

Entry #: 83 - Career, Technical and Extended Education

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**DRAFT****OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS**

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

**ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.**

**BASIC PROGRAM INFORMATION****Division Name**

Career, Technical and Extended Education

**Department Name**

Public Safety Programs

**Microsoft\_List\_ID****Discipline Name**

Administration of Justice (AJ)

**Department Chair Name**

David Miller

**Department Chair email**

dmiller2@palomar.edu

**Please list the names and positions of everyone who helped to complete this document.**

Michelle Soria - AJ Faculty

**Website address for your discipline**<https://www.palomar.edu/aj/>**Discipline Mission statement**

Our mission is to cultivate a supportive and inclusive learning environment where students from all backgrounds are encouraged to explore, question, and engage with the principles of justice, fairness, and equity.

[\(Click here for information on how to create a mission statement.\)](#)

**Does your discipline have at least one degree or certificate associated with it?**

Yes

**Are any of your programs TOP coded as vocational (CTE/CE)?**

Yes

**List all degrees and certificates offered within this discipline.**

Currently: Administration of Justice -General (AS), Administration of Justice - (AS-T), Administration of Justice -Homeland Security (AS), Administration of Justice - Investigations (AS), Administration of Justice - Law Enforcement (AS)

Transitioning to: Administration of Justice General (Modern Policing Degree) (AS), Administration of Justice- (AS-T), Certificate: Homeland Security, Certificate: Forensic Technology

**BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES**

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

**Enter the number of permanent or full-time faculty support your discipline (program)?**

1

**For this past fall semester, what was your Full-time FTEF assigned to teach classes?**

1.8

**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**

3.27

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

7

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

n/a

**COURSE INFORMATION**

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

**COURSE SUCCESS AND RETENTION****Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Decreased

**Was this expected? Please explain.**

The overall course success rates have decreased over the last 5 years and at 69.5%, it is below the program target of 70%. Compared to the last 5 years, the success rate in Fall of 2023 is the lowest rate. It has steadily declined from 81.8% in Fall of 2019. Some of the decline can be explained in part by the evolving landscape of policing reforms which came from several national incidents in 2020 and 2021 . As societal expectations for law enforcement practices shift, some students may grapple with uncertainty regarding the future direction of the law enforcement profession, impacting their commitment to completing the program.

**Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?**

Stayed the same

**Was this expected? Please explain.**

While the retention of students in our Administration of Justice program has remained relatively stable, we have observed a significant decline in the number of students enrolling in the program. This trend is reflective of broader societal shifts and evolving perceptions surrounding careers in law enforcement, particularly in light of ongoing discussions and reforms within the field. The decreased enrollment numbers signal a need for proactive strategies to attract and engage prospective students not only in policing, but also for students interested in jobs that support policing, such as crime scene technicians, victims advocates, and other non-sworn policing resources. By reassessing recruitment tactics, offering targeted outreach initiatives, and promoting the program's relevance in addressing contemporary issues in criminal justice, the goal is to reverse this decline and ensure a robust and diverse student body committed to pursuing careers in the administration of justice program.

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

When or where (time of day, term, location)

Age

Modality (Online, Face to Face, Hyflex, etc.)

Ethnicity

Gender

Special Pop. (Veteran, foster youth, etc.)

**When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**

Retention rates: Both part-time (92%) and full-time (97%) students had a high retention rate

Instruction mode: Both on campus and distance education were at 95% retention rate.

Location: San Marcos (95%), Distance Ed (95%), and Camp Pendleton (93%) had high retention rates.

Location:

Success rate:

The success rate at Camp Pendleton in Fall of 2023 (93%) surpassed the institutional standard by over 23%! Distance education (69%) and San Marcos (64%) locations were slightly below the 70% Institutional Standard.

Retention rates: Day (97%), Evening (93%), and Distance Ed (95%) had high retention rates.

The program does not have disparities with retention in any of the categories. The success rates for day and distance education students are below the institutional standard of 70% and much lower than students in evening classes. The success rates of distance education students and San Marcos students and much lower than the Camp Pendleton students.

To close the gaps:

Efforts should focus on improving success rates for part-time students, who often juggle academic pursuits with work or family responsibilities. Flexible scheduling options, access to online resources, and alternative learning formats can help accommodate their needs.

Initiatives should be devised to enhance success rates for distance education students, including robust online support services, such as POCR Canvas, interactive virtual learning platforms, and clear communication channels with instructors.

**Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)**

Modality/Term:

Success rates: The success rate for Fall 2023 by class type showed that students were overwhelmingly more successful (85%) compared to the day (63%) and distance education modalities (69%).

However, the overall success rate for on-campus instruction (70%) compared to distant education (69%) were similar.

Students who were considered full time, had a higher success rate (73%) than part time students (64%).

The success rates of distance education students and San Marcos students are much lower than the Camp Pendleton students. Camp Pendleton is unique in that it caters to Marines on the base. To address the disparities in Distant Education and the San Marcos campus, initiatives should be devised to enhance success rates for distance education students, including robust online support services, interactive virtual learning platforms, such as the POCR Canvas courses, and clear communication channels with instructors. Some of the innovative ways Camp Pendleton campus is addressing retention and student success is by implementing a hybrid class modality where the students meet once a week for instruction/class engagement and then complete the rest of the class in an online modality. This will be implemented in the fall of 2024 and is projected to increase student success and retention. Based on this program's success, it might be reasonable to implement this type of modality in other in-person classes at San Marcos.

**Gender: What did you find and why do you think gender differences exist? How can you close the gap?**

Gender:

Male students were more successful in completion (72%) than female students (67%).

To close the gap:

Incorporate teaching strategies and course materials that resonate with diverse learning styles and perspectives, ensuring inclusivity and engagement for all students, regardless of gender. Establish mentorship programs pairing female students with faculty or student mentors who can provide guidance, support, and encouragement throughout their academic journey. Encourage female representation in leadership roles within the program and invite guest speakers from diverse backgrounds to share their experiences and insights, inspiring female students and providing relatable role models. Provide flexible scheduling options and online course offerings to accommodate the diverse needs and responsibilities of female students, such as family obligations or work commitments. Offer tutoring services, study groups, or workshops specifically tailored to address any academic challenges or gaps in understanding that female students may encounter. As the program continues to become more streamlined and the courses are aligned with the new California legislation AB89- the modern policing degree as well as creating new and more relevant course materials, such as a forensic technology course, enrollment and success rates will be projected to continue increasing.

**Age: What did you find and why do you think age differences exist? What do you need to help close the gap?**

Age:

Success rates: The 25-49 age group had an 82% success rate, 20-24 age group had a 72% success rate and 19 and under had a 64% success rate.

Retention rates: All age groups had a high retention rate

19 and under (95%)

20-24 (94%)

25-49 (98%)

To close the gap: Offer more pre-college programs, like the High School programs which are aimed at high school students to familiarize them with college-level coursework, study skills, and time management techniques, preparing them for success upon entry into the program. Establish peer mentorship programs where older students from the 20-24 age group can provide guidance, support, and academic advice to younger students, fostering a sense of community and enhancing engagement, such as a Criminal Justice Club. Provide personalized academic advising services tailored to the unique needs and goals of students aged 19 and under, assisting them in selecting appropriate courses, setting academic goals, and accessing support resources, such as workshops during office hours. Create opportunities for younger students to engage in extracurricular activities, internships, or volunteer opportunities related to the field of administration of justice, enhancing their practical skills, networking opportunities, and overall engagement with the program. Provide flexible course scheduling options, including evening or online classes, to accommodate the diverse needs and schedules of younger students, allowing them to balance academic coursework with other responsibilities or commitments. Regularly monitor the academic progress and well-being of younger students, intervening promptly with additional support or resources as needed to address any challenges or barriers to success. As the program continues to become more streamlined and the courses are aligned with the new California legislation AB89- the modern policing degree as well as creating new and more relevant course materials, such as a forensic technology course, enrollment and success rates will be projected to continue increasing.

**Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?**

Ethnicity:

Success rates: Multit-ethnic (79%) and white (76%) race/ethnicity had the highest success rates, while Hispanic race had a 66% success rate.

Retention rates:

Hispanic (96%), White (93%), Multi-ethnic (100%) had high retention rates

To help close the gap:

Ensure that the curriculum incorporates diverse perspectives, experiences, and contributions of Hispanic communities within the criminal justice system. This can help increase relevance and engagement for Hispanic students. Increase the recruitment and retention of Hispanic faculty members within the program to serve as mentors, role models, and advocates for Hispanic students. Representation matters and can positively impact student success. Establish partnerships with local Hispanic community organizations, alumni networks, and professional associations to provide mentorship, networking opportunities, and support services tailored to the needs of Hispanic students. Incorporate community engagement projects and service-learning opportunities that allow Hispanic students to apply classroom knowledge to real-world issues within their own communities, fostering a sense of empowerment and connection to their studies. As the program continues to become more streamlined and the courses are aligned with the new California legislation AB89- the modern policing degree as well as creating new and more relevant course materials, such as a forensic technology course, enrollment and success rates will be projected to continue increasing.



**Special Populations: What did you find and why do you think special population differences exist? What do you need to help close the gap?**

Special Population:

Success rate: Veterans had a very high success rate (88%) while those students who were not veterans had a 68% success rate.

Retention rates: Both non veteran (95%) and veteran (94%) had high retention rates.

To close the gap:

Offer career development workshops, internship opportunities, and networking events to non-veteran students to help them explore career options, gain practical experience, and build professional connections in the field. Establish mentorship programs where non-veteran students are paired with faculty mentors or upperclassmen who can provide guidance, support, and advice on navigating the academic program and career pathways in the field of administration of justice. As the program continues to become more streamlined and the courses are aligned with the new California legislation AB89- the modern policing degree as well as creating new and more relevant course materials, such as a forensic technology course, enrollment and success rates will be projected to continue increasing.

**Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.**

By streamlining the degree program and adding certificate programs in other programs besides policing, like forensic technology, students from diverse backgrounds, including Hispanic, minority, and female students, may find the curriculum more relevant and engaging. Courses that incorporate practical skills and real-world applications, such as forensic technology, can capture students' interest and motivation for careers that are still in the profession of administration of justice, other than policing. Certificate programs in areas like forensic technology can provide Hispanic and female students with additional pathways to enter the field of criminal justice which will directly address the gap in success rates. These programs offer specialized training in high-demand areas, equipping students with the skills and credentials needed to pursue diverse career opportunities in law enforcement, forensic science, and related fields. The availability of targeted certificate programs can attract students who may have previously felt excluded or underrepresented in the field, leading to increased retention and success rates. Streamlining the degree program and adding certificate programs can create opportunities to incorporate diverse teaching methods and instructional approaches that cater to the needs of students. Providing hands-on learning experiences, collaborative projects, and mentorship opportunities can accommodate different learning styles and promote academic success among a diverse student body. By revising and streamlining the degree program, educators can incorporate culturally relevant content and perspectives that resonate with a more diverse population of students. Including case studies, guest speakers, and research projects that highlight diverse experiences and contributions within the field of Administration of Justice can enhance the sense of belonging and academic engagement among underrepresented student groups, leading to improved retention and success rates.

**COURSE STUDENT LEARNING OUTCOMES (SLOs)**

**Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?**

Yes

**Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")**



[Copy of 0. CAJ Course SLO Report\\_ Last Result Date and Action Date for All Active Course Outcomes \(3\).xls](#)

27.5 KB

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

## PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement.

Link: [Program Completions](#)

**Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.**

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23

AA - Law enforcement- 1 0 0 0 0

AS - General 3 5 6 2 4 4

AS Homeland Security 6 4 6 9 4 4

Investigations - 7 7 8 6 9 7

Law enforcement - 17 11 7 14 15 11

AS Admin of Justice - T 32 35 42 41 38 18

Admin of Justice -T CSU 6

Admin of Justice - T UC 4

## PROGRAM LEARNING OUTCOMES

**Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?**

Yes

**Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").**



[AJ Copy of 2. Last Result Action and Follow-up Date for Each Active Course Outcome \(4\).xls](#)  
31.5 KB



## Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, and any other internal or external factors that had an impact on your program.

**What factors have contributed to the success of your program(s)? Describe how they have contributed.**

Experienced professors with industry backgrounds: Having professors who have worked in the industry brings real-world experience and practical knowledge to the classroom. These instructors can offer valuable insights, share relevant case studies, and provide firsthand perspectives on various aspects of the criminal justice system. Their expertise enhances the quality of education and better prepares students for careers in law enforcement, corrections, and other related fields.

Class schedules: Offering day, evening, and online classes caters to the diverse needs of students, including working professionals, parents, and individuals with busy schedules. This flexibility allows students to pursue their education without compromising their other commitments, making AOJ programs more accessible and inclusive.

Classes at Camp Pendleton campus: Providing classes at locations such as Camp Pendleton allows military personnel and veterans to access education conveniently. These specialized classes cater to the unique needs and schedules of military students, facilitating their transition into civilian law enforcement or related careers after service.

Dual Enrollment Programs and High School articulation: Dual enrollment programs enable high school students to earn college credits while still in high school. By participating in AOJ courses early on, students gain exposure to criminal justice concepts, explore potential career paths, and get a head start on their college education. This early engagement helps in fostering interest and building a solid foundation for future academic and professional pursuits in the field of administration of justice. These classes align high school curriculum with college-level requirements, ensuring smooth progression and reducing the need for remedial coursework. By promoting continuity and coherence in education, articulation classes facilitate the transfer of knowledge and skills, enhancing student success rates in higher education.

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

The success of Administration of Justice (AJ) programs hinges on the ability to adapt to the changing landscape of the criminal justice system and address various challenges. The evolving landscape of administration of justice nationwide presents challenges in keeping the curriculum current and relevant. Rapid advancements in technology, changes in laws and policies, and shifts in societal attitudes towards law enforcement require constant updates to course content. Failure to adapt to these changes may lead to outdated education and reduced student interest and enrollment.

Recent controversial actions within the policing profession have resulted in a decline in interest in law enforcement careers. Negative publicity surrounding incidents of police misconduct has contributed to public skepticism and hesitancy to pursue careers in law enforcement. This lack of interest directly impacts enrollment rates in AJ programs, as fewer individuals are inclined to pursue education in a field perceived negatively by some segments of society.

Confusing degree programs within the AJ program can hinder student progress and retention. Complex program structures and unclear pathways may deter students from enrolling or cause them to drop out due to frustration or uncertainty about their academic journey. Streamlining degree programs and providing clear pathways to graduation can improve student retention and facilitate smoother academic progression.

If course learning objectives and outcomes are not aligned with current industry standards, students may graduate without the necessary skills and knowledge required for success in the workforce. This misalignment can impact the reputation of the AJ program and lead to decreased enrollment as prospective students seek programs with better alignment to industry needs.

The AJ field traditionally lacks diversity, both in terms of student demographics and career opportunities. To attract a more diverse student population, the program must offer a wider range of courses that reflect the diversity of career paths within the administration of justice sector. This includes highlighting career opportunities beyond traditional law enforcement roles, such as forensic science, cybersecurity, and restorative justice.

**CAREER AND LABOR MARKET DATA**



The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

**The following websites are for CTE related data:**

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O\*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?**

Careers available for people who complete AJ programs: Criminal justice and Law Enforcement Teachers, Postsecondary/ Judges, Magistrate judges / Administrative Law Judges/ Lawyers/ Social Workers/Security workers / Detectives and criminal investigators/ protective workers (police and sheriff) / correctional officers

Any new emerging careers:  
forensic science technicians  
Intelligence analysts  
digital forensics analysts

Impact future planning:

Update their curriculum and present new courses to incorporate specialized topics to include courses that cover the skills and knowledge required for these new and emerging careers. Establishing partnerships with industry stakeholders, such as forensic laboratories, law enforcement agencies, and private sector organizations, can provide valuable insights into the skills and competencies required for these careers. Collaborating with industry partners can also create opportunities for internships, practical training, and job placement for students. Community colleges may need to invest in state-of-the-art technology and resources to support education and training in areas such as forensic science and digital forensics. This could include acquiring laboratory equipment, software tools, and simulation technologies to provide students with hands-on experience and practical skills development. Community colleges may consider offering flexible program options, such as certificate programs or specialized tracks within the Administration of Justice program, to cater to students interested in pursuing specific career paths like forensic science, intelligence analysis, or digital forensics. These specialized programs allow students to focus their studies and acquire targeted skills relevant to their chosen career field.

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**

Skills:

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Related occupations

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Related occupations

Reading Comprehension — Understanding written sentences and paragraphs in work-related documents.

Related occupations

Speaking — Talking to others to convey information effectively.

Related occupations

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Knowledge:

Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

Related occupations

Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

Related occupations

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Related occupations

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Related occupations

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Abilities:

Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.

Related occupations

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

Related occupations

Near Vision — The ability to see details at close range (within a few feet of the observer).

Related occupations

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Related occupations

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

**How does your program help students build these KSA's?**

Currently, the AJ program curriculum covers laws, legal codes, court procedures, and government regulations extensively. Students learn about the democratic political process, including the roles of different branches of government and the principles of constitutional law. This knowledge prepares them for careers in law enforcement, legal services, and government agencies. The programs currently provide an in-depth knowledge of relevant equipment, policies, and procedures for promoting effective security operations. Students learn about strategies for protecting people, data, property, and institutions at the local, state, and national levels. This knowledge is essential for roles in public safety agencies and homeland security. The current programs teach students to communicate clearly and accurately in both written and verbal forms, which is essential for interacting with colleagues, stakeholders, and the public in various administration of justice roles. The current programs also fosters students' ability to draw conclusions based on available information and identify relationships among seemingly unrelated events. This skill is valuable for problem-solving, decision-making, and strategic planning in law enforcement, intelligence analysis, and crisis management contexts. Through interactive discussions, presentations, and role-playing exercises, students learn to communicate clearly and persuasively, which is essential for effective teamwork, leadership, and public engagement in administration of justice roles.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

**What is being done at the program level to assist students with job placement and workforce preparedness?****When was your program's last advisory meeting held? What significant information was learned from that meeting?**

The last AJ advisory board meeting was held on March 4, 2024. There were many significant points from the meeting.

The meeting emphasized the value of dual enrollment programs in high schools. This approach allows high school students to enroll in college-level AJ courses, earning credits that count towards both their high school diploma and a future college degree. Dual enrollment helps students get a head start on their education, explore career interests early, and smoothly transition into higher education.

The meeting identified a growing demand for crime lab personnel in the field of AJ. As forensic science continues to advance and play a crucial role in criminal investigations, there is an increasing need for skilled professionals to work in crime labs. This includes forensic scientists, technicians, analysts, and other specialized personnel who process and analyze evidence to support criminal investigations.

The importance of internships with various industry partners was emphasized during the meeting. Internship opportunities allow AJ students to gain real-world experience, apply classroom knowledge in practical settings, and build professional networks. By partnering with law enforcement agencies, forensic laboratories, legal firms, and other relevant organizations, AJ programs can provide valuable internship opportunities that enhance students' learning and prepare them for future careers.

The meeting highlighted a significant gap in the availability of individuals trained in digital forensics and crime scene technology. As technology continues to play an increasingly prominent role in criminal activities, there is a growing demand for professionals who can investigate digital evidence and process crime scenes effectively. Addressing this gap requires targeted education and training programs that equip students with the skills and knowledge needed to succeed in these specialized areas.

**What are the San Diego County/Imperial County Job Openings?**

## PROGRAM GOALS

**Progress on Prior PRP Goals**

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

**Prior PRP Goals**

## Prior Year PRP Goal 1

### Brief Description

The previous 2022-2023 goal was Marketing and Recruitment.

### Goal Status

Ongoing

### Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Marketing and recruitment is still an ongoing goal, but it should also emphasize how the AJ program is evolving to incorporate modern policing practices, including community-oriented policing, de-escalation techniques, and data-driven approaches to law enforcement. Highlighting these updates demonstrates the program's commitment to staying current with industry trends and preparing students for contemporary challenges in law enforcement. Marketing materials should showcase the introduction of new certificate courses in forensic technology and other specialized areas within the field of AJ. These certificates offer students the opportunity to gain additional expertise in high-demand areas, such as digital forensics, crime scene technology, and forensic analysis. Promoting these certificate options attracts students seeking specialized skills and enhances the program's reputation for offering relevant and practical education.

### Describe any changes to your goals or three-year plan as a result of this annual update.

Changes to the goals in the AJ program and to the three year plan will include how the AJ program is actively aligning its curriculum with industry standards and best practices. This includes incorporating input from industry professionals, updating course content to reflect current legal and technological advancements, and integrating hands-on experiences, such as internships and field placements, with industry partners. By demonstrating a commitment to preparing students for real-world challenges, the program becomes more attractive to prospective students and employers alike. Marketing efforts should highlight the diverse career opportunities available to graduates of the AJ program, ranging from traditional law enforcement roles to specialized positions in forensics, intelligence analysis, and homeland security. By showcasing the wide array of career paths and potential advancement opportunities, the program appeals to individuals with varied interests and career aspirations within the field of administration of justice.

### Do you have any new goals you would like to add?

Yes

## Establishing New Goals and Strategies for the Next Three Years

### Goal 1

#### Brief Description

Realign the AJ programs to 2 degree programs - AJ General and AJ -T. Incorporate certificate programs in Homeland Security and create a new certificate program in Forensic Technology

#### How will you complete this goal? Include Strategies and Timeline for Implementation.

Assessment and Planning: (February to March 2024)

Conduct a thorough assessment of the existing AJ programs, including curriculum, course offerings, and student needs. Identify the specific areas where realignment is needed to streamline the programs and enhance their relevance to industry standards.

Program Realignment: March 2024 - May 2024)

Create two distinct degree programs: AJ General and AJ -T (Transfer).

The AJ General program should provide a broad foundation in administration of justice, suitable for students seeking entry-level positions or career advancement within the field.

The AJ -T program should focus on preparing students for transfer to four-year institutions for further education in specialized areas of AJ or related fields.

Revise existing courses and develop new ones as needed to align with the objectives of the modern policing degree program (AB 89).

#### Certificate Program Development (April 2024 - May 2024)

Introduce a certificate program in Homeland Security to meet the growing demand for professionals in this area.

Develop a new certificate program in Forensic Technology to address the gap in trained personnel and align with industry needs.

Define the curriculum and requirements for each certificate program, ensuring they provide practical skills and knowledge relevant to the respective fields.

#### Implementation Strategies (May - October 2024- Due October 2, 2024)

Establish a task force or committee responsible for overseeing the realignment and development process.

Collaborate with faculty, industry experts, and relevant stakeholders to ensure that the new programs and certificate courses meet industry standards and address current trends and challenges.

Allocate resources, including funding and personnel, to support the development and implementation of the revised programs and certificate courses.

#### Marketing and Recruitment: Fall2024- Spring 2025)

Highlight the enhancements and updates to the AJ programs, emphasizing the alignment with new industry standards and the introduction of certificate programs in Homeland Security and Forensic Technology.

Utilize various marketing channels, including social media, college websites, and informational sessions, to promote the revised programs and certificate courses to prospective students.

Showcase the career opportunities and pathways available to graduates of the AJ programs and certificate courses, emphasizing the relevance and value of the education provided.

#### **Outcome(s) expected (qualitative/quantitative)**

##### Qualitative Outcomes:

**Enhanced Relevance:** The realigned programs and new certificate courses will be more closely aligned with industry standards and current trends in the administration of justice field. This alignment ensures that graduates are better prepared to meet the demands of the workforce and contribute effectively to their respective fields.

**Improved Quality of Education:** By updating curriculum, introducing new courses, and incorporating industry best practices, the quality of education provided to students will improve. Students will gain practical skills, knowledge, and competencies that are relevant and applicable to their chosen career paths.

**Increased Student Engagement:** The introduction of specialized tracks and certificate programs provides students with more options to tailor their education to their interests and career goals. This can lead to increased student engagement and motivation, as students pursue coursework that aligns with their passions and aspirations.

**Stronger Partnerships:** Collaboration with industry partners and stakeholders during the realignment process fosters stronger relationships between the college and the administration of justice community. These partnerships can lead to opportunities for internships, externships, and job placements, providing students with valuable hands-on experience and networking opportunities.

##### Quantitative Outcomes:

**Higher Enrollment Rates:** The introduction of new, specialized programs and certificate courses may attract more students to the AJ department, leading to higher enrollment rates. Prospective students may be drawn to the college by the availability of programs that directly address their career interests and aspirations.



**Increased Retention Rates:** A more tailored and relevant curriculum, along with enhanced support services, can contribute to higher retention rates among AJ students. Students are more likely to persist in their studies when they feel that their educational experience meets their needs and aligns with their career goals.

**Improved Graduation Rates:** As students progress through the realigned programs and certificate courses, they are more likely to graduate on time and successfully complete their degrees or certificate programs. A streamlined curriculum and clear pathways to graduation reduce barriers to completion and promote student success.

**Higher Job Placement Rates:** Graduates of the realigned AJ programs and certificate courses are better equipped to secure employment in the administration of justice field. With updated skills and knowledge that align with industry standards, graduates are more competitive in the job market and more likely to find employment in their chosen career paths.

**How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?**

The goal of realigning the AJ programs and incorporating certificate programs aligns closely with both Goal 1 and Goal 4 of the Vision Plan 2035:

**Alignment with Goal 1:** Reimagine and redesign instruction and student services to increase student success:

**Reimagining Instruction:** By realigning the AJ programs and introducing certificate courses, the college is reimagining its instructional offerings to better meet the needs of students interested in the administration of justice field. The goal is to provide students with more relevant and engaging educational experiences that enhance their learning outcomes and prepare them for successful careers.

**Redesigning Student Services:** The introduction of specialized tracks and certificate programs requires a redesign of student services to support students throughout their academic journey. This may include academic advising, career counseling, and support services tailored to the unique needs of AJ students. By providing comprehensive support, the college aims to increase student success and retention rates within the AJ programs.

**Alignment with Goal 4:** Strengthen external partnerships and community relationships:

**Building External Partnerships:** Collaborating with industry partners and stakeholders during the realignment process strengthens external partnerships and fosters stronger relationships between the college and the administration of justice community. These partnerships are essential for informing curriculum development, providing internship opportunities, and ensuring that AJ graduates are well-prepared to meet the needs of the workforce.

**Enhancing Community Relationships:** By offering programs and certificate courses that align with industry needs and address community priorities, the college enhances its relationships with the broader community. AJ graduates who are well-trained and equipped to serve in law enforcement, homeland security, and other related fields contribute to the safety and well-being of the community, further strengthening community relationships.

**Expected Goal Completion Date**

10/1/2024

## RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

Yes

### REQUEST FOR ADDITIONAL FULL-TIME FACULTY

#### Faculty Request 1

**Title of Full-Time Faculty position you are requesting**

Associate Professor, Administration of Justice

**How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.**

The new faculty member will bring fresh perspectives and expertise from the field, contributing to the ongoing process of aligning the curriculum with industry standards. They can provide input on emerging trends, technological advancements, and best practices within the administration of justice field, ensuring that course content remains relevant and up-to-date. With their professional background and connections, the new faculty member can facilitate the integration of hands-on experiences, such as internships and field placements, into the curriculum. They can establish partnerships with industry professionals and organizations, creating opportunities for students to gain practical skills and real-world exposure in various areas of administration of justice, including law enforcement, forensics, intelligence analysis, and homeland security. The presence of a dedicated faculty member with industry experience enhances the reputation and appeal of the AJ program to both prospective students and employers. Prospective students are more likely to be drawn to a program that offers practical, relevant education aligned with industry standards, while employers are more inclined to hire graduates who possess the skills and knowledge needed to excel in the workforce.

**Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?**

A full-time faculty member provides continuity in course delivery, student support, and curriculum development. Their consistent presence allows for long-term planning and implementation of the AJ program's goals and initiatives, ensuring stability in meeting district department objectives over time. Full-time faculty members typically have a higher level of engagement and commitment to the institution and its goals compared to part-time faculty. They are more likely to invest in the success of the AJ program, actively participating in curriculum alignment, industry partnerships, and student support efforts outlined in the PRP goals and three-year plan. Full-time faculty have more opportunities to collaborate with colleagues, industry professionals, and community partners to advance the goals of the AJ program. Their ongoing presence allows for deeper involvement in departmental decision-making, leadership roles, and interdisciplinary initiatives, fostering greater synergy and innovation in meeting district department goals. Full-time faculty members can dedicate more time to student advising, mentoring, and support services, contributing to student success and retention. Their availability for office hours, academic counseling, and extracurricular activities enhances the overall student experience and aligns with the goal of preparing students for real-world challenges. With a full-time position, faculty members have the capacity to devote significant time and effort to curriculum development, including integrating input from industry professionals, updating course content, and designing hands-on experiences. This ensures that the AJ program remains aligned with industry standards and best practices, as outlined in the PRP goals and three-year plan.

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

No.

**Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.**

**Is your department affected by faculty on reassigned time? If so, please discuss.**

No.

**Are you requesting AA, CAST for Classified Staff?**

No

## PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

**Do you have any ongoing needs or needs to augment your regular budget?**

No

## PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

## PART 3: TECHNOLOGY NEEDS

**Will you be requesting any technology (hardware/software) this upcoming year?**

No

## PART 4: FACILITIES REQUESTS

**Do you have resource needs that require physical space or modification to physical space?**

Yes

### Facilities Requests

#### Facility Request 1

##### What are you requesting?

I am requesting at least two (preferably 3) classrooms that are dedicated to the Administration of Justice program with faculty office located close to the classroom.

**Provide a detailed description of the request. Include in your response:**

**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

Specialized Instruction: With the addition of a forensic technology course, the AJ program requires dedicated space for hands-on learning activities such as fingerprinting, shoe casting, crime scene investigation, and evidence collection. These activities necessitate specialized equipment and facilities, including lab space and storage for materials.

Enhanced Student Experience: Providing dedicated classrooms allows for a more immersive and effective learning experience for AJ students. Having designated spaces for lectures, discussions, and practical exercises creates a conducive environment for focused learning and skill development.

Increased Enrollment Capacity: By securing two dedicated classrooms, the AJ program can accommodate a larger number of students, thereby facilitating program growth and meeting increasing demand. This supports the program's goal of attracting prospective students by offering high-quality instruction and practical training opportunities.

Flexibility and Accessibility: Having access to two classrooms provides flexibility in scheduling classes and activities, allowing for better coordination of lecture sessions, lab sessions, and group work. Additionally, having dedicated space ensures that the AJ program has consistent access to facilities, minimizing scheduling conflicts with other departments or programs.

Alignment with Program Goals: The request for dedicated classrooms aligns with the program's objectives of actively aligning its curriculum with industry standards and best practices, as outlined in the PRP goals and three-year plan. It demonstrates a commitment to providing students with the resources and facilities necessary to prepare them for real-world challenges in the field of administration of justice, including forensic technology.

**b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)**

No one should be impacted by dedicating two classrooms and faculty offices for AJ.

**c. What are the expected outcomes or impacts of implementation?**

Overall, securing two dedicated classrooms for the AJ program supports its expansion and enhancement efforts, particularly in offering a forensic technology course and providing students with comprehensive, hands-on learning experiences.

**d. Timeline of implementation**

Fall 2024-Spring 2025

**What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).**

The anticipated cost for this request is minimal to zero. Equipment for storage in the classroom can be found in the building maintenance warehouse.

**Do you already have a budget for this request?**

Yes

**What PRP plan goal/objective does this request align with?**

New Goal #1

**What Educational Vision Plan 2035 Goal/Objective does this request align with?**

1:1

1:4

**If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)**

1



**What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?**

None.

**Will you accept partial funding?**

Yes

## PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

**Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?**

No

**I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

No

**Enter your email address to receive a copy of the PRP to keep for your records.**

msoria@palomar.edu

## Feedback and Review

### Department Chair

**I confirm that the PRP is complete.**

Yes

**Department Chair Name**

David Miller

**Date**

4/5/2024