

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

| | |
|-------------------------|---------------------------|
| Discipline Name: | Administration of Justice |
| Department Name: | Public Safety |
| Division Name: | CTEE |

Please list all participants in this Program Review:

| Name | Position |
|---------------------|-----------|
| Dr. Morgan Peterson | Professor |
| Kevin Barrett | Professor |
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|------------------------------------|---|------------------------------------|---|
| Number of Full Time faculty | 2 | Number of Part Time Faculty | 8 |
|------------------------------------|---|------------------------------------|---|

Please list the Classified positions (and their FTE) that support this discipline:

1 Glenda Gardner ADA 1.0 FTEF but shared with other public safety programs

What additional hourly staff support this discipline and/or department:

None

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The program mission is to provide an engaging learning environment for students of diverse origins and needs in the field of Administration of Justice. To provide career and technical training in the area of criminal justice and create knowledge which will benefit the student in career opportunities and provide potential employers with more prepared job candidates.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

AS-T Transfer Major
AS General
AS Homeland Security
AS Investigations
AS- Law Enforcement

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

A. To access your discipline data, select your discipline from the drop down menu.

B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

1. Discipline Enrollment

| | | | | | | |
|---|-----------|--|------------------|--|-----------|---|
| Discipline Enrollment (over last 5 years) | Increased | | Steady/No Change | | Decreased | x |
|---|-----------|--|------------------|--|-----------|---|

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

In 2012-2013 enrollment was 87.391 and 2016-17 is 74.924. Seats have also declined over the years from 97.251 to 87.367 over the same period of time. Enrollment trends have gone down in recent years. But our fill rate for 2016-17 is 85.76. Given the public's attitude towards law enforcement today we're not surprised that enrollment has declined at little, but it is still holding steady because of the need for police officers, private security, corrections and court personnel.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

We did have to cancel a section of AJ 131 this semester due to lack of enrollment, because most of the students that needed that course opted for the online section. We have also had to cancel 2 courses due to time and location of the class site during

the past few years. We are in the process of developing more online courses in order to alleviate this problem. We don't have any courses that should be deactivated.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

| | | | | | | |
|-----------------------------|--------------------------|--|-----------------------|---|--------------------------|--|
| Discipline Efficiency Trend | Increased | | Steady/No Change | x | Decreased | |
| Discipline Efficiency: | Above 525 (35 FTES/FTEF) | | At 525 (35 FTES/FTEF) | x | Below 525 (35 FTES/FTEF) | |

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

Enrollment has gone down, as has the number of seats, over the last 5 years. This can be partially attributed to the negative comments made in the news media and by other governmental agencies about law enforcement. As a result of this the police job is much more dangerous than it has been in the past. This coupled with the difficulty of qualifying for a career in law enforcement could possibly be putting young people off studying the Administration of Justice. That being said there is still a dearth of police officers and other law enforcement personnel. So there is a need for the AJ program.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

The 2 full-time faculty each take one overload every semester. One of our adjunct teaches 3 courses a semester for the last 5 years. Other adjuncts teach one or two per semester depending on the courses offered. We have been down one full time professor since 2014.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

Our overall retention rate has been consistently between 85% and 90% for the past 5 years. During the past 5 years our success has rate hovered between 87.5% for 2011-2012 and 93.8% 2015-16. For the current semester it is 100%. The rates are where we expect them to be, as we have many young people who are aspiring to criminal justice careers and the faculty focus is on student success.

2. Course Success Rates by gender, age, ethnicity, and special population:

| | |
|--|--|
| <p>Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups? Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/</p> | |
| Gender | <p>There are no large differences in the success rate between genders. The male success rate is in the 85 to 90th percentile and female is about the same, with minor adjustments year to year. This is probably happening because of gender equity in our discipline as mirrored by the employment at agencies in the region.</p> |
| Age | <p>Age wise our success/retention rate is fairly consistent over the age groups mentioned. There are differences that fluctuate minimally from year to year. The 19 and under group went from a low of 87% in 2014-15 to a high of 91.6% in 2013-14. In the 20 to 24 age range the success/retention rate is a little lower overall but not significantly. 86% was the lowest percentage that took place in 2013-14. These changes take place many times because of life situations that change from time to time and as a result students have to leave school, many times to return at a later date. We've had students that got jobs, had a death in the family, been killed or injured themselves, deployed because they were in the military, and some students have been deported. Many times if we can assist these young people we do, but much of it is beyond our control.</p> |
| Ethnicity | <p>There is a dearth of black students in the Administration of Justice program at Palomar. There success/retention rate is right around 63.6% Although it did jump to 80% in 2014-15. Our retention rate among Hispanic students is always in the high 80 to low 90 percentiles. Currently it is 89.5%, in 2015-16 it was 92.3%. Our outreach and recruitment will focus on attracting more black students into the program and then determining the interventions to implement to improve their success and retention in the program.</p> |
| Special Population (examples- veteran, foster youth, etc) | <p>Our veteran population enrollments are constant over the years, which is 88.30%. Enrollment this year is 687. The retention is 88 to 89%. Foster youth In 2012 to 13=770 2013-14=699 2014-15=731 2015-16=88.50-89.90 success rates 2016-17=89.90</p> |

3. Disaggregated Course Success Rates (Select at least two other variables):

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|--|
| <p>Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.</p> |
| <p>By examining the success rate by location, the findings indicate that Camp Pendleton has a success rate of 89.4% beginning with 2012-13, 83.9% in 2013-14, 77.8% in 2014-15, 83.8% in 2015-16, and 84.0% in 2016-17.</p> <p>At the Escondido Center the success rates are lower with 67.1% in 2012-13, 84.7% in 2013-14, 80.4% in 2014-15 and 81.4% in 2015-16.</p> <p>And at the Main Campus the success rates were 79.8% in 2012-13, 76.9% in 2013-14, 79.2% in 2014-15 and 79.9% in 2015-16 and 80.6% in 2016-17. It appears that our program is at the college standard of 70%. We were especially strong in the 2015-16 and 2016-17.</p> |

In comparing success rates based upon Student Status, the findings indicate that Continuing Students have the best success rate overall from 2012-2017 and remained above 80%. The percentages were at 81.9% in 2012-13, 82.1% in 2013-14, 82.7% in 2014-15, 84.1% in 2015-16, and 84.2% in 2016-17. Returning students success rates averaged 74.5% over the same 5 year time period, and First-Time Students had a slightly lower success rate at 73.8%.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

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|---|-----|
| Standard for Discipline Course Success Rate: | 70% |
| Why? | |
| This is the institutional standard for course success and we concur. Although our program overall success rate is higher. | |

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

Our completion statistics are : AA/AS 2012-13= 29, 2013-14=25, 2014-15=23, 2015-16=39, 2016-17=59.

It appears, according to the statistics, that we are increasing the number of completions for AJ. The availability of jobs in the criminal justice system, Homeland Security and industrial security could be responsible for the increase.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

We currently only offer a Certificate of Achievement for the Police Academy and are developing Certificates for our other instructional programs.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

| SOC | Description | Counties | 2014 Occupations | 2017 Occupations | Change | % Change | Openings | Annual Openings | 10% Hourly Earnings | Med Hourly Earnings | Entry Level Education (Typical) |
|---------|--------------------------|-----------|------------------|------------------|--------|----------|----------|-----------------|---------------------|---------------------|---------------------------------|
| 13-2011 | Accountants and Auditors | Imperial | 341 | 361 | 20 | 5.8% | 57 | 19 | \$17.70 | \$26.09 | Bachelor's degree |
| 13-2011 | Accountants and Auditors | San Diego | 12,554 | 13,735 | 1,181 | 9.4% | 2,388 | 796 | \$20.88 | \$32.92 | Bachelor's degree |

1. What is the regional three-year projected occupational growth for your program(s)?

The three year projected occupational rate for the next three years is:
2015 =10, 669, 2018 11,097 This is plus of 427 jobs or a 4.0% growth. The hourly earnings range from \$28.17 to \$39.37 per hour. Most of these jobs require a high school diploma but the reality that applicants are competing against people with at least some college and in many cases people with AS and BS degrees, and in some cases MA degrees. These statistics do not include opportunities in the federal agencies which for the most part require BA's. These statistics do not include job opportunities in other parts of California or the United States.

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

We notify students of opportunities regarding job openings, We have guest speakers from local agencies, and occasionally recruiters from as far away as Northern California. We have mock oral boards in AJ 141 in order to prepare students for oral interview boards. We also have outreach programs and internships for the agencies in north county. For example, Public defender's office, Escondido Police Department, Oceanside Police Department, San Diego Sheriff's Department, San Diego Superior Court, and various private security companies.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

Police officers in California are certified by Police Officer Standards and Training, we monitor what is required in the POST training and offer some of the material they require. For instance we have courses in Criminal Law, Criminal Evidence, Ethics, Emotional Survival Skills (Enforcement Psychology), and Community Policing.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

August 22, 2017 at the Public Safety Training Center.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

We do consider the requirements of California POST which certifies people to become peace officers in California. We consider the requirements of the state university for the transfer program.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

The faculty and staff of the Administration of Justice (AJ) program take the creation, use, analysis of Student Learning Outcomes (SLOs) very seriously in the instruction of their classes and evaluation of the students. The AJ Program's main goal is to provide high level courses and instruction to prepare students to earn an Associate's Degree, certificate of completion as well as specific knowledge that prepares students to competitively compete for entry level positions in the criminal justice system and corporate security field.

The AJ faculty and staff use SLOs in a variety of ways to meet Palomar College's mission of creating an engaging teaching and learning environment while at the same time meeting the student's expectations of their outcomes of the course. The AJ program uses SLOs to review outcomes in curriculum to determine if the curriculum is meeting the requirements needed for students to attain the Associates' Degree, accumulate transferable units to a four year college or university as well as meet the qualifications for entry level criminal justice positions. SLOs provide instructors with data as feedback on the curriculum of their courses as well as how well their teaching methodology engages students and the success rate of students on the SLOs. SLO result data has led some instructors to change or alter their teaching methodology to further engage students. AJ instructors use SLOs to set learning goals for students in their classes to achieve the knowledge needed to attain their academic and career goals.

The SLO coordinator of the Public Safety Program conducts a compressive annual review of the program SLO as well as the SLOs in each course to include assessment methods, results and actions needed. The review results in discussions within the program to include both permanent and adjunct faculty in how the program can strengthen SLOs to meet student expectations, feedback to instructors as well as meet Palomar College's mission. These classes where most students don't meet the SLO, the SLO and assessment method is reviewed for possible alteration or change. The AJ program is pleased to report that in the past three years, there has not been a need to change curriculum, SLOs or assessment methods for the AJ courses or Palomar's Police Academy. The program recently completed the addition of a second SLO for each course in the program as required by Palomar's SLO Program. The AJ Program SLO's serve as an extension to achieving Palomar College's mission of creating an engaging teaching and learning environment where the student is learning for success.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

The AJ Program is pleased to report that the program SLO as well as SLOs for individual AJ courses are very effective. The SLOs are written with the expectation that 75% of the students will meet the SLO in their class. The PRP report indicates in the past three years, students in the AJ Program have far exceeded these SLO expectations by 80% to 98% of students meeting the SLO and thereby achieving specific knowledge contributing to their academic and professional goals and learning success. With an annual compressive review of all course SLOs, assessment methods, results, and action needed, the program is better

able to assess program and course effectiveness for student success in a timely manner. The recent SLO review conducted by the SLO coordinator during the fall 2017 semester as well as the review of the PRP indicates that the SLOs, teaching methodology and assessment methods are effective and do not require any changes at this time.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

As mentioned in #1, the faculty and staff of the AJ Program take the creation, use and assessment of SLOs in their courses very seriously. The permanent and adjunct faculty members come to the program from various local, state and federal law enforcement agencies, the military as well as private corporate security. As a result, faculty members bring a variety of real life work experiences and educational levels to the program. The program capitalizes on these diverse experiences and educations to place the faculty in appropriate courses where students will gain the most knowledge from their instruction. Because the program faculty is so diverse and bring different work experiences and education to the program, they also bring the knowledge of the important aspects of their courses to the students need to have knowledge of to attain their academic and professional goals. Faculty members stay updated and refreshed on new and current aspects and trends of their profession that students need to know in order to succeed. The faculty continues to update curriculum material as well SLOs and assessment methods to coincide with current changes in the profession. The faculty focuses on assisting the student to earn an Associate's Degree as well as knowledge needed to competitively compete for entry level positions in the criminal justice system. Who better to do this than a recognized professional from a criminal justice agency or corporate security company.

Faculty members use their work experience in creating SLOs and assessment methods and to analyze SLO results at the end of the semester. Program faculty members have been very creative in designing course SLOs as well as in various assessment methods. As an example, we use a variety of assessment methods to include SLOs embedded in course exams, individual and group critical thinking exercises, group projects, individual projects, debate and role-playing scenarios. The creative assessment methods designed and used by the faculty tend to facilitate student involvement and make their learning environment more relevant thereby increasing the chances of success.

Because the program has experienced faculty members with real life work experiences in the criminal justice system and the corporate security field, their depth of instruction and thus the depth of learning by the student is very appropriate to the student earning an Associate's Degree, certificate of achievement, as well as meet entry level requirements for employment in the administration of justice whether it be in one of the myriad law enforcement agencies or in corporate security. During the SLO program review conducted and review of the PRP report, the program does not see a need to change anything with the curriculum, SLOs or assessment methods. The program provides students with the opportunity to learn in an engaged learning environment, and this enhances their chances of realizing their goals.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

Currently there is no need for deactivation of any of our courses. There is a need to add certificates of achievement in all degree areas and expand the number of potential areas of employment. Corrections and Security Management are possible areas for expansion.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

The rotation of courses is critical to our students being able to complete their degree in a reasonable amount of time. We have worked with our Camp Pendleton Campus, and a rotation is in place. The plan is to increase internet and intersession courses to increase the opportunities for students to know our schedule of classes ahead of time.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

N/A

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline’s strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>

| | |
|-----------------------|--|
| Strengths: | We prepare students for careers in the criminal justice system. We work on students verbal, and legal vocabulary, writing and critical thinking skills. Our faculty have many years of service in the various agencies (Federal, state and local) and bring this wide-range of experience of the criminal justice system into the classroom. We have had many students go on to careers in the administration of justice and they return to tell us how much the program has helped them in their careers. |
| Weaknesses: | We can always do better in all of our endeavors. We could have more online courses and are going in that direction. This will help us reach more students and increase the enrollment of our program. |
| Opportunities: | There is ample interest in resuming our Field Study Programs. In the past these were extremely well received with numerous visits to San Francisco, New York and Local Criminal Justice Agencies. These trips included tours of working prisons, DA and Federal Prosecutors Offices, Crime Labs, SWAT and Bomb units, Police Agencies and Anti-Terrorism Programs. |
| Threats: | One threat is the time spent out of the classroom on clerical endeavors. This time could be better spent researching information that we could pass on to our classes. We could use a student helper that was headquartered on the main campus. |

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

| Goal | Completed | Ongoing | No longer a goal |
|--|-----------|---------|------------------|
| Move to updated (smart) room for dynamic lectures. | yes | | |
| Our transfer degree project to the state university system has been completed. We have had numerous transfers go on to State Universities. | yes | | |
| To increase sections that were taken away because of budget cuts. | | Yes | |

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

| Goal #1 | |
|---|--|
| Program or discipline goal | Certificate of achievement for all of our degrees |
| Strategies for implementation | Work with our Associate Dean, Curriculum personnel to get this accomplished. We already have the core requirements in place. |
| Timeline for implementation | By the end of the 2018 calendar year. |
| Outcome(s) expected (qualitative/quantitative) | To have certificates of achievement in place for all A.S. degrees. |
| Goal #2 | |
| Program or discipline goal | To increase the number of degrees starting with our new Security Management course and potentially Corrections. |
| Strategies for implementation | To float AJ 197 Topic Courses to see if there is a viable interest in these areas. |
| Timeline for implementation | Within 2 years depending on interest/enrollment. |
| Outcome(s) expected (qualitative/quantitative) | To add these degrees if students are responsive to these areas, as many job opportunities are expected in these fields. |
| Goal #3 | |
| Program or discipline goal | Hire new full-time faculty |
| Strategies for implementation | Submit the paperwork (again!) to be considered for a 3rd FT position. |
| Timeline for implementation | As soon as possible |
| Outcome(s) expected (qualitative/quantitative) | Again, it will be up to Administration/Faculty Senate to recommend approval. |
| Goal #4 | |
| Program or discipline goal | Obtain a student worker assistant ADA for the main campus |

| | |
|---|--|
| Strategies for implementation | Student worker for 12-15 hours on Main Campus to assist FT/PT Professors with clerical/copying/and student assistance. It is a minimal amount of funding on a year to year basis. It has been asked for on other PRP's over the years. |
| Timeline for implementation | Spring or Fall I 2018. |
| Outcome(s) expected (qualitative/quantitative) | A small fiscal item. Expect it to happen. |
| Goal #5 | |
| Program or discipline goal | To update our AJ web page |
| Strategies for implementation | The college has personnel to accomplish the updating of AJ Web Page. We haven't gotten around to it, a matter of just making the time for it to get done. |
| Timeline for implementation | Fall 2018 |
| Outcome(s) expected (qualitative/quantitative) | The updated web page will show our program in a advantageous light and possibly increase our enrollment. |

3. How do your goals align with your discipline's mission statement?

The certificate of achievement will give students who are not interested in pursuing a degree an alternative to strive for, and will provide career and technical training in the area of the administration of justice. The implementation of the Security Management degree will provide more opportunities for graduates in the corporate security industry. A new full-time faculty member will increase the depth of the programs knowledge and he/she will be able to spend more out of class time with the students. The addition of a student worker would free up more time for the faculty to do research in order to offer more up to date information to our students. The Administration of Justice is a dynamic topic which changes every day. The supreme court and the legislators are fomenting change on a daily basis and the faculty needs time to digest and decimate the information. Our goals align with our mission statement.

4. How do your goals align with the College's Strategic Plan Goals?

We believe it aligns perfectly. We as faculty members of Palomar College stress the vision, mission and values of the college. The faculty emphasizes excellence in teaching and learning. We also recognize the importance of integrity, especially since we are educating future law enforcement officers and employees of the criminal justice system. Of course access and inclusion is important for the future of the discipline of Administration of Justice, as is diversity. It is important that law enforcement reflect the demographics of the community that it serves. Our program also feels that creativity and innovation is important in providing information in a timely fashion to our students.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair

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|-------------------------|--------------|
| Department Chair | Wayne Hooper |
|-------------------------|--------------|

| | |
|-------------|---------|
| Date | 11/6/17 |
|-------------|---------|

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

| Reviewed by Dean | |
|--|-------------------|
| Reviewer(s) | Margie Fritch |
| Date | November 28, 2017 |
| 1. Strengths and successes of the discipline as evidenced by the data and analysis: | |
| The faculty bring in the real world aspects associated with a career in public safety, particularly the Administration of Justice field. Their experience and expertise provide an exemplary learning environment for their students. | |
| 2. Areas of Concern, if any: | |
| Need to have gender equity in the ranks of faculty. Male dominated so there isn't a female role model for our female students. Need to actively recruit for female adjunct faculty to teach in the program as well as actively conducting outreach and recruitment for females to enroll at students in the program. | |
| 3. Recommendations for improvement: | |
| Outreach and recruitment of females both in the faculty ranks and in the student enrollment numbers. | |

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

| Reviewed by: Instructional Planning Council PRP Sub-Committee | |
|---|--|
| Reviewer(s) | Jose Briceno, Katy Farrell |
| Date | 12/13/17 |
| 1. Strengths and successes of the discipline as evidenced by the data and analysis: | |
| Success rates are great, much higher than the college average. | |
| 2. Areas of Concern, if any: | |
| Address the gender gap. | |
| 3. Recommendations for improvement: | |
| Address the gender gap through faculty and students in recruitment efforts/marketing. Strengthen outcomes assessment and improvement. | |
| 4. Recommended Next Steps: | |
| X | Proceed as Planned on Program Review Schedule |
| | Repeat Comprehensive Review |

| Reviewed by: Vice President | |
|------------------------------------|--------------------|
| Reviewer(s) | Jack S. Kahn Ph.D. |
| Date | 1/14/18 |

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Good description of enrollment and enrollment trends
2. Success rates are very impressive- what do you attribute it to? Likely much to learn from your pedagogy
3. Looks like your demographic differences don't have wide gaps- that's good to see as well (in terms of success)- appreciate examining representation as well
4. LMI data is well presented
5. Curriculum is also discussed well- I do think AJ could be offering more and we have some classes that are really full and show demand- please work with the dean- I'd really like to see us expand offerings where appropriate
6. SWOT is a good succinct summary.
7. Great goal so- well articulated and they fit well within the rest of the information.
8. Well done summary- honest, well written and a good overview and plan.

2. Areas of Concern, if any:

- a. List actual wsch/ftef data
- b. See comments on SLO info- great start but need more specific information
- c. See comments on gender gap & other items above

3. Recommendations for improvement:

4. Recommended Next Steps:

| | |
|---|--|
| X | Proceed as Planned on Program Review Schedule |
| | Repeat Comprehensive Review |

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.