

Los Angeles Southwest College

Program Review

2010

Program: Administration of Justice

Initiator: Alfred Reed, Jr.

Reviewer 1: Glenn Yoshida

Reviewer 2: Angela Jenks

Date first draft of review was completed by initiator: 11/8/10

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

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Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

Administration of Justice's mission is to partner with the students and community. That will provide quality learning to enrich the lives of our diverse populations.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	435	638	603
Evening	227	286	360
Total	662	924	963

Average Class Size

	2007-2008	2008-2009	2009-2010
Day	25.6	31.9	37.7
Evening	28.4	28.6	36
Total	26.5	30.8	37

1.0 Describe the trends in **enrollment and average class size**.

Enrollment overall has increased from 2009-2010. Enrollment fluctuations between these two periods are related to the availability of elective classes; when more were offered enrollment grew and when there were less it declined. Also some students withdrew because they were not prepared to complete all class requirements. Average class size for Administration of Justice overall is higher in three years. Evening class size is overall slightly lower than day classes. The two major influences on growing class size are: 1) closing low enrollment classes and 2) changes in the job market. Our students perceive that there is and will be a growing demand for jobs in law enforcement.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

FTES is slightly increased from 2008-2010 for day and evening classes. This reflected a stable population that is committed to completing their requirements for graduating, transferring, and/or credentialing. It also reflects our commitment to assist students in meeting their goals by offering core courses on a regular basis on a two year cycle.

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Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Increase enrollment by adding a series of elective classes that will lead to students achieving a certificate or credential in one year or less. This may help capture those students who enrolled but were not committed to a program lasting more than a year. It would also appeal to those who need a new job. Success would depend on community need. Available enrollment, industry cooperation and target advertisement. Administration of Justice program objective for module one linked to LAASC strategic planning goals number 1 and number 5.
Planned Activities	Improve enrollment by recruiting students from the following: local high schools, local law enforcement agencies, military bases, security agencies, website, newspaper, magazines, public service announcements
Individual Responsible	Professor Alfred Reed Jr. Full-time faculty with the Administration of Justice program
Start Date	Spring 2011
Method of Evaluation	Evaluate the class enrollment for classes Spring 2011 to measure class enrollment.

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	0.3%	0.2%	0.7%
Black/African American	71.3%	67.3%	71.2%
Hispanic	20.8%	20.0%	19.0%
Native American	0.3%	0.1%	0.3%
Pacific Islander	0.2%	0.4%	0.6%
Caucasian/White	0.8%	1.0%	0.7%
Other	0.8%	1.7%	0.8%
Unknown/Decline To State	5.6%	9.2%	6.5%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

Blacks/African American and Hispanic students make up the majority of the students enrolled in Administration of Justice classes. The Hispanic population within greater South Central Los Angeles community has increased which is reflected in the Hispanic population at Los Angeles Southwest College, which serves the greater South Central Los Angeles area.

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	25.4%	23.4%	28.9%
20-24	30.5%	32.6%	26.9%
25-29	15.9%	17.7%	15.0%
30-34	10.9%	10.0%	8.1%
35-39	6.2%	5.4%	5.8%
40-49	8.8%	7.7%	10.5%
50+	2.4%	3.2%	4.9%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	74.3%	73.9%	70.5%
Male	25.7%	26.1%	29.5%

2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

Administration of Justice students are diverse in age, but the large population is in the 20-24 age group 2007-2009 and in 2009-2010 the age group of 19 years of age and under. The age group of 19 and under represented and reflects students who are just starting College after high school. The age groups of 30-34 and 35-39 have decreased over a three-year period. The age groups 40-49 slightly increased for 2009-2010. These are the most heavily involved in their families rising children and/or acquiring new or changing jobs/careers. These students are more mature than the day students. The majority of Administration of Justice students are female over all three years, however male student numbers have increased slightly during these three years.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	82.8%	81.5%	86.2%
% Evening	83.3%	94.4%	91.1%
% Total	82.9%	85.5%	88.1%

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

Retention rates are slightly higher in the evening classes than day classes over all three years. Day students recently graduated from high school not prepared for college. New students from high school are not prepared to study and complete assignments. In addition, day students fail to use facilities available to them.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	57.0%	53.1%	63.0%
% Evening	60.8%	65.7%	69.7%
% Total	58.3%	57.0%	65.5%

2.3 Given the data, describe the trend in **successful course completion** rates.

Success rates are slightly higher in the evening classes than day classes over all three years.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

Administration of Justice students have access to computer labs, tutoring, students learning and library resources which are fully available to day students, but limited access for evening students.

2.3.2 What are the implications of this trend in successful course completion for your program?

A limited numbers of certificates in Administration of Justice are issued because of low interest at the present. New students are being informed about the skill certificates in the Administration of Justice program in order to increase certificate completion.

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	14	13	8
Certificates	3	6	5
Skills Certificates	16	25	17

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

Degree rate over all three years is slightly decreased. A certificate rate over the three years is remaining about the same rates. A skills certificates rate over all three years is slightly increased.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

There is another group of students, however, who are not interested in either graduating or transferring to a university. This group desires entry into an expanding job market of security, safety, and /or forensics in the least amount of time and commitment.

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

Currently, we are developing certificate programs in corrections and forensics. Once developed it will offer these students an alternative option they desire and will help us expand enrollment and increase our retention and success rate. The Administration of Justice program is currently developing a certificate in security officer training. The certificate will entail 65 hours of training as a non-credit program. Once the students complete the required hours of training they can take the California State Security Officer Examination to receive their license for employment. The Administration of Justice program's objective for module two is linked to students success and strategic planning goals 2 and 6.

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Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Administration of Justice club and advisory committee will develop cohesive partnership with local security corporations and various law enforcement agencies.
Planned Activities	Communication with local security corporations and law enforcement agencies. Conduct an advisory committee meeting.
Individual Responsible	Professor Alfred Reed Jr. Full-time faculty instructor , Charles Barlow part-time adjunct
Start Date	2-6-2011
Method of Evaluation	Evaluate the rate of students completing the security officer program. Also measure the rate of students employed by the program

Module Three: Program Resources

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

We have a designated Administration of Justice classroom with locked storage cabinets that secure fingerprinting equipment, instructional materials and other supplies. Supplies needed: DVD, templates, lap computers, ceiling mounted LCD projector screen, fingerprint equipment, crime scene and criminal investigating supplies, and forensic supplies. Our institution has designated Administration of Justice staff a new facility with updated classrooms, locked storage cabinets that secure fingerprinting equipment, instructional materials. Supplies for the program DVD's, templates, laptop computers, patrol car, forensic lab, crime scene and criminal investigating supplies and walkie-talkie. The Administration of Justice program objective for module three (program resources) is lined to LASC strategic planning goal number 5.

WSCH per FTEF

	2007	2008	2009
Total	401	462	622

- 3.1 Given the data, describe the trend in [WSCH per FTEF](#).

WSCH per FTEF rates over all three years have increased.

- 3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

An additional full-time Administration of Justice instructor will be needed if the AJ program is to be expanded to offer more courses. This would enhance the AJ program and encourage students to seek certificates in corrections or forensics

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3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
Alfred Reed, Jr. Administration of Justice <i>Professor</i>	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	Reed attended the following Conferences: California Academic Senate Summit 2008, Los Angeles District Academic Senate Summit 2008, International Law Enforcement Educators and Training Association Conference, Campus Safety Conference, Long Beach Police Expo, First Aid & CPR training
Al Campbell Administration of Justice <i>Instructor</i>	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Campbell attended the following Conferences: California Community Relations Conference; United Police Officers Conference; Legal Aspect Evidences Conference; Narcotics & Drugs Conference; First Aid & CPR training
M. Lewis Administration of Justice <i>Instructor</i>	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Lewis attended the Police officers Association Conference and First Aid & CPR training
D. Duru	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Duru attended the Correction & Jail Association Conference and First Aid & CPR training
J.W. Hearn	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Hearn attended the Firearms & Security Officers Conference, First Aid & CPR training
M.N. Malone	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Malone attended the Correction and Jails Association Conference and First Aid & PCR training
C.E. Barlow	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Barlow attended the Probation & Parole Association Conference and First Aid CPR training

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Cheryl Shaffer	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	California State correctional academy, Military police conference, Correctional association conference, the Administration of Justice association conference
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Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Obtain supplies needed for AJ program: DVD, templates, laptop computers, ceiling mounted LCD projector screen, fingerprint equipment, crime scene and criminal investigating supplies, and forensic supplies.
Planned Activities	The supplies will be purchase once the Administration of Justice program received funds. Some grants are being written to provide new and updated equipment and supplies for the AJ program
Individual Responsible	Professor Alfred Reed Jr. Full-time faculty staff
Start Date	In the Administration of Justice program
Method of Evaluation	Once the AJ program receives enough funds, supplies and equipment will be purchased

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
AJ1 AJ2 AJ3	11/02/2009 11/02/2009 11/02/2009	11/02/2014	11/02/2009
AJ4 AJ5 AJ6	11/02/2009 11/02/2009 11/02/2009	11/02/2014	11/02/2009
AJ8 AJ14 AJ62	11/02/2009 11/02/2009 11/02/2009	11/02/2014	11/02/2009
AJ73 AJ75	11/02/2009 11/02/2009	11/02/2014	11/02/2009
AJ185 AJ285	11/02/2009 11/02/2009	11/02/2014	11/02/2009

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
AJ83	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other ():	The College budget was cut, this caused some AJ classes to be cancelled
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed	

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	<input type="checkbox"/> Other (Please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
Security Officer	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input checked="" type="checkbox"/> Other (please detail): received a grant
Criminalities 1 Forensics 1 Forensics 2 Forensics Autopsy Forensics Psychology Correctional institutions 1 Legal aspects of corrections Correctional report writing	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input checked="" type="checkbox"/> Other (please detail): New program for the job market

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

<p>Presently there are security officers that are looking for trained individuals to work for their agency/company. The Los Angeles Sheriff’s Department and the Los Angeles Police Department are recruiting students from the Administration Of Justice program from Los Angeles Southwest College.</p>

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4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

The advisory committee meets every quarter on every Saturday of the month. December 4th will be our first meeting for the school year of 2010-2011.

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

The AJ program will develop an employment survey form. This form will help us analyze the effectiveness of helping students find employment within the AJ field.

Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Offer an alternative option to students that will help the AJ discipline expand enrollment and increase retention and success rates. The Administration of Justice program objective for this module is linked to LASC strategic planning goals 1, 2, 4, 5, and 6.
Planned Activities	The students will be better prepared to enter into an expanding job market for security officer/security guard, corrections and/or forensics in the least amount of time and commitment. In addition to our fingerprinting and AJ certificate program we are developing a certificate program in security officer/security guard, corrections and forensics.
Individual Responsible	Professor Alfred Reed Jr.
Start Date	Spring 2011
Method of Evaluation	Measure the students' employment status at the beginning of the class then six months after they have completed the program.

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 **student learning outcomes** for each of the **degree programs** you offer and provide an **assessment strategy** for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).

<u>LASC Institutional SLOs</u>	
1.	Communication (Oral and Written Skills) <ul style="list-style-type: none"> ○ use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2.	Cognition (Reading Comprehension, Computational Skills, and Critical Thinking) <ul style="list-style-type: none"> ○ use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3.	Information Competency (Information Competency and Technological Literacy) <ul style="list-style-type: none"> ○ utilize research skills necessary to achieve educational, professional, and personal objectives.
4.	Social Responsibility (Responsible Citizenship and Valuing Diversity) <ul style="list-style-type: none"> ○ demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5.	Personal and Professional Development (Employability and Confidence Building) <ul style="list-style-type: none"> ○ demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to. Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs. Click [here](#) to see a sample entry for this form.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Program Title: AA in Admin of Justice; A.A.; Liberal Arts in Administration of Justice				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. Analyze the interrelationships between the courts, law enforcement, and corrections.	AJ1 AJ2	T/F, Fill-in-the-blank, short answers and essay exam (embedded assessment). <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		1 x 2 x 3 x 4 <input type="checkbox"/> 5 (for all 4 program SLOs)
2. Demonstrate	AJ2	T/F, Fill-in-the-blank,		<input type="checkbox"/> 1

the sequence of events necessary in determining admissibility or suppression of evidence.	AJ4 AJ5	short answers and essay exam (embedded assessment). <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
3. Analyze basic legal definitions of criminal justice law.	AJ6 AJ14 AJ248	T/F, Fill-in-the-blank, short answers and essay exam (embedded assessment). <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
4. Compare and contrast information obtained to maintain a balanced perception of law enforcement.	AJ67 AJ185 or	T/F, Fill-in-the-blank, short answers and essay exam (embedded assessment). <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
		<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs		Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
Course name: AJ1 Introduction To	SLO 1: Describe the history, development, and trends of the fragment of criminal justice system.	1 x 4 <input type="checkbox"/> 2x 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

Administration Justice			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Identify the crime problems, philosophy and history of enforcing laws, theories of crime and delinquency. Describe and analyze current crime	<input type="checkbox"/> 1 <input type="checkbox"/> 4 x 2 <input type="checkbox"/> 5 x 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: AJ2 Concepts of Criminal law	SLO 1: Describe historical philosophical origins of crimes most frequently committed and identify their associated penalties.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 x 2 <input type="checkbox"/> 5 x 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2 Discuss contemporary trends within the criminal justice system as they relate to the commission of various types of crimes	<input type="checkbox"/> 1 <input type="checkbox"/> 4 x 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 3: Describe and analyze a current crime event, and apply evidentiary elements of Corpus Delicti	<input type="checkbox"/> 1 <input type="checkbox"/> 4 x 2 <input type="checkbox"/> 5 x 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: AJ3 Legal Aspects of Evidence	SLO 1: Analyze and compare the most frequently used investigative techniques, tactics and processes.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 x 2 <input type="checkbox"/> 5 x 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Evaluate, select and explain which investigative procedure would be the most appropriate to employ for a particular crime and/or scene, as described.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 x 2 <input type="checkbox"/> 5 x 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Write investigative report using the data you are provided from a criminal occurrence	<input type="checkbox"/> 1 <input type="checkbox"/> 4 x 2 <input type="checkbox"/> 5 x 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: AJ4 Principles and Procedures of the Justice System	SLO 1: Compare and contrast the philosophical theory of criminal law with the primary sources of procedural law.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 2 <input type="checkbox"/> 5 x 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Describe, analyze, and evaluate the basic principles of criminal law and procedures	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

	SLO 3: Analyze and evaluate how principles of constitutional, federal, state and civil laws influence law enforcement	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: AJ5 Criminal Investigation	SLO 1: Apply basic principles skills for criminal investigators.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Determine how to lawfully search for people and things useful to reconstructing the circumstances of an illegal act.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Identify probing from and know and unknown backward in time. Its goal is to determine truth.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name AJ6 Patrol Procedures	SLO1 Describe the Police Department Organization and Administrative Procedures	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO2 Identify the principles for police officers Patrol Operational Procedures.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO3 Describe how to resolve various tactics problems.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: AJ67 Community Relations 1	SLO1 Compare and contrast the interrelationships and role expectations among the various Administration of Justice of Justice practitioners, agencies, and the public.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO2 Analyze, evaluate and describe how the interrelationships between the community and the criminal justice system might result in friction. Suggest strategies that would improve relations.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO3 Demonstrate knowledge of vocabulary, concepts and par diagrams used in criminal justice administration	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: AJ14 Report			

<p>Writing for Peace Officers</p> <p>Course name: AJ185 Directed Study-Administration of Justice</p>	<p>SLO1 Distinguish between the utilities of various report styles and formats seem best fitted to express the described content and context of police officer report</p> <hr/> <p>SLO2 Distinguish functional differences between infraction, misdemeanor and a felony police reports.</p> <hr/> <p>SLO3 Differentiate and distinguish essential and nonessential elements in police reports by content and context of report.</p>	<p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p> <hr/> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>
<p>Course name: AJ248 Law Enforcement Explorer Academy</p>	<p>SLO1 Demonstrate knowledge and application of entry level qualifications for various careers in law enforcement through written exercises</p> <hr/> <p>SLO2 Analyze specify relationship to policing issues and the new technology</p> <hr/> <p>SLO1 Define the structure and functions of the police, courts and corrections.</p> <hr/> <p>SLO2 Identify and explain the principles and components of basic government and the criminal justice system.</p> <hr/> <p>SLO3 Identify the historical development of U.S. government and criminal justice system.</p> <hr/> <p>SLO4 Identify the various testing methods for the various career opportunities in law enforcement</p> <hr/> <p>SLO5 Communicate effectively in both oral and written forms applicable to the criminal justice field, and use the vocabulary, sentence structure and mechanics needed for criminal justice communications</p> <hr/> <p>SLO6 Perform basic skills found in law</p>	<p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p> <hr/> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4</p>	<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p> <hr/> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p> <hr/> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4</p>

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	enforcement academies and training sessions	<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
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- 5.2 Identify 2-5 Student learning Outcomes for any **certificate programs** within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Fingerprinting	AJ1 AJ3 AJ62			
SLO 1: Describe the history development and trends of the fragment of criminal justice system.	AJ1	<input checked="" type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2: Identify the crime problems, philosophy and history of enforcing laws, theories of crime and delinquency. Describe and analyze current crime		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 1: Analyze and compare the most frequently used investigative	AJ3	<input checked="" type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

techniques, tactics and processes				
SLO 2: Evaluate, select and explain which investigative procedure would be the most appropriate to employ for a particular crime and/or scene, as described.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>SLO 3 Write investigative report using the data you are provided from a criminal occurrence</p> <p>SLO1 Compare and contrast the differences in various fingerprint characteristics.</p> <p>SLO2 Analyze and describe different fingerprint patterns and how they affect fingerprint classification.</p> <p>SLO3 Proficiently acquire several clear and accurate sets of fingerprints; compare and classify them according to their patterns.</p>	AJ62	<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

AA degree in liberal Arts; Administration of Justice	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
SLO 1:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.3 How are course and/or program student learning outcomes communicated to students?

Course syllabi are distributed to students at the beginning of each semester; these SLOs are highlighted by the instructor on the first day of class. SLOs will be listed in the 2010-2012 course catalog. In addition, instructors strive to use class lectures, activities, and assignments that emphasize the connections between individual course topics and the overall course and program SLOs.

5.3.1 How do you measure whether students understand what the outcomes mean?

Students' understanding of SLOs is assessed through T/F, fill-in-the blank, short answer and essay exam. Student attainment will be developed so that students' knowledge of theoretical constructs and their ability to apply them to policy development can be measured.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

Students receive rubrics that are used to assess their written work on a variety of research papers and give oral presentations on topics that relate to their specialization, as well as their general knowledge of the Criminal Justice system and Criminological theory. In order to complete these assignments students must formulate clear and concise research questions, be able to locate appropriate background information using a variety of criminal justice related databases; and discuss their ideal findings in a professional tone and style that is consistent with the citation and writing standards in our field (Administration of Justice).

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

The results of SLO assessment are recorded in the course outline of record. SLOs were assessed in the Spring of 2010. The results of these assessments will be used to develop recommendations that can improve student learning. After these recommendations are implemented, their success will be measured with future SLO assessments.

Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Use results of the SLOs assessment to develop recommendations for all Administration of Justice course that can improve student learning
Planned Activities	Analyze the results of spring 2010 SLOs assessments (In AJ1, AJ2, AJ3, AJ4, AJ5); Develop and implement course revisions to improve student learning Assess at least one SLO in AJ8, AJ14, AJ62, AJ67 AJ185, and AJ285 in Fall 2010; Analyze the results and develop and implement course revisions to improve student learning. Develop improve methods as assessing student understanding of SLO including surveys, class discussions, fieldtrips and reflective writing assignments.
Individual Responsible	Alfred Reed Jr
Start Date	Fall 2010
Method of Evaluation	After these activities are completed and course recommendations are develop and implemented, future SLO assessments should show improved student learning.

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

283 Students

6.0.2 How many students participated in focus groups?

AJ1: 33 students participated; AJ2: 67 students participated; AJ3: 43 students participated; AJ4: 34 students participated

6.0.3 How many students participated in interviews?

115 students participated in the interviews

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

Students became members of the Administration of Justice club, which allows them to give suggestions on how to enhance the Administration of Justice program. The students will take part in educational fieldtrips and arranging guest speakers to come to the class to speak on areas related to students' interests. They also are working on organizing a library and a career day for the Administration of Justice program.

6.1 Describe the results of the data accumulated in the above methods.

A high number of students are participating in the chemical dependency program and the short term fingerprinting program. 80% of the students taking Administration of Justice classes are obtaining these classes to receive their AA in Administration of Justice as well their certificate of completion for fingerprinting and Administration of Justice.

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Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Use results of the Student Survey and student interviews to develop recommendations for Administration of Justice courses that can improve student learning and experiences.
Planned Activities	Students are interacting with local law enforcement agencies by participating in an internship program. This will enable the students to be exposed with law enforcements daily activities and experiencing new equipment. There will be a non-credit security course by spring of 2011.
Individual Responsible	Alfred Reed Jr.
Start Date	Spring 2011
Method of Evaluation	After recommended courses have been completed students are required to participate and complete an internship program. The Student Survey questionnaire should improve learning and hands-on experiences.

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

There is an Administration of Justice club established that enables students to participate in fieldtrips, law enforcement ride-alongs, law enforcement conferences and assigned guest speakers to attend various Administration of Justice classes. The students are able to interact with local law enforcement agencies while on their internship program. The students have access to the Behavioral and Social Science lab for internet access and tutoring in courses they require additional assistance. Administration of Justice is a popular program and is meeting the needs of the students with the fifteen sections per semester presently being offered.

Program Weaknesses

Students are not able to purchase textbooks. The students need equipment on the campus to strengthen their ability and knowledge of the hands on concepts that they will use once employed with an agency. We lack an additional full-time instructor to expand the Administration of Justice program.

Program Opportunities

The students are able to obtain an AA degree in Administration of Justice, certificate in fingerprinting, certificate in Administration of Justice and a certificate in Chemical dependency. By obtaining any of the above students will be able to secure employment with a various government agencies.

Program Challenges

To write grants that will enable the program to be financially successful.

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
Purchase needed equipment and supplies for the Administration of Justice program	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	No funds are available
Expand the Administration of Justice program	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	Non-credit security program will be implemented spring 2011
Hire additional adjunct Administration of Justice instructor or a full-time Administration of Justice instructor	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	No funds available

Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
4	Obtain supplies needed for the AJ program	Finger printing equipment, crime scene equipment, forensic equipment, DVDs, lap computer, LCD ceiling mounted projector and screen, police templates	Alfred Reed Jr.	Oct. 2010	Fall 2011
2	Increase enrollment by adding a series of elective classes that will lead to students achieving a certificate or credential in one year or less.	Course outlines for Corrections, Forensics, and Security Officer Certificates needed to be written	Alfred Reed Jr.	Oct. 2010	Fall 2011
3	Hire additional adjunct Administration of Justice instructor or a full-time Administration of Justice instructor	Once additional Administration of Justice classes are offered, more instructors need to be hired	Alfred Reed Jr.	Oct. 2010	Fall 2011
1	Administration of Justice club and advisory committee will develop cohesive partnership with local security corporations and various law enforcement agencies	Communication with local security corporations and law enforcement agencies. Conduct an advisory committee meeting.	Alfred Reed, Jr.	September 2011	January 2012

5	Use results of the SLOs assessment to develop recommendations for all Administration of Justice courses that can improve student learning.	<p>Analyze the results of spring 2010 SLOs assessments (In AJ1, AJ2, AJ3, AJ4, AJ5); Develop and implement course revisions to improve student learning</p> <p>Assess at least one SLO in AJ8, AJ14, AJ62, AJ67 AJ185, and AJ285 in Fall 2010; Analyze the results and develop and implement course revisions to improve student learning. Develop improve methods as assessing student understanding of SLO including surveys, class discussions, fieldtrips and reflective writing assignments.</p>	Al Reed, Jr.	Spring 2011	Fall 2011
6	Use results of the Student Survey and Students interviews to develop recommendations for Administration of Justice course that can improve student learning and experiences	<p>Students are interacting with local law enforcement agencies, by participating in an internship program. The will enable the students to be exposed with law enforcements daily activities and experiencing new equipment. There will be a non-credit security course by spring of 2011.</p>	Al Reed, Jr.	Spring 2011	Fall 2011

Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
1	Additional adjunct Administration of Justice instructor or a full-time Administration of Justice instructor	1 adjunct; or 1 Full-time	3	Goal #3, Objective #3	Require faculty to teach new certificates/courses being proposed.	\$45K
2	Finger Print equipment/supplies	2	4	Goal #6, Objectives #2 and #3	Finger printing equipment and supplies are needed for use in the classroom to show students visual examples of what is being discussed in lecture. Student is required to roll and compare finger prints.	5,000.00
2	Crime scene templates	35	4	Goal #6, Objectives #2 and #3	Students need the crime scene templates in classroom to show how crime scene is demonstrated.	600.00
2	Law Enforcement DVDs	25	4	Goal #6, Objectives #2 and #3	DVDs are needed for use in the classroom to show students visual examples being discussed in lecture. Many students are visual learners this is extremely important for students learning.	5,200.00

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2	Forensic equipment & supplies	25	4	Goal #6, Objectives #2 and #3	Lab equipment is needed for use in the classroom to show students visual examples of what is being discussed in lecture.	10,000.00
2	Lap Computer/LCD mounted and Screen/Projector	1	4		Lap Computer with the LCD screen projector is needed in the classroom in order to provide students visual examples of what is being discussed in lecture.	6,000.00

Concluding Comments and Recommendations

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

I would like to develop a student-apprentice law enforcement program with various law enforcement agencies.

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

The Administration of Justice program was doing great, but we have experienced some unusual difficulties with the college budget cut. The budget cut has cancelled classes that were normally scheduled for students to enroll in, now these classes are offered every other semester. By canceling these classes students are going to other colleges and students are not able to graduate within their time table. Some students just transfer to another college.

- 3. List a minimum of (3) recommendation for the program.**

Full time instructor
Investigative equipment and supplies
A grant writer