

Administration of Justice – Comprehensive Program Review (2024-2025)

Instruction

Section 1: Program Information

[Catalog Description](#)

“The Administration of Justice program examines the structure, function, laws, procedures, and decision-making processes of agencies that deal with crime management. Administration of justice courses provide the theoretical background and practical experience necessary for employment and promotion in the criminal justice system and related fields, such as community responders and volunteers. The associate degree for transfer in administration of justice prepares students for upper division studies at four-year institutions. Students may also earn an associate in science degree and/or certificate of achievement in criminal justice or correctional science. Some courses in administration of justice satisfy general education requirements for an associate degree.”

Faculty/Staff – List all faculty members (full or part time) who have taught in the program in the last year. Include the division administrative assistant. Indicate with an asterisk next to the name, those who are participating in the program review process this year.

Full-time Faculty: *Jim Woolum and *Henry Provencher

Part-time faculty: Peter Gold, Brian Elias, Mario Ortiz, Kervin Wong, Monique Gregoire-Williams, Art Villa, Marie Rivera, Luis Lopez

Section 2: Mission

Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

How does this program support the mission of the college?

DEGREES:

- **ADT in Administration of Justice**
- **AS Degree in Criminal Justice**
- **AS Degree in Correctional Science**

CERTIFICATES

- **Cert. of Achievement in Criminal Justice**
- **Cert. of Achievement in Correctional Science.**

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Critical Thinking Skills: Introduction to Administration of Justice, Introduction to Corrections, and Introduction to Probation and Parole develop critical thinking skills through assignments that make connections between course material and real-world examples. Concepts of Criminal Law and Legal Aspects of Corrections course material requires students to analyze and identify issues in judicial procedures.

Performance/Enhanced Communication Skills- Many of the courses emphasize communication skills as part of career development, classroom discussion, and presentations. Written assignments and/or projects reinforce communication skills.

Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?

Criminal Justice and Corrections courses prepare students for entry in the career field well above the livable wage. Degree and certificates prepare students for employment and transfer. While some students may not enter the career field, the program helps develop skills for other careers and helps make the students a more knowledgeable member of the community. Employers in criminal justice seek applicants with culturally diverse backgrounds. Administration of Justice career field now accepts applicants “right-to-work status” versus a citizenship requirement which opens the field to a more diverse applicant employment pool. California law enforcement has set a goal that 30% of the peace officers will be female by 2030.

Section 3: Course Curriculum

Curriculum Table

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

All courses of record have been reviewed in the past six years and no changes are necessary for pre-requisites. Patrol Procedures and Narcotics and Vice course have been deactivated due to low enrollment and elective status for degrees and certificates. Introduction of Administration of Justice (AJ 101), Concepts of Criminal Law (AJ 102), and Community and the Justice System (AJ 112) are approved as General Education courses. Degree and Certificates are aligned with industry standards for employment and training. The alignment is reviewed annually by the Criminal Justice Advisory Committee which includes representations from law enforcement, courts, corrections, and transfer partners. Courses are offered in-person, asynchronous online modalities. In-person classes are offered in traditional 16-week format. Online courses are offered in 16-week, 12-week, and 8-week formats depending upon the specific course. Further, there is a limited number of late afternoon/evening courses based upon enrollment patterns. Educational pathways have been developed to prevent limitations on timely

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progress toward educational goals. Students may complete their degree and certification in two years or less depending upon their academic schedule.

Section 4: Student Success Data

Power BI Dashboard

Review and write about the data on student success, retention, degrees, certificates, and transfer.

The Administration of Justice Program ranks as the number five program campus-wide with degree awarded and fourth for number of certificates awarded. The program is well-balanced with gender. The majority of students are Hispanic which is consistent with the campus service population. Retention and success rates are within 1% of campus-wide data (1% higher in retention and 1% lower in success). There does not appear to contain any equity gaps in performance or perceived program barriers. Students are encouraged to use campus resources available to them through Counseling, Learning Center, and DSP & workshops to improved success.

Section 5: Program-Level Student Learning Outcome Assessment

Program Learning Outcomes

Degree/Certificate/Skill Award Learning Outcomes

Review all program, degree, certificate, and skill award SLOs. Write about their current status, as well as any modifications that have been made or need to be made. (If you need to update the degree/certificate/skill award learning outcomes, this is done through the curriculum review process. Program learning outcomes should be updated here.)

Provide a summary of how well course-level SLOs align with the broader program-level SLOs and if any changes are needed.

Program SLOs are appropriate and reviewed frequently. SLOs are discussed with faculty on an ongoing basis and are appropriate for our academic and employment goals.

Section 6: Assessment and Planning

Past Recommendations and Goals

Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.

Students are being prepared for transfer and career employment in and outside the career field. Students have progressed from entry level through

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management/executive positions. Students are sought out for career employment due to thorough preparation. General education courses prepare students to be better informed community members while seeking careers in other disciplines.

Workforce Preparation - At the 2023 Advisory Committee Meeting, employers identified a significant shortage of dispatchers and a difficulty retaining current employees. During this academic year, we will review options to assist employers in recruiting and preparing applicants for this support area.

Instructors identify and emphasize the career positions as dispatchers and other support services to students. Students are provided hand-outs for specific job openings as they became available from employers. Display boards are updated to include dispatcher positions.

Career Recruitment - With a higher number of students returning to classes, options to assist various public safety agencies will expand to identify qualified applicants for workforce or career openings. We will work to balance employer needs with academic requirements.

Classroom time has been available as appropriate for agency recruiters for presentations to students. Faculty assist agency recruiters for space to display materials for students with school administration.

Curriculum Review - We will review and evaluate course discipline curriculum to see if there are new areas of concentration that are needed and/or courses that are no longer appropriate for the program.

Curriculum has been reviewed for appropriateness. Two classes have been deactivated and work has begun on a new degree in Modern Policing developed by the State Legislature, Commission of Peace Officers Standards and Training, and the California Community Chancellor's Office.

Overall Weaknesses: In what ways does your program need to improve?

Student enrollment has decreased due to the pandemic era as it has across the campus. An increase in in-person classes is welcomed.

How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?

Students are encouraged to take classes across campus. Each class is designed to be a welcomed environment. The career field promotes inclusion of diverse cultures. Textbooks particularly in the introduction classes discuss the culture and differences,

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and commonality between ethnic groups. Open discussion is encouraged in the classroom.

Recommendations and Goals: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)

Develop the Modern Policing Degree initiated by Assembly Bill 89 which becomes a requirement for law enforcement in 2031. Increase contact with workforce partners. Review outreach strategies to increase student enrollment.

Budget Planning: Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.

The program budget and staffing is adequate at this time.