- e) Distance Education course offerings have been expanded to serve the needs of nontraditional student populations as permitted by budgetary restraints

- f) The traditional class schedule has been modified to maximize class enrollment numbers and classroom utilization

Previous Recommendations Completed

- a) Faculty has evaluated enrollment patterns on a semester to semester basis and schedule changes have been implemented in accordance with student needs and budgetary considerations.
- b) Distance education offerings have been expanded to include two core classes and one corrections course during the Fall and Spring semesters each year.

Recommendations

- a) The Administration of Justice faculty should continue to keep courses updated. All SLOs for courses regularly offered will be updated by the end of Summer 2009 and courses which have not been offered within two years will be updated by the end of Fall 2009.
- b) During 2009 - 2010 faculty should review courses which have not been offered during the past two years to determine the need for the courses, remove courses that are no longer appropriate for the program, and update curriculum for courses to be retained and placed in the class schedule. It is anticipated that the Writing courses (AJ 123 & AJ 133), Legal Aspects of Corrections (AJ 137), and Correctional Interviewing and Counseling (AJ136) courses will be offered as part of a Corrections Certificate of Achievement once approval is gained for the certificate.
- c) Administration of Justice instructors should continue to network with professional colleagues both locally and statewide.
- d) Faculty should continue its outreach both on campus and in the community with the goal of expanding opportunities for students.

NEED

The California Employment Development Department projects a need for 16,400 police / sheriff patrol officers in California between 2006 - 2016. Los Angeles County will need almost one-third of those positions with an estimate of 5,180 openings and an additional 1,170 openings in the Inland Empire area. In corrections, a need for 8,800 correctional officers / jailers is projected during the same time frame with 830 of those positions in Los Angeles County and an additional 990 positions in the Inland Empire. The opportunity for employment in law enforcement support positions is also strong with a projected need for 1,300 law enforcement dispatchers statewide of which 180 are projected for Los Angeles County and 120 positions in the Inland Empire. Switchboard or 9-1-1 telephone operator positions are estimated at 2,000 positions statewide with 1,250 openings in Los Angeles County and 330 positions in the Inland Empire.

Law enforcement employers recognize the strength of the Citrus Administration of Justice program and recruiters from California Highway Patrol, Los Angeles Police Department, Los Angeles and San Bernardino County Probation Departments and local police agencies frequently visit our campus to distribute employment announcements.

On March 27, 2009, 56 applicants completed the Los Angeles Police Department Police Officer entry level exam on our campus. These positions offer a starting salary of \$56,522 increasing to \$75,878 annually.

While we do not have specific numbers for our student population, faculty is aware of numerous students employed by Arcadia, Azusa, Covina, Fontana, Glendora, Irvine, Irwindale, Los Angeles and Monrovia Police Departments as well as the Los Angeles County Sheriff's Department, Los Angeles District Attorney's Office, and the California Department of Insurance. Former students are serving at management, supervisory, investigative, and patrol positions as well as support positions of dispatcher and crime analysis.

Commendations

- a) The Administration of Justice program averages 8 courses with 15 sections in the Spring and Fall semesters each year
- b) Enrollment numbers in Administration of Justice courses remain strong, which demonstrates the degree of student interest and the success of the program in meeting students needs
- c) The Administration of Justice program has executed a course-to course articulation agreement with East San Gabriel Valley Regional Occupation Program
- d) Administration of Justice faculty has collaborated with Tech Prep personnel to develop a career pathway with high schools and Regional Occupation Programs within the district
- e) Administration of Justice courses have a retention rate in excess of 90% during the last four years.
- f) Annual Advisory Committee meetings are conducted to review and determine industry needs
- g) A full-time student who plans to major in Administration of Justice is able to complete the certificate and degree in two years as well as lower division coursework for transfer to a four year institution.
- h) AJ 101, AJ 102, AJ 103, AJ 109, AJ 112, AJ 131 and AJ 135 are offered through distance education. All course sections are being updated modified to include distance education and hybrid methods of instruction through the curriculum committee process

Previous Recommendations Completed

- a) The department conducts an annual assessment of the needs of the students and have increased class offerings and modified instructional style to include distance education courses.
- b) The instructional program is reviewed for effectiveness on an annual basis

Recommendations

- a) During 2009 - 2010 meet with the articulation officer and university representatives to review and enhance articulation agreements where possible

- b) During 2009 - 2010, meet with representatives from high schools and regional Occupation Programs to align curriculum and formalize career pathways
- c) During 2010 - 2011 respond to requests from secondary schools throughout San Gabriel Valley regarding career pathways
- d) Expand the course offerings, as opportunities arise, to include Administration of Justice elective courses during traditional daytime sections (Friday) to enhance completion of the Administration of Justice degree and certificate
- e) The 2009 Advisory Committee recommended dividing the content of the Criminal Investigations (AJ 105) course into two courses to enhance instruction in the area of crime scene investigation and adding an new elective course in Death Investigations (AJ 121) to articulate with a new course at CSU Long Beach. These changes should be submitted through the Curriculum Committee process during 2009 - 2010
- f) During 2009 - 2011, a review should be completed in an attempt to design and implement a tracking system to identify students who have entered the criminal justice workforce

QUALITY

Commendations

- a) All full time and part time faculty members in the Administration of Justice Program meet District qualifications
- b) The Administration of Justice program has subject specific courses that permit for student enrichment and major preparation in the field when offerings permit.
- c) Course prerequisites have been reviewed and modified
- d) Student Learning Outcomes are in place for core classes and a schedule has been established for completion of SLOs for elective classes
- e) New and modified courses have been recommended by the Advisory Committee to meet student needs and are under construction
- f) Course pre-requisites were reviewed and modified

Previous Recommendations Completed

- a) The corrections program has been reviewed and meets state standards to provide advanced placement during the hiring process
- b) The corrections class meets Board policy regarding accessibility and class sizes.

Recommendations

- a) Administration of Justice faculty should continue to attend training and conferences as funds are available
- b) The Administration of Justice faculty should collaborate to develop ideas to increase student success
- c) Annual Administration of Justice Advisory Committee meetings should be held in January of each year to obtain input for scheduling during the following academic year
- d) The Administration of Justice faculty should strive to increase student engagement in order to boost student success

- e) During 2009-2010 an application should be prepared and submitted to establish a Certificate of Achievement in Corrections

FEASIBILITY

Fall 2009 will open with a new Administration of Justice classroom in the TE building currently under construction. The move will improve the educational environment, provide an opportunity for an increase of class size, and update technology.

Commendations

- a) A new building which includes an Administration of Justice classroom is near completion (scheduled for occupancy in Fall 2009)
- b) The library offers access to professional journals, novels, and databases specific to the Administration of Justice field
- c) A full-time student who plans to major in Administration of Justice is able to complete the certificate and degree in two years as well as lower division coursework for transfer to a four year institution.
- d) The Administration of Justice program averages 15 sections in the Spring and Fall semesters including day, evening, and distance education sections. A reduced schedule is offered in Winter and Summer sessions.

Previous Recommendations Completed

- a) Funding has been secured by the college to construct a new building which includes an Administration of Justice classroom. The new classroom, which will be available in Fall 2009, will have updated equipment for classroom instruction, an outdoor educational area, and expanded student work space.
- b) Equipment and supply needs have been met on a year to year basis within budget restrictions.

Recommendations

- a) During 2009 - 2010, faculty need to work collaborately with administration to obtain student and instructional equipment for the new facility (state budget crisis may delay scheduled purchases)
- b) The faculty and library staff need to review the current audio visual offerings to expand and update the resources available to faculty and students.
- c) Review on campus and off campus databases to ensure that all students, including distance education, have access to library materials
- d) Faculty should familiarize themselves with updated technology available in the new classroom and modify classroom presentations as appropriate
- e) Faculty and staff need to review technology available for the classroom and provide for updating faculty skills regarding use of technology.
- f) During 2010 - 2011, faculty should conduct a review of the classroom equipment and prepare recommendations for equipment purchases, if needed

COMPLIANCE

Commendations

- a) Advisory Committee meetings have been held each academic year to provide review and recommendations for the Administration of Justice Program.
- b) Distance Education courses have been reviewed for compliance.
- c) Audio visual materials have been reviewed by faculty and Library staff and material that does not meet the closed captioning requirement has been removed.
- d) A grant application was prepared, submitted, approved, and funded to provide closed captioning service for nonconforming material where copyright releases were granted.

Previous Recommendations Completed

- a) No recommendations were listed in the 2002 - 2003 program Review

Recommendations

- a) Distance Education courses should be reviewed annually regarding accessibility compliance
- b) Conduct annual Advisory Committee meetings in January of each year
- c) Continue to review classroom materials and activities for compliance with accessibility and copyright restrictions

APPENDIX I - PROGRAM PERFORMANCE INDICATORS

Program Access

In 2002, a high number of courses and class offerings are identified as a result of our involvement in the NCPACE Distance Education program with the U.S. Navy. This was the final year of the college contract with this institution. Most Administration of Justice courses were available through this program, even if they were not included in the schedule of classes for students on campus. A new section was added for each group of Navy personnel as their ship departed for deployment. These factors cause the numbers for this college year to appear abnormally high.

Program Resources

A strength of the Administration of Justice program is the mix of full time faculty who teach the core classes and adjunct faculty who teach evening sections of the core classes and electives within their area of specialization(narcotics, juvenile procedures etc). This strategy allows students to interact with full time faculty who have career experience in the topic area as well as instructors who are currently working in the criminal justice system, have agency resources to offer in class settings, and specialized knowledge in areas such as narcotics.

Program Operation

The fill rate for 2002 is affected by the enrollment rates in the NCPACE program as discussed above. Core Administration of Justice courses typically fill to the maximum enrollment (45 students), however, some electives do not fill to the class cap. We have reviewed course offerings in an attempt to enhance student enrollment.

Program Success

The Administration of Justice courses have a high retention rate, averaging 91% during the past six years. Sixty-two percent of the students have completed courses with a "C" or better during the past six years.

Key Performance Indicator	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	19	7	8	8	9	8
Classes Offered (total # of sections)	25	12	14	13	15	14
Morning (Prior to 11:59AM)	7	6	6	5	5	6
Afternoon (12:00 to 4:29PM)				1	1	1
Evening (4:30PM or Later)	9	4	6	5	6	4
Arranged Hour	9	2	2	2	3	3
Weekend	0	0	0	0	0	0
Short term	3	0	0	3	1	3
Distance Education (full term)	1	2	2	1	2	2
Distance Education (short term)	0	0	0	1	1	2
Enrollment	475	492	462	418	362	342
Weekly Student Contact Hours (WSCH)	1,268.5	1,451.6	1,396.3	1,222.9	1,075.3	1,237.7
Full-Time Equivalent Students (FTES)	43.5	49.8	47.9	41.9	36.6	37.8
Program Resources						
Full-Time Equivalent Faculty (FTEF)	3.31	2.33	2.72	2.53	2.92	2.68
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	383.2	623.0	513.3	483.4	368.2	461.8
FTES/FTEF	13.1	21.4	17.6	16.6	12.5	14.1
Fill rate at Census	56.5	91.8	73.7	69.6	52.7	65.7
Program Success						
Course Success (any course, C or better or "Pass")	61.2	56.5	58.4	65.4	65.7	62.1
Course Retention	89.8	88.6	90.7	91.6	92.5	96.9

Key Performance Indicator	FA 02		FA 03		FA 04		FA 05		FA 06		FA 07	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Student Demographic Data												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	144	43%	169	43%	166	47%	144	44%	129	44%	157	45%
Male	194	57%	227	57%	188	53%	181	56%	164	56%	190	55%
Total	338	100%	396	100%	354	100%	325	100%	293	100%	347	100%
Age												
19 or younger	120	36%	171	43%	148	42%	137	42%	97	33%	171	49%
20-24	138	41%	154	39%	146	41%	132	41%	137	47%	128	37%
25-29	39	12%	34	9%	29	8%	28	9%	25	9%	25	7%
30-34	19	6%	10	3%	12	3%	15	5%	12	4%	9	3%
35-39	8	2%	7	2%	8	2%	4	1%	8	3%	8	2%
40-49	11	3%	13	3%	8	2%	8	2%	12	4%	7	2%
50 and above	3	1%	6	2%	3	1%	1	0%	2	1%	2	1%
Missing			1									
Total	338	100%	396	100%	354	100%	325	100%	293	100%	350	100%
Ethnicity												
Asian	11	3%	14	4%	10	3%	11	3%	8	3%	16	5%
African American	20	6%	23	6%	26	7%	17	5%	11	4%	28	8%
Hispanic	179	53%	198	50%	192	54%	168	52%	172	59%	191	55%
Native American/Alaskan Native	7	2%	4	1%	1	0%	2	1%	2	1%	3	1%
Other	3	1%	9	2%	5	1%	5	2%	3	1%	4	1%
Caucasian	103	30%	132	33%	102	29%	117	36%	84	29%	79	23%
Decline to State	14	4%	16	4%	17	5%	5	2%	13	4%	5	1%
Missing	1	0%			1	0%					24	7%
Total	338	100%	396	100%	354	100%	325	100%	293	100%	350	100%
Educational Goal												
Degree/Cert/Transfer	298	88%	358	90%	316	89%	295	91%	269	92%	124	35%
Career/Ed Development	12	4%	9	2%	9	3%	9	3%	12	4%	9	3%
Improve Basic Skills											2	1%
Undecided											19	5%
Unknown	28	8%	29	7%	29	8%	21	6%	12	4%	196	56%
Total	338	100%	396	100%	354	100%	325	100%	293	100%	350	100%

Key Performance Indicator	SP 03	SP 04	SP 05	SP 06	SP 07	SP 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	10	7	9	9	10	10
Classes Offered (total # of sections)	15	13	15	15	15	15
Morning (Prior to 11:59AM)	6	6	7	6	6	5
Afternoon (12:00 to 4:29PM)	2					1
Evening (4:30PM or Later)	5	5	6	7	6	6
Arranged Hour	2	2	2	2	3	3
Weekend						
Short term	3			3	1	3
Distance Education (full term)	1	2	2	1	2	2
Distance Education (short term)				1	1	2
Enrollment	519	527	498	450	386	328
Weekly Student Contact Hours (WSCH)	1,422.9	1,530.6	1,448.5	1,253.1	1,085.6	1,435.7
Full-Time Equivalent Students (FTES)	51.5	55.4	52.4	45.4	39.3	43.8
Program Resources						
Full-Time Equivalent Faculty (FTEF)	2.92	2.53	2.92	2.92	2.92	2.94
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	487.3	605.0	496.1	429.1	371.8	488.3
FTES/FTEF	17.6	21.9	18.0	15.5	13.5	14.9
Fill rate at Census	75.5	87.1	73.0	65.9	57.2	60.3
Program Success						
Course Success (any course, C or better or "Pass")	51.2	54.7	59.8	61.3	61.2	70.1
Course Retention	90.7	85.5	92.0	92.2	93.5	95.5

Key Performance Indicator	SP 03		SP 04		SP 05		SP 06		SP 07		SP 08	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Student Demographic Data	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	144	39%	212	51%	186	49%	154	45%	131	45%	147	45%
Male	224	61%	201	49%	194	51%	186	55%	161	55%	179	54%
Missing											3	1%
Total	368	100%	413	100%	380	100%	340	100%	292	100%	329	100%
Age												
19 or younger	135	37%	150	36%	144	38%	120	35%	94	32%	125	38%
20-24	173	47%	183	44%	174	46%	164	48%	136	47%	148	45%
25-29	25	7%	42	10%	29	8%	27	8%	33	11%	29	9%
30-34	18	5%	14	3%	16	4%	15	4%	8	3%	10	3%
35-39	7	2%	6	1%	8	2%	4	1%	10	3%	8	2%
40-49	6	2%	12	3%	8	2%	7	2%	9	3%	9	3%
50 and above	4	1%	6	1%	1	0%	3	1%	2	1%		
Total	368	100%	413	100%	380	100%	340	100%	292	100%	329	100%
Ethnicity												
Asian	11	3%	19	5%	13	3%	15	4%	11	4%	11	3%
African American	25	7%	27	7%	29	8%	21	6%	17	6%	22	7%
Hispanic	188	51%	210	51%	212	56%	175	51%	175	60%	179	54%
Native American/Alaskan Native	5	1%	3	1%	1	0%	2	1%	1	0%	5	2%
Other	7	2%	6	1%	7	2%	4	1%	2	1%	3	1%
Caucasian	117	32%	132	32%	106	28%	109	32%	78	27%	82	25%
Decline to State	13	4%	12	3%	10	3%	11	3%	8	3%	6	2%
Missing	2	1%	4	1%	2	1%	3	1%			21	6%
Total	368	100%	413	100%	380	100%	340	100%	292	100%	329	100%
Educational Goal												
Degree/Cert/Transfer	308	84%	372	90%	341	90%	305	90%	263	90%	127	39%
Career/Ed Development	11	3%	10	2%	7	2%	9	3%	8	3%	17	5%
Improve Basic Skills											2	1%
Undecided											18	5%
Unknown	49	13%	31	8%	32	8%	26	8%	21	7%	165	50%
Total	368	100%	413	100%	380	100%	340	100%	292	100%	329	100%

Key Performance Indicator	SU 02	SU 03	SU 04	SU 05	SU 06	SU 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	2	1	2	2	2	2
Classes Offered (total # of sections)	2	1	2	2	2	2
Morning (Prior to 11:59AM)	1		1	1	1	1
Afternoon (12:00 to 4:29PM)						
Evening (4:30PM or Later)	1	1	1	1	1	1
Arranged Hour						
Weekend						
Short term	1					1
Distance Education (full term)						
Distance Education (short term)						
Enrollment	74	28	67	44	43	50
Weekly Student Contact Hours (WSCH)	786.5	313.2	721.4	463.8	483.5	521.4
Full-Time Equivalent Students (FTES)	7.5	3.0	6.9	4.4	4.6	5.0
Program Resources						
Full-Time Equivalent Faculty (FTEF)	0.39	0.19	0.39	0.39	0.39	0.38
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	2016.5	1648.4	1849.6	1189.3	1239.7	1372.1
FTES/FTEF	19.2	15.7	17.6	11.3	11.8	13.1
Fill rate at Census	76.0	46.7	74.4	46.7	47.8	54.4
Program Success						
Course Success (any course, C or better or "Pass")	79.7	79.3	85.1	84.4	75.6	86
Course Retention	97.3	93.1	98.5	93.3	97.8	98

Key Performance Indicator	Su 03		Su 04		Su 05		Su 06		Su 07		Su 08	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<i>Student Demographic Data</i>												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	28	38%	13	45%	29	46%	25	58%	20	50%	18	37%
Male	45	62%	16	55%	34	54%	18	42%	20	50%	30	61%
Missing											1	2%
Total	73	100%	29	100%	63	100%	43	100%	40	100%	49	100%
Age												
19 or younger	29	40%	12	41%	28	44%	16	37%	15	38%	22	45%
20-24	26	36%	10	34%	24	38%	18	42%	14	35%	21	43%
25-29	12	16%	2	7%	6	10%	4	9%	4	10%	2	4%
30-34	4	5%	2	7%	2	3%	3	7%	4	10%	1	2%
35-39	1	1%	1	3%			1	2%	2	5%	2	4%
40-49	1	1%	2	7%	3	5%	1	2%	1	3%	1	2%
50 and above		0%		0%		0%		0%		0%		0%
Total	73	100%	29	100%	63	100%	43	100%	40	100%	49	100%
Ethnicity												
Asian	3	4%	2	7%	1	2%	6	14%	3	8%	1	2%
African American	8	11%	2	7%	7	11%	2	5%	2	5%	3	6%
Hispanic	39	53%	13	45%	27	43%	24	56%	18	45%	28	57%
Native American/Alaskan Native	2	3%	1	3%	1	2%						
Other			1	3%	1	2%						
Caucasian	16	22%	10	34%	24	38%	11	26%	12	30%	12	24%
Decline to State	3	4%			1	2%			5	13%	2	4%
Missing	2	3%			1	2%					3	6%
Total	73	100%	29	100%	63	100%	43	100%	40	100%	49	100%
Educational Goal												
Degree/Cert/Transfer	54	74%	24	83%	60	95%	36	84%	37	93%	16	33%
Career/Ed Development	2	3%	2	7%	2	3%	1	2%	1	3%	2	4%
Improve Basic Skills											1	2%
Undecided											1	2%
Unknown	17	23%	3	10%	1	2%	6	14%	2	5%	29	59%
Total	73	100%	29	100%	63	100%	43	100%	40	100%	49	100%

Key Performance Indicator	Year	Year	Year	Year	Year	WN 08
	1	2	3	4	5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)						2
Classes Offered (total # of sections)						2
Morning (Prior to 11:59AM)						1
Afternoon (12:00 to 4:29PM)						
Evening (4:30PM or Later)						1
Arranged Hour						
Weekend						
Short term						2
Distance Education (full term)						
Distance Education (short term)						
Enrollment						51
Weekly Student Contact Hours (WSCH)						570.4
Full-Time Equivalent Students (FTES)						5.4
Program Resources						
Full-Time Equivalent Faculty (FTEF)						0.41
Credit Reimbursement Rate						\$4,367.00
Program Operation						
WSCH/FTEF						1,391.2
FTES/FTEF						13.2
Fill rate at Census						55.6
Program Success						
Course Success (any course, C or better or "Pass")						61.6
Course Retention						91.8

Key Performance Indicator	Year 1		Year 2		Year 3		Year 4		Year 5		WN 08 Year 6	
	#	%	#	%	#	%	#	%	#	%	#	%
Student Demographic Data												
Gender												
Female											19	38%
Male											30	60%
Missing											1	2%
Total											50	100%
Age												
19 or younger											20	40%
20-24											25	50%
25-29											2	4%
30-34											1	2%
40-49											2	4%
50 or older												0%
Total											50	100%
Ethnicity												
Asian											1	2%
African American											3	6%
Hispanic											24	48%
Native American/Alaskan Native											1	2%
Other											1	2%
Caucasian											16	32%
Decline to State											1	2%
Missing											3	6%
Total											50	100%
Educational Goal												
Degree/Cert/Transfer											20	40%
Career/Ed Development											1	2%
Undecided											4	8%
Unknown											25	50%
Total											50	100%

Key Performance Indicator	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Resources						
Revenue: FTES* Reimbursement Rate	292,142.8	301,767.9	313,153.7	298,915.4	279,810.6	401,676.7
Total District Adopted Program Budget	n/a	158,757	180,432	204,410	234,272	261,349
Support Personnel (wage without benefit, 2200 and 2400 in budget)	n/a	n/a	n/a	n/a	n/a	n/a
Supplies (4300 in budget)	n/a	182	1,045	536	1,797	965
Cost	n/a	171,806	195,910	210,910	234,910	245,008
Total FTES for the year	102	108	107	92	80	92
Cost per FTES	n/a	1,588.7	1,828.2	2,300.0	2,918.5	2,663.7
Program Success						
Degrees Awarded	27	27	20	23	23	
Certificates Awarded	22	15	28	17	22	
Skill Awards						
Licenses (reported by department)						
Career Technical Education Programs						
VTEA Grant						
Industry Contributions to Program Resources						
Available Jobs						
Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						

APPENDIX II – LIBRARY REPORT

CITRUS COLLEGE LIBRARY FALL 2008 PROGRAM REVIEW: ADMINISTRATION OF JUSTICE

LIBRARY ACTIVITY:

Library Research Orientations 0

Circulation of materials in Administration of Justice: > 3% of total library circulation

LIBRARY RESOURCES:

Dewey Call No. Ranges 340 Law

- 342 Constitutional & administrative law
- 344 Labor, social, education & cultural law
- 345 Criminal law
- 346 Private law
- 347 Civil procedure & courts
- 348 Laws, regulations & cases
- 349 Law of specific jurisdictions & areas
- 350 Public administration & military science
- 360 Social problems & social services
 - 360 Social problems & services; associations
 - 361 Social problems & social welfare in general
 - 362 Social welfare problems & services
 - 363 Other social problems & services
 - 364 Criminology
 - 365 Penal & related institutions

Collection size: Dewey 340-369

BOOKS	1764
e BOOKS	1675
AV	70
JOURNALS	Print:4

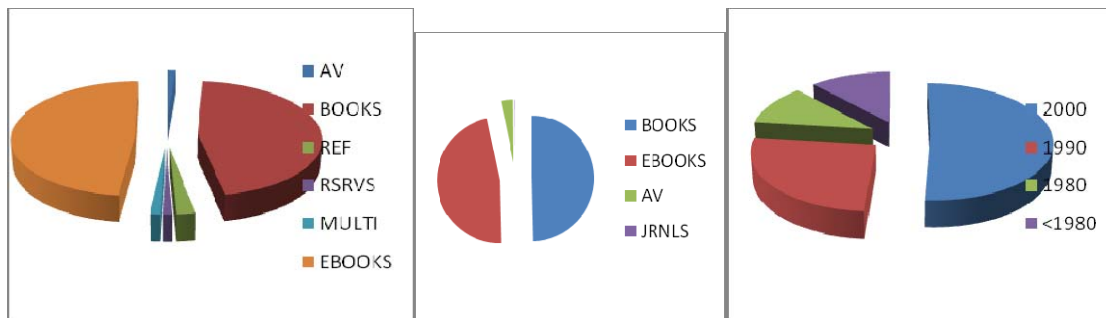
EJOURNALS:

- Social Welfare & Social Work
 - [Child & Youth Development \(72\)](#)
 - [Criminology, Penology & Juvenile Delinquency \(72\)](#)
 - [Disabilities \(43\)](#)
 - [Family Violence \(1\)](#)
 - [Gerontology \(28\)](#)
 - [Social Welfare & Social Work - General \(106\)](#)
 - [Substance Abuse \(33\)](#)
- Law - U.S.
 - [Constitutional Law - U.S. \(10\)](#)
 - [Criminal Law & Procedure - U.S. \(4\)](#)
 - [Disabled Legislation - U.S. \(1\)](#)
 - [Food, Drug & Cosmetics Legislation - U.S. \(2\)](#)
 - [Health Insurance and Medicare Legislation - U.S. \(3\)](#)
 - [Intellectual Property Law - U.S. \(6\)](#)
 - [Labor Law - U.S. \(3\)](#)
 - [Law - N.Y. State \(3\)](#)
 - [Law - U.S. - General \(129\)](#)
 - [Medical & Hospital Legislation - U.S. \(9\)](#)
 - [Military Law - U.S. \(2\)](#)
 - [Public Finance Laws - U.S. \(13\)](#)
 - [Public Health Legislation - U.S. \(5\)](#)
 - [State Law - except N.Y. \(121\)](#)

[Law, General & Comparative \(995\)](#) Dewey Call No. Ranges 340 Law

- 342 Constitutional & administrative law
- 344 Labor, social, education & cultural law
- 345 Criminal law
- 346 Private law

- 347 Civil procedure & courts
- 348 Laws, regulations & cases
- 349 Law of specific jurisdictions & areas
- 350 Public administration & military science
- 360 Social problems & social services
 - 360 Social problems & services; associations
 - 361 Social problems & social welfare in general
 - 362 Social welfare problems & services
 - 363 Other social problems & services
 - 364 Criminology
 - 365 Penal & related institutions



AGE OF COLLECTION:

ONLINE DATABASES AVAILABLE AT CITRUS LIBRARY:

Electronic books:

netLibrary access to more than 18,000 electronic books is available

Journal Articles and reference databases:

ALL ONLINE DATABASES	
<p>Academic Search Premier (1975-) Alldata Online Alt HealthWatch(1990-) Annals of American History Online Auto Repair Reference Center Biography Resource Center Biology Journals Book Index with Reviews Books in Print with Reviews Business Source Premier(1965-; some 1922-) Communication & Mass Media CountryWatch CQ Researcher 1991- . EBSCO Animals Encyclopaedia Britannica Online ERIC(1983-) Funk & Wagnalls New World Encyclopedia Gale Virtual Reference Library Green File Grove Art Online Health Source Health Source: Nursing</p>	<p>Historical Los Angeles Times 1881-1966 History Reference Center Issues & Controversies: American History Learning Express Test Prep LEXIS-NEXIS Academic Literature Resource Center Literary Reference Center MagillOnLiterature Plus Magill on History Magill's Medical Guide MasterFILE Premier(1975-) MEDLINE Military & Government(current) MLA International Bibliography Newspaper Source (1997-) Oxford English Dictionary Primary Search Professional Development(1965-) Psychology & Behavioral Science(1965-) Regional Business News(1995-) Religion & Philosophy (1975-) SIRS Researcher Full text articles (1989-) Tuition Funding Sources Vocational & Career(1985-) Webster's 3rd New International Dictionary, Unabr.</p>

APPENDIX III

Sample Career Pathway – Administration of Justice Certificate of Achievement

UNIFIED SCHOOL DISTRICT: Sample District **PROGRAM OF STUDY/INDUSTRY SECTOR:** 14. Public Services Industry
 HIGH SCHOOL(S): _____ **PATHWAY:** Administration of Justice
 _____ **PROGRAM:** 1. Administration of Justice (AJ)

EDUCATIONAL GOAL: AJ Certificate

	GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	REQUIRED GRADUATION COURSES, RECOMMENDED ELECTIVES	OTHER ELECTIVE COURSES, CAREER TECHNICAL ED COURSES
SECONDARY	9	English I	Pre-Algebra or MA Algebra or Geometry	Earth Science or Biology		PE ; Health ; and 5 units from Career and Related Fields	Computers and Keyboarding Computer Applications Advanced Computer Applications
	In 10th grade, assess students for college readiness via school district measurement.						
	10	English II	Pre-Algebra or Algebra or Geometry	Earth Science or Biology	World History	PE; 10 units in foreign language or visual & performing art	JROTC 1 ROTC 2 ROTC 3 ROTC 4
	In 11th grade, assess students for college readiness via school district measurement.						
	11	English III	Pre-Algebra or Algebra or Geometry		US History		Leadership (ROP) Administration of Justice
In 12th grade, assess students for college readiness via school district measurement.							
	12	English IV	Pre-Algebra or Algebra or Geometry		Economics and Government		(ROP) Forensic Science

This is a course-to-course planning document FOR INSTRUCTIONAL PERSONNEL. Students, are directed to a counselor at the high school upon enrollment at Citrus College.

POST SECONDARY	Year 1 1st semester	ENGL 100 (3) Fund. of Comp. or ENGL 101				AJ 101 (3) Administration of Justice	
	Year 1 2nd semester					AJ 102 (3) Concepts of Criminal Law	AJ112 (3) Community Relations
	Year 2 1st semester					AJ 109 (3)* Criminal Procedures *available fall semester	AJ (3) Elective Course
	Year 2 2nd semester					AJ 103 (3)* Aspects of Evidence *available spring semester	

TECH PREP partnership with USD/ROPs. Pathway to be used for discussion, curriculum alignment, and articulation. NOT INTENDED FOR STUDENT GUIDANCE.



APPENDIX IV - College Core Indicator Information



PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code Summary Detail Report for 2009-2010 Fiscal Year Planning

CITRUS COLLEGE

210500 Administration of Justice

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	85.12	103	121	75.71	53	70	79.34	96	121
Female	86.96	40	46	86.36	19	22	91.30	42	46
Male	84.00	63	75	70.83	34	48	72.00	54	75
Non-traditional	88.10	37	42	83.33	15	18	90.48	38	42
Displaced Homemaker		0	0		0	0		0	0
Economically Disadvantaged	86.67	52	60	78.79	26	33	83.33	50	60
Limited English Proficiency		0	0		0	0		0	0
Single Parent	100.00	10	10	100.00	3	3	100.00	10	10
Students with Disabilities	75.00	3	4	66.67	2	3	75.00	3	4
Technical Preparation	100.00	4	4	100.00	3	3	75.00	3	4
District	85.12	103	121	75.71	53	70	79.34	96	121
State	86.27	100,013	115,935	81.60	42,159	51,668	84.75	97,028	114,485

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	87.72	50	57	34.71	42	121	29.51	18	61
Female	87.50	14	16	91.30	42	46	81.82	18	22
Male	87.80	36	41	0.00	0	75	0.00	0	39
Non-traditional	92.86	13	14	100.00	42	42	100.00	18	18
Displaced Homemaker		0	0		0	0		0	0
Economically Disadvantaged	88.00	22	25	41.67	25	60	31.03	9	29
Limited English Proficiency		0	0		0	0		0	0
Single Parent	66.67	2	3	80.00	8	10	75.00	3	4
Students with Disabilities	100.00	3	3	50.00	2	4	0.00	0	2
Technical Preparation	100.00	2	2	50.00	2	4	66.67	2	3
District	87.72	50	57	34.71	42	121	29.51	18	61
State	83.56	30,487	36,484	52.53	60,903	115,935	49.96	24,980	50,004

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GP A 2.0 & Above: 92.46% Performance Goal - (2006-2007)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: 66.13% Performance Goal - (2006-2007)

Core 3 - Persistence in Higher Education: 82.18% Performance Goal - (2006-2007)

Core 4 - Employment: 79.86% Performance Goal - (2006-2007)

Core 5 - Training Leading to Non-traditional Employment: Greater than 12.58% Participation & 12.02% Completion - (2006-2007)

APPENDIX V - Advisory Committee Minutes

Citrus College

Administration of Justice Advisory Committee

MEETING MINUTES

January 29, 2008 – 8:30 am

Present:

Paul Dennis	Azusa Police Department
Pete Gold	Glendora Police department
George Grasser	Los Angeles County Sheriff, retired
Stephen Hunt	Azusa Police Department
Lari Kirby	Citrus College – Distance education
Mike Hurtado	Citrus College
Henry Provencher	California Department of Corrections
Kerwin Wong	Los Angeles County Sheriff
James Woolum	Citrus College – Administration of Justice

AGENDA

- I. Introduction
- II. Spring 2008 Schedule
- III. Curriculum
 - a) Student Learning Outcomes
 - b) Instructor Self Assessment
 - c) Distance Education
- IV. Partnership with Union College and Institute
- V. Service Learning – Internship Opportunities
- VI. Agency Input
- VII. Summer and fall 2008
- VIII. Adjournment

- I. **Introduction:** James Woolum, (Chair) called the meeting to order at 8:40 am. The members then introduced themselves and discussed activities within their agencies.
- II. **Spring 2008 Schedule:** Woolum informed the members of the classes that will be offered in Spring 2008.
- III. **Curriculum:**
 - a) **Student Learning Outcomes:** The committee reviewed the course outlines for the Administration of Justice core courses and discussed desirable learning outcomes.
 - b) **Instructor Self Assessment:** The importance of self assessment of distance education courses was discussed.
 - c) **Distance Education:** Distance education course offerings were reviewed, opportunities for the agencies to post material through the instructor was discussed, and potential to expand the program was identified.
- IV. **Partnership with Union College and Institute:** The committee was updated regarding the status of the Union Institute program. Shortly after forming the partnership, Union signed a contract with the Los Angeles County Sheriff's Department to provide educational services to law enforcement

officers within Los Angeles County at a tuition rate lower than that offered in other programs, The agreement included a policy to provide the courses at Sheriff's facilities. As a result of this agreement, Union has not been actively recruiting students for the Citrus program, and, in fact has diverted Citrus students to other programs. The committee took a "wait and see" position but felt that the program was not performing to the degree originally desired.

- V. **Service Learning – Internship Opportunities:** Service Learning opportunities were discussed as well as agency participation in activities where students could volunteer time and skills. It was agreed to continue review of this concept although several agencies identified difficulty supervising volunteer who are not involved in agency programs such as Explorers, Citizen's Academy etc.
- VI. **Agency Input:** Members discussed current employment opportunities within their agencies and law enforcement activities within the area. A great deal of discussion centered on several homicides in the local area which resulted in the formation of multi-agency task forces (this activity required the rescheduling of this meeting from December 2007 due to conflict with agency needs and the scheduled meeting time).
- VII. **Summer and Fall 2008:** The guidelines for Summer and Fall 2008 schedules were provided to the committee. The class offerings are essentially a "roll-over" from prior years.
- VIII. **Adjournment:** The meeting concluded at approximately 10:00 am.

Citrus College

Administration of Justice Advisory Committee

MEETING MINUTES January 23, 2009 – 8:30 am

Present:

Paul Dennis	Azusa Police Department
Marti DeYoung	Citrus College – Vocational Education
Brian Elias	Los Angeles County Coroner
Pete Gold	Glendora Police Department
Stephen Hunt	Azusa Police Department
Mike Hurtado	Citrus College
Henry Provencher	California Department of Corrections
Glenn Purbaugh	Irwindale Police department
Letisia Ruiz	Los Angeles Police Department
Enrique Sanchez	Azusa Police Department
James Woolum	Citrus College – Administration of Justice

AGENDA

- III. Introduction
- IV. Status of Agencies
- V. Facilities
- IX. Spring 2009 Schedule
- X. Enrollment
- XI. Curriculum
 - d) Investigations
 - e) Distance Education
- XII. Career Pathways
- XIII. Certificates
- XIV. Recommendations

- IX. **Introduction:** James Woolum, Chair called the meeting to order at 8:35 am. The members then introduced themselves and briefly described how they are involved with the committee. Woolum also introduced new committee members.
- X. **Status of Agencies:** Azusa P.D. is currently at full staffing, Irwindale has openings for two officer positions, Corrections is recruiting but expecting a hiring freeze in the near future, Glendora is establishing an eligibility list but expects a hiring freeze, LA County Coroner has openings for three investigators, Los Angeles Police Department and California Highway Patrol is actively recruiting and hiring. The committee discussed the impact of the budget crisis and its impact on law enforcement .
- XI. **Facilities:** Woolum presented an overview of progress on the new TE Building which will house a new Administration of Justice classroom with improved technology. The committee was positive about the change, indicating that the current classroom was outdated and presented difficulty in presenting recruiting presentations.
- XII. **Spring 2009 Schedule:** Woolum informed the members of the classes that will be offered in Spring 2009.
- XIII. **Enrollment:** Woolum discussed enrollment trends and discussed reductions in class offerings on campus due to the state budget crisis. The impact on the Administration of Justice program was

discussed. As a result of the economy and the reduction of class offerings, Spring classes are generally at maximum enrollment with additional students attempting to add.

XIV. **Curriculum:**

- d) Investigations – The committee discussed the current Criminal Investigations course and recommended that the course be divided into two portions – A Crime Scene Investigation Course which would cover crime scene containment and evidence gathering as well as an introduction to the crime laboratory function and a Criminal Investigations course that would focus on the role of the investigator. The committee discussed a course in Death Investigations as an extension of the second course. Following discussion, it was recommended to prepare a course outline for the Death Investigation course as a third component of the topic. CSU Long Beach recently introduced a Death Investigation course in their lower division coursework.
- e) Distance Education – Distance education course offerings were discussed and the committee recommended preparing each course for DE presentation as the Student Learning Objectives are being submitted.

XV. **Career Pathways:** Marti DeYoung provided an overview of the Career Pathway connection between local high schools and Citrus College. The employer role and Advisory Committee involvement were discussed. calendar for discussion.

XVI. **Certificates:** During review of certificate programs at Citrus College, it was discovered that the Corrections certificate which had been available to students in the past, has not been reviewed and approved by the Chancellor's Office. References to the Certificate have been removed from most college publications. Following discussion, it was recommended that an application should be submitted to the Chancellor's Office to establish a Certificate of Achievement in Corrections.

XVII. **Recommendations:** The committee recommended the following steps:

- a) Create a Crime Scene Investigation course
- b) Restructure the Criminal Investigations course
- c) Create a Death Investigation course
- d) Apply for a Certificate of Achievement in the Corrections area

The meeting concluded at approximately 10:30 am.