



Administration of Justice
Career Technical Education
Two-Year Program Review

Submitted by: Don Mason

California Ed Code 78016

Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, do all the following:

- Meets a documented labor market demand.
- Does not represent unnecessary duplication of other workforce training programs in the area.
- It demonstrated effectiveness as measured by employment and completion
- success of its students.

CTE programs must conduct a full program review every 4 years. The full review includes answering these supplemental questions. Every two years (once between full reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Using labor market data, advisory committee input, institutional data, and the provided CTE Two-year Program Review data to respond to the following questions:

1. How strong is the occupational demand for the program? As you analyze demand over the past 5 years and projected demand for next 5 years, address state and local needs for the program.

Demand for law enforcement and related occupations has remained strong over the past five years and is projected to continue over the next decade. The college regularly receives recruitment information and in the previous and current semester from the following agencies:

- California Highway Patrol
- Riverside Sheriff
- San Francisco PD
- Torrance PD
- El Segundo PD
- Los Angeles Sheriff's Department
- Los Angeles Police Department
- Los Angeles County Probation
- Los Angeles Airport Police
- Los Angeles School Police
- Federal Bureau of Investigation
- National Park Services
- Securitas Security Services

Recruitment officers and industry professionals are invited to speak and recruit students on the administration of justice courses we offer. We have discovered that students are interested in positions within the criminal justice system in the local, state, federal and specialized agencies.

These recruitments were for sworn positions and non-sworn positions. The California Employment Development Department projects over 2,000 entry level police, deputy sheriff, and correctional officers job openings per year in Los Angeles County over the next decade. According to the Program Advisory Committee members this is due to several factors including more baby boomers are reaching retirement age, the impact of Covid on their lives, and hiring bonuses paid to police officers to fill vacancies. According to the Bureau of Labor Statistics employment in protective service occupations is expected to grow between 6- 8% nationally over the next decade. Below is data representing the trends and projections in the industry:

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
333012	Correctional Officers and Jailers	3,840	3,270
333021	Detectives and Criminal Investigators	2,240	1,590
194092	Forensic Science Technicians	860	1,290
333051	Police and Sheriff's Patrol Officers	20,930	17,970
339021	Private Detectives and Investigators	1,090	1,140
339032	Security Guards	48,230	76,220
	Total	77,190	101,480

Private security will experience the most exponential growth over the next few years, this was a topic of discussion by the advisor committee. On a local, state, and federal level California continues to lead in the following metrics:

- Highest Employment
- Top Paying States
- Top Pay in Metropolitan Areas (Los Angeles/Long Beach/Orange County)
- Highest Pay in Metropolitan Areas (Los Angeles/Long Beach/Orange County)

National estimates for Protective Service Occupations:

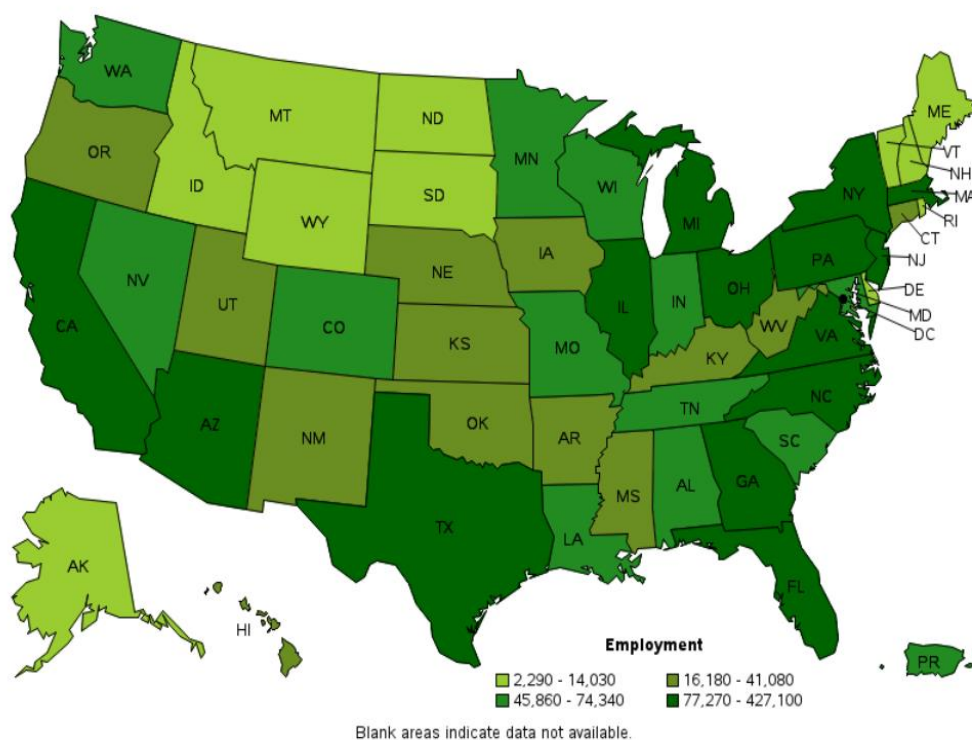
Employment estimate and mean wage estimates for Protective Service Occupations:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
3,504,330	0.3 %	\$ 27.74	\$ 57,710	0.3 %

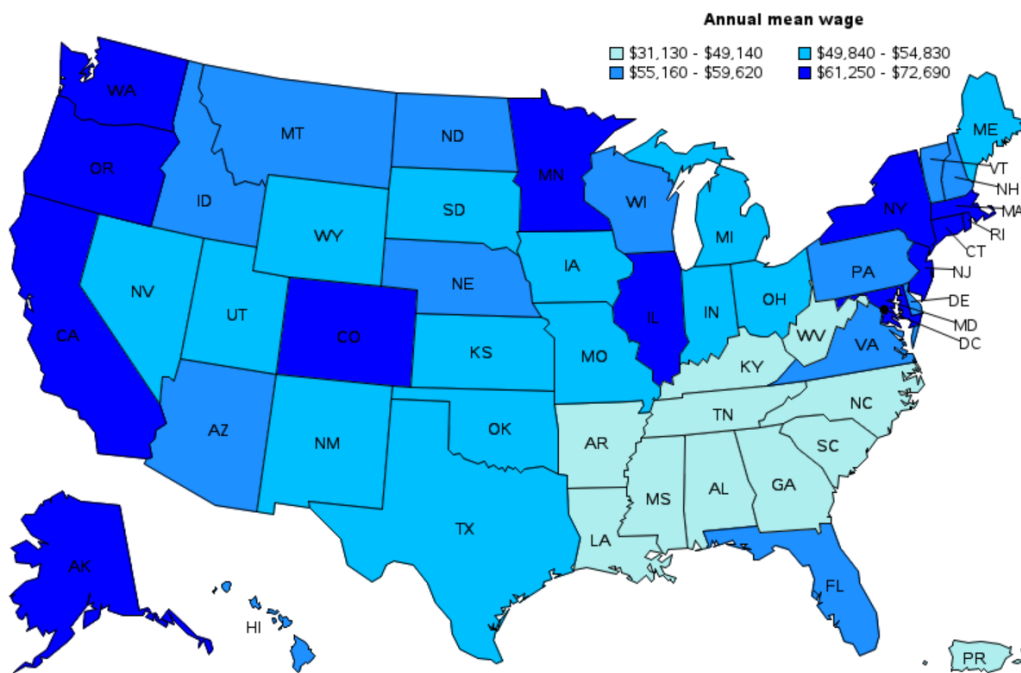
Percentile wage estimates for Protective Service Occupations:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 14.37	\$ 17.49	\$ 22.96	\$ 34.41	\$ 48.16
Annual Wage (2)	\$ 29,890	\$ 36,370	\$ 47,760	\$ 71,560	\$ 100,170

Employment of protective service occupations, by state, May 2023



Annual mean wage of protective service occupations, by state, May 2023



States with the highest employment level in Protective Service Occupations:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	427,100	23.80	1.03	\$ 33.33	\$ 69,330
Texas	298,740	22.03	0.95	\$ 25.80	\$ 53,660
New York	270,040	28.75	1.25	\$ 30.20	\$ 62,820
Florida	257,100	26.87	1.16	\$ 26.52	\$ 55,160
Illinois	147,240	24.49	1.06	\$ 30.36	\$ 63,140

Top paying states for Protective Service Occupations:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
District of Columbia	28,310	40.34	1.75	\$ 34.95	\$ 72,690
California	427,100	23.80	1.03	\$ 33.33	\$ 69,330
Washington	68,910	19.71	0.85	\$ 33.11	\$ 68,860
Alaska	8,800	28.24	1.22	\$ 32.85	\$ 68,320
New Jersey	112,770	26.84	1.16	\$ 32.30	\$ 67,180

Metropolitan areas with the highest employment level in Protective Service Occupations:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	275,570	29.02	1.26	\$ 30.96	\$ 64,390
Los Angeles-Long Beach-Anaheim, CA	150,540	24.34	1.05	\$ 31.32	\$ 65,150
Chicago-Naperville-Elgin, IL-IN-WI	115,320	25.59	1.11	\$ 30.63	\$ 63,710
Miami-Fort Lauderdale-West Palm Beach, FL	94,870	34.86	1.51	\$ 31.07	\$ 64,620
Washington-Arlington-Alexandria, DC-VA-MD-WV	90,240	29.18	1.26	\$ 32.61	\$ 67,830

Health and Public Services

Administration of Justice Demand:

Occupation	2023 Jobs	2028 Jobs	2023 - 2028 Change	2023 - 2028 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Police and Sheriff's Patrol Officers	10,607	11,231	624	6%	982	\$47.18	\$55.03	\$64.41
First-Line Supervisors of Police and Detectives	1,710	1,824	114	7%	141	\$71.25	\$83.35	\$86.86
Detectives and Criminal Investigators	1,228	1,299	71	6%	110	\$47.99	\$59.30	\$68.82
Private Detectives and Investigators	904	945	41	5%	94	\$19.02	\$29.65	\$42.42
Gambling Surveillance Officers and Gambling Investigators	200	215	16	8%	32	\$18.08	\$18.65	\$21.43
Bailiffs	190	198	8	4%	29	\$38.20	\$42.96	\$54.59
First-Line Supervisors of Correctional Officers	106	125	19	18%	13	\$48.99	\$54.28	\$59.07
Total	14,945	15,837	892	6%	1,401	-	-	-

2. How does the program address needs that are not met by similar programs in the region?

The Compton College Administration of Justice Program offers rigorous curriculum and is staffed by some of the top ranked faculty in the region. While most graduates continue their education as transfer students, many seek careers in law enforcement, private security, or as juvenile detention officers with Los Angeles County Probation, and other protective series occupations. The administration of justice program offers full-time and part-time courses serving dual enrollment, on campus, online, and weekend courses.

Students enrolled full-time may complete the associate degree for transfer in two years. Students will typically transfer to California State Dominguez Hills as a junior. Online courses are also available for students who enroll as part-time students are designed to accommodate full-scheduled and working students. The pandemic of 2020 has created the need for flexibility who experience life events to pivot between part-time and full-time status to continue their education without disruption.

The link below is Compton College Program Mapper:

<https://programmap.compton.edu/academics/interest-clusters/4c855089-9366-43d9-82a2-aa2430b2cda9/programs/738fac87-6fef-d58c-2c77-3e612b9a3405>

3. What is the completion, success, and employment rates for the students? Discuss any factors that may impact completion, success, and employment rates. If applicable, what is the program doing to improve these rates?

Student completions utilizing an awarded certificate or degree remain steady. When in person instruction was suspended in the Spring of 2020, students adjusted to the online environment and continue to do so as of the writing of this review. The CTE Employment Outcomes report that over 66% of students who completed CTE training at Compton College secured a job closely related to their field of study. In administration of justice, this is not realized for some until after completing their bachelor's degree.

The average student success in the program for the academic years 2021 – 2023 were as follows:

- 69.7%, above the institutional standard of 66%

The demographic with the highest success rate (that also represents the largest demographic enrolled in administration of justice program were females and Latin students whose success rates were:

- Success rates for Latin students were 72%
- Success rates for female students was 74%

Success in online courses was 71%, which was also above institutional standards. This demographic also remains the largest number of students enrolled in administration of justice courses

Those who enter the labor force as working police officers are not included in the data that captures completion.

Student retention remained high; the average was 88% during this period.

Gender	Fall '22	Fall '23	Spring '22	Spring '23	Summer '22	Summer '23	Winter '22	Winter '23	Winter '24
Female	66% (126)	60% (148)	72% (101)	63% (69)	73% (30)	63% (32)	82% (9)	58% (18)	65% (17)
Male	34% (64)	38% (94)	26% (36)	35% (38)	27% (11)	33% (17)	18% (<5)	35% (11)	31% (8)
Unknown/Non-Respondent	1% (<5)	1% (<5)	2% (<5)	3% (<5)		4% (<5)		6% (<5)	4% (<5)
Grand Total	100% (191)	100% (245)	100% (140)	100% (110)	100% (41)	100% (51)	100% (11)	100% (31)	100% (26)

Ethnicity	Fall '22	Fall '23	Spring '22	Spring '23	Summer '22	Summer '23	Winter '22	Winter '23	Winter '24
Asian	1% (<5)	1% (<5)	1% (<5)						
Black or African ..	19% (37)	16% (40)	17% (24)	19% (21)	34% (14)	33% (17)	27% (<5)	48% (15)	58% (15)
Latinx	72% (138)	68% (167)	59% (82)	62% (68)	56% (23)	43% (22)	18% (<5)	39% (12)	19% (5)
Native Hawaiian..		0% (<5)							
Unknown/Non-R..	8% (15)	8% (19)	21% (30)	12% (13)	10% (<5)	12% (6)	45% (5)	6% (<5)	12% (<5)
White		6% (15)	2% (<5)	7% (8)		12% (6)	9% (<5)	6% (<5)	12% (<5)
Grand Total	100% (191)	100% (245)	100% (140)	100% (110)	100% (41)	100% (51)	100% (11)	100% (31)	100% (26)

- 4. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all. Discuss any factors that may impact licensure exam pass rates. If applicable, what is the program doing to improve these rates?**

There are no licensure or certification exams for the core program. Students have the option of completing a certificate of achievement, or an associates degree. Certifications requirements are needed for those seeking careers as security officer (Laws of Arrest), Public Safety Dispatcher, and any law enforcement position that required successful completion of a police academy. These courses are certified in California by the Commission on Peace Officers' Standards and Training (P.O.S.T.) and at the federal level by The Federal Law Enforcement Training Academy (FLETC).

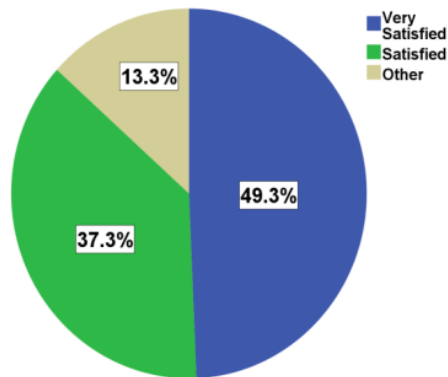
- 5. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input been used in the past two years to ensure employer needs are met by the program? Describe any advisory committee recommendations that the program is either unable to implement or is in the process of implementation.**

CTE Outcomes Survey Data

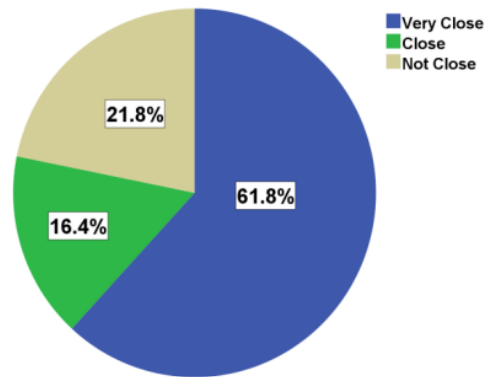
The office of Institutional Effectiveness published the results of an employment outcomes survey of students enrolled in CTE programs. The survey was administered in 2022 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career.

The results of the survey showed that completing CTE studies and training – whether a credential is earned, whether a student transfers – is related to positive employment outcomes. The preponderance of respondents is employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is like their program of study. Below are the results of the survey:

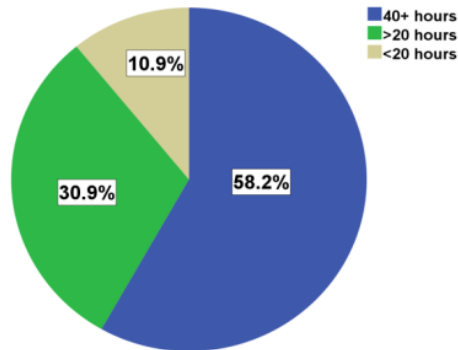
How satisfied are students with the education and training they received?



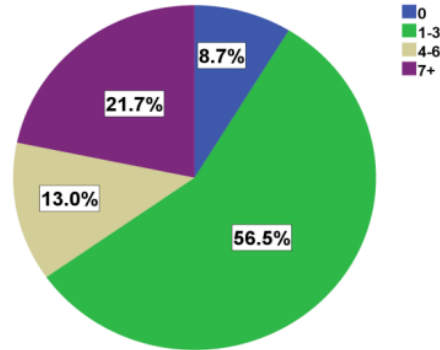
How many students secured a job that is closely related to their program of study?



How many hours per week are employed students working?



How many months did it take for students to find a job?



Below are some of the comments made by the administration of justice students who participated in the survey:

- Everything was excellent
- They were in good condition.
- All equipment I experienced while in this class has allowed me to be able to communicate with the professor about any assignments.
- The different ways in which we can communicate with the professor such as Canvas have allowed me to successfully pass the class
- It was all that needed to be, and things were run successfully.
- Our classroom is clean, well-organized, and teachable
- Our classroom is clean and safe.
- I take the class in Dominguez High, so the equipment is from my school, not Compton College.
- Everything is fine, there is not anything poor I can say about the class
- My experience with this program has been amazing. The teacher is helpful.
- I mean it is all good, nothing wrong with anything.

The Program Advisory Committee was surveyed and overall, they were satisfied with the level of preparation for our students. One common issue that was identified at the previous meeting was identified was “soft skills” which included interpersonal communications, and written communication skills. The implementation of a new program as well as the need to offer the course available for certification for security officers (AJ 49, Laws of Arrest)

The AJ Program has addressed these concerns in several ways including the use of group activities in all courses, with the intent of creating a Public Safety Club, and mock interviews for prospective applicants. These recommendations are addressed as students are encouraged to enroll in AJ 106 (Criminal Justice Preparation Course)

Action plan for improvement: There are a few variables not related to the AJ program which will have an impact on students gaining employment in the Administration of Justice field. These include strict physical and psychological standards and behavioral standards which would lead to disqualification on a background exam (drug use, credit history, body art). Additional research is being done to determine what impact these factors have on gainful employment and what can be done to improve success in this area.

Advisory Communities minutes and roster are below Committee recommendations are incorporated into the program as listed in previous sections. These include revision of curriculum to address current topics in law enforcement including ethics, use of force, and “soft skills” including interpersonal communication.

**Advisory Committee Meeting
05/17/2023- 1:00 PM via Zoom
Agenda**

- I. Introduction**
- II. State of the Administration of Justice Program**
- III. Survey Results**
- IV. Roundtable Discussion/Drones the Future of Law Enforcement?**
- V. Action Items**

Recorder Name: Don Mason

Attendees:

Don Mason, Faculty Administration of Justice Compton College

Tarek Azmy, Lieutenant, Los Angeles Airport Police Department

Keith Braden, Lieutenant (ret.) Los Angeles School Police Adjunct Faculty Compton College

Alama Cruz, Sr. Police Officer (ret.) , Los Angeles School Police, Adjunct Faculty Compton College

Ygnacio “Nash” Flores, LCDR, USN/ Adjunct Faculty Compton College

Steve Franssen, Detective II, Los Angeles Police Department

Richard Ramirez, Detective (ret.) Los Angeles County Sheriff’s Department

Emir Saafir, Santa Barbara County Probation, Adjunct Faculty Compton College

Masiss Soosokian, Captain, Los Angeles Airport Police Department

Meeting Notes:

- After the introductions, Professor Mason provided a brief overview of the administration of justice program at Compton College. This included Labor Market Data, student success and retention, and the Tartar by Completion plan and the programming mapper for students seeking a degree in administration of justice.
- The overview also included enrollment data that showed that online enrollment has continued to increase or remain steady since returning to campus. The only enrollment increase has been dual enrollment where we have and continue to offer classes in the nearby high schools in our district. Students from Paramount High School have participated in the last two commencements receiving their ADT in administration of justice. One of the comments was that the adult students may have adapted to online learning to accommodate their schedules and work life balance. The question was, are we offering enough courses online where if an adult learning were pursuing their degree

could complete the coursework for the major online. After reviewing the course mapper, it is possible, however we still offer campus courses for students to take seeking a degree or certificate.

When asked what other efforts can be made to sustain and increase enrollment the following suggestions were made:

- Outreach through on-campus activities including the Career Fair
- Recruitment of associate faculty with demonstrated instruction skills and subject matter experts in emerging fields within Administration of Justice
- Seek out industry professionals to speak to classes in person and via zoom about the profession.
- Since security will become one of the most demanding occupations in the future, offer the laws of arrest course with certification from the California Bureau of Security and Investigative Services and partner with private security to offer job training.

A survey was conducted to assess the effectiveness of the administration of justice program. The following metrics were used:

- Job growth
- Wage and salary projections
- Skills needed to be successful
- Technical Training
- Certifications
- Changes and Emerging Technologies

The survey by the group echoed the findings during the report on the state of the program. It is apparent by our state holders that there will be additional retirements as well as those who have become disenchanted and are leaving the profession.

The issue is not wage or lack of opportunities in law enforcement on every level. Agencies are paying bonuses and retention bonuses; education and law enforcement need to partner to create outreach to recruit and retain law enforcement professionals.

Technical training and certification standards have not changed. Peace officers still need to complete the state or federal mandated training. On the academic side, I advised the group that the Chancellor's Office California AB 89, Modern Policing Degree is in the works.

As this report is being completed The Task Force Report and Recommendations to the Legislature provided recommendations outlining a plan to implement a Modern Policing Degree The intention for the Modern Policing Degree and the future of law enforcement is to be inclusive of the diverse perspectives of stakeholders, build upon the 2020 Call to Action against systemic racism, and advance the California Community Colleges system goals for equity as laid forth in Vision 2030.

There was extensive discussion during the Roundtable regarding the use of UAS (drones) in law enforcement.

Although drones are used recreationally and are being explored in package delivery. It has been used extensively in the military and in agriculture. Drones are now being used in the entertainment space as an environmentally friendly alternative to fireworks.

The focus of the discussion is public safety agencies in the country and the use of drones. Drones are deployed in the following missions in public safety, event security, disaster response, search, and rescue, providing real-time situational awareness in inaccessible areas, and patrol response.

Not only do Municipal agencies use drones to help first responders, campus police officers at Northwest Florida State College have also instituted a drone to “aid in searching for missing people, assessing traffic accidents, photographing crime scenes and mapping evacuation routes.

The process of implementing such a program and training is extensive and expensive. It requires completing a certification course as a pilot and successful completion of an exam administered by the Federal Aviation Administration. Once certified as a pilot, additional training is required in how to effectively fly and deploy the UAS in a public safety environment.

I informed the group that I could take the lead as I am a Certified UAS Pilot. Professor Braden volunteered to assist as well. This would require a two-stage approach: developing the curriculum for a certificate of achievement, and the processes to become a FAA Part 107 Drone Pilot.

The discussion led to an action item:

Research the feasibility of creating a drone certificate program for public safety in the administrations of justice at Compton College. This innovative technology as well as new program could increase enrollment and give students another career option.

Currently, the closest drone programs for public safety are offered by Fullerton College and Santa Ana College. I will contact both colleges and speak to the coordinator of the program.

Contact Chief Marcus Thompson, Compton College Police to discuss the viability of including a drone public safety program for the police department.

Contact Kris Allshouse, Executive Director, Regional Training Center. This agency provides extensive training and certification for drone pilot and public safety programs.

Meeting adjourned at 2:00 PM

At the time of this report I have contacted Professor Jay Seidel, coordinator of the Drone Lab at Fullerton College. He has offered his assistance regarding course development, equipment acquisitions and conferences available. The meeting was conducted in the Summer of 2024 with Lydell Wiggins, Director of Workforce Development.

I have also contacted the lead instructor at Pilot Institute, who also offered his assistance and a pathway for curriculum development for the Drone Pilot certification program.