



ADMINISTRATION
OF JUSTICE
PROGRAM
REVIEW, 2018

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Overview of the Program/Mission Statement

ADMINISTRATION OF JUSTICE MISSION STATEMENT

The Administration of Justice degree or certificate prepares students for a career in criminal justice. By completing the degree or certificate requirements, the student will gain the ability to apply principles of the justice system, constitutional and procedural considerations affecting arrest, search and seizure, human relations, and concepts of criminal law as well as demonstrate proficiency in report writing and record keeping.

PROGRAM DESCRIPTION AND HISTORY

The Administration of Justice Program has been in existence since the 1970s. The program's original mission was the same as it is today---to prepare students for a career in criminal justice. Currently there are four areas of concentration (called Options) within the program—Law Enforcement (Police Science), Corrections, Private Security, and Homeland Security.

The Administration of Justice Program is housed in the Health and Public Services division, serving approximately 200-250 students per semester. The program is both proactive in offering cutting edge educational programs, as well as responsive to the needs of the students and employers we serve. The program offers twenty-seven different courses and averages 12 sections per year. In addition to offering all nine of the C-ID courses, we offer specialized courses in Crime Scene Investigation, Digital Forensics, Homeland Security, Intelligence Analysis and Fingerprint Analysis which are not traditionally offered at the community college level and are normally only accessible to students at four year universities.

The demand for highly trained law enforcement officers, intelligence analysts, crime scene investigators, and private security officers is expected to continue to rise in the foreseeable future and we are preparing our students to meet these needs.

Furthermore, the Administration of Justice Program has created curriculum to give our students a distance learning option to complete degree and certificate requirements. Currently students can complete the requirements for the Administration of Justice Associate of Science-Transfer (AS-T), Administration of Justice Associate of Arts (AA), Administration of Justice Certificate of Achievement and Homeland Security Certificate of Accomplishment 100% online.

The program continues to evolve has undergone changes based upon student interests and the results of program reviews. For example, the findings of the previous Program Review indicated that most of the Administration of Justice students were interested in the Law Enforcement option, and most indicated that they planned to transfer to a four-year institution after completing the program on this campus. Student interest in the Corrections and Industrial Security options had waned according to the previous review.

Though some students continued to pursue certificates of achievement for all three options, they did not seem to view the certificates as useful for immediate employment. Instead, they seemed to believe that only transferring to and graduating from a four-year institution was the key to employment success.

One of the two major recommendations from the previous Program Review was to devise a recruitment plan to attract more students into the Law Enforcement option because employment opportunities have increased as the need for police officers has increased in the Los Angeles Orange County Region. The second major recommendation was to provide tutoring support linked specifically to the Administration of Justice courses. There was the need identified then, just as there is still the need now, to improve student success and retention.

As a result of these recommendations there has been an increase of law enforcement agencies from local, county, state and federal agencies visiting the campus classrooms to recruit law enforcement professionals. The implementation of tutoring resources has not been acted upon as of the time of this review. These recommendations have not been acted upon during the time since the last Program Review. However, we have continued to the implementation of the state legislated partnership, the Compton College Administration of Justice curriculum was adopted, with its own mission and priorities. We have continued to the same commitment.

The Administration of Justice degree and/or certificate prepares students for a career in criminal justice or related fields in both public and private sectors. By completing the degree and/or certificate requirements, the student will gain the ability to apply principles of the justice system, consistent with institutional and procedural considerations in arrest, search and seizure issues, human relations and concepts of criminal law as well as demonstrate proficiency in report writing and record keeping. Administration of Justice students pursuing the AS-T in Administration of Justice will be prepared to successfully complete upper division courses leading to four-year degrees in criminal justice and related disciplines.

Degrees/Certificates Offered at Compton College

The Administration of Justice degree or certificate at Compton College is intended to prepare students for a career in criminal justice. At least 50% of the major course requirements for the Associate of Arts degree or the Certificate of Achievement in Administration of Justice must be completed at Compton

COMPTON COLLEGE STRATEGIC INITIATIVES

Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.

- Since the alignment of the divisions with Guided pathways, this has served as a bridge for students to become more focused taking a prescribed approach to their degree completion. The result has been instructors seeing students similar to a cohort fashion taking courses together to complete their degree or certificate. We

need to continue to encourage and direct students to their counselor to complete an education plan as well as apply for certificates of achievement upon completion of AJ courses.

Student Success: Compton College will support the success of all students to meet their education and career goals.

- Support student learning using a variety of effective instructional methods, educational technologies, and college resources. The faculty in the Administration of Justice Program is well versed in adult learning methods (andragogy) as evidenced by the following: All instructors teaching Administration of Justice have degrees and are current and/or retired industry professionals with an average of 15yrs of experience. Four instructors have supervisory and or management experience.
- Two instructors have experience as higher education academic administrators. Four faculty members are California Commission on Peace Officer Standards and Training (POST) Instructors. To attain the Instructor designation instructors are required to complete an extensive program through the POST Instructor Development Institute (IDI). Curriculum includes topics such as facilitated learning, adult learning activities, adult learning theory, course design, instructional technology, curriculum design, and designing activities that promote critical thinking.
- The POST IDI program has become the model for adult learning in the state. There are fewer than 200 Master Instructors in the entire state of California which is evidence of the rigor of that program.

In addition to the traditional course days and times during the week, offering courses online has provided added value to the non-traditional student (working adult, return to college, etc.) that would otherwise not be able to attend college during the day or evening.

As a result of low enrollment during the evening classes were cancelled or not scheduled, were offered online with success. Also, offering classes on Saturday has been successful. The goal during the next program review period is to create a parallel offering that will provide the non-traditional college student the opportunity to complete their degree requirements 100% online if they desire.

Innovation: Compton College will enhance the success of students through the use of technology.

- The use of technology can be implemented using a twofold approach; in the program plan continue to make resource request for the latest technology used in the criminal justice system (crime scene simulations, forensics software, crime scene reconstruction, digital finger print software, and SPSS for crime scene

analysis) to prepare student for the career path or undergraduate level and beyond academic preparation.

- The second use of technology comes in the form of distance education. By offering courses online, students will also be able to attend college while making full use of the current LMS and resources available on the Canvas platform (Library, Tutoring, etc.) All the AJ instructors have completed are in the process of becoming certified in the use of Canvas,

Workforce Development: Compton College will offer excellent programs that lead to certificates and degrees in allied health and technical fields to supply the needed employees for the prevailing job industry.

- Students who enroll in administration of justice courses are seeking careers in law enforcement. There are students who will complete three courses (Introduction to Administration of Justice (AJ 100), Criminal Law (AJ 103), and Legal Aspects of Evidence (AJ 131) to prepare them for the curriculum for the police academy or private security.
- Many entry level positions do not require an AA degree although degree completion is encouraged and will result in an increase starting salary. Other non-AJ majors will complete the Introduction to Administration of Justice (AJ 100) course to satisfy an elective degree requirement. In spring 2019, AJ 106 Criminal Justice Career Preparation course has been approved and will be offered to introduce students to the options offered in administration of justice field.

We need to continue to track students who complete a minimum of nine units in order to create a certificate of completion (local) to track completion and student success.

Partnerships: Compton College will establish productive partnerships in the community and with the K-12 schools.

- As a function of outreach, student recruitment and retention, Compton College is partnering with the feeder high schools to enroll in college classes. Compton, Lynwood, and Paramount High Schools have been and will continue to offer Administration of Justice course towards the completion of an Associates Degree in Administration of Justice. The first cohort in this model met in the Spring 2020. Dual enrollment will serve as one of the formidable recruitments, retention, and success models in this program. (Appendix A)
- Paramount High School has established an Early College Program partnership where students enrolled at both Paramount and Compton College which will provide them the opportunity upon completion of high school earn both a High School Diploma and Associate Degree for Transfer (AS-T) Degree in Administration of Justice.

- We will continue to meet with our CTE partners as an advisory group but also establish a standalone public safety advisory committee meeting with industry professionals from all the components of the criminal justice system and our private industry partners.

ANALYSIS OF RESEARCH DATA

Head count of students in the program

The AJ Program enrolled an average of 220 total students in classes, with the average student taking 2.5 classes, for a seat count of 573 students per academic year. The enrollment has increased over that time period with the additional offerings through distance education, which has increased our student base.

The AJ Program serves a diverse population reflective of our community. During this review period, 66% of the students were Hispanic and 24% were African American. Almost 70% of our students are female, which is notable given that law enforcement is still a predominately male profession. The International Association of Chiefs of Police has recommended recruiting a more diverse workforce in law enforcement. As such, the program has hosted recruiters from several different agencies including the California Highway Patrol, Los Angeles Police Department, Los Angeles County Sheriff Department, Federal Bureau of Investigation, California Parole, and Securitas Private Security, et al.

Seventy percent of the students indicated their goal is to transfer to a four-year university. The Associates of Science Transfer option allows students that opportunity to complete the foundational courses in the major and General Education requirements for transfer with additional benefits when transferring to a CSU with a participating major. Since the majority of our students are interested in transfer, this degree option is of upmost importance to our department. The offering of this important degree type has motivated our students to consider transfer as an obtainable goal. Counselors are invited to the classrooms to advise students about their services. In addition, the CTE Division offers drop in counseling within just a few steps from our classrooms located in the Vocational Tech Building.

Fall Terms 2013-2016					Compton Student Population				
Term									
					Fall 2016				
Term Headcount					220	260	236	199	7,701
Gender	F	63.2%	64.2%	63.1%	67.3%	63.4%			
	M	36.8%	35.8%	36.9%	32.7%	36.2%			

Ethnicity	African American	34.1%	32.7%	21.6%	19.6%	34.6%
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.0%	0.0%	0.2%
	Asian	0.9%	0.4%	0.4%	0.0%	4.7%
	Latino	60.0%	59.6%	72.5%	74.9%	53.7%
	Pacific Islander	0.0%	0.8%	0.4%	0.5%	0.7%
	White	2.3%	2.7%	2.1%	1.0%	2.9%
	Two or More	2.3%	3.8%	3.0%	3.0%	2.7%
	Unknown or Decline	0.5%	0.0%	0.0%	1.0%	0.5%
Age/ Age Group	<17	0.0%	0.0%	0.4%	2.0%	0.6%
	17	0.9%	1.2%	1.3%	7.0%	2.2%
	18	7.3%	9.2%	6.4%	7.5%	7.5%
	19	13.2%	11.5%	16.1%	17.1%	9.2%
	20	15.9%	12.7%	12.3%	16.6%	9.8%
	21	12.7%	12.3%	14.4%	12.1%	9.5%
	22	13.6%	11.5%	9.3%	4.0%	7.5%
	23	5.0%	6.2%	10.2%	5.5%	6.3%
	24	4.5%	4.2%	4.2%	3.5%	5.9%
	25-29	10.5%	15.4%	12.7%	14.1%	16.5%
	30-39	10.0%	8.1%	5.9%	6.5%	13.9%
	40-49	5.0%	5.0%	3.4%	1.0%	6.5%
	50-64	1.4%	2.7%	3.0%	3.0%	3.6%
	65+	0.0%	0.0%	0.4%	0.0%	0.4%
Class Load	Full-time	51.8%	45.8%	46.2%	39.7%	25.5%
	Part-time	48.2%	54.2%	53.8%	48.7%	73.3%
Academic Level	College degree	6.4%	5.0%	7.2%	5.5%	10.0%
	HS Grad	87.7%	91.5%	88.6%	81.4%	81.6%
	Not a HS Grad	0.9%	0.4%	1.3%	0.5%	0.4%
	K-12 Special Admit	0.0%	0.0%	0.4%	8.5%	2.1%
	Unknown	5.0%	3.1%	2.5%	4.0%	5.9%
Educational Goal	Intend to Transfer	30.9%	33.8%	44.5%	52.8%	31.6%
	Degree/Certificate Only	8.6%	7.3%	5.9%	6.5%	7.6%
	Retrain/recertif.	2.7%	1.9%	2.1%	2.5%	3.8%
	Basic Skills/GED	6.8%	5.4%	4.2%	8.0%	6.8%
	Enrichment	4.1%	2.3%	3.4%	3.0%	1.7%
	Undecided	15.0%	15.0%	15.3%	16.1%	1.3%
	Unstated	31.8%	34.2%	24.6%	11.1%	34.1%

Spring Terms 2014-2017					Compton Student Population	
Term				Spring 2017		
		2014	2015		2016	2017
Term Headcount		223	226	201	201	6,944
Gender	F	64.6%	62.4%	64.2%	63.2%	64.1%
	M	35.4%	37.6%	35.8%	36.8%	35.9%
Ethnicity	African American	35.0%	25.2%	27.9%	19.9%	32.5%
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.0%	0.0%	0.2%
	Asian	0.4%	0.9%	0.0%	1.5%	5.0%
	Latino	58.3%	69.5%	65.2%	75.1%	55.2%
	Pacific Islander	1.3%	0.4%	0.5%	0.0%	0.7%
	White	2.2%	0.9%	3.0%	1.0%	3.0%
	Two or More	2.7%	2.2%	3.0%	2.5%	2.8%
	Unknown or Decline	0.0%	0.9%	0.5%	0.0%	0.5%
Age/ Age Group	<17	0.0%	0.0%	0.0%	3.0%	0.9%
	17	0.0%	0.0%	0.0%	11.4%	1.4%
	18	7.2%	8.8%	5.5%	6.5%	6.0%
	19	13.9%	14.6%	15.9%	13.4%	8.4%
	20	14.3%	17.3%	20.9%	17.9%	9.1%
	21	13.5%	12.4%	11.9%	11.9%	8.2%
	22	11.7%	10.2%	6.5%	8.5%	7.4%
	23	6.3%	7.1%	8.5%	4.5%	6.3%
	24	4.5%	4.4%	4.0%	2.5%	5.1%
	25-29	13.5%	12.8%	14.9%	10.9%	16.1%
	30-39	9.4%	8.8%	8.0%	6.0%	12.8%
	40-49	2.7%	0.0%	2.0%	2.5%	6.2%
	50-64	3.1%	3.1%	2.0%	1.0%	3.9%
65+	0.0%	0.4%	0.0%	0.0%	0.4%	
Class Load	Full-time	50.7%	46.9%	46.8%	28.4%	23.4%
	Part-time	49.3%	53.1%	53.2%	56.7%	71.5%
Academic Level	College degree	3.1%	5.8%	5.5%	10.0%	9.9%
	HS Grad	89.7%	89.4%	88.6%	69.7%	81.5%
	Not a HS Grad	0.9%	0.0%	1.5%	0.0%	3.1%
	K-12 Special Admit	0.0%	0.0%	0.0%	15.4%	2.8%

	Unknown	6.3%	4.9%	4.5%	5.0%	4.8%
Educational Goal	Intend to Transfer	32.3%	40.7%	51.2%	56.2%	31.7%
	Degree/Certificate Only	8.1%	4.9%	9.0%	2.5%	7.3%
	Retrain/recertif.	2.2%	2.7%	1.0%	3.0%	4.4%
	Basic Skills/GED	3.6%	4.9%	6.0%	12.9%	5.8%
	Enrichment	3.6%	2.7%	2.0%	4.0%	1.6%
	Undecided	17.5%	15.5%	13.9%	10.0%	13.6%
	Unstated	32.7%	28.8%	16.9%	11.4%	26.8%

Course grade distribution

There is a correlation between student success and retention. Students who remained in class and engaged were those who were likely to succeed in class. Based upon the data, student success that was below 50% were in the Introductory courses (AJ 100/115). The contributing factors could have been a loss of interest in the discipline, as well as complexity of the course work even though its is an introductory course. As students enrolled in additional courses (most likely the students majoring in the course) the success and retention increased dramatically.

Year	COURSE	Method	We	Grade I											Total	Succ.	Reten.	
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	IncP	IncNP	'DR'	'W'				
2013	AJ-100	Distance	16	13	1					3					20	38	36.8%	47.4%
		Lecture	16	8	14	9		6	4						14	55	56.4%	74.5%
		Lecture	16	3	19	19		6	2						6	55	74.5%	89.1%
		Lecture	14	13	8	4			3						4	32	78.1%	87.5%
		Lecture	16	3	13	15			3						5	39	79.5%	87.2%
		Lecture	16	5	5	8		3	5						3	29	62.1%	89.7%
		Lecture	16	5	12	14		2	6						6	45	68.9%	86.7%
	AJ-170	Lecture	16	7	9	8		3	5					6	38	63.2%	84.2%	
2013 Total				57	81	77		20	31				1	64	331	65.0%	80.7%	
2014	AJ-100	Distance	16	20	7	1		1	6					3	41	79	35.4%	48.1%
		Lecture	16	38	31	29		9	10						45	162	60.5%	72.2%
		Lecture	16	1	17	17		7	4						1	47	74.5%	97.9%
		Lecture	16	3	9	11		2	7						5	37	62.2%	86.5%
		Lecture	16	7	9	6			1						5	28	78.6%	82.1%
		Distance	16	19	6	7		3	1			2			11	49	65.3%	77.6%
		Lecture	16	11	9	7		6	3			1			8	45	60.0%	82.2%
		Lecture	16	2	4	8		4	3						6	27	51.9%	77.8%
		Lecture	16	4	9	17		2	3						7	42	71.4%	83.3%
		Lecture	16	5	7	12		4	9						3	40	60.0%	92.5%
		Lecture	14	1	5	2			5						8	23	38.1%	61.9%
		Lecture	16	17	13	4		2				1			4	41	82.9%	90.7%
		Lecture	16	9	4	1		1	1						3	19	73.7%	84.2%
Lecture	16	10	5	7			10						1	33	66.7%	97.0%		
2014 Total				147	135	129		41	63				7	148	670	61.3%	77.9%	
2015	AJ-100	Distance	16	24	7	2		4	5					26	68	48.5%	61.8%	
		Lecture	16	23	29	14		5	9						58	138	47.8%	58.0%
		Lecture	16	2	17	21		6	3						49	81.6%	100.0%	
		Lecture	16	2	8	11		1	9						6	37	56.8%	83.8%
		Lecture	16	4	5	5									1	15	93.3%	93.3%
		Distance	16	23	7	1			2			1			8	42	73.8%	81.0%
		Lecture	16	8	5	6		3	5						5	32	59.4%	84.4%
		Lecture	16	9	7			1	5						3	25	64.0%	88.0%
		Lecture	16	3	14	17		5	2						5	46	73.9%	89.1%
		Lecture	16	3	10	11			7						9	40	60.0%	77.5%
		Lecture	16	10	6	2		1							4	23	78.3%	82.6%
		Lecture	16	10	8	1		1				1			1	22	86.4%	95.5%
		Lecture	16	6	6	1									2	15	86.7%	86.7%
Lecture	16	4	9	6			3			1			3	26	76.9%	88.5%		
2015 Total				131	138	98		25	52				1	131	578	63.7%	77.3%	
2016	AJ-100	Distance	16	26	1	2		2	5					24	60	48.3%	60.0%	
		Lecture	12	8	9	4		1						4	26	80.8%	84.6%	
		Lecture	16	34	23	28		1	16						33	135	63.0%	75.6%
		Lecture	16	8	9	11		1	10						6	45	62.2%	86.7%
		Lecture	14	21	4	3			1						7	36	77.8%	80.6%
		Lecture	16	4	4	3		1							3	15	73.3%	80.0%
		Lecture	16	3	4	9		7	6						3	32	50.0%	90.6%
		Lecture	16	9	7	2			1						2	21	85.7%	90.5%
		Lecture	16	2	3	10		7	1						1	24	62.5%	95.8%
		Lecture	16	1	6	9		1	7						2	26	61.5%	92.3%
		Lecture	16	15	14	2		1	1						1	34	92.2%	97.1%
		Lecture	16	12	3	6		1							3	25	84.0%	88.0%
		2016 Total				143	87	89		22	49				89	479	66.6%	81.4%
2017	AJ-100	Distance	16	15	6	1			2					12	36	61.1%	66.7%	
		Lecture	12	7	9	11									2	29	93.1%	93.1%
		Lecture	16	44	1										7	52	86.5%	86.5%
		Lecture	14	18	12	3		1							4	38	86.8%	89.5%
		Lecture	16	7	6	5		5	5						3	31	58.1%	90.3%
		Lecture	16	4	8	4			2						1	19	84.7%	94.7%
Lecture	16	15	7	3									2	27	92.6%	92.6%		
2017 Total				110	49	27		6	9				31	232	80.7%	86.6%		

Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)

Program Success Standard*	62.4%
5-year Program Success Average	65.1%

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

Year	Total Grades	Success Rate
FA 2013	331	65.0%
2014	670	61.3%
2015	578	63.7%
2016	479	66.6%

SP 2017	232	80.2%
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Fall Term Demographic Success (2013-2016)

<i>Ethnicity</i>	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Success	N	Success	N	Success	N	Success	N
African-American	58.4%	113	47.5%	118	54.7%	64	48.8%	41
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	100.0%	X	100.0%	X	100.0%	X	0.0%	X
Latino	72.3%	202	71.1%	211	72.9%	218	74.1%	174
Pacific Islander	0.0%	X	25.0%	X	100.0%	X	0.0%	X
Two or More	16.7%	X	50.0%	12	66.7%	X	50.0%	X
Unknown or Decline	0.0%	X	0.0%	X	0.0%	X	0.0%	X
White	0.0%	X	28.6%	X	83.3%	X	50.0%	X
<i>Gender</i>								
M	67.2%	125	68.7%	115	61.8%	102	70.3%	74
F	63.6%	206	57.9%	240	73.1%	197	66.0%	153
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	55.6%	54	63.8%	69	63.8%	69	71.0%	69
20 to 24	65.6%	183	63.9%	183	73.1%	156	70.4%	98
25 to 49	71.1%	90	51.6%	93	66.2%	65	59.3%	54
Over 49	25.0%	X	90.0%	X	66.7%	X	50.0%	X

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

Spring Term Demographic Success (2014-2017)

<i>Ethnicity</i>	Spring 2014		Spring 2015		Spring 2016		Spring 2017	
	Success	N	Success	N	Success	N	Success	N
African-American	53.3%	105	52.2%	69	57.4%	68	66.0%	50
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	0.0%	X	100.0%	X	0.0%	X	100.0%	X
Latino	67.5%	191	61.7%	193	69.6%	168	86.0%	172
Pacific Islander	66.7%	X	0.0%	X	0.0%	X	0.0%	X
Two or More	25.0%	X	37.5%	X	75.0%	X	20.0%	X
Unknown or Decline	0.0%	X	0.0%	X	0.0%	X	0.0%	X
White	57.1%	X	33.3%	X	66.7%	X	50.0%	X
<i>Gender</i>								
M	60.4%	106	53.9%	102	58.4%	89	79.1%	86
F	61.7%	209	59.9%	177	69.9%	163	80.8%	146
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	62.1%	58	41.0%	61	62.5%	56	87.1%	70
20 to 24	65.5%	165	65.1%	146	69.7%	132	78.1%	114
25 to 49	51.9%	81	55.7%	61	63.3%	60	73.9%	46
Over 49	63.6%	11	63.6%	11	25.0%	X	100.0%	X

X: Counts are suppressed for groups with less than 10 students.
 Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

Year	Total Grades	Retention Rate
FA 2013	331	80.7%
2014	670	77.9%
2015	578	77.3%
2016	479	81.4%
SP 2017	232	86.6%

Retention rates

Retention rates (students still on the roster at the end of the semester) for the AJ Program were 86.6%. This is above the college wide retention rate. Because Administration of Justice is an academic discipline that has roots in CTE, students remain for the possible career opportunities as well as the desire to complete coursework towards a degree.

Year	COURSE	Method	Weeks	W's	Grades	Success	Retention
FA 2013	AJ-100	Distance	16	20	38	36.8%	47.4%
		Lecture	16	14	55	56.4%	74.5%
2014	AJ-100	Distance	16	41	79	35.4%	48.1%
		Lecture	16	45	162	60.5%	72.2%
2015	AJ-100	Distance	16	26	68	48.5%	61.8%
		Lecture	16	58	138	47.8%	58.0%
2016	AJ-100	Distance	16	24	60	48.3%	60.0%
		Lecture	12	4	26	80.8%	84.6%
		Lecture	16	33	135	63.0%	75.6%
SP 2017	AJ-100	Distance	16	12	36	61.1%	66.7%
		Lecture	12	2	29	93.1%	93.1%
		Lecture	16	7	52	86.5%	86.5%

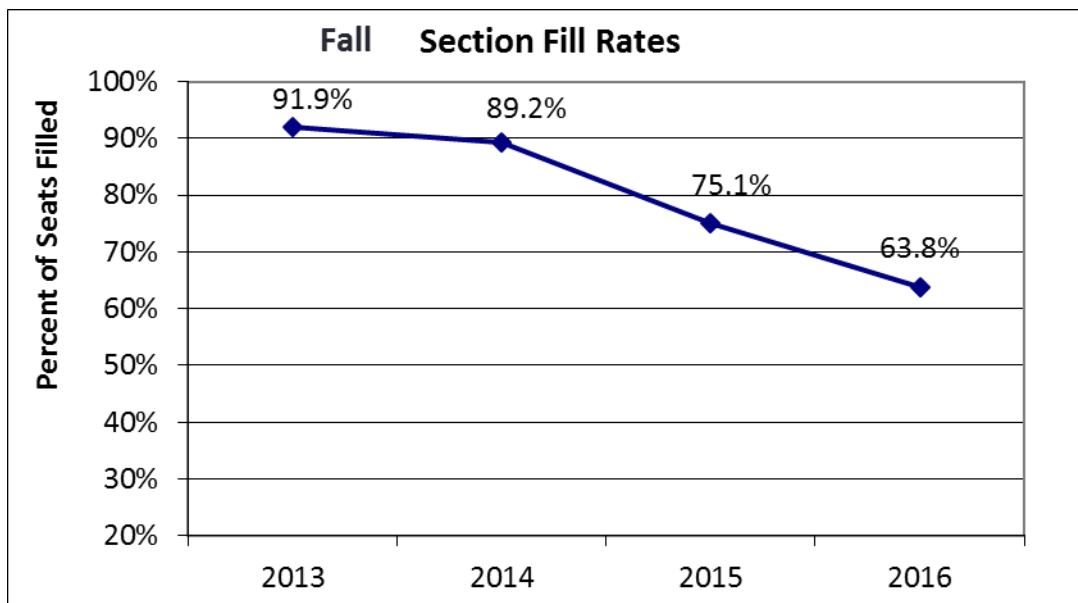
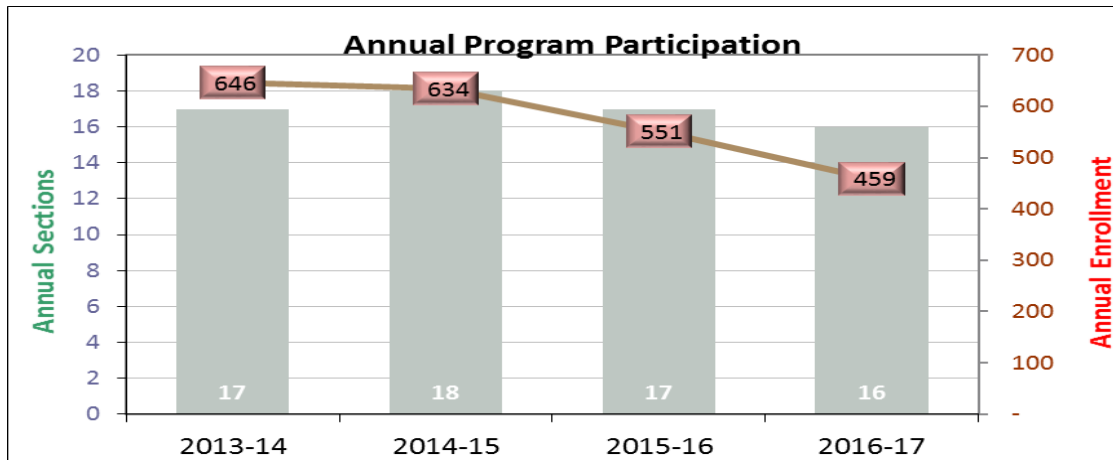
Note: Rates one standard deviation below the five-year average are colored in red.

Success rates in distance education and face-to-face courses varied dependent on the semester. Over a period of four years the success rates began to trend upward. Face to face went from a low of 47% retention/ 48% success to a high of 93% retention/93% success rate.

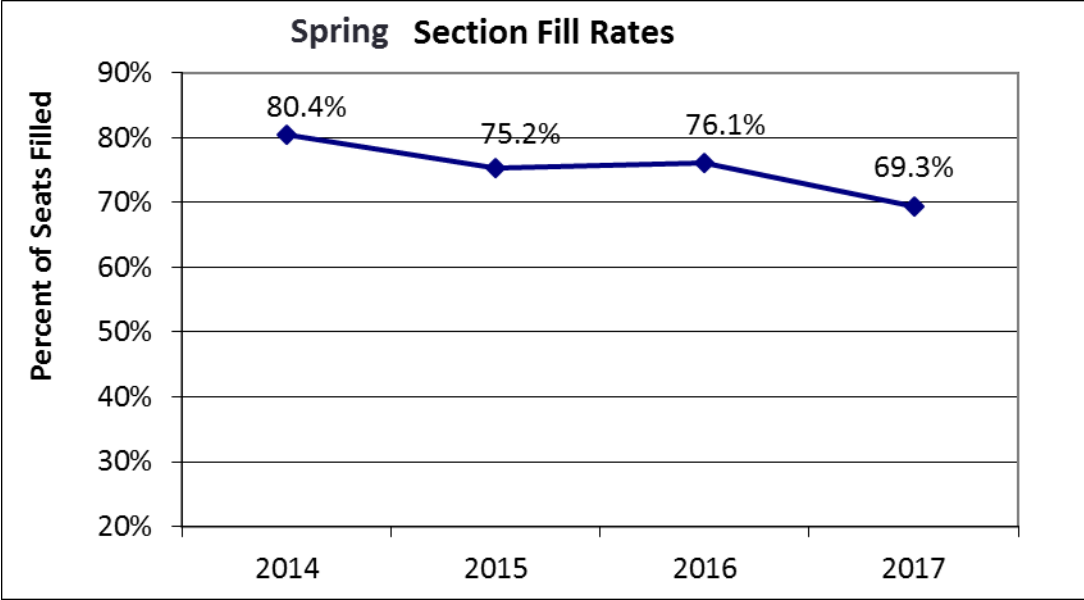
Distance education saw a similar pattern of course retention completion from a low of 38% retention/47% success to 61% retention/67% success. The introduction course, historically a difficult course for students to comprehend and as instructors we are working on ways to improve the course presented in an online format.

Enrollment statistics with section and seat counts and fill rates

	2013-14	2014-15	2015-16	2016-17	4 Yr Average
Annual Enrollment	646	634	551	459	573



Seat fill rates in the Fall semesters saw a 28% decline during this period. Some of the factors included the decline in enrollment community college wide as a result of a strong economy, and students who opted to attend the El Camino main campus vs. Compton Center.



Seat fill rates in the Spring semesters experienced only a 11% decline during this period. Although not as significant as the Fall semesters, some of the students returned to Compton as well as fewer sections were offered resulting in the fill rate stabilizing.

Scheduling of courses (day vs. night, days offered, and sequence)

Enrollment by Time of Day

Fall Term	2013	2014	2015	2016
Day	58.6%	47.3%	51.8%	62.6%
Night	30.0%	26.8%	21.7%	26.1%
Weekend/Unknown	11.4%	25.9%	26.4%	11.3%

Enrollment by Time of Day

Spring Term	2014	2015	2016	2017
Day	51.1%	54.1%	48.8%	56.5%
Night	37.5%	34.8%	38.0%	28.0%
Weekend/Unknown	11.4%	11.1%	13.2%	15.5%

The Administration of Justice Program sequences its courses, so they are offered on a day and evening, distance education alternating schedule. This allows students who are traditionally either day or evening students to complete their degree in a timely manner. In addition, the program has increased the number of online course offerings to meet the needs of distance education students.

CURRICULUM

Since the last program review Compton College is no longer operating as an education center of El Camino College. As a result, courses that were previously offered by El Camino had to undergo the course review process by the Curriculum Committee during the review cycle. 22 Courses underwent the curriculum review process (Attachment) Listed below are the courses that have successfully completed the Course Review Process:

AJ 100 Intro to Admin. Justice	AJ 103 Criminal Law
AJ 106 Crim. Justice Career Preparation*	AJ 107 Intro to Corrections
AJ 109 Intro to Patrol Procedures	AJ 111 Criminal Investigations
AJ 115 Community Relations	AJ 121 Intro to Emergency Management**
AJ 126 Juvenile Procedures	AJ 130 Criminal Procedures
AJ 131 Legal Aspects of Evidence	AJ 132 Forensic Crime Investigation
AJ 133 Fingerprint Investigation	AJ 134 Intro to Crime Analysis
AJ 135 Report Writing	AJ 142 Intro to Digital Evidence
AJ 149 Penal Code 832 Arrest and Firearms	AJ 150 Intro to Homeland Security**
AJ 152 Intel and Security Management**	AJ 154 Border Security Management
AJ 156 Intro to Terrorism/Counterterrorism**	AJ 170 Constitutional Law

*AJ 106 is a new course and completed a name change to reflect the curriculum offered to insure students seeking a career in the criminal justice will have the opportunity to receive a comprehensive perspective of the many opportunities, and necessary prerequisites to become a successful criminal justice professional. This offer has been offered once on Saturday. This course should be offered once a year as an elective.

***AJ 121, AJ 150, AJ 152, AJ 154, AJ 156 are new courses offered at Compton College in order to offer courses in the emerging field of Homeland Security. These courses underwent the approval process in the curriculum committee and are available to be offered to students who are interested in Homeland Security. The next step will be to seek approval for a certificate in Homeland Security. As interest and demand increases additional courses in Homeland Security will be proposed for approval.

Since the previous Program Review, the Administration of Justice Program has expanded its distance education course offerings to allow for online completion of degree and certificates. The program currently offers four courses each fall and spring semester and two in the sessions in the distance education format. After undergoing the course review process, all Administration of Justice courses are approved to be offered in both distance education and hybrid format.

There has not been any course deletions or inactivation from the course catalog during this review period. All administration of justice courses required to earn the degrees and certificates have been offered at least once during the last two years. As a result of guided pathways, there is a consistent cycle for students to complete an education plan and complete the coursework to complete an AA or AS-T in Administration of Justice.

California State University Dominguez Hills does not currently recognize our AS-T and only has one course offered at Compton College, that will count towards their bachelor degree in Criminal Justice, The Administration of Justice curriculum aligns better with the next two closest California State Universities, Los Angeles and Long Beach, both of which matriculate the AS-T.

Between 2014 – 2018, There has been 154 degrees/certificates awarded to students in administration of justice. This number represents the six highest degrees/certificates awarded at Compton College.

Since the inception of the AS-T degree option in 2016-2017, we have seen a steady increase in AS-T degrees awarded (from 9 AA degrees in 2013-2014 to 38 AA and AS-T degrees in 2016-2017, and 37 in 2017-2018). While the collective number of degrees is steadily increasing, many degrees earned are the AST. Given the popularity of the AS-T degree option with our students and the many transfer benefits it brings, our focus will be on increasing the number of AS-T degrees earned by our students.

We are will be seeking approval for many of our courses (AJ 100, 103, 115, 130) to be approved to apply toward CSUGE and IGETC Social Science area as well, allowing for students to fulfil some areas of GE, while also completing major requirements. Even though the proportion of the AA to AS-T degrees decreased in 2018, the AA remains a valuable degree option for our students who wish to enter industry with an AA and do not plan to transfer to a four-year university, according to student surveys this accounts for 25% of the surveyed students. Our goal is to increase the number of AS-T degrees by 25% per academic year by 2021.

In addition to increasing the number of degrees awarded, many students enroll in two to four administration of justice class during a three-semester period, yet this does not reflect in the number of certificates awarded. It will be incumbent upon division faculty to encourage and query students about the need to complete and education plan in order to only trac their degree progress but when they become eligible to apply and receive a certificate. Many students, once they realize they are eligible for the certificate, the due date has passed, and they do not see the utility of seeking a certificate.

RECCOMENDATIONS

I will also seek to develop locate certificates for students who are seeking courses to obtain employment, but not necessarily a degree in administration of justice. Most students seeking to complete class complete a minimum of three classes to attain this goal. We will explore the developing of stackable certificates; those who complete a minimum of 12 units to be awarded. They will include crime scene, court procedure, evidence technician, and laws of arrest (AJ 149) for those seeking employment in municipal or private security.

Additional Recommendations:

- Addition of Corrections Courses
- Addition of a Homeland Security Certificate
- Explore any additional Degree Articulation Opportunities

ASSESSMENT AND STUDENT PROGRAM LEARNING OUTCOMES (SLOs & PLO)

PROGRAM ASSESSMENT TIMELINE

The first Compton College SLO program assessment of the AJ curriculum was conducted in spring 2012; Courses participating in the program assessment were AJ 100, 107,115,130, 132, 134, and 135. SLO assessment has continued for the courses offered.

COURSE ASSESSMENT TIMELINE DURING THIS REVIEW PERIOD

AJ 100, 103, 131, and 170 were assessed in 2017 and are scheduled for re-assessment in 2020

AJ 106, 111, 115, 130, 150 were assessed in 2018 and are scheduled for re-assessment in 2021

The Student and Program Learning Outcomes are aligned to ensure successful assessment of the program. Administration of Justice Program Student and Program Learning Outcomes are assessed on a three-year rotating schedule (Appendix B). Based upon the classes offered, all the program's Student Learning Outcomes have been assessed during the past three years. Student Learning Outcomes and Course Learning Objectives are included in the syllabi of all courses. SLOs are discussed with the students on a regular basis. The SLO and PLO data shows both have been met the stated benchmarks on a consistent basis.

The SLO results reported for the administration of justice have consistently showed students meeting the benchmarks. The results were calculated and entered by each individual instructor. In Fall 2017 the input of results became the responsibility of the full-time faculty member and it was noticed that there was some confusion among some adjunct faculty about the process. One instructor reported results of an assessment that did not actually measure the SLO. After meeting with the adjunct instructors, we were able to identify a more appropriate assessment to use and how to plan for SLO assessment in the future. The SLO/PLO process is addressed each semester during the division as well as during evaluation conferences, and program planning.

ACCJC RUBRIC FOR STUDENT LEARNING OUTCOMES

An assessment of the ACCJC Rubric for Evaluating Institutional Effectiveness: Student Learning Outcomes reveals that the AJ program is in the proficiency stage. The program and most courses have been assessed once and will be re-assessed on a regular, scheduled basis.

Per the rubric the following describes the AJ program:

- Student learning outcomes and authentic assessments are in place for courses and the program
- There is widespread departmental dialogue about the results of assessment and identification of gaps.
- There is dialogue on the results of assessment purposefully directed toward aligning institution-wide practices to support and improve student learning.

- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

RECCOMENDATIONS

Consistent stress on writing skills; assignments requiring short explanatory paragraphs to develop analytical skills

- Referrals to campus resources, including the Learning Center (for tutorial support) and the writing lab
- Field trips to criminal justice agencies to view the criminal justice process in action, including attendance at actual courtroom trials
- Group presentations to foster dialogue and critical thinking skills among students.
- Greater utilization of media to augment learning for students who have difficulty with reading comprehension

ANALYSIS OF STUDENT FEEDBACK

Over the past two years with the use of the LMS Canvas, I have developed a survey to distribute to students to assess the following areas:

- Curriculum
- Student Experience (Support)
- Facilities and Equipment
- Program Objectives
- Student Satisfaction

The survey was made available online to complete the survey. it was followed up by a focus group representing a cross section of students enrolled in Administration of Justice classes. The final follow up was a series of exit “interviews” of students who were graduating and/or transferring. The results of the survey were as follows:

Student Support: The student survey addressed five questions related to the support students feel from their Administration of Justice Instructors and collectively indicated that most students (91%) strongly agree or agree that they feel supported by our instructors.

- Q1: Instructors in this program have helped me achieve my academic goals. 92% of the students surveyed indicated they strongly agree or agree with this statement.
- Q2: Instructors in this program have helped me stay on track. 90% of the students surveyed indicated they strongly agree or agree with this statement.
- Q3: Instructors in this program provide opportunities to actively participate in my classes. 95% of the students surveyed indicated they strongly agree or agree with this statement.

- Q4: I have a felt a sense of community within the program. 86% of the students surveyed indicated they strongly agree or agree with this statement.
- Q5: Student contributions have been valued by instructors in this program. 92% of the students surveyed indicated they strongly agree or agree with this statement.

Curriculum: The student survey addressed five questions related to the curriculum offered by the Administration of Justice Department.

- Q1: There is an appropriate range of courses offered in this program. 90% of the students surveyed indicated they strongly agree or agree with this statement.
- Q2: Courses were scheduled on days and times that were convenient for me. 85% of the students surveyed indicated they strongly agree or agree with this statement.
- Q3: I've been able to register for the classes I need within this program. 90% of the students surveyed indicated they strongly agree or agree with this statement.
- Q4: The courses in this program have helped me meet my academic goals. 89% of the students surveyed indicated they strongly agree or agree with this statement.
- Q5: There is a variety of extracurricular activities related to this program on campus. 69% of the students surveyed indicated they strongly agree or agree with this statement.

Facilities, Equipment, and Technology: The student survey addressed three questions related to the facilities, equipment and technology offered by the Administration of Justice Department.

- Q1: The buildings and classrooms used by this program are satisfactory. 93% of the students surveyed indicated they strongly agree or agree with this statement.
- Q2: I am satisfied with the opportunity for hands on instruction (i.e. forensics supplies, equipment). 72% of the students surveyed indicated they strongly agree or agree with this statement.
- Q3: I am satisfied with the computers and software used in this program. 75% of the students surveyed indicated they strongly agree or agree with this statement.

Program Objectives: One question addressed the program objectives of our program.

- Q1: "I am aware of the course outcomes - what I should be able to learn and what skills I should possess after completing courses in the program."

95% of the students surveyed indicating that they strongly agree or agree to the statement

The student survey confirms that the program and instructors are meeting the needs of our students and feel supportive by the efforts the college is making. The survey also highlights a few key areas of opportunity to better serve our students and enhance their learning experience and opportunities.

The area that students identified as the greatest opportunity for improvement was a lack of "variety of extracurricular activities related to this program on campus."

In Fall 2017 we started addressing this issue by changing the way we introduce industry partners to our students. Instead of having recruiters come out to talk to students about available jobs, we have asked that if they would like to come out that they need to engage our students by having an interactive demonstration and/or a panel discussion that allow students to have a better understanding of the career field.

We invited representatives from law enforcement, courts, probation, corrections and private industry into our classrooms, not to recruit, but to dialogue with our students.

RECCOMENDATIONS

- Work with student services to create a Public Safety Club to give those who are interested in the field of administration of justice an opportunity to gather, network, and collaborate with each other.
- Create more opportunities to students to visit and experience the career opportunities in the field by offering field trips, working with the advisory committee to identify internships and work experience prospects.

FACILITIES AND EQUIPMENT

The AJ program conducts its classes primarily in Tartar Village and the Vocational Technology buildings. Each classroom is equipped with a projector and computer station with campus network access for students and staff. These facilities are adequate for instruction.

RECCOMENDATIONS

Some recommendations to enhance the learning environment for instruction would include:

- Smart carts for instructors using technology in the classroom
- Chromebooks and/or iPad for classroom use
- Dedicated classroom to serve as a convertible space for use for specialized administration of justice courses (Crime Lab, Forensic Facility, Courtroom, and Homeland Security Facility)

TECHNOLOGY AND SOFTWARE

The Administration of Justice Program uses the standard computer software that comes preinstalled with the computers. The multi-media presentation centers allow for the use of audio, video, and demonstration presentations in the classroom. These assets are used to their fullest as facilitated learning is the norm in our program. In addition to being available for classroom instruction and guest speakers, students use the equipment for class presentations and projects.

RECCOMENDATIONS

- Software to be used to create scenarios in forensics, homeland security, evidence, and patrol procedures has been included in the program plan.
- Keep current versions of software on classroom computers, and adopt a maintenance schedule (if not already in place for computers, projectors, and peripherals)

STAFFING

As of fall 2018 the AJ faculty included one full-time faculty and three adjunct faculty. The full-time faculty member has been at Compton for two years. He has 20 years of teaching experience and administrative experience in law enforcement and higher education. He teaches a 100% load as well a member of the International Association of Emergency Managers, and the Los Angeles Orange County Threat Assessment Regional Training Group (TARGET)

All adjuncts have backgrounds in law enforcement; one has 27 years of military law enforcement experience and teaches full time a another community college, the other is a retired Lieutenant of the Los Angeles School Police Department; and one is a Supervisory Probation Officer. All discipline faculty are qualified to teach the entire curriculum. All faculty are certified to teach online. Each are members of the advisory committee.

The current FTEF are responsible for the following duties:

- Classroom instruction for 10 courses a year.
- Student Learning Outcome development and assessment for 22 courses
- CTE 2-year course review for all courses to ensure compliance with local standards, Course Identification (C-ID) standards and Title 5 regulations.
- Program review and assessment
- Advisor to the student run Public Safety Club
- The criminal justice subject matter expert driven by court decisions, regulatory changes, and ballot initiatives often requiring curriculum revisions several times a year in addition to the two-year review.

The current FTEF also serve on the following campus committees:

- Curriculum Committee
- Calendar Committee
- Program Advisory Committee
- Distance Education Addendum Subcommittee
- Ad-hoc Hiring Committees (Police Officer)

In order to remain current in industry standards, the full-time faculty also participate in the following organizations/activities:

- California Peace Officers' Association
- Los Angeles Orange County Threat Assessment Regional Training Group (TARGET)
- California Commission on Peace Officer Standards and Training (POST) professional development training.

- Distance education professional development conferences
- Curriculum development and assessment
- International Association of Emergency Managers
- Los Angeles Chapter, Infragard

Currently there are no immediate staffing needs unless we begin to offer AJ 150 832 PC Laws of Arrest Course. If this course is offered, we will need additional adjunct faculty to staff this course. This course is a blend of classroom and practical application which will require faculty with specialized training in the use of search, handcuffing, and weaponless defense.

DIRECTION AND VISION

The AJ program—and the course and program SLO assessments--help measure student mastery of at least four of the institutional Core Competencies:

- **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- **Critical, Creative and Analytical Thinking:** Students solve problems make judgments and reach decisions using critical, creative and analytical skills.
- **Communication and Comprehension:** Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
- **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve

FUTURE DIRECTION AND VISION

The field of Administration of Justice Program is in the growth mode. Employment in the Homeland Security, Digital-crime Investigations, and corrections job market is expected to increase for the foreseeable future.

In addition, the Online Education Initiative and market forces are driving the increased need for online course offerings. As mentioned earlier, the need to identify education pathways to demonstrate student completion and achievement is paramount to serving the needs of the students. In order to achieve these goals while meeting the needs of students the following recommendations should be considered and implemented.

RECCOMENDATIONS

Create local Certificates of Accomplishment in the following areas:

- Peace Officer Preparation
- Crime Scene Technician

- Courtroom Employee
- Corrections/Probation Specialist
- Homeland Security Specialist
- Security Officer Certificate

These “stackable” certificates can be obtained in one year by completing four classes. A student could obtain up to four certificates of completion as well as a certificate of achievement upon completion or 24 units. This model could serve as a framework to keep students engaged, increasing retention and completion rates.

PRIORITIZED RECOMMENDATIONS

Recommendations	Cost Estimate	Strategic Initiatives
1. Create local Certificates of Accomplishment in the following areas: <ul style="list-style-type: none"> • Peace Officer Preparation • Crime Scene Technician • Courtroom Employee • Corrections/Probation Specialist • Homeland Security Specialist • Security Officer Certificate 	Cost Neutral	Improve recruitment, enrollment, retention, and completion rates for our students. (objectives 2,3) Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields. (objective 1) Support the success of all students to meet their education, and career goals. (objective 3)
2. Create a Public Safety Club	500.00	Improve recruitment, enrollment, retention, and completion rates for our students. (objective 4)
3. Purchase Administration of Justice Software <ul style="list-style-type: none"> • Crime Scene • Evidence • Forensic Science • Criminal Law • Reconstruction 	2500.00	Improve recruitment, enrollment, retention, and completion rates for our students. (objective 3) Support the success of students using technology. (objective 3)
4. Work with local High Schools to ensure that dual enrollment remains a priority and work with outreach to recruit and enroll students seeking a	Cost Neutral	Establish partnerships in the community and with the K-12 schools. (objectives 1 – 3)

degree/certificate in administration of justice		
5. Work with student services to offer tutoring and additional resources to improve retention and success rates of students	Cost Neutral	Support the success of students using technology. (objective 1)
6. Increase the number of degrees/certificates awarded by a minimum of 20%	Cost Neutral	Support the success of all students to meet their education, and career goals. (objective 3)

The Rationale of the Priority of Recommendations:

Success/Completion: Recommendation Items 1,2

- The theme of the focus is student centered and student success. Each of the recommendations are designed to promote student success. Each recommendation is aligned with an objective from the recommendations one and two identifies how students entering can succeed and the options available. Item two also provides students with a form of networking and outreach. The benefit is that students can help each other succeed, promote personal and professional friendships, and have an experienced faculty advisor to help them navigate.

Resources for Student Success: Recommendation Item 3

- Recommendation item three provides student with the resources to succeed as they complete administration of justice curriculum. This will provide them with the opportunity to use technology while experiencing real life scenarios they are likely to encounter as criminal justice professional beyond the textbook and classroom.

Opportunities for Success: Recommendation Items 4,5

- Recommendation items four and five addresses connection and partnership. These recommendations provide this program the best opportunity for success by creating opportunities that are already in place and expanding upon them. We have a robust dual enrollment program. If we continue to promote through outreach and collaboration with our K-12 partners, the growth will be exponentially.

In order to improve retention and success rates, we need to make the opportunities for improvement a priority. As we identify students who may be having issues (academically, housing, food) that are barriers for success, we must first inform them of the campus resources available, and follow with the students to guide them to the assistance that will give them the best opportunity for success.

Measurement of Success: Recommendation Item 6

- Recommendation six is the checkpoint. If we are successful in any of the priorities, the result should be an increase in student success. However, monitoring student success should be a priority to keep the program accountable. This recommendation serves as an evaluation of how the previous recommendations are progressing. If the focus is student success, a priority must be given to how effective that is being executed, this should be revisited annually with the ability to examine, analyze, respond, and act accordingly.

Most of the recommendations are cost neutral. This is by design to use the current staffing and infrastructure in place to accomplish the mission. The Public Safety Club would be a minimal start up and the software cost may be obtained from VTEA or Strong workforce funds. The goal is to use as many resources in place without having to impact the budget with a plethora of resource request. Success of any program is predicated on maximizing the resources, personnel, and what is currently in place. When we seek outside sources, it will enhance and supplement, not replace.

CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

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.

Use labor market data, advisory committee input, institutional data, and the provided CTE 2-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 current semester we received information from the California Highway Patrol, Riverside Sheriff, Berkeley PD, San Francisco PD, Torrance PD, El Segundo PD, LA Sheriff's Department, LAPD, Los Angeles County Probation, and the FBI.
- These recruitments were for sworn positions and non-sworn positions. The California Employment Development Department projects 1553 police and sheriff 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 a continued robust economy providing the tax base for hiring, population growth in the region resulting in increased position allotments, the retiring "Baby Boomer" generation, retirements due to disability, and early retirement benefits that generally start at 50 years of age. According to the Bureau of Labor Statistics employment in protective service occupations is expected to grow by 5 % nationally over the next decade.

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. According to the Program Advisory Committee. 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.

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?

- Overall student success in the program for Fall 2018 was 69.7%, above the institutional standard of 66%

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

Success in online courses was 71%, also above institutional standards

The AJ program faculty use input from the Program Advisory Committee to update curriculum, course offerings, and degree/certificates

Department faculty and administration plan for sustained enrollment in the following manner:

- Outreach through on campus activities including the Career Fair,
- Dual and concurrent enrollment with feeder high schools.
- Recruitment of associate faculty with demonstrated instruction skills and subject matter experts in emerging fields within Administration of Justice

- 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.

- 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 implementing.**

Calpass Launch Board Career & Technical Education Outcomes Survey results were used for this data. The survey was conducted in the 2015-2016 year

Satisfaction with the education and training received:

- 89% were satisfied or very satisfied as compared to 91% statewide

Impact on coursework on employment:

- 82% said the Compton College administration of justice program had some positive impact on their employment compared to 83% statewide.

The Program Advisory Committee was surveyed and overall, they were satisfied with the level of preparation for our students. One common issue identified was “soft skills” which included interpersonal communications.

The AJ Program has addressed these concerns in several ways including the use of group activities in all courses, intent to create 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 warranted to determine what impact these factors had on gainful employment and what can be done to improve success in this area.

Advisory Communities minutes and roster are included in Appendix C Advisory 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.

California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program’s advisory committee.

Provide the following information:

- a. Advisory committee membership list and credentials
- b. Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement



Are you an 8th grade student interested in a career in Administration of Justice?

Possible Careers:



Police Officer
FBI
Crime Scene Investigator
Detective
Probation Officer
Homeland Security



Want to earn a college degree in this career in high school for free?

Associate's Degree for Transfer

- "An associate's degree with a guarantee"
- Transferable to the California State University System
- Transferable to many Historically Black Colleges and Universities
- Transferable to many private colleges and universities



Want to learn more?

Attend an informational meeting:



- Thursday, April 4 - Paramount Park Middle School - 1:15
- Thursday, April 4 - Hollydale School - 1:30
- Thursday, April 11 - Jackson School - 1:15
- Thursday, April 11 - Zamboni Middle School - 1:15
- Thursday, April 25 - Alondra Middle School - 1:15
- Thursday, April 25 - Paramount West Campus - 5:30

www.tinyurl.com/ParamountEarlyCollege



PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS



Administration of Justice Early College Program



www.tinyurl.com/ParamountEarlyCollege

Appendix B

Compton College Institutional (ILO), Program (PLO), and Course (SLO) Alignment				
Program: Administration of Justice		Number of Courses: 22	Date Updated:	Submitted by: Don Mason Ext 2459
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
<p>SLO-PLO-ILO ALIGNMENT NOTES:</p> <p>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</p> <p>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</p>				
PLOs	PLO to ILO Alignment			
	1	2	3	4
<p>PLO #1 The 4th Amendment Upon completion of a course of study in administration of justice, a student will be able to recognize unlawful behavior and take appropriate enforcement action properly utilizing probable cause as required in the 4th amendment of the US Constitution.</p>	X			
<p>PLO #2 Criminal Justice Reports Upon completion of a course of study in administration of justice, students will be able to properly document a criminal investigation, crime analysis report, intelligence report, or other criminal justice documentation. The report will include the correct elements of the incident involved, will include the relevant facts, be accurate and complete and will be grammatically correct.</p>				X
<p>PLO #3 Interpreting Criminal Profiles and Identifying Criminal Behaviors Students completing a course of study in administration of justice will, after being provided a hypothetical crime scenario will be able to recognize, and interpret as suspicious or criminal behavior based on facts presented in the scenario.</p>	X			
<p>PLO #4 Certificates, Graduation, and Transfer Students completing a course of study in administration of justice will successfully earn a certificate/graduate/transfer to 4 year universities and will successfully compete for jobs in which they can apply legal, investigative and communicative skills acquired in the administration of justice program.</p>			X	
<p>PLO #5 The Criminal Justice System Upon completion of a course of study in Administration of Justice, successful students will be able to explain what the criminal justice system is, what role it performs in society and how its components interact with one another in achieving its goals.</p>				X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
	AJ 150 Introduction to Homeland Security: SLO #1 NIMS & ICS Given course readings, lecture, video presentations of simulated scenarios, students will be able to describe and explain the role and functions of the National Incident Management System and Incident Command System.					X			
AJ 150 Introduction to Homeland Security: SLO #2 Historical Terrorism Identification Methods Given course readings, lecture, video presentations of simulated scenarios, students will be able to construct and explain a historical timeline that identifies methods used by national and international law enforcement and military agencies to counter and combat terrorism.			X			X			X
AJ 150 Introduction to Homeland Security: SLO #3 Proper Ethical Issue Response Given course readings, lecture, video presentations of simulated scenarios, students will be able to read and evaluate a hypothetical situation that involves ethical issues and correctly explain a proper response to the situation.			X						
AJ 100 Introduction to Administration of Justice: SLO #1 Components of the Criminal Justice System Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to understand the concept of the criminal justice system and be able to identify and explain its various components.					X				
AJ 100 Introduction to Administration of Justice: SLO #2 Police Agency Structure Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to describe the basic structure of a policing agency and explain its component functions such as patrol, criminal investigation, traffic and its various administrative support functions.					X	X			X
AJ 100 Introduction to Administration of Justice: SLO #3 Crime Causation Theories Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to be able to interpret a behavioral profile and be able to identify at least three crime causation theories that explain such behavior.			X						

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>					
	P1	P2	P3	P4	P5	1	2	3	4		
AJ 103 Criminal Law I: SLO #1 Definition of Crime Successful students in AJ 103, after reading text material, participating in discussions and completion of written assignments, will be able to describe what a crime is and what the legal requirements are for any crime statute.	X					X		X			
AJ 103 Criminal Law I: SLO #2 Felonies & Misdemeanors Successful students in AJ 103, after reading text material, participating in discussions and completion of written assignments, will be able to research and locate any of the major felonies and misdemeanor crimes as discussed in class.				X							
AJ 103 Criminal Law I: SLO #3 Corpus Delecti Successful students in AJ 103, after reading text material, participating in discussions and completion of written assignments, will be able to read any criminal statute, list and describe that statute's elements, and list and describe the corpus delecti of the respective crime as written in the statute.	X										
AJ 106 Criminal Justice Recruitment and Selection: SLO #1 Agency Job Postings Following instruction and practice in a classroom setting, successful students in this course will be able to: <ul style="list-style-type: none"> • Identify at least 3 criminal justice agency job postings through various media • Explain the various steps in the selection process for a criminal justice job • Prepare a resume and personal history statement that is complete and accurate 				X		X					
AJ 106 Criminal Justice Recruitment and Selection: SLO #2 Oral Interview Following instruction and practice in a classroom setting, successful students in this course will be able to communicate in a clear and organized manner during a mock oral interview for a criminal justice position and answer hypothetical problems using logic and correct legal standards.				X							
AJ 106 Criminal Justice Recruitment and Selection: SLO #3 Background Investigation Following instruction and practice in a classroom setting, successful students in this course will be able to identify 3 factors that could disqualify an applicant during a background investigation.				X							

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
AJ 107 Crime and Control – An Introduction to Corrections: SLO #1 Role of Corrections After reading textbook material, participating in classroom discussions, and completing writing assignments, successful students in AJ 107 will be able to: <ul style="list-style-type: none"> Describe the role of corrections in society and within the criminal justice system Identify the various correctional positions including position responsibility and the agency within which the position resides Describe the Department of Corrections and its functions and responsibilities 					X				
AJ 107 Crime and Control – An Introduction to Corrections: SLO #2 Probation and Parole After reading textbook material, participating in classroom discussions, and completing writing assignments, successful students in AJ 107 will be able to: <ul style="list-style-type: none"> Explain the role of probation within the justice system Explain the role of parole and how that differs from probation Review a hypothetical fact situation on a convicted felon, including personal background history, prepare a pre-sentencing report for a judge 					X	X			X
AJ 107 Crime and Control – An Introduction to Corrections: SLO #3 Corrections and Custody Successful students in AJ 107, after reading text material, participating in classroom discussion, watching select videos, and completing writing assignments, will be able to: <ul style="list-style-type: none"> Describe the Justice and Medical models of corrections, and compare advantages and disadvantages to each system Explain how inmates are 'institutionalized' Compare and contrast the Importation and Deprivation models of inmate life in custody 			X						
AJ 109 Introduction to Police Patrol Procedures: SLO #1 Patrol Functions Given instructions provided and concepts demonstrated, successful students in will be able to describe and demonstrate preparing a patrol shift, how to investigate and document a complaint investigation and how to conduct and document a field interview.		X							
AJ 109 Introduction to Police Patrol Procedures: SLO #2 Suspicious & Unlawful Behavior Given instructions provided and concepts demonstrated, successful students will be able to explain how suspicious and unlawful behavior can be recognized and explain proper and legal procedures in establishing contact with and detaining suspicious subjects.			X			X			X
AJ 109 Introduction to Police Patrol Procedures: SLO #3 Suspicious Vehicle Stop Given instructions provided and concepts demonstrated, successful students will be able to describe proper and safe techniques in making a stop on a suspicious vehicle.			X						

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
	AJ 152 Intelligence and Security Management: SLO #1 Safety & Security Threats Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to identify and analyze threats to national and international safety and security.			X					
AJ 152 Intelligence and Security Management: SLO #2 Intelligence and Security Management Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to construct a flowchart that describes the intelligence gathering cycle.		X				X			X
AJ 152 Intelligence and Security Management: SLO #3 Intelligence and Security Management Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to describe the goals for security management.					X				
AJ 111 Criminal Investigation: SLO #1 Criminal Investigation Upon completion of a course in criminal investigations a student will be able to explain and apply the legal concepts of corpus delicti, modus operandi, and legal rules of evidence, including the provisions of the 4th, 5th, 6th, and 14th Amendments to the United States Constitution as they apply to criminal investigations.	X								
AJ 111 Criminal Investigation: SLO #2 Crime Scene Procedures Upon completion of a course in criminal investigations a student will be able to identify the proper procedures for containing a crime scene, identify the evidentiary value of items at a crime scene, and explain current procedures for collecting and analyzing evidence.		X				X			X
AJ 111 Criminal Investigation: SLO #3 Investigation Elements & Facts Upon completion of a course in criminal investigations a student will be able to narrate the elements and facts of a criminal investigation in a written report in preparation for prosecution and courtroom testimony.		X							
AJ 115 Community and Human Relations: SLO #1 Identify Potential Conflict Issues Upon completion of a course of study in multicultural law enforcement the student will be able to identify and explain key issues that pose potential conflict between diverse communities and the courts, police, and corrections.					X				
AJ 115 Community and Human Relations: SLO #2 Identify Strategies in a Multicultural Society Upon completion of a course of study in multicultural law enforcement the student will be able to identify and describe strategies for the administration of justice in a multicultural society.					X				X
AJ 115 Community and Human Relations: SLO #3 History and Evolution of Multiculturalism in the U.S. Upon completion of a course of study in multicultural law enforcement the student will be able to explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society.					X				


SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
	AJ 154 Border and Transportation Security: SLO #1 Law Enforcement Agencies Students taking AJ 12, after participating in classroom discussions, completing in-class writing assignments, viewing video presentations and reading text materials, will be able to successfully define the roles and functions of local, federal and international law enforcement and describe ways in which those respective agencies interact.					X			
AJ 154 Border and Transportation Security: SLO #2 Counterterrorism Technologies Students taking AJ 12, after participating in classroom discussions, completing in-class writing assignments, viewing video presentations and reading text materials, will be able to identify and describe specific technologies used in countering terrorism and explain how those technologies are used.			X			X			X
AJ 154 Border and Transportation Security: SLO #3 Transportation System Vulnerabilities Students taking AJ 12, after participating in classroom discussions, completing in-class writing assignments, viewing video presentations and reading text materials, will be able to look at the national transportation systems, air, rail, waterways and interstate highways, and identify 5 specific areas of vulnerabilities and risks.		X							
AJ 126 Juvenile Delinquency and Legal Procedures: SLO #1 Components of Juvenile System After reading text material and hand outs and other instructional materials, and after participating in classroom discussions, and cooperative group discussions, watch and discuss videos on the subject, AJ 126 will be able to prepare an organization chart of the Juvenile Division of the Department of Corrections and list and explain the various positions that probation officers play within that system.					X				
AJ 126 Juvenile Delinquency and Legal Procedures: SLO #2 Juvenile Process After reading text material and hand outs and other instructional materials, and after participating in classroom discussions, and cooperative group discussions, watch and discuss videos on the subject, AJ 126 will be able to: <ul style="list-style-type: none"> Describe how a juvenile enters the justice system from point of law enforcement contact/detention through adjudication using correct legal terms, and list each step and include the unique characteristics of the juvenile process as distinct from the adult process Explain the roles of probation and the prosecutor's office with respect to adjudication of minors accused of criminal conduct 					X				X
AJ 126 Juvenile Delinquency and Legal Procedures: SLO #3 Diversion and Incarceration After reading text material and hand outs and other instructional materials, and after participating in classroom discussions, and cooperative group discussions, watch and discuss videos on the subject, AJ 126 will be able to review a hypothetical situation involving a juvenile offender, and prepare recommendations for diversion of that juvenile offender, providing facts that would support diversion in lieu of incarceration.		X							

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
AJ 130 Criminal Procedures: SLO #1 Arrest to Verdict Having been given instruction and having participated in class discussions on the criminal justice process and completed written assignments involving hypothetical situations, successful students in AJ 130 will be able to list and explain the various steps in the justice process from point of arrest through jury verdict and post-trial issues.					X				
AJ 130 Criminal Procedures: SLO #2 Prosecution & Defense Plans Successful students will be able to explain the fundamental American legal principles of burden of proof and standard of proof, and how those concepts are applied in a criminal trial.	X					X			X
AJ 130 Criminal Procedures: SLO #3 History and Evolution of Multiculturalism in the U.S. Successful students, having read and analyzed a hypothetical fact situation, will be able to create and build, based on those facts, a prosecution plan and a defense plan.			X						
AJ 131 Legal Aspects of Evidence: SLO #1 Probable Cause Successful students in AJ 131, having read text material, participated in class discussions and group assignments, and after completing various writing assignments during the course, will be able to write and explain the 4th Amendment concept of probable cause, and will be able to contrast that with the appellate court decisions on the concepts of reasonable suspicion and consensual encounter.	X								
AJ 131 Legal Aspects of Evidence: SLO #2 Rules of Evidence After reading a hypothetical fact situation, successful AJ 131 students will be able to locate and identify legal issues and apply the correct rule of evidence to those issues.	X					X			X
AJ 131 Legal Aspects of Evidence: SLO #3 Legal Brief from Published Case Decision After receiving instruction in legal research, successful AJ 131 students will be able to locate a case decision in a published law book or online website, read said decision and prepare a legal brief using proper format.		X							
AJ 132 Crime Scene Investigation: SLO #1 Crime Scene Investigation Upon completion of this course and by participating in the learning process, the students will achieve a basic level of proficiency and an ability to demonstrate the fundamental skills and knowledge necessary to conduct a basic crime scene investigation.		X							
AJ 132 Crime Scene Investigation: SLO #2 Investigator Role Upon completion of this course and by participating in the learning process, the students will gain a principal understanding of the role of the Crime Scene Investigator in the criminal investigation process.		X							X
AJ 132 Crime Scene Investigation: SLO #3 Crime Scene Evidence Upon completion of this course and by participating in the learning process, the students will recognize evidence at the crime scene and understand the value of crime scene evidence as it relates to crime scene investigation and providing investigative leads.		X							

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
	AJ 133 Fingerprint Classification and Investigation: SLO #1 Fingerprint Fundamentals Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to describe and explain basic fingerprint definitions and describe the major fingerprint patterns using correct terminology.		X						
AJ 133 Fingerprint Classification and Investigation: SLO #2 Identification by Fingerprints Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to compare and document latent prints with known prints and form an opinion of identification.			X			X			X
AJ 133 Fingerprint Classification and Investigation: SLO #3 Lifting Fingerprints Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to use fingerprint powder, fingerprint brush, card and lifting tape, process a potential site for latent fingerprints, develop a print, lift it and place it on a print card.		X							
AJ 134 Introduction to Crime Analysis: SLO #1 Crime Analysis Students in AJ 134, after reviewing text material, participating in classroom discussions and reviewing examples of crime analysis reports, will be able to explain in detail what crime analysis is and the steps required to formulate an analytical report.		X							
AJ 134 Introduction to Crime Analysis: SLO #2 Crime Analysis Report AJ 134 students, after reviewing text material, participating in classroom discussions and reviewing examples of crime analysis reports, will be able to prepare an accurate, clear and understandable crime analysis report based upon simulated crimes scenarios and explain where the reports are disseminated within the police organization and also to which outside criminal justice agencies.			X			X			X
AJ 134 Introduction to Crime Analysis: SLO #3 Crime Report Patterns AJ 134 students, after reviewing text material, participating in classroom discussions and reviewing examples of crime analysis reports, will be able to explain how data is entered into computer programs and how the data on reports produced are subsequently converted to show into specific patterns and modus operandi of criminal offenders.		X							

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
AJ 135 Report Writing: SLO #1 First Responder Preliminary Investigation AJ 135 students, after receiving instruction and reviewing handout material, will be able to explain the steps in a first responder preliminary investigation including the following: appropriate response and assessment, first contact with reporting party/victim, protective sweeps if necessary, documentation of statements and crime scene investigation.		X							
AJ 135 Report Writing: SLO #2 Crime Report Successful AJ 135 students, after reviewing sample reports and receiving instruction on report writing format, will be able to explain the two basic parts of the report, face pages, forms and narrative, and will be able to correctly record data from a simulated crime into the appropriate places on said forms.		X							X
AJ 135 Report Writing: SLO #3 Written Narrative Successful students in AJ 135, after having reviewed their report writing manual and video tapes of simulated crimes and arrests and participated in discussions, will be able to construct a narrative based on those scenarios that is written in an acceptable format, accurately and clearly describe the elements of the particular crimes or the probable cause for the arrests, document statements that are clear, accurate and complete, and write such narratives using correct standard English grammar and contain no spelling errors.		X							
AJ 170 Laws Arrest, Search and Seizure: SLO #1 The 4th Amendment Search and Seizure students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to explain several parts of the 4th Amendment including its stated probable cause requirement for warrants for search and seizure, and will be able correctly apply the 4th Amendment in a factual situation.	X								
AJ 170 Laws Arrest, Search and Seizure: SLO #2 Search and Seizure Supreme Court Decisions Students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to list 3 US Supreme Court decisions that provide rules of law and guidance on search and seizure issues.	X					X			
AJ 170 Laws Arrest, Search and Seizure: SLO #3 Exclusionary Rule Students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to explain the exclusionary rule, its historical development and how it is applied to challenge searches and seizures conducted by law enforcement agencies.	X								

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
AJ 149 Law Enforcement Explorer Academy: SLO #1 Passing the Explorer Exam Students in AJ 190, Police Explorer Academy, after receiving instruction in basic law enforcement functions, reading text material, observing demonstrations will successfully pass the final exam and be qualified to be a police explorer.				X					
AJ 149 Law Enforcement Explorer Academy: SLO #2 Police Agency Organization Students in AJ 190, Police Explorer Academy, after receiving instruction in basic law enforcement functions, reading text material, observing demonstrations will be able to describe the organization of a police agency and explain the functions of its major organizational components.					X			X	X
AJ 149 Law Enforcement Explorer Academy: SLO #3 Responsibilities Students in AJ 190, Police Explorer Academy, after receiving instruction in basic law enforcement functions, reading text material, observing demonstrations will be able to list and explain 3 responsibilities for each of the patrol, detective, traffic and records functions.					X				



A Strong Workforce Programmatic Initiative
Presented by Compton College Division II



Industry Advisory Breakfast

Building A Shared Ecosystem Through Skill Enhancement

Thursday, March 7, 2019
7:30 - 9:30 a.m.

Networking and breakfast begin at 7:30 a.m. in the Compton College Staff Lounge

Featured Speaker: Anthony D. Mays
Software Engineer
& Amy Kaufman, K-12
Strong Workforce Lead,
LA-OC Regional Consortium



Space is limited -
Register Today!
<http://bit.ly/cteindustrybreakfast>
For more information, contact Monique Anderson at
310-900-1600, ext. 2780 or manderson@compton.edu.

The Compton Community College District is committed to providing an educational and employment environment in which no person is subjected to discrimination on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and child-birth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or relation; or on any other basis as required by state and federal law.

1/2

Division 2 Industry Advisory Discipline Notes

Date: 3/7/19

Recorder Name: Don Mason

Discipline: Admin Justice

1) PRIORITIES -

- ENROLLMENT
- STUDENT SUCCESS
- JOB / CAREER OPPORTUNITIES
- COLLABORATION w/ PRIVATE, LAW ENF. COURTS
CORRECTIONS

2) STRENGTHS

- HIGH LEVEL STUDENT INTEREST
- CAREER OPPORTUNITIES
- SMALL, FREQUENT INTERACTIONS w/ STUDENTS
- FACULTY COMMUNICATING WITH EACH OTHER

3) WEAKNESSES

- SMALL
- NO TRAINING ACADEMIES
- EL LAMINO EFFECT (SEPARATION STUDENTS REMAIN AT ELCO)

4) OPPORTUNITIES

- CREATE CERTIFICATES
- SCHEDULE CLASSES TO COMPLETE FASTER (8 WEEK TERM)
- USE OUR CONTACTS IN L/E, HOMELAND SECURITY
- DUAL ENROLLMENT AS A PROGRAM

5) THREATS

- GETTING MESSAGE OUT / WE ARE NOT ELCO
- NEED TO EXPAND OUR OWN OFFERINGS TO BE COMPETITIVE

Division 2 Industry Advisory Discipline Notes

2/2

Date: 3/7/19

Recorder Name: Don Mason

Discipline: Admin Justice

Agenda Items:

Motion - ESTABLISH Public Safety Club

M - Floor 2nd - BRADEN motion

Motion - SPEC. FUNDING TO FINANCE AS EQUIP

M - BRADEN 2ND - SAME MOTION PASSED

Motion - Develop Home Land Security, Peace Officer ID TECH, AND SECURITY OFFER Certificate of Accomplishment to promote employability of students

M - Mason 2nd - Floor - Motion PASSED

Adjourned 11:45 AM