

ACADEMIC PROGRAM REVIEW

ADMINISTRATION OF JUSTICE

**G R O S S M O N T
C O L L E G E**



GROSSMONT COLLEGE

Spring 2021

TABLE OF CONTENTS

Department/Program Review

- Section 1- Overview
- Section 2 – Curriculum Development and Academic Standards
- Section 3 – Student Learning Outcomes
- Section 4 – Facilities & Scheduling
- Section 5 – Student Equity and Success
- Section 6 – Student Support/Campus Resources
- Section 7 – On Campus / Off Campus Involvement
- Section 8 – Fiscal & Human Resources
- Section 9 - Summary and Recommendations

APPENDICES

1. Grade Distribution Summary
 2. Enrollment Data
 3. Student Success Data
 4. California Association of Criminalists 2018-2019 Salary Schedule and San Diego County Administration of Justice Pay Scales
 5. Checklist Documentation (SLO, Instructional Operations, Articulation Officer, Library)
 6. AOJ Call to Action
 7. Department answers to committee follow up questions (completed after committee reads report)
- Second document, SLO report, too long to attach. Sent in separate document.

SIGNATURE PAGE:

“This program review report for 2014 - 2020 is respectfully submitted by the members of the Grossmont College Administration of Justice Department.

_____*Tina Young*
Tina Young, Department Coordinator

_____*Kelly Menck*
Kelly Menck, Full-Time Faculty

DEPARTMENT/PROGRAM ACADEMIC PROGRAM REVIEW

SECTION 1 – OVERVIEW.

DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 1.1: To help the committee understand the history of the department, what your department does, what population you serve, and your overall place in the college. Include any information that helps the reader understand your department, such as which courses are primarily GE, programs added, new degrees, certifications, where your students come from, where they go, and a description of your faculty (the role of FT, PT and staff). Student population specifics (transfer, basic skills, CTE, etc.) are useful as well.

1. Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

The Administration of Justice (AOJ) Department began operations in 1964 with the first courses offered on the Monte Vista High School campus in Spring Valley, California. The program was entitled Police Science, a title commonly used for AOJ programs at two-year colleges during that era. The first Police Science Coordinator was Vince Alfaro, a former police officer for the City of Fresno, CA. The department was relocated to temporary quarters on the Grossmont College campus in the Spring of 1966 and moved to permanent classroom and office facilities in the South 300 building (the department's present location) in the Fall of 1967. The South 300 building was constructed entirely with vocational education funds and all AOJ classes were presented in the South 300 building. Early on, the AOJ major evolved into three areas of specialization: Law Enforcement, Corrections, and Evidence Technology.

By 1967 the program had two full time instructors: Vince Alfaro and George Hernandez. In the Fall of 1968, Vince left the department and George became the department chair and sole instructor. In 1969-1970, Bill Merritt and Lee Hoffman were hired as generalists and Norm Gray was hired to teach the Evidence Technology classes. In the early 1970's, the department designation was changed to Criminology and the Legal Systems/Court Management degree emphasis was added. James Hinkley was hired in 1974 to teach the Corrections courses. Hinkley's appointment brought the number of personnel to five full time instructors and one full time secretary, Nancy Blasovic. With the adoption of State Proposition 13 in 1978, the full time secretary was transferred to the dean's office. That same year James Hinkley transferred to the English Department and Norm Gray retired. Neither was replaced and the number of full time faculty decreased to three.

The campus police department was created and placed under George Hernandez 'supervision in 1967. Comprised of AOJ students, the police department office was in the AOJ building in room 364. A state guard card was required for employment, but officers were not required to be sworn peace officers until the late 1970s. In 1978, the police department office was moved to the East side of the campus.

In the late 1970s, a police academy was added to the AOJ Department, incorporating over 200 hours of training. The academy was initiated at the request of local law enforcement agencies. The classes were held at the El Cajon Police Department and certified by the California Commission on Peace Officer Standards and Training (POST).

During the 1980's, the department's designation was changed to Administration of Justice, reflecting the terminology of that era. In 1987, Bill Merritt left the AOJ department and Lance Parr was employed as his replacement. In 1988, Rick Michelson was employed part-time to coordinate the Police Academy and teach AOJ courses. In 1989, Leon Hoffman retired. Rick Michelson was employed as Mr. Hoffman's full-time replacement. George Hernandez retired as department coordinator and full-time instructor in 1995 and Rick Michelson became the AOJ coordinator in the spring of 1996. P.J. Ortmeier was appointed full time in the fall of 1997 as Mr. Hernandez' replacement.

In January 1998, nearly sixty industry and public safety professionals convened at Grossmont College to create an AOJ Department curriculum master plan. The master plan was used to modify and expand AOJ curricula.

In 2000, Rick Michelson returned to full-time classroom teaching. Some of the program changes that occurred under his leadership were the expansion of the Evidence Technology Program to Forensic Technology and the California POST certification of the Regional Occupational Program (ROP) Emergency Dispatch Operator course.

P.J. Ortmeier became the AOJ Coordinator in the Fall of 2000. Prior to becoming the coordinator, P.J. created two unique programs at Grossmont College by developing and implementing a ROP Security Academy in 1998 and a Security Management Degree Program in 1999.

During the summer of 2000, the AOJ Department employed Kathy Sentz as a full-time clerical assistant to provide support for the department and Police Academy. In 2002, the first Corrections Academy was presented.

In the Fall of 2005, Tina Young was hired as a full-time instructor to support AOJ's Forensic Technology Program. Tina's previous work in law enforcement includes Police Dispatcher, Crime Scene Specialist, and Evidence Technician with the National City Police Department and Chula Vista Police Department. Tina is a Certified Bloodstain Pattern Analyst, one of only 52 in the world and she works private bloodstain pattern analysis cases as has testified as a court expert in San Diego, Los Angeles, and Riverside County Superior Court. Tina has written a Crime Scene Investigation textbook through Pearson Prentice Hall that is used in our forensic technology program, has been a contributing author in two forensic photography textbooks, has published photographic experiments in the Journal of Forensic Identification, and has been featured on the Discovery Channel's "What on Earth" series. She involves her forensic technology students to assist in teaching workshops at various forensics conferences when they are held in San Diego County. Tina was appointed the academic rank of Professor in 2015.

In June, 2012, Rick Michelson and PJ Ortmeier retired. In Fall, 2012, Tina Young was appointed AOJ Department Coordinator. Lance Parr and Tina Young remained the only full-time faculty members.

In Fall, 2013, Michael Stewart was hired as a full-time faculty member and appointed Academies Coordinator, overseeing all of the academies and state-certified course training. Michael previously worked as a Probation Officer with the San Diego County Probation Department and was a sworn officer with the Chula Vista Police Department. He has developed criminal justice videos for online instruction for Sage Publishing that are used for distance education courses around the world.

Tina remained AOJ Coordinator over the academic (non-training) area of the department. The AOJ Coordinator load was split 50/50 for each role. In 2014, the academy coordinator role became a "non-faculty" role and Michael has since taught only academic courses. Tina remains the sole AOJ Department Coordinator.

Two more full time faculty members joined the department in 2016. Kelly Menck began as a full-time instructor in the spring of 2016 and Sharon Samson began in the fall of 2016. Both Kelly and Sharon achieved tenure in the spring of 2020. Kelly is a lawyer and has practiced criminal law as both a prosecutor and a defense attorney. Sharon has impressive corrections experience, coming to us from the United States Probation Office.

In 2016, the department was approved to hire the first full-time forensic laboratory technician as a Science Lab Tech II, Jennifer Pulverenti. One year later, Jennifer was hired by the San Diego County Sheriff's Department.

In January 2018, Caitlin Aragon, full-time Forensic Lab Tech replaced Jennifer. Caitlin recently submitted her termination paperwork as she's being hired out of state by a law enforcement agency.

At the start of the pandemic, in March, 2020, Kathy Sentz was granted a reclassification of Program Specialist and she retired from the department. In May, 2020, Silva Jajo was appointed Interim AOJ Program Specialist.

Since the late 1990's, the AOJ Department has offered associate degrees and certificates of achievement in five (5) major career streams: Law Enforcement, Legal Systems/Court Management, Corrections, Forensic Technology, Security Management, as well as an AOJ-transfer degree. Just a few years ago, the Legal Systems/Court Management degree was deleted due to a lack of career paths in that program. The department has offered state-certified police and corrections academies, a basic and advanced security academy, emergency dispatch operator course, and the California Public Safety Leadership and Ethics Program. The department also offers POST-certified courses for in-service law enforcement personnel including Laws of Arrest, 40-hour Field Evidence Technician, 40-hour Bloodstain Pattern Analysis, 40-hour Latent Print Analysis, and more courses as needed by the community. Advanced AOJ students with 18-units of credit in AOJ are able to register for the in-service law enforcement training where they learn alongside professionals in the field.

It is important to note that the AOJ Department is not a single program, but a multi-faceted department. The variety of career education streams available and the multitude of public safety occupations served make the department unique and complex. Grossmont College AOJ "leavers" and "completers" are relatively successful from a career perspective, with competitive annual salaries.

The development of forensic technology as an emerging trend in public safety has only served to solidify AOJ's place in training forensic specialists. The forensic technology program remains the most hands-on forensic technology program in the nation.

PURPOSE OF SECTION 1.2: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

2. Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

The following are the Program Review Committee recommendations from 2014.

1. Continue to work with your Dean and the Facilities Committee to secure space, on and off campus, for the Police and Corrections Academies, Assaultive Behavior Training classes, and with the TTLC for computer lab space (1.3).

Due to budget constraints, our police academy is no longer being offered, and our corrections academy is on hold for the time being. Our new building was completed in the spring of 2016. Our new facilities offer a new fingerprint lab, shared computer lab, classrooms, and new faculty office space.

2. Access information and support from the Distance Education Coordinator to help improve online courses (6.7).

Our full-time faculty members have been fully trained in online teaching. Michael is a Canvas instructor, having taught many professional development courses and training for Grossmont College. Now that we are almost fully online due to Covid19, all of our faculty members are ERT and/or DE certified.

3. Submit the necessary paperwork to the staffing committee to hire at least one new full-time faculty member and one classified staff person (9.1/9.2).

We have hired two additional full-time faculty members, Kelly Menck and Sharon Sampson. They are now both tenured. We also hired a part-time Corrections Academy Coordinator. However, with our Academy on hold, this position is not currently filled. We also hired a full-time lab assistant, Caitlin Aragon, in 2019. During the writing of this document, Caitlin submitted her resignation with her last date of employment January 4, 2021. Our department will need to replace this classified staff position along with Kathy Sentz position. Kathy retired in May, 2020.

4. Work with your Dean and your divisional representative on the Facility Committee to ensure your facility needs are being communicated (11.3).

The new building 31 was completed in the spring of 2019 and we moved in at the beginning of the semester. Unfortunately, we only spent a matter of weeks in the building before Covid19 forced us all to stay home. The new building meets our needs and we are very happy to have a new fingerprint lab, faculty office space, computer lab and dedicated classrooms.

5. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

We have submitted curriculum changes on an as-needed basis. We expect to have a curriculum overhaul as a response to the Call to Action and inclusion of Diversity, Equity and Inclusion in all of our curriculum.

6. Use student learning outcome data for continued course and program improvement.

We assess our SLOs on a regular basis and continue to improve our courses and programs based on the results of those assessments. SLOs are also updated as curriculum updates dictate change.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

To answer these questions, refer to your department's catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section).

If your program has an Associate Degree or Certificate program, refer to the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section).

PURPOSE OF SECTION 2.1: To describe how curriculum is maintained and/or developed.

2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

Pursuant to our advisory committees, full-time faculty, and articulations officer meeting and discussions, the following degree modifications were implemented in Fall, 2019: Our Corrections Degree had major modifications of individual courses including a blend of AOJ 126 Control and Supervision in Corrections and AOJ 140 Correctional Counseling and Interviewing. The new course, AOJ 140 Inmate Psychology and Supervision has been approved. Two new courses were added to the degree: AOJ 143 Gangs and Law Enforcement and AOJ 144 Probation and Parole. These courses were also added in the Law Enforcement Degree as electives in the degree. Individual course modifications (updates) were made to our Law Enforcement and Forensic Technology degree courses. Along with the modifications, name changes were made in two Forensic Technology courses: AOJ 218 Forensic Technology name change to Crime Scene Technology and AOJ 220 Advanced Forensic Technology name change to Forensic Analysis. All modifications were implemented in Fall, 2020.

The following is a list of courses that are **not currently being offered**:

- AOJ100 Laws of Arrest (POST class, needs a new test proctor)
- AOJ101 Firearms for PC 832 Laws of Arrest (not currently offered due to Covid19)
- AOJ103 Police Academy Level III(financial and staffing issues)
- AOJ104 Police Academy Level II
- AOJ107 Corrections Academy (not currently offered, last Academy was spring 2019, before Covid)
- AOJ119 Public Safety Hiring Procedures
- AOJ158 Emergency Dispatch Officer (not currently offered due to Covid19)

The following is a list of courses that have been **deleted**:

- AOJ126 Control and Supervision in Corrections
- AOJ128 Defensive Tactics
- AOJ130 Firearms
- AOJ142 Legal Systems and Court Management
- AOJ 272 Leading Others
- AOJ273 Organizational Leadership
- AOJ Ethics and the Challenge of Leadership

The following is a list of new courses that have been **added**:

- AOJ143 Gangs and Law Enforcement (first offering Fall 2020)
- AOJ144 Probation and Parole (Scheduled to be offered for the first time Spring 2021)

Corrections Academy

Our Corrections Academy was last offered in Spring 2019. It ended abruptly due to Covid19. This Academy is not connected to any degree programs. After having to cancel it in Spring 2019, we are

unable to start it again as it needs new lesson plans in order to be certified. The lesson plan project is immense, expensive, and came at a very bad time. We experienced a budget deficit which would be allocated toward the Corrections academy for 2020/21 and we also lost PDRT which is allocated toward academy coordination.

Additionally, we lost our Program Specialist, Kathy Sentz, to an unexpected retirement just before the pandemic. We discovered that the Board of State and Community Corrections (BSCC), which oversees certification for the Corrections academy, does not provide training for our interim program specialist. It was therefore a series of events that greatly affected our Corrections Academy.

Police Academy

The California Commission on Peace Officer Standards and Training (POST) requires academies to have an academy coordinator on site during the entire academy with previous leadership experience as a sworn Sergeant in law enforcement or higher. Additionally, many instructor positions within the academy must attend an instructor certification course in order to teach in the academy. Our certified instructors retired, and the academy leadership requirement was one that we were unable to meet. Additionally, the cost to pay a part-time academy coordinator (who would oversee both police and corrections) absorbed our entire vocational training budget. Because of budgetary reasons, lack of proper leadership and lack of certified instructors, our police academy cannot be offered.

PURPOSE OF SECTION 2.2: To understand your practice for reviewing outlines. For example: under what circumstances you submit a new course, a modified course, or a course update to the curriculum committee.

2.2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

All course and program outlines are current. Writing, reading, problem-solving skills, quantitative reasoning, and critical thinking are reinforced across the department's curriculum. In addition, outlines include learning objectives and reflect language consistent with the development of discipline-appropriate cognitive, psychomotor, and affective competencies.

We review course outlines on a continuing basis during departmental meetings and less formal departmental discussions.

Our Department works with seven Advisory Committees to maintain our currency in the fields we teach. We meet with each committee at least once a year. During these meetings, the committee members provide feedback on our course outlines, course offerings, SLOs, and program requirements. When necessary, we implement the recommended changes. This may include updating or modifying courses or creating new courses. As such, those proposed changes are then submitted to the Curriculum Committee for approval.

We plan to implement changes to our curriculum as a response to the State-wide Call to Action and Diversity, Equity, and Inclusion plan. Our AOJ Department's Call to Action plan is discussed later in this document.

PURPOSE OF SECTION 2.3: Explain how you incorporate new material in your courses on a semester-to-semester basis to maintain relevance and address current issues related to your discipline within the existing course outline.

2.3 How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

In our Forensic Technology program, here are some of the engagement activities conducted in the classroom:

Environmental - We discuss the biological and chemicals hazards regarding the chemicals used in forensic technology and we discuss the disposal practices of chemicals in the past and how those practices have drastically changed to protect the environment. We also discuss how film development has changed because of chemical disposal, as well as technological changes to digital photography, which protects the environment. We discuss the biological hazards of crime scene processing and what happens after law enforcement leaves a biologically hazardous scene.

Societal & Political - All of us who teach in forensic technology discuss cases we've worked. We discuss the good, the bad, and the ugly of criminal justice. We discuss how we have the best criminal justice system - on paper - but how the practices of the system do not always play out like it's supposed to. Tina Young is the only instructor in forensic technology program who works criminal defense cases. It's been an amazing eye opener to work criminal defense cases and seeing the major problems within our criminal justice system. Professor Young shares this with her students. She also speaks at conferences and shares her defense cases and seasoned forensic professionals are horrified at what is shared. For example, her very first Los Angeles case was an accidental death, but the defendant was accused of stomping and beating the decedent to death. Through bloodstain pattern analysis, she was able to prove that it was not a murder. Two years ago, she worked a case that bloodstain pattern analysis indicates evidence of a suicide, however, the decedent's wife was arrested for his murder. Unfortunately, she was convicted. Professor Young shows her students the bloodstain patterns and explain the entire scene and analysis to them and they are shocked that the jury couldn't see it. It's an eye opener for them to realize that innocent people do in fact go to prison for crimes they didn't commit.

Ethical - All of us discuss ethical dilemmas in forensics and law enforcement. We show documentaries on well-known cases, but we also show our own personal closed cases and discuss personal situations and the outcomes of those situations and what we learned from them. We share "if I could do over" moments and the students very quickly realize that ethical dilemmas are usually very grey areas and complex situations. We have guest speakers that discuss ethics in law enforcement and forensics. An example is how a person could be fired or go to jail if ethics are compromised in law enforcement or in the crime lab.

Technological - This is ALWAYS changing in forensics! All faculty who teach in forensics must attend annual training to keep up with technology advanced in forensics. Right now, the big technological (and ethical) issue is DNA... Touch DNA - just because DNA is on something doesn't mean that person

committed the crime! Touch DNA is so sensitive that a person could shake another person's hand, and DNA could be transferred from that hand shake to an environment, including a crime scene! DNA could be at the crime scene or on the murder weapon or on the victim! It's INSANE! But seasoned DNA experts know this and they are able to eliminate suspects... but not all suspects have been eliminated - that's how the Innocence Project got started! Another HUGE DNA dilemma right now is the use of ancestral DNA websites to make DNA connections to possible suspects. Right now, there is NO LEGISLATION overseeing the use of ancestral DNA website and a court order is NOT required! This absolutely needs to change. Professor Young recently attended a seminar in the Fall, 2020 semester and listened to the former Sacramento District Attorney who prosecuted the Golden State Killer. That's how they caught him - through ancestral DNA. Many cold cases and serial rape and murder cases are being solved this way. But there is NO judicial oversight.

Often, technology exceeds legislation. This is the case with cell phones and evidence in cell phones too. An example is the San Bernardino terrorist attack in which terrorists shot and killed multiple employees at a county holiday event. Law Enforcement obtained the terrorists cell phones (Apple devices) but could not get into the phones. They obtained a search warrant but Apple would not cooperate with police. There is an Israeli company named Cellebrite that has engineers who hacked the phones and law enforcement were able to get into the phones to see if there were other terrorist plans or other terrorists involved (there weren't.) Often technology moves much faster than our legislation can keep up with. That's why law enforcement needs the BEST young adults working in law enforcement's technical units such as our Regional Computer Forensics Lab and on internet task forces such as Internet Crimes Against Children. Many of our student interns help law enforcement with social media searches too.

Criminal Justice is a topic that lends itself to a lot of hands-on activities, group discussions, debates, and constant engagement by students. Even outside of our forensic classes, our lecture classes are full of student engagement activities as well.

Kelly Menck teaches "Criminal Trial Process" each semester. When the class is offered face-to-face, the semester ends with a full mock criminal trial involving the murder of a woman by her husband. Each student in the class is assigned to either be a witness or an attorney, and the students bring friends (we've even had students bring parents!) to act as jurors. Students prepare for the trial by working in groups and pairs for at least 3 classes before the trial. The entire trial plays out and at the end, the jury deliberates and delivers a verdict. Then, the next time we meet in class, we have a potluck and debrief where the students discuss their experience and share their thoughts on the trial process. This is a highlight of the semester.

In other class, AOJ 240 Justice and Community, Kelly Menck runs a full debate regarding DACA and the Dreamers Act. Students are split into 4 groups and each assigned an argument. They either support DACA or they want to end it, or they support the Dreamers Act or are against it. The debate is run with full collegiate rules including time limits, research support requirements, and each student in the class must speak during the debate.

We do a lot of reading in our classes of current events and then facilitate group discussions. We also have students work in pairs because this allows students who are shy or have difficulty speaking in front of a group or class to engage with a fellow classmate. Many of our faculty have students do class presentations individually and in pairs and groups, formal and informal. We find that after a semester of engagement activities, all students are more comfortable in class, they participate more, and retention rates are higher.

Professor Sampson teaches AOJ 208-Juvenile Procedures. To have the AOJ 208 students engage in the full scope of the justice process, they are granted an opportunity to respond to 2020 biennial rules review process by the State of California Commission on Judicial Performance. This opportunity was in alignment with an assignment regarding the disciplinary process for judicial misconduct. Every two years, the CJP opens the review process for members of the community to submit comments on the written revisions to the policies and procedures. PreCovid, the assignment would be complete as one unified class/ group task. In an online format, this was challenging so the opportunity to engage as a student/community member was provided as extra credit.

In AOJ 110, three weeks of Professor Sampson's semester-long course is dedicated to policing. Students complete the following task; review the Ted Talk video by Chief Charles Ramsey: Mending Broken Trust-Police and the communities they serve. Subsequent to reviewing the video which addresses law enforcements historical role in chasing and capturing escaped slaves, they then have to respond to the following discussion prompt: "How do the needs of contemporary society help structure the activities of today's law enforcement agencies?" The students respond to one another and discuss the issue.

Students are also required in Professor Sampson's 110 class to review the video from the link titled "Policing the Police." Upon review, they are required to respond to the following questions: A. Start your response by summarizing the issues that were addressed in the video. B. Respond to the following questions: 1. How do you change a troubled police department? 2. In your analysis, include a case scenario involving publicized issues with various police departments. 3. You must respond to a minimum of one post from your colleagues. (<https://www.pbs.org/video/policing-the-police-2020-ko2tft/>)

Example of a Student's Response (permission was granted by the student): *"In PBS Frontline, "Policing the Police 2020" starts off with the issue of deep distrust between police and African Americans especially in northern New Jersey, "A city that still bore the scars of a violent rebellion in 1967 after a white cop beat up a black cab driver ." This video was packed with so many heartbreaking, infuriating, and unbelievable facts and information about what the people in Newark face, as well as around the country. Residents of Newark in 2016 called for civilian oversight of the police and their solution for solving the force their local officers have been inflicting upon their communities. Jelani Cobb showcases his experiences and his journey of trying to find if it is possible for officers to keep their communities safe while respecting their constitutional rights. Cobb went with the gang unit, the most aggressive and most problematic divisions in the police department. Their objective is to try to get guns, drugs, and gain intel about the gang rivalries. He experiences the unit stop of a man walking home, their methods of deciding who could be a threat to a community, officer Rellio explains who they decide to stop as, "you as an officer, you eventually build certain skills. You start learning how to read people, their body language. If one person doesn't want to take his hands out his pockets, starts pulling away from you." I believe this is false, it's a matter of opinion rather than facts, profiling if you will. The consent decree seemed to work very well for Newark, they began wearing body cams, more training, showing officers in training lethal videos asking them how that outcome could have been prevented, what could they have done, showing them the gun and force isn't always the answer. An unnecessary force I found was when the man was walking home they profiled him, as the officers approached him, aggressively, he said, "Please don't touch me," they took him to the ground and cuffed him, called him a jerk, and told him to stop resisting when he was not. After he is cuffed and standing the man is upset and officers repeatedly tell him to relax, their reasoning for taking him down and cuffing him was that he was pulling away and they were worried about him. His response was, "Y'all worried about me? Oh, man. Okay?" in a sarcastic manner, then officers asked him what he was doing and he started walking home. Referring back to Rellio on who they stop, "you build certain skills" so a man walking home at night raises suspicion?*

Enough to be approached by more than four officers? What were the specific skills you gain and what did you see in the man walking home? Later when Cobb asked for a copy of the report, it was never filed as it was supposed to, there needs to be stricter enforcement on the necessity to report. There needs to be punishments for the officers who've done wrong in an unjust way. Larry Hamm, Founder of People Organization for Progress, speaks on the George Floyd video and look on Chauvin's face (the officer with his knee on his Floyd's neck) claims that it, "said this a man that had no worries about what he was doing. He looked straight at the cameras; he wasn't worried about no cameras. You know why? Because they know that 99% of police brutality cases don't end in a conviction. See, when it's clear to them that there will be an immediate price to pay for unjustly taking the lives of human beings, and unjustly brutalizing people, that you're going to lose your badge, you're going to lose your gun, you're going to lose your job, you're going to lose your pension, and you might lose your freedom if your convicted, when they understand that, I guarantee you that there will be a precipitous decline in police brutality cases in the United States." I believe that if punishments are placed for officers who do wrong and not have the departments turn a blind eye to their prior incidents, behaviors, and complaints. That would help gain trust in the communities because it allows them to know that police officers are on their side."

We are incredibly proud of the fact that all AOJ faculty have worked in, or currently work in, and have extensive knowledge in the discipline in which we teach. There is absolutely no comparison between textbook knowledge and practical knowledge. Our AOJ programs at Grossmont College have an excellent reputation because of our faculty and current practices and technology that we bring to our classrooms.

PURPOSE OF SECTION 2.4: To describe what the department does to maintain consistently high academic standards amongst its faculty.

- 2.4.** What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

All new faculty, both full-time and part-time are provided with a tour of the campus and are guided in the essential new-employee tasks such as email, WebAdvisor, Workday, and Canvas log-ins; although the college has taken on a better role of automatically providing this, it isn't always seamless. The AOJ Department Coordinator and the AOJ Program Specialist work together to ensure these log-ins happen right away. Additionally, we guide the new faculty in getting a parking pass, copy center procedures, access card for offices and classrooms.

All new faculty are provided training on curricular expectations, academic standards, and a review of the official course outline and the expectations set forth from the outline. Many of our seasoned faculty share their course development with new faculty (including their syllabus and even access to their Canvas shells) so the new faculty doesn't have to create a course from scratch. They can take parts of a previously created course from a seasoned instructor and use what they choose for their own course. Additional training is provided on things such as LED, how instructors is paid, academic freedom, union rights, and campus logistics such

as printing services and audio/video support.

New faculty are provided with a faculty handbook, student services and student disciplinary procedures. Faculty are provided with information on our faculty union contract, required information in a syllabus, and the job description and expectations of faculty. We used to provide faculty with a document that had a list of departments and the website link for common faculty services on campus, but all of the website links have changed with the new website implementation. The AOJ Department Coordinator had a discussion with one of our webmasters on campus and was told that the Grossmont home page will eventually have an extensive faculty resources link and documents that contain resource links will no longer be necessary in the near future as those resources will be easy to find for faculty.

In our last program review, we discussed the need for more online instruction for our faculty. Much has changed in the last 6 years. The college switched from Blackboard to Canvas and as such, offered extensive training over the past couple of years. All 4 of our full-time faculty members are DE and ERT certified and have all completed the @One training Canvas certification course. Our adjunct faculty who teach online have completed their certification through @One as well. One of our full-time faculty members, Michael Stewart, leads many of the Canvas training courses on campus and is a recognized expert in Canvas. Michael has also provided online training to the UC system.

The AOJ Department Coordinator helps new faculty with one-on-one training session on how to use WebAdvisor, Workday, and Canvas (unless the faculty is teaching online and already knows how to use Canvas.) Since the pandemic, electronic training, such as electronic tutorials have replaced face-to-face trainings.

Curriculum and Assessment Dialogue – The Administration of Justice Department has the following professional advisory committees:

- Law Enforcement
- California Peace Officer Standards and Training (POST)
- Corrections
- Corrections Academy (Board of State and Community Corrections)
- Forensic Technology
- Security Management and Security Academies (basic and advanced)
- Emergency Dispatch Operator

Each year, faculty who teach in these programs, along with the AOJ Department Coordinator, meet with Advisory Committee members which consist of local and state professionals who work in these disciplines. Our CTE/WD Dean, Career Center Supervisor, and AOJ Program Specialist also attend the meetings. Our Forensic Lab Technician attends the Forensic Technology Advisory committee meeting each year. Additionally, our Program Specialist is a member of the San Diego County Training Manager's Association and attends meetings on the law enforcement training needs throughout San Diego County.

At these advisory committee meetings, curriculum is always discussed. Course outlines are reviewed, student learning outcomes are discussed, and technology updates are discussed. This is where curriculum edits, technology updates, and assessment dialogue begins. Minutes are taken at each meeting and later distributed to the committee members.

All AOJ Department full-time faculty meet after the advisory committee meeting, to discuss recommended changes to curriculum, student learning outcomes and assessments, and technology updates. We've invited our Articulations Officer to these meetings when major curriculum changes have been discussed that might affect articulation.

Additionally, all AOJ part-time faculty discuss student learning outcomes and assessment practices at each faculty meeting. Breakout groups are conducted at each meeting to discuss discipline-specific practices.

In the forensic technology program, each adjunct instructor works in an accredited lab in San Diego. The accredited lab practices are implemented into our curriculum and student assessments.

Strategies for academic standards, assessments, teaching to SLO, outlines

Faculty within the Administration of Justice Department are associated with the California Association of Administration of Justice Educators (CAAJE). In 2007, CAAJE held an SLO conference on the Queen Mary and AOJ faculty from all over the state of California worked for several days to write SLOs on core curriculum within AOJ programs. Since then, our department has followed a six-year plan to assess all SLOs for each AOJ course, every six years. Every SLO for every course that has been offered in all of our AOJ programs have been assessed. We are currently on the second 6-year plan cycle for our SLO assessments. SLO assessments have been rewritten as needed and usually takes place when courses are updated or modified.

This same group (CAAJE) came together over ten years ago to work on the AOJ Transfer Model Curriculum. The AS-Transfer degree in AOJ/Criminal Justice is currently under review at the State level. CAAJE plans to host a conference in 2021 to discuss these curriculum updates, which will most certainly include Diversity, Equity, and Inclusion (DEI) into all AOJ curriculum.

In the spring of 2020, the State Chancellor's Office assigned a *Call to Action* for all AOJ Programs across California. Our Grossmont College AOJ Department came together and created our own *Call to Action* (See Appendix). With the timing of the AS-Transfer degree curriculum updates currently happening at the State level, our department decided to implement the same DEI guidelines into our curriculum that will be implemented at the State level transfer degree. Additionally, our department will be meeting with all of our advisory committees in Spring, 2021 to discuss implementing our AOJ 240 Community and the Justice System course into all AOJ degrees. Currently, this course, which covers at length the history of policing and racism in law enforcement, is required for Law Enforcement, Corrections, and our AS-Transfer degree. We plan to implement this course as required curriculum for the Security Management and Forensic Technology degrees as well. Communications with the advisory committees and full-time faculty will take place to move this into action.

PURPOSE OF SECTION 2.5: To gauge the overall patterns of student success, retention, and grade distributions across the course offerings in your department. Here the committee is looking for explanation on unusually generous or rigorous grading patterns.

2.5 Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different

grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

Overall, the AOJ Outcomes by Term are in line with the college and the division. In comparing the rates of "A" grades in AOJ classes to the division, AOJ hovers around 30-32%, whereas the division is at 39-40%. AOJ students earn As on almost the same percentage as the college overall, yet below the state's average of about 43%.

The division rates for withdrawals is around 16-17%, and AOJ averages slightly better than that. The fall of 2018 had a slightly higher than normal withdrawal rate at around 18%. Surprisingly, the spring of 2019 withdrawal rate was not significantly different from the rates of other semester, even in the face of the COVID pandemic and classes having to go online midway through the semester.

AOJ240 has the highest rate of success for core AOJ classes in the spring at almost 90%. In the fall, that success rate is lower, at around 76%. Overall, AOJ240 has high success rates, which probably relates to the fact that students in this class are seasoned students, many of whom are in their last semester of community college and are waiting to transfer to a 4-year institution.

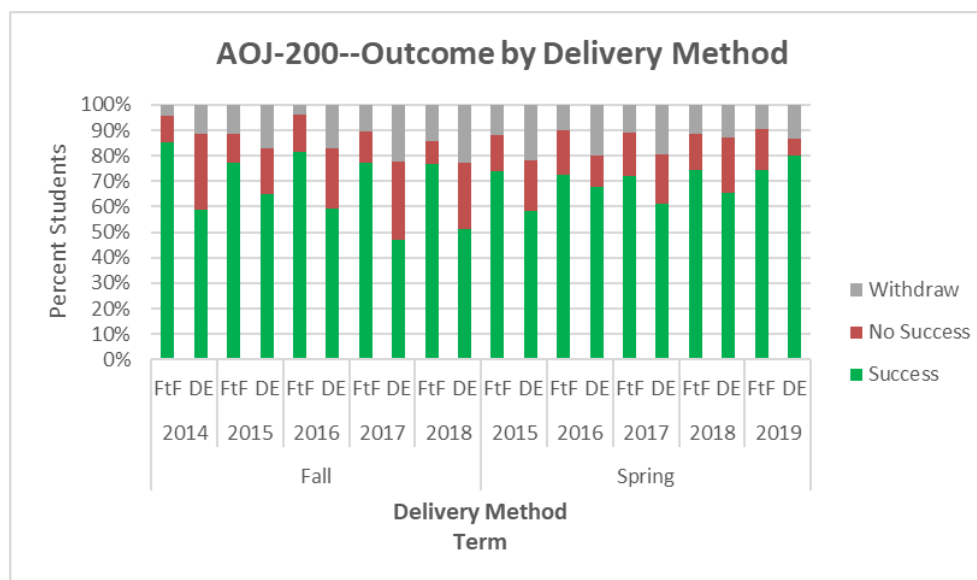
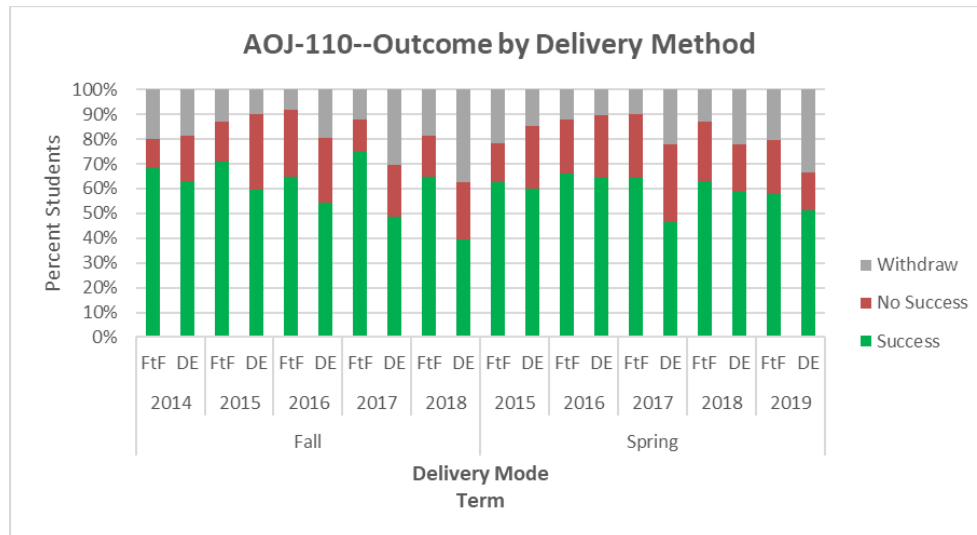
AOJ230 is a writing class where students write police reports, corrections reports, etc. It's not surprising then that the success rates in this course are a bit lower than some of our other core classes. The success rate is just over 70% in both the fall and the spring.

Our lowest success rates are in AOJ110 which is our Introduction to Criminal Justice class. The success rate in AOJ110 is around 60% in the spring and slightly higher in the fall. So that's about 10 - 20% lower than our other core classes. Many of these students are brand new college students and some aren't even AOJ majors. We have a variety of skill levels in these classes. Three of our full-time faculty teach AOJ110 along with a few of our adjunct faculty. Extra time and effort is spent on creating a strong foundation for all students in their understanding of criminal justice. These students also need extra support especially in their writing skills, something that is critical in any criminal justice career.

Forensics courses offer some of our highest success rates, all in the 80-90% range. Our forensics faculty, including Professor Tina Young, are some of the best in the industry. Not only are they experienced in the field of forensics and have exceptional qualifications, they bring their knowledge into the classroom and the results are clearly impressive. Interestingly, AOJ148 Fingerprint Identification struggles in the spring, with only a 67% success rate, but excels in the fall with an 88% success rate; each semester is taught by a different adjunct instructor, each of whom are seasoned latent fingerprint examiners who work at different agencies.

PURPOSE OF SECTION 2.6: To evaluate the department’s success with course delivery methods in online vs. hybrid vs. face-to-face platforms.

2.6 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the data that would prompt your department to make changes?



These graphs represent two of our AOJ courses, namely AOJ110 Introduction to Criminal Justice, and AOJ220 Criminal Law.

AOJ110 shows that the success rates in FTF classes is consistently a bit higher than online classes. That was not true, however, in Fall 2014 and 2015, and Spring 2015 and 2016. DE success rates were actually slightly higher during those semesters. DE classes in the spring of 2017 and 2018 had slightly higher success rates than the fall semesters in those two years. The biggest discrepancies between success rates are in the spring. For instance, in Fall of 2017, the success rate of FTF classes was a little over 10% higher than DE classes. In the Fall of 2018, the success rate of FTF classes was

almost 20% higher than DE classes. But in the spring semesters, the difference in success rates between FTF and DE classes is generally less than 10%. So DE students seems to do slightly better in the spring semester.

Our AOJ200 classes show a very small difference in the success rates of students in FTF versus DE classes. In all but one semester since 2014, the success of FTF students is less than 10% greater than FTF students. On average, the success rates for AOJ200 students are higher for both fall and spring semesters compared with AOJ110. This is not surprising as AOJ200 students are almost all AOJ majors, many have already taken and passed at least AOJ110, and they are students who have completed at least a few college level courses.

2.7 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

The following courses have been articulated with the Grossmont Union High School District:

AOJ 110 Introduction to Administration of Justice

AOJ 230 Public Safety Communications

Our AOJ Department has two Dual Enrollment Courses with Helix High School, currently taught by Adjunct Instructor Shaun Donelson (who has earned the Distinguished Faculty award). These courses are:

AOJ 110 Introduction to Administration of Justice

AOJ 206 Criminal Investigations

PURPOSE OF SECTION 2.8: The committee wants to gauge if students are able to transfer successfully to four-year universities via your articulation agreements.

2.8 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

The AOJ Department Coordinator works with the high school Articulations Officer, Erica Olmos to ensure currency in high school articulations. In Fall, 2019, we met at the Grossmont Union High School District (GUHSD) offices and reviewed the agreements and updated them.

The AOJ Department Coordinator regularly reviews the syllabi of high school faculty who teach AOJ 110 and 230 to ensure the syllabi is in line with Grossmont College's official course outlines. This just took place this semester with a new high school instructor who is scheduled to teach an equivalent course to AOJ 230 this spring.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

The SLO Cycle is summarized in figure 1 below.

**Figure 1
SLO CYCLE**



PURPOSE OF SECTION 3: To show how SLO assessments are used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning.

3.1 Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.

3.1a: How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?

Our Department SLO analysis has been limited to individual courses. PSLOs have been linked to individual courses. Faculty discovered areas of instruction that needed elaboration or a change in methodology in order for students to succeed in certain course SLOs.

3.1b: How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?

The AOJ Department has 5 PSLOs. They are as follows:

1. Demonstrate knowledge, skills and abilities relevant to the AOJ certificate / degree program completed.
2. Identify the major components of the criminal justice system, current and historical, including law enforcement, courts and corrections.

3. Describe and / or demonstrate the stages of a criminal investigation and the protocol of evidence collection, preservation and analysis.
4. Communicate effectively in written, verbal and non-verbal forms.
5. Demonstrate ethical and professional behavior.

****See Appendix 5 for Course to Program Student Learning Outcomes****

- 3.2 What general trends or patterns do you see as you review your department's analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)

In 2018/19, Grossmont College Administration of Justice Department exceeded the state levels in the areas of overall skill attainment, employment, and non-traditional participation and completion for Perkins Top Code analysis. Grossmont College AOJ Department is just slightly below the state goal for overall persistence and completions. The largest gap between our AOJ Department and the state goal is in the areas of single parents and disabled students in the categories of completions, persistence, and employment, however, our female (non-traditional) students in those same categories have excelled state goals. Our department is performing at a very impressive level in Technical Skill Attainment for single parents and disabled students and our female (non-traditional) students are excelling in all categories. At the last advisory committee meetings across our AOJ disciplines, students-with-disabilities were briefly discussed and departments are looking to place these students in internships that could lead to jobs.

- 3.3 What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications.

At each advisory meeting and each faculty and staff meeting, SLOs are reviewed and changes are discussed. Each year, the Perkins data from the State is also discussed. Our advisory committees provide discipline currency and the changes that are needed regarding curriculum and technology. Our department's relationship with our advisory committees is mutually beneficial as our programs are able to maintain currency providing an education to students who are highly employable. When trends are seen that stifle the success of a group of students, discussions happen at these meetings. For example, many crime labs used to require 16-20 hours of volunteer work in their internship programs. Low-income students could not give up that much time to volunteer. Many labs have since reduced the required hours per week. Discussions have also taken place and will continue to take place on Diversity, Equity, and Inclusion in the hiring practices at law enforcement agencies in our county.

The support that our department needs for these important meetings to take place is continued technical support should the meetings take place via Zoom and continued professional development support as needed. We have a great relationship with our dean who is very active in curriculum discussions and continues to have his pulse on the trends in our industry.

- 3.4 What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of

assessment results, etc.)? (NOTE: these changes may be documented in section 3 of your Annual Unit Plans.)

Our AOJ Department has followed the six-year cycle of SLO assessments. However, as advisory committee and faculty meetings lead to curriculum change, SLO changes are also introduced at that time. During the six-year SLO assessment cycle, all SLOs for a course are assessed at the same time for that course. It is always our goal for all instructors who teach sections for that course to assess all of the SLOs for that course together. Many of our courses are taught by one instructor and the assessment is performed single-handedly. Regardless if it's a group or single effort, SLO discussions take place at each faculty meeting with breakout sessions based on discipline-specific courses.

Our AOJ Department has assessed all regularly offered courses at least once and are currently on the second 6-year cycle. We use a report format that was created by the college's first SLO coordinator, Devin Atchison. The faculty are familiar with the report form. They type the SLO assessment results into the report form and forward to the AOJ Department Coordinator who then saves the report and copy/pastes the information into TracDat. Maintaining the same methodology in the reporting of SLO assessments has created consistency in faculty participation.

3.5 Based on your answers to questions 3.1 – 3.4 above, what assessment cycle will your department follow to ensure that results of its SLOs and PSLOs are collected and available for use in planning? (Note: Grossmont's Outcomes Assessment Team strongly recommends collecting course outcomes data in the first semester the course is offered, or after a change is made, in order to have baseline data.)

Our department is always open to change, which is why we value our advisory committee input so much. As curriculum change warrants, SLO changes certainly will be made and assessed out of the six-year cycle if deemed necessary. Discussions will continue to take place to ensure consistency in education across all sections. If SLO assessments are found to be successful through these faculty and advisory committee discussions, the six-year cycle will continue to be the timeline goal.

3.6 What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your goals moving forward?

As previously mentioned, there is a lot of discussion that takes place amongst professionals in our community and our faculty. These discussions directly translate into curriculum and SLO updates. The current discussion is on Diversity, Equity, and Inclusion (DEI) in all AOJ programs across the State of California. Our AOJ-transfer degree is currently being reviewed at the State level for DEI curriculum updates. Our full-time faculty agreed to have discussions on these State changes and communicate those changes with our advisory committees so that we can move forward with DEI curriculum updates in all of our programs. This certainly will relate to SLO assessments as well.

SECTION 4 - FACILITIES AND SCHEDULING

PURPOSE OF SECTION 4.1 – 4.4: To determine how departments utilize various campus services and the impact on student access (consider facilities, scheduling, campus resources and technology).

- 4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

Through Proposition V, renovations recently took place in Building 31, which houses our AOJ Department. This building has two dedicated AOJ lecture classrooms, a computer lab, new fingerprint lab, and new AOJ offices. Our department also uses the forensic technology lab in building 34. For our academies and laws of arrest course, the lower gym and track is used through facility requests. Our students often have off-campus learning events such as processing a vehicle at a local tow yard, excavating buried bones at a campsite, and autopsy viewings.

- 4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?
Yes ☒ No ☐

- o If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- o If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

In the 2014 Program Review, new facilities was one of the top recommendations. Since Prop V was approved, all of our needs have been met with the exception of a defensive tactic mat room, which was requested. However, our training programs have been reduced, mostly because of the pandemic, so the facility request of using the gym is adequate at this time.

As explained above, our forensic technology program utilizes a fingerprint lab for the fingerprint classes and forensic technology lab for the digital forensic photography, crime scene technology, and forensic analysis classes. Our lecture classrooms provide the needed space for on-campus lectures.

- 4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Our students have continued to reach their educational goals and graduate in a timely manner but COVID19 did prevent some of our forensic technology courses to be offered in the Fall, 2020 semester. However, some creative offerings were provided, such as a 6-week and 8-week instead of 16-week courses to avoid the flu season. Additionally, students who needed to take both AOJ 218 and AOJ 220 are able to take the courses together in Spring, 2021 so that they graduate on time. Normally, AOJ 218 is a prerequisite for AOJ 220. The faculty for both courses worked together with the dean to ensure curriculum needed in AOJ 220 would be covered at the start of AOJ 218 so that the students can

graduate on time. All forensic faculty have had to rewrite labs to ensure social distancing in the Fall 2020 and Spring 2021 semesters.

Many of our face-to-face AOJ instructors obtained distance education certification and/or agreed in teaching 8-week sections as needed to ensure students were able to take required courses. The extra work by all faculty have helped to reduce the impact of COVID 19 to our students' academic achievements.

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in these spaces.

Although our budget has been reduced by over 30%, our VTEA / Perkins funds are still adequate for technological and equipment needs. An increase in this budget would be needed to offer the Police and Corrections Academies; however, staffing and lesson plan writing are also factors in the academy offerings, as previously discussed.

PURPOSE OF SECTION 4.5: To have departments determine, based on their review of waitlist data and student feedback, if their program could serve more students if it had more facility resources available and/or used them differently.

4.5 Are students trying to access your program impacted by the facility spaces listed in 4.1?
Yes___ No__x__

- o If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.
- o If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

All of our lecture classrooms and laboratories are ADA compliant. Building 31 has the most efficient design for the environment as well as for student access. Our lecture classes have the highest enrollment during the day on campus and online. Our forensic technology classes have equal enrollment both day and night and are offered solely on campus (not online).

Since the pandemic, there definitely have been access issues in regard to internet and computer availability for students, but the college administration has worked to improve this for students by providing wifi on campus and chrome books for students. Our forensic technology labs had to move online in the spring and it was extremely challenging. Our faculty created their own tutorial videos and implemented virtual labs, but the hands-on practical portions were greatly missed. We hope to have open labs in the future for students who missed hands-on components in the spring, 2020 semester. Fall 2020 and Spring 2021 will have on-campus labs with social distancing, so the hands-on portions won't be missed for our forensic technology students.

4.6 If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, and open workspaces for students/tutoring, etc.

SECTION 5 – STUDENT EQUITY AND SUCCESS

PURPOSE OF SECTION 5:

- To determine if student enrollment in your program is robust and if students are enrolling in your program in equal representation to the general Grossmont student population.
- To have the department examine student success and retention overall for your department and disaggregated by ethnicity, age, gender.
- To have departments explain what they have done to improve success for all students while maintaining academic rigor.

NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g. campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

In addition, you should examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think is causing these patterns

Overall, our enrollment has declined since 2014/2015, and this aligns with the declining college enrollment. Total enrollment has been slightly higher in the Fall semesters for the past two years. Before that, between 2014 -2017, enrollment was slightly higher in the spring. Interestingly, female to male enrollment was almost equal in 2014, but female enrollment has steadily increased since then. Female students outnumber males by more than 15%. Our forensic technology program often has the highest number of enrolled students, with the law enforcement major a close second. There are some semesters when law enforcement has the highest number of enrolled students. The forensic technology program attracts more females than males. As enrollment numbers increase in forensic technology, so do the numbers of female students.

Our enrollment of students age 19-or-less has steadily grown since 2015. In 2016, students between 20-24 were the largest age group in AOJ, but now the 19-or-less group surpassed them by almost 20%. The other age groups have remained relatively unchanged. Although speculative, our high school articulation and dual enrollment high school courses likely contributed to this increase in high school graduates. Additionally, our high school outreach has greatly increased. Forensic Lab Technician Caitlin Aragon continually participates in high school outreach events. All of them were face-to-face before COVID19 but she now conducts virtual outreach.

Another important factor is that the Grossmont College Career Center has been very proactive in organizing high school events on campus, which our department are frequent participants. These events are well organized and well attended by high school students.

Our Hispanic population has grown steadily since 2014, and our White population has steadily declined since 2014. This is consistent with college enrollment. All other ethnicities together

make up less than 10% of our enrollment. Black students and Two+ students make up the largest of this group, between 5% and 7%.

5.2 Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps. [Data and a summary of notable patterns will be provided by the Program Review Data Liaison]

Each year, our department reports on Core Indicator statistics pursuant to Perkins funding requirements. In 2018/19, our department far exceeded state goals in the areas of disabled student, single parent, and female student retention, completion, and employment.

Compared to the college 5-year success average of 69%, the AOJ department has come in at that target or above in 9 of the last 10 semesters. Fall of 2017 was slightly below at a success rate of 68.5%. Our highest retention rate was in the Fall of 2016, our rate was 89.5%. The college average is 84%, and AOJ hovers right around the number, generally slightly higher.

The college goal for retention rates is 85%. AOJ has met that goal or exceeded it in 8 of the last 10 semesters. The other two semesters were 84.6% and 82.9%. Retention and success between spring and fall semesters don't show any clear differentiating patterns.

The retention and success rates for female and male students in AOJ is almost completely equal. There are no large, or even small, disparities between these rates. That means that both genders are succeeding at a rate right around 70% in AOJ, and their retention rates are in the mid 80th percentile.

The age group with the highest success and retention rates is the 50+ group at just above 80% success. The rates of the other age groups are similar with no large disparities. The lowest group is the 19+ group, but their success rate is just lower than the average at around 68% - 69%. The difference between these age groups is clear. The 50+ group has more life experience and quite likely more college education. The youngest group consists of students who are just getting out of high school, and some are even still in high school.

With the goal of helping the younger and less experienced students succeed, our instructors exercise different teaching techniques and engagement strategies. The key with this age group is to facilitate connections and engagement between students. The more they feel they belong, the higher their retention and success rates. We know this from numerous studies on why and how students succeed in college. In Kelly's AOJ110 class, each F2F class period consists of at least 30 minutes, if not more, of group work and discussions, working in pairs, writing together, preparing presentations, giving current event presentations, etc. Students get to know each other very well and relationships form. As we discussed in detail in section 2.3, all our instructors employ highly effective engagement activities for our students.

For the ethnicity category data, there is notable difference in success for black students between the fall and spring terms. Black students succeed at a rate of around 68% in the fall but drop to around 54% in the spring. In comparison, White students succeed at a rate of around 74% in the fall and then go up to 80% in the spring. That means that there is a large disparity (26%)

between White and Black students in the spring but is much less in the fall (only about an 7% - 8% point difference). The disparity is unclear. It's possible that the percentage appears great because of a smaller sample size, which changed the percentages more drastically. Without drilling down on the data in regard to the actual numbers (rather than percentages) and the courses / sections, the disparity is difficult to pinpoint.

- 5.3** Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

See Section 2.3.

- 5.4** Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

We provide many ways to engage our students outside of the class. Some examples are as follows:

1. Students are given an assignment in AOJ204 Criminal Trials where they are required to attend a trial at one of our county courthouses and then write a paper about it.
2. Our students participate in internships in local police departments, crimes labs, law offices, and the courthouse.
3. Professor Young takes her students to observe autopsies and conducts a "shallow grave excavation" involving real animal bones and fake human skeletons. Other forensic faculty bring students to a tow yard to "process" vehicles for evidence and most instructors take their classes on tours of the crime labs where they work full time.
4. Students in AOJ240 write a grant proposal asking for \$10,000 for a community program aimed at community justice and anti-racism. They work in groups and they are required to contact and research other community programs. In a F2F class, they present their program to the class. In an online class, they put together a video that other students in the class can view.
5. Our AOJ club provides opportunities for tours of local jails, police departments, crime labs, etc. The club also secures a guest speaker from the criminal justice community for each of their monthly meetings to speak about numerous topics related to criminal justice.
6. Students are encouraged to attend events organized by the Career Center, and we work with the Center to provide opportunities for students to write resumes, apply to law enforcement jobs, meet with potential employers, etc.
7. Students volunteer at local conferences and join student memberships with professional organizations related to their discipline. Students actively participate in high school outreach events on campus and volunteer at major events on campus.

5.5 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

In section 3.2, the State data regarding Perkins reporting is discussed. Our state licensed courses as well as degree programs success data is reported through Perkins.

5.6 If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the “Degrees and Certificates” data table in this section.

The AOJ Department offers AS degrees in Corrections, Forensic Technology, Law Enforcement, Security Management, and an AOJ transfer degree. The number of AOJ transfer degrees awarded each year since 2014/2015 has steadily risen, despite the lower overall enrollment numbers. Forensic Technology awards the most degrees each year, followed by Law Enforcement, Security Management, and Corrections.

Trends used to be very apparent as a connection to pop culture. For example, when the television show “CSI” first aired, the general public became aware of a career field that rarely was discussed in the past. The forensics television shows greatly impacted our forensic technology enrollment. Since then, high school outreach, marketing and campus events appear to contribute more greatly to our overall program enrollment.

Department	Award		14/15	15/16	16/17	17/18	18/19	Total
Adminsitration of Justice	Admin. of Justice	AST	88	111	119	118	123	559
	Corrections	AS	10	5	5	1	2	23
		COA	11	4	7	0	2	24
	Forensic Technology	AS	19	26	35	26	29	135
		COA	26	34	38	28	36	162
	Law Enforcement	AS	26	20	13	12	15	86
		COA	25	18	16	11	16	86
	Legal Systems Court Mgmt	AS	10	6	9	1	0	26
		COA	10	4	9	2	0	25
Security Mgmt	AS	4	2	1	2	4	13	
	COA	4	3	0	2	5	14	
	Evidence Technology	AA	0	0	0	0	0	0
Business Office Technology	Administrative Assistant	AS	5	8	6	9	11	39
		COA	6	9	6	10	12	43
	Executive Assistant	AS	2	0	1	1	1	5
		COA	2	0	1	1	0	4
Business	Business Administration	AST	142	131	166	209	225	873
		AS	84	74	86	88	72	404
		COA	116	90	120	135	126	587
	Business General	AS	4	7	8	7	7	33
		COA	4	5	10	6	11	36
Child Development	Master Teacher	AS	7	8	16	16	18	65
		COA	8	9	14	19	19	69
	Site Supervisor	AS	1	1	4	1	3	10
		COA	1	1	4	2	3	11
	Teacher	AS	1	0	0	1	0	2
		COA	0	0	0	1	0	1
Computer Science/Information Systems	Computer Programming	AS	3	4	5	6	10	28
		COA	4	4	4	6	10	28
	LAN Support Specialist	AS	0	3	2	5	3	13
		COA	0	3	3	4	3	13
	Small Computer Specialist	AS	0	1	2	0	1	4
		COA	1	1	2	0	1	5
	Web Design	AS	4	2	1	2	5	14
		COA	4	2	2	4	8	20
Web Development	AS	0	0	0	0	0	0	
Culinary Arts	Culinary Arts	AS	11	14	13	6	4	48
		COA	13	16	17	6	9	61
	Baking & Pastry	AS	8	9	10	13	9	49
		COA	9	11	15	11	17	63
	Culinary Entrepreneurship	AS	5	3	3	1	4	16
		COA	5	3	3	1	4	16
	Banquet Cook	COA	18	8	19	6	12	63
	Line Cook	COA	21	7	18	6	11	63
Pastry Cook	COA	13	6	15	9	16	59	
Prep Cook	COA	16	8	16	6	11	57	
Management, Marketing & International Business	Hospitality & Tourism Mgmt	AS	3	4	7	6	8	28
		COA	3	4	8	6	8	29
	International Business	AS	3	2	0	0	3	8
		COA	3	2	0	1	1	7
	Management	AS	6	6	12	13	6	43
		COA	6	5	15	12	8	46
	Marketing	AS	2	5	1	4	1	13
		COA	2	5	2	4	3	16
Retail Management	AS	2	0	2	2	0	6	
	COA	2	1	3	2	1	9	
CTEWD Division Totals	Associates		450	452	527	550	564	2543
	Certificates		333	263	367	301	353	1617
University Studies	Business & Economics	AA	138	117	135	181	168	739
College Total	Associates		1865	1972	2214	2609	2761	11421
	Certificates		1269	1198	1362	1492	1605	6926

5.7 If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? What are starting salaries in the field?

Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

A large portion of our students transfer to SDSU and major in Criminal Justice. Students also transfer to other universities such as ASU and UC schools.

The following is a list of agencies/organizations who have employed our students and graduates:

AGENCY/ORGANIZATION

ALCOHOL BEVERAGE CONTROL

AM. COMMERCIAL SECURITY

AM. PROTECTIVE SERVICES

BARONA CASINO-SECURITY

BORDER PATROL

BORG-WARNER SECURITY-RETAIL DIV

BURBANK POLICE DEPARTMENT

BURNS INT. SECURITY

CA DEPT OF CORRECTIONS

CA DEPT OF INSURANCE

INVESTIGATION
CA DEPT OF JUSTICE
CALITEC SEC. SERVICES
CALIFORNIA HIGHWAY PATROL
CHULA VISTA POLICE DEPT
CORRECTIONS CORP. OF AMERICA
CORONADO POLICE DEPT
DEPT OF HOMELAND SECURITY
DRUG ENFORCEMENT ADMINISTRATION
EL CAJON MUNICIPAL COURT
EL CAJON POLICE DEPT
ESCONDIDO POLICE DEPT
FBI
FEDERAL POLICE OFFICER
GRAY, CARY & FREDRICKS LAW FIRM
GROSSMONT COLLEGE POLICE
GROSSMONT UNION HS DISTRICT POLICE
GUARDSMARK SECURITY
HARBOR POLICE
HAYWARD POLICE
HERITAGE SECURITY
HILTON S. D. RESORT SECURITY
HOME DEPOT - LOSS PREVENTION
HUMANE SOCIETY- INVESTIGATIVE DEPT
I.S.S. SECURITY
INGLEWOOD POLICE DEPT
INTERCOM SECURITY/KAISER
SAN DIEGO JUVENILE HALL

RANGER PRIVATE PATROL
REDLANDS POLICE DEPT
RIVERSIDE SHERIFF'S DEPT
S.D. UNIFIED PORT DISTRICT
SAN DIEGO COMMUNITY COLLEGE
POLICE
SAN DIEGO COUNTY PROBATION
SAN DIEGO MUNICIPAL COURT
SAN DIEGO PATROL-SECURITY
SAN DIEGO POLICE DEPT
SAN DIEGO SHERIFF'S DEPT
SAN DIEGO STATE UNIVERSITY POLICE
SAN DIEGO SUPERIOR COURT
SANTA MONICA POLICE
SAXS FIFTH AVE- LOSS PREVENTION
SHIELD SECURITY
STERLING SECURITY
TARGET- LOSS PREVENTION
TOTALLY SECURED
UCSD POLICE
US CUSTOMS
US MARSHALS SERVICE
US NAVY-MILITARY POLICE
USA SECURITY
VIEJAS CASINO-SECURITY
WADDINGTON SECURITY
WELLS FARGO SECURITY
WHITTIER POLICE DEPARTMENT
WMP SECURITY

The State data for the 2019/2020 Perkins Funding report includes analysis in the following areas:

Core 1 - Skill Attainment
Core 2 - Total Completions
Core 3 - Persistence and Transfer
Core 4 - Employment
Core 5a - Non-Traditional Participation
Core 5b - Non-Traditional Completion

The AOJ Department's data in these core areas is as follows:

The Grossmont College Administration of Justice Department exceeds, and in many areas greatly exceeds the state levels in all areas but is just slightly below the state goal for Core Indicator 3: Persistence and transfer, with 2.8% less than the State goal for non-traditional (female) students and 0.2% less than the State goal for Economically Disadvantaged students. However, Non-traditional and Economically Disadvantaged participation and completion as well as employment far exceeds the State goal by over 20%.

Our department is performing at a very impressive level in Employment, Non-traditional Participation and Completion. It's puzzling how non-traditional students score 2.8% lower than the State goal for persistence and transfer yet score 28% and 23% higher than the State for non-traditional participation and completion and 7% higher than the State for employment. However, our department has hired new faculty who are non-traditional and this may help in the shift non-traditional students in persisting and transferring.

In 2018/2019, the Grossmont College Administration of Justice Department traditional (male) single parents and disabled students were slightly below the state goals in the areas of completion, persistence, and employment. The main area of concern was in disabled students obtaining employment. At our advisory committee meetings, the issue was discussed. In 2019/2020, single parents were 1.4% higher in persistence and disabled students were 9.7% higher in completion, 1.8% higher in persistence and 10.1% higher in employment. This is very exciting news as we've seen the numbers shift.

We are excited that our disabled students' success have dramatically increased, especially in the area of employment. Next year, we will explore ways to bring up percentages of persistence and transfer for non-traditional students.

Our best performances are in the areas of non-traditional participation and completion for all areas followed by employment for all areas. Completion of certificates and degrees as well as technical skill attainment are also successful. We believe this is a direct result of the incredible faculty who teach in our programs as well as relevant technical equipment. All AOJ faculty are passionate in their subject matter and have worked in their area of instruction and use the most current technical equipment. By having seasoned professionals and current equipment and software, students persist in reaching their educational goals, learn technical skills, complete certificates and degrees, transfer to 4-year universities and are gaining employment in their area of study.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

PURPOSE OF SECTION 6: *To determine how departments utilize various campus services.*

- 6.1 Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

Yes, our student support services on campus do meet our students' needs. Some of our faculty regularly refer students to the tutoring center. It's especially easy for students to get tutoring right now, during the pandemic, because there is a link on the Grossmont webpage that allows them to set up a Zoom appointment to meet with a tutor. Kelly, for instance, requires students to work with a tutor if they turn in a paper that will earn less than a 70% grade, or a research paper that does not properly cite the research sources. In order to earn a grade for that paper, the student is given the link to the tutoring center, they must make an appointment, then edit their paper, and when they resubmit it, they must provide the name of the tutor they worked with and the date and time of the appointment. The result of having students work with writing tutors has been very good. Students learn to improve their grammar, they learn how to cite their sources, etc. Students can always request to work with a tutor to improve a grade on their paper.

The tutoring services most frequently used by AOJ students include the writing center, math, and Chemistry tutoring.

Many of our faculty invite representative from the tutoring center, counseling, the health office, library and financial aid department to come speak in our face-to-face classes (or Zoom as it might be). This gives students a direct link and connection to each apartment and we believe they are more willing to reach out for help if they have at least met a representative from that department. Each department is very responsive to our requests to have them speak to our students. These departments also disseminate information about services they provide through fliers and emails, and then we, as instructors, post announcements to our Canvas classes to keep students updated.

- 6.2 What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

In our opinion, the tutoring center is the most utilized by our AOJ students. As explained above, tutoring can directly help students improve their grades, thus increasing their retention rates and success rates. Even working with a tutor one time on one paper in a class could mean the difference between passing the class or failing.

Additionally, the Career Center has helped many of our students with "soft skills" including resume writing and interview skills. Many faculty provide extra credit for students to attend these career center workshops. The forensic technology program requires a portfolio of work as a graded assignment. Students build and expand on their portfolio throughout the degree program. The Career Center helps students with skills to have a polished portfolio for interviewing upon graduation.

- 6.3 Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore,

Maintenance, CAPS, and any other support services important to your faculty and staff.

Each of these departments have been incredibly supportive over many years. COVID19 and the implementation of a new website and Self Service created a lot of chaos in the middle of a pandemic. Some services were greatly affected but it is not the fault of the individual departments. Everyone is working together to create smooth systems for faculty, staff, and students in the quickest timeline possible.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

PURPOSE OF SECTION 7: *The purpose of this section is for your department to showcase the most meaningful outreach, engagement and retention work that you do, both on and off campus. We are interested in learning what the faculty and staff in your department do maintain/enhance their status as professionals in their field and as instructors, how you represent the college in the community/region, interact with other departments around campus, serve the college and your students, and participate in campus life.*

Full Time Faculty			
Faculty	Activity/Committee	Year(s)	Value to Student Success
Kelly Menck	• Outreach event - guest speaker at Cesar Chavez High School in downtown San Diego, spoke to seniors about college and careers in law enforcement.	2017	
	• Successfully completed @One canvas training.	2017	Grew my knowledge in teaching on Canvas, allowing me to better serve my online students.
	• Taught "Let's Engage" during the Grossmont Professional Development week.	2017	Interactive class with over 50 attendees, I taught multiple ways to engage students in the classroom, real world examples.
Kelly Menck	• Served on Hiring Committee for a full time faculty member in Child Development.	2018	
Kelly Menck	• Manage my own criminal defense law office; handle a couple cases a year.	2008-2020	Keeps me updated on the current court practices and cases, allowing me to bring relevant, real-life cases and examples to my students.
	• Attended and completed The Strong Workforce Faculty Development Institute.	2019-2020	To address equity gaps in my classes; this involved a multifaceted process of reviewing my course success rates and retention rates, reviewing and updating my syllabi,

	<ul style="list-style-type: none"> • Attended the 3-day "TSI" (The Summer Institute) Conference. • Served on 2 tenure review committees in Fall for BOT. • Excellence in Teaching Award. • Co-Chair of Program Review Committee. • Attend 10+ hours of Professional Development training each semester during Flex Week at Grossmont College. Classes include Canvas, effective teaching practices, equity, anti-racism, etc. • Worked with fellow full-time faculty in AOJ to write a "Call to Action Plan" in response to police violence against African-Americans and racism. • Complete 40 hours of required legal continuing education every 4 years as mandated by the California State Bar. 	2020 2020 2020 2020 2020 2020	and writing a comprehensive multi-page plan. Makes me a better teacher, gain new ideas and teaching strategies to use in the classroom and online.
Faculty	Activity/Committee	Year(s)	Value to Student Success
Michael Stewart	<ul style="list-style-type: none"> • Student - @ One Online Education Standards and Practices (OESP). • Student - @ One Peer Online Course Reviewer (POCR). • Student - POST AICC Level 2. • Online Teaching Conference/Anaheim. • Facilitated - Grossmont "Intro to Teaching with Canvas". 	2017 2017 2017 2017 2017 2017	

	<ul style="list-style-type: none"> • Facilitated - Professional Dev - Canvas Buttons/Banners. • Facilitated - Professional Dev - Canvas Open Lab. • Facilitated - Professional Dev - AOJ Dept Canvas course. • Teach POSC 121/One-section. • Participate Political Economy Week. • Facilitated - Grossmont "Intro to Teaching with Canvas". • Tenure committee/Peer for two faculty. • Member - AFT task force on racial equity/police and community safety. • TTLC Committee. • Canvas mentor. 	2017 2017 2017 2017 2017-2018 2017-2019 2017-present	
Michael Stewart	<ul style="list-style-type: none"> • Mission trails regional park volunteer. • UCSD Extension Instructor. • Sage Publishing - Author and Producer 25 CJ scripts. • Student - Completed UCSD Extension "Online Teaching Certificate"6 courses/13 units. • Facilitated - Professional Dev - Canvas Open Lab. • Facilitated - Grossmont "Intro to Teaching with Canvas". • Tenure committee/Peer for two faculty. 	2018 2018 2018 2018 2018 2018	

	<ul style="list-style-type: none"> • Facilitated - Professional Dev - Canvas Open Lab. 	2018	
	<ul style="list-style-type: none"> • Facilitated - Professional Dev - Canvas "Orientation Unit". 	2018	
	<ul style="list-style-type: none"> • Facilitated - Professional Dev - Canvas "Creating Modules". 	2018	
	<ul style="list-style-type: none"> • Facilitated - Grossmont "Intro to Teaching with Canvas". 	2018	
	<ul style="list-style-type: none"> • Facilitated - DEFT "Canvas Orientation Unit". 	2018	
	<ul style="list-style-type: none"> • Facilitated - DEFT "Canvas for Face-to-Face Courses". 	2018	
	<ul style="list-style-type: none"> • Mentor interim instructional designer. 	2018	
	<ul style="list-style-type: none"> • UCSD Extension Instructor. 	2018-Present	
Michael Stewart	<ul style="list-style-type: none"> • Facilitated - Professional Dev - AOJ Accessibility Overview. 	2019	
	<ul style="list-style-type: none"> • Facilitated - Professional Dev - Canvas Open Lab. 	2019	
	<ul style="list-style-type: none"> • Participatory Governance - Technology Committee, including Co-Chair. 	2019	
	<ul style="list-style-type: none"> • Completed - WebAim - Accessibility Training. 	2019	
	<ul style="list-style-type: none"> • Facilitated - Grossmont "Intro to Teaching with Canvas". 	2019	
Michael Stewart	<ul style="list-style-type: none"> • Facilitated - Grossmont "Intro to Teaching with Canvas". 	2020	
	<ul style="list-style-type: none"> • Coordinate Cross-disciplinary guest speaker with psychology Department. 	2020	

	<ul style="list-style-type: none"> • Facilitated - Grossmont "Intro to Teaching with Canvas". • Hiring Committee - Administrative Director To The Chancellor And Governing Board Operations. • Facilitated - Grossmont "Intro to Teaching with Canvas"/SU ITC1 and ITC 4. • GC Flex: Leading with Emotional Intelligence: Building a 21st Century Equitable. • GC Flex: Holistic Cooking with James and Jojo. • Facilitated - Grossmont "Intro to Teaching with Canvas". • Workplace Harassment Prevention for Employees, State of California. 	2020 2020 2020 2020 2020 2020	
Faculty	Activity/Committee	Year(s)	Value to Student Success
Sharon Sampson	• Fall Convocation/Flex Week ONE-Online Network of Educators-PD Training (3-day Conference.).	2016	Technology-based and student-focused, with the goals of improving retention and success rates in my courses. Improving the online learning experience for all students, including students with disabilities, students with basic skills needs, and students from underserved populations.
Sharon Sampson	<ul style="list-style-type: none"> • Spring Convocation/Flex Week CCCAOE Conference. • Fall Convocation/Flex Week ACUE 16-Week Certificate Course-on Effective Teaching Practices. 	2017 2017	A Key to Equity & Access with focus on legislative advocacy and training in the newest education methods and best practices for student success. The Course Sequence modules that were designed with specific strategies to help faculty prepare for their course prior to the start of the next semester: Mod 1-Designing an Effective Course. Mod 2: Establishing a Productive Learning Environment.

			<p>Mod 3: Using Active Learning Strategies.</p> <p>Mod 4: Promoting Higher Order Thinking.</p> <p>Mod 5: Assessing to Inform Instruction & Promote Learning.</p>
Sharon Sampson	<ul style="list-style-type: none"> • Spring Convocation/Flex Week CCCAOE Conference-on Effective Teaching Practices. • Fall Convocation/Flex Week CONVOCATION/FLEX WEEK Theme: Changes: New People Structures and Ways of Seeing + Being. • CCCAOE Fall Conference. 	<p>2018</p> <p>2018</p> <p>2018</p>	
Sharon Sampson	<ul style="list-style-type: none"> • Spring Convocation/Flex Week: -CCCAOE Spring Conference-“A Perfect Vision for Student Success” ASCCC Conference {Credit/Non-Credit Conference}. • Skyline Equity Institute Conference. Theme: The Anatomy of a Transformative Course: Critical Competencies For Student Success. • Fall Convocation/Flex Week Theme: Better Together: -Canvas: Open Lab / Q & A @ Grossmont College -Grossmont CTE, Strong Workforce Division Mtg 	<p>2019</p> <p>2019</p> <p>2019</p>	<p>A multi-day experience that introduce baseline concepts, interrogating data and mapping implementation strategy for participants to advance the equity-centered work at their respective institutions. In the inaugural academy, “The Anatomy of a Transformative Course: Critical Competencies for Student Success,” I participated in the following workshops: Design a syllabus and lesson plans that reflect transformative teaching. Acquire skills to implement transformative pedagogical practices. Develop equity informed strategies to measure student learning.</p> <p>I had the opportunity to hone my leadership skills to engage, inspire, and motivate others tools that are beneficial within the community college setting. I explored what it took to Master Leadership so that I can</p>

	<p>-Facilitated Inclusive Design Syllabus Workshop.</p> <p>• CCCAOE Conference: Leadership Academy Training levels I & II.</p>	2019	positively influence, no matter my hierarchal level, to leverage meaningful change @ Grossmont.
Sharon Sampson	<p>• Spring Convocation/Flex Week SWP Faculty Institute-[Participant].</p> <p>WEBINARS:</p> <ul style="list-style-type: none"> • Making the Case for African American Student Success Webinar. • Higher Education Educator Listening Session. • Using Actionable Data to Accelerate Student Success". • State Chancellor A Call to Action for California's Community Colleges. • USC Race & Equity Center California Community College Equity Leadership Alliance Inaugural eConvening. • Grossmont PD-Anti-Racism Conversation. • Skyline Equity Institute-Addressing Anti-Blackness on Campus. • State Chancellor [IEPI] Emergency Planning COVID-19. • Anti-Defamation League-"Celebrate the Launch of a NEW Civics Curriculum from ADL Education" (ADL) webinar. • Repealing Prop 209 Webinar and the impact on black students' webinar. • Talking about racism webinar. • Kwame Alexander-How to deal with institutional racism. 	<p>2020</p> <p>2020</p>	<ul style="list-style-type: none"> • Learn more about the students who take their courses (quantitative & qualitative data) specifically about their retention, persistence, and success outcomes. • Apply the knowledge gained from the investigative project to better connect with their students. • Develop an action plan to implement their ideas in the classroom.

	<ul style="list-style-type: none"> • Black Minds Matter Webinar. • How to attract adult learners webinar. • State Chancellor Webinar 7/30/20 CORA Learning-Black Minds Matter. • CORA Learning-Amend2. • State Chancellor's Webinar-POST. • CORA Learning-Black Minds Matter Webinar. • CORA Learning-Black Minds Matter Webinar. •COLEGAS Latinx solidarity with Black Lives Matter. • Fall Convocation/Flex Week Theme: "Realize your potential" (Virtual). <p>WEBINARS:</p> <ul style="list-style-type: none"> • State Chancellor's Webinar-California Community College Leaders Nurturing an Antiracist Campus Culture. • A Model for Creating a Data-Driven Culture (Harvard Business Review). • Confronting Hate in America (Anti-Defamation League) Participated in AAUP Institute Online: Rebuilding Higher Education. • Webinar-Student's Homelessness UCLA. • The ART of Inclusive Community. • CCCAOE Webinars (Racial Justice). <p>CONFERENCES:</p> <ul style="list-style-type: none"> • Guide Pathways Equity. • Bay Region CC Antiracism. • IIRP-International Institute for Restorative Listening: Facilitating Listening Circles Training. • ASCCC Fall Plenary Session: Anti-Blackness (IDEAS): facilitated workshop on Antiracism Policies 	<p>2020</p> <p>2020</p> <p>2020</p>	<p>Leading with Emotional Intelligence: Building a 21st Century Equitable Education Model. Career Tech Education / Workforce Development Division Meeting Facilitated Workshop on Civic Mindedness Infusion in AOJ Curriculum.</p>
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	and Procedures, and facilitated new attendees workshop.		
Faculty	Activity/Committee	Year(s)	Value to Student Success
Tina Young	<ul style="list-style-type: none"> • Designing Online Courses (Quality Matters 4-hours). • 180+ hours in crime scene reconstruction, shooting incident reconstruction, firearms, forensic technology, and bloodstain pattern analysis training. • SLO training each semester. • TracDat, new technology training each semester. • Joint Academic Senate, Chairs/Coordinators, Division, Dept meetings (each semester). 	<p>2014</p> <p>2014 – current</p> <p>2014 – 2020</p> <p>2014 – 2020</p> <p>2014 – 2020</p>	<p>Equity, access & improvement in online instruction.</p> <p>Maintain currency and knowledge in subject matter (forensic technology, forensic photography, bloodstain pattern analysis).</p> <p>Knowledge in assessment and analysis of student learning outcomes; ensures quality and consistency in education for students.</p> <p>Technology to assist in implementation of management of AOJ courses and SLOs.</p> <p>Shared knowledge amongst faculty and chairs/coordinators to ensure student success.</p>
Tina Young	<ul style="list-style-type: none"> • Discovery Channel - What on Earth Series – Provided filmed bloodstain pattern analysis on suspicious stain patterns found on a jetty in Holland. • Academic Press: Crime Scene Photography, 3rd Ed. By E. Robinson – Contributing Author, wrote section on Advanced Lighting Techniques. • Grossmont College Online Education Initiative. • Expert Witness in Bloodstain Pattern Analysis & Forensic Technology; Appointed by Judge Henry Hall, Los Angeles County Superior Court; Private bloodstain pattern analysis case work: Los 	<p>2015</p> <p>2015</p> <p>2015</p> <p>2015 appoint ment; case work: 2015-current</p>	<p>On international television – provided outreach for new students and continued interest for current forensic technology students.</p> <p>This textbook is required for Forensic Photography certification through IAI; my contribution to the textbook lends expertise knowledge to student learning.</p> <p>Equity, access & improvement in online instruction.</p> <p>Work private Bloodstain Pattern Analysis and Forensic Technology cases; maintain currency and describe court cases and procedures to students.</p>

	Angeles, Riverside, San Diego Counties.		
Tina Young	• Intro to Online Teaching & Learning (@One 40-hours).	2016	Equity, access & improvement in online instruction.
Tina Young	• Passed recertification test for Bloodstain Pattern Analysis Certification (IAI).	2017	Certification lends expertise of discipline for subject matter.
	• Blackboard to Canvas; Getting Started with Canvas; Transferring courses to Canvas (5 hours combined).	2017	Equity, access & improvement in online instruction.
Tina Young	• Canvas Online Course (20 hours).	2018	Equity, access & improvement in online instruction.
Tina Young	• National Institute of Justice Black Box Study in Bloodstain Pattern Analysis 60+ hours practical study (participated).	2019	Maintain knowledge and currency in subject matter (bloodstain pattern analysis).
	• Tips in Canvas Gradebook (2 hours).	2019	Equity, access & improvement in online instruction.
	• Mental Health First Aid (8 hours).	2019	Knowledge of mental health issues and how to handle in the classroom and on campus.
Tina Young	• Emergency Remote Teaching (Canvas 20 hours).	2020	Equity, access & improvement in online instruction.

Adjuncts Faculty			
Adjunct	Activity/Committee	Year(s)	Value to Student Success
Bryanna Toussaint	TRAININGS: • Detection of Forged and Fabricated Fingerprints Workshop/Chula Vista Police Department.	2014	
	• California Hazardous Waste Regulations: General Awareness Online Course.	2014	

	<ul style="list-style-type: none"> • Hazardous Waste in California Workshop Lion Technology. 	2014	
	<ul style="list-style-type: none"> • DOT Hazardous Materials/Pacific Safety Center, San Diego, CA. 	2014	
	<ul style="list-style-type: none"> • IAI Latent Print Certification Test Preparation Training/Ron Smith & Associates Escondido Police Department, Escondido California. 	2014	
	<ul style="list-style-type: none"> • Universal Latent Workstation Software Training Program/ Federal Bureau of Investigation Criminal Justice Information Services Division Sand Diego Police Department, San Diego, California. 	2014	
	<ul style="list-style-type: none"> • Basics of Latent Fingerprint Lifting Sirchie Webinar. 	2014	
	<p>CONFERENCES:</p> <ul style="list-style-type: none"> • Southern California Association of Fingerprint Officers/23rd Annual Training Conference, Anaheim, CA. 	2014	
Bryanna Toussaint	<p>TRAININGS:</p> <ul style="list-style-type: none"> • Scientific Analysis (ACE-V): From the Laboratory to the Witness Stand/Ron Smith & Associates, presented by Michelle Triplett San Diego, CA. 	2015	
	<ul style="list-style-type: none"> • Evidence Collection/ California Conference of Arson Investigators. 	2015	
	<ul style="list-style-type: none"> • Bloodstain Pattern Analysis Basic by Tina Young GCCCD, El Cajon, California. 	2015	
	<ul style="list-style-type: none"> • Introduction to Online Teaching and Learning-Grossmont College. 	2015	
	<ul style="list-style-type: none"> • Understanding Exclusion and Sufficiency Decisions Plus-Ron 	2015	

	<p>Smith & Associates Carlsbad Police Department, Carlsbad California.</p> <p>CONFERENCES:</p> <ul style="list-style-type: none"> • International Association for Identification (IAI)- 100th IAI International Educational Conference, Sacramento, CA. 	2015	
Bryanna Toussaint	<p>TRAININGS:</p> <ul style="list-style-type: none"> • LatentWorks and Latent Print Workflow User Training-Save Scarborough with Mideo Systems Escondido Police Department. <p>CONFERENCES:</p> <ul style="list-style-type: none"> • California Division of the International Association for Identification-100th Annual Training Seminar Costa Mesa, CA. 	<p>2016</p> <p>2016</p>	
Bryanna Toussaint	<p>TRAININGS:</p> <ul style="list-style-type: none"> • ISO/IEC 17020 and Audit Preparation for Forensic Agencies- ANSI-ASQ National Accreditation Board Escondido Police Department. • Searching for Blood: Essentials of Using Luminol & BLUESTAR Sirchie Education & Training. • International Firearm Specialist Academy-Escondido Police Department. • Minimizing Bias in Forensic Decision Making-ConCEpt Professional Training. • Palm Print Comparison Techniques-Ron Smith & Associates, Inc. • Less Than Full Access Operator-Office of the Attorney General – DOJ. 	<p>2017</p> <p>2017</p> <p>2017</p> <p>2017</p> <p>2017</p>	

	<ul style="list-style-type: none"> • Leadership: The Power of Character-Pointman Leadership Institute, Escondido, CA. • Supervisor's Academy-San Diego Regional Training Center Escondido, CA. <p>CONFERENCES:</p> <ul style="list-style-type: none"> • International Association for Identification (IAI)- 102nd IAI International Educational Conference Atlanta, Georgia. 	2017 2017 2017	
Bryanna Toussaint	<p>TRAININGS:</p> <ul style="list-style-type: none"> • SD County Regional Leadership Institute. • Western States Joint Conference-Friction Ridge Deposition Workshop – Distortion Las Vegas, Nevada. • Imaging Forensics-Photoshop for Latent Print Analysis Escondido, California. • Advanced Postmortem Fingerprinting Techniques Course-Federal Bureau of Investigation Laboratory Division. • Assertive Supervision Workshop-Performance Management & Accountability in the Workplace-Chula Vista, CA. <p>CONFERENCES:</p> <ul style="list-style-type: none"> • Western States Joint Conference of the IAI International (CSDIAI) Las Vegas, Nevada. 	2018 2018 2018 2018 2018	
Bryanna Toussaint	<p>TRAININGS:</p> <ul style="list-style-type: none"> • Incorporation of Technology into the ACE-V Process-Ron Smith & Associates, Inc. Escondido, CA. 	2019	

	<ul style="list-style-type: none"> • Certificate of Attendance: Incorporation of Technology into the ACE-V Process-Ron Smith and Associates, Escondido, CA. • Making Optimal Decisions in Identifications and Exclusions – A Scientific Approach-International Association for Identification Educational Conference. • Latent Print Evidence at Fire Scenes-International Association for Identification Educational Conference Reno, Nevada. • Seeing Through the Noise: Exploiting Complexion Differences Between Ridges and Furrows-International Association for Identification Educational Conference Reno, Nevada. <p>CONFERENCES:</p> <ul style="list-style-type: none"> • 104th International Association for Identification Educational Conference-Reno, Nevada. • Southern California Association of Fingerprint Officers-28rd Annual Training Conference, San Diego, CA. 	2019	
ryanna Toussaint	<p>TRAININGS:</p> <ul style="list-style-type: none"> • Advanced Crime Scene Documentation-El Cajon, California. • Beyond Discriminating Power of Friction Ridge Arrangements-Webinar. • Practical Answers to Challenging Questions in the Courtroom-Webinar. • Managing Cognitive Bias in Friction Ridge Examinations-Webinar. 	2020	

	<ul style="list-style-type: none"> • The Examination of Bloody Friction Ridge Impressions- Webinar. 		
Adjunct	Activity/Committee	Year(s)	Value to Student Success
Diane Do	<ul style="list-style-type: none"> • Trained FBI Evidence Response Team- Evidence Collection and Major Case Prints. • Annual Training Conference, 32 hours, Southern California Association of Fingerprint Officers. 	2014 2014	
Diane Do	<ul style="list-style-type: none"> • Scientific Analysis (ACE-V): From the Laboratory to the Witness Stand, 40 hours, Ron Smith and Associates, Inc. • Latent Print Cross-Examination Testimony- Defending Your Expert Opinion, 4 hours, International Association for Identification. • 100th International Educational Conference, 28 hours, International Association for Identification. • Battley Fingerprint Classification System Workshop, 4 hours, International Association for Identification. • Making Optimal Decisions in Identifications and Exclusions- A Scientific Approach, 4 hours, International Association for Identification. • Understanding Exclusion and Sufficiency Decisions Plus, 36 hours, Ron Smith and Associates, Inc. 	2015 2015 2015 2015 2015	

Diane Do	•Latent Print Examiner, San Diego County Sheriff's Department, Regional Crime Laboratory.	2016	
	• 19th Annual Cogent User Group International Educational Conference, 40 hours, Cogent User Group International.	2016	
Diane Do	• Minimizing Bias in Forensic Decision Making, 10 hours, CONCEPT Professional Training.	2017	
Diane Do	• Annual Training Seminar, 40 hours, Western States Joint Conference of the International Association for Identification.	2018	
	•Overview of ISO/IEC 17025:2017 and the ANAB Accreditation Requirements (AR 3125), 16 hours, ANSI-ASQ National Accreditation Board	2018	
Diane Do	•Recognition of excellence in teaching as a part-time faculty member. AOJ Professor - Grossmont College.	2019	
	• California State Division of the International Association for Identification 103 rd Annual Educational Training Seminar – "An Evaluation of the Efficacy of an Electrostatic Detection Device as a Screen Tool for Latent Prints" with Linton Mohammed, PhD.	2019	
	• California State Division of the International Association for Identification 103 rd Annual Educational Training Seminar – "Print Comparison Preparation for the IAI.	2019	
	• Performance Analysis for First Line Supervisors, 4 hours, California State Division of the	2019	

	<p>International Association for Identification.</p> <ul style="list-style-type: none"> • 103rd Annual Training Seminar, 36 hours, California State Division of the International Association for Identification. • Getting Better Results From Your Team, Workshop, 3 hrs, International Association for Identification. • Latent Print Training: Building Your Lab's Future, Workshop, 3 hours, International Association for Identification. • 104th Educational Conference, 34 hours, International Association for Identification. 	<p>2019</p> <p>2019</p> <p>2019</p> <p>2019</p>	
Diane Do	<ul style="list-style-type: none"> • Certified Technical Assessor, ANSI National Accreditation Board (ANAB) • Senior Latent Print Examiner, San Diego County Sheriff's Department, Regional Crime Laboratory. • Quality Assurance Practices for Latent Print Examiners, Online training, 4 hours, Uncover Forensics. • Tonal Transitions: Causes and Visual Effects, Online training, 4 hours, Evolve Forensics. • Practical Answers to Challenging Questions in the Courtroom, Online training, 24 hours, Ron Smith & Associates, Inc. • Implementing the Expanded OSAC Conclusion Scale, Online training, 4 hours, Elite Forensic Services and Evolve Forensics. 	<p>2020</p> <p>2016-present</p> <p>2020</p> <p>2020</p> <p>2020</p> <p>2020</p>	

	<ul style="list-style-type: none"> • Forensic ISO/IEC 17025:2017 Technical Assessor Training, Online training, 32 hours, ANSI National Accreditation Board (ANAB). 	2020	
Adjunct	Activity/Committee	Year(s)	Value to Student Success
Gregg McClain	<ul style="list-style-type: none"> • San Diego District Attorney's Office Deputy District Attorney. • Superior Court; Readiness Deputy Handled daily readiness calendar for pre-trial cases, assisted attorneys with trial strategy in significant cases. 	1985-2018 2010-2018	
Adjunct	Activity/Committee	Year(s)	Value to Student Success
Matthew ODeane	<ul style="list-style-type: none"> • Eastlake Little League Baseball (U-10 Assistant Coach). • American Youth Soccer Organization (U-12 and Intermediate Coaching Certification). • Selected as "Most Outstanding and Inspirational Instructor" for class #23 at the Palomar Police Academy. • Supervisory POST Certificate. • ACJS Conference (Philadelphia), 24 Hours, Academy of Criminal Justice Sciences / 51st Annual. • Blue Courage Leadership course, 16 Hours, San Diego Regional Training Center. • Executive Communications course, 24 Hours, San Diego Regional Training Center. 	2014 2013-2014 2014 2014 2014 2014 2014	

	<ul style="list-style-type: none"> • Prevailing Wage Fraud course, 4 Hours, San Diego Underground Economy Task Force. • PORAC Conference (Palm Springs), 24 Hours, Peace Officers Research Assoc. of California. 	2014	
Matthew ODeane	<ul style="list-style-type: none"> • Journal of Criminal Justice Research Reviewer. • Hired as Adjunct Professor for the University of San Diego – Master of Leadership Program. • Leadership, Mentoring and Coaching course, 24 Hours, IDI - Instructor Development Institute. • Assertive Supervision course, 24 Hours, Chula Vista PD /Marin Consulting. • Training Administrators Course, 12 hours, Anaheim POST – Peace Officers Standards and Training. • PORAC Conference, 24 hours, Monterey Peace Officers Research Assoc. of California. • Book Chapter: The Detective's Handbook: Chapters 16 and 20. Chapter 16: Practical Aspects of Interviewing and Interrogating Witnesses and Suspects, pages 255-275; and Chapter 20: How to get that Warrant Everytime, pages 337-356. Editor(s) John Eterno and Cliff Roberson. ISBN #9781482260045. 	2011-2015 2015 2015 2015 2015 2015	
Matthew ODeane	<ul style="list-style-type: none"> • Selected as "Honor Instructor" for the Police Explorer Academy at UCSD. 	2016 2016	

	<ul style="list-style-type: none"> • Promoted to Commander. Assigned to the Gang Prosecution Unit/Cold Case omicide/Narcotics. • ACJS Conference, 24 hours, Denver, Academy of Criminal Justice Sciences / 53rd Annual. • Supervisory Leadership Institute (SBSLI) course, 192 hours, POST Sherman Block SLI - Class #373. • IACP Conference 2016, 24 hours, San Diego, International Association of Chiefs of Police. • Police Image Management Strategies, 8 hours, FBI LE Leadership Development. • Prison Gang Update course, 6 hours, California Dept. of Corrections (CDCR). • Gang Conference, 280 hours, Anaheim, California Gang Investigators. 	2016 2016 2016 2016 2016 2016	
Matthew ODeane	<ul style="list-style-type: none"> • International Association of Chiefs of Police. • San Diego Crime Stoppers Mentoring and Training Award for co-development of the SDCRLI. • ACJS Conference, 24 hours, Kansas City, Academy of Criminal Justice Sciences / 54th Annual. • SD County Regional Leadership Institute course, 112 hours, SDCRLI Track I, II, and III. • Executive Development Course, 80 hours, California POST Class #17-2. 	2016-2017 2017 2017 2017 2017	

	<ul style="list-style-type: none"> • Int. Assoc. of Law Enforcement Planners course, 24 hours, IALEP Conference San Diego. 		
Matthew ODeane	<ul style="list-style-type: none"> • International Association of Law Enforcement Planners. • Management POST Certificate. • Selected as “Honor Instructor” for the Police Explorer Academy at UCSD. • California Peace Officer Standards of Training (POST) Excellence in Training /Governor’s Award for Excellence in Peace Officer Training for Year 2017. • ACJS Conference, 24 hours, New Orleans, Academy of Criminal Justice Sciences / 55th Annual. • PORAC Conference, 24 hours, Reno, Peace Officers Research Assoc. of California. • Book Chapter: Routledge Handbook of Social, Economic, and Criminal Justice. ditor Cliff Roberson. Publisher Routledge.ISBN 9781138545649. Part V – Chapter 25. 10 Key Elements to Enhance Procedural Justice. Pages 269-291. 	<p>2017-2018</p> <p>2018</p> <p>2018</p> <p>2018</p> <p>2018</p> <p>2018</p> <p>2018</p>	
Matthew ODeane	<ul style="list-style-type: none"> • San Diego County District Attorney Investigators Foundation. • San Diego County District Attorney Investigators Association. • Police Officers Research Association of California. • Law Enforcement Quarterly Contributing Author and Reviewer. 	<p>2014-2019</p> <p>2002-2019</p> <p>1992-2019</p>	

• International Association of Directors of Law Enforcement Standards and Training.	2019-2019	
• California Law Enforcement Association.	2019	
• California Gang Investigators Association.	2002-2019	
• California District Attorney Investigators Association.	2002-2019	
• Hired by California Peace Officer Standards of Training as the Regional Consultant for Region 7.	2002-2019	
• Faculty Service Award from the University of San Diego LEPSL Program.	2019	
• Selected as a “Top 15” Professor for Southwestern College’s Excellence in Online Teaching Award.	2019	
• ACJS Conference, 24 hours, Baltimore, Academy of Criminal Justice Sciences / 56 th Annual.	2019	
• Training Managers Course, 24 hours, Long Beach, POST – Peace Officers Standards and Training.	2019	
• Training Coordinators Course, 16 hours, Cathedral City, POST – Peace Officers Standards and Training.	2019	
• Reserve Officer Coordinator Course, 8 hours, California Reserve Peace Officers Association.	2019	
• PORAC Conference, 24 hours, Palm Springs, Peace Officers Research Assoc. of California.	2019	

	<ul style="list-style-type: none"> • Gang Conference, 64 hours, San Diego, SDCGC - San Diego County Gang Conference. 	2019	
		2019	
Matthew ODeane	<ul style="list-style-type: none"> • Training Manager Symposium, 12 hours, Online, POST – 2020 A New Decade in Training. 	2020	
	<ul style="list-style-type: none"> • Field Training Officer Supervisor Course, 24 hours, CSU Long Beach. 	2020	
	<ul style="list-style-type: none"> • Police Chief Retreat, 20 hours, Indian Wells CA, ARCCOPS / SB Chiefs Association. 	2020	
	<ul style="list-style-type: none"> • California Reserve Peace Officers Association. 	2019-2020	
	<ul style="list-style-type: none"> • California Tactical Officers Association. 	2019-present	
	<ul style="list-style-type: none"> • Academy of Criminal Justice Sciences. 	2019-present	
	<ul style="list-style-type: none"> • Association of Riverside County Chiefs and Sheriff. 	2019-present	
	<ul style="list-style-type: none"> • California Association of Police Training Officers. 	2019-present	
	<ul style="list-style-type: none"> • Riverside County Law Enforcement Administrators Association. 	2019-present	
	<ul style="list-style-type: none"> • Riverside County Law Enforcement Training Association. 	2019-present	
	<ul style="list-style-type: none"> • San Bernardino Police Chiefs and Sheriff Association. 	2019-present	
	<ul style="list-style-type: none"> • Safety Training Association Representing San Bernardino County. 	2019-present	
Adjunct	Activity/Committee	Year(s)	Value to Student Success

	<ul style="list-style-type: none"> • Latent Print Search and Comparison Techniques: 40 Hours, Ron Smith & Associates, Inc., Tustin, CA. • Fundamentals of Latent Print Examination: 24 Hours (5.74 ILU/CEU), National Institute of Justice/West Virginia University. Online Course. • Forensic Photography: 24 Hours (4.06 ILU/CEU), National Institute of Justice/West Virginia University. Online Course. • Universal Latent Workstation Software: 8 Hours, Federal Bureau of Investigation, San Diego, CA. • Insect Collection at Death Scenes: 1.5 Hours, San Diego County Sheriff's Regional Crime Laboratory, San Diego, CA. 		
Tara Lytle	TRAININGS: <ul style="list-style-type: none"> • Scientific Analysis (ACE-V): From the Laboratory to the Witness Stand: 40 Hours, Ron Smith & Associates, Inc., San Diego, CA. • Alternate Light Source Basics for the Crime Scene: 1.0 Hours, Sirchie Fingerprint Laboratories. Webinar. • Basics of Cyanoacrylate Fuming: 1.0 Hours, Sirchie Fingerprint Laboratories. Webinar. • Understanding Exclusion and Sufficiency Decisions: 36 Hours, Ron Smith & Associates, Inc., San Diego, CA. 	2015	

	<ul style="list-style-type: none"> • Understanding Gunshot Residue: 1.0 Hours, Sirchie Fingerprint Laboratories. Webinar. 		
Tara Lytle	TRAININGS: <ul style="list-style-type: none"> • International Association for Identification: 40 Hours, California State Division 100th Annual Educational Seminar, Costa Mesa, CA. • Using Oblique Lighting for Better Investigations & Photography: 1.0 Hours, Sirchie Fingerprint Laboratories. Webinar. • SCAFO 25th Annual Training Conference: 24 Hours, Southern California Association of Fingerprint Officers (SCAFO), Carlsbad, CA. • Fire & Arson Investigation Basics: 1.0 Hours, Sirchie Fingerprint Laboratories. Webinar 	2016	
Tara Lytle	TRAININGS: <ul style="list-style-type: none"> • Logical Latent Analysis: 16.0 Hours, Trittech Forensics, North Las Vegas, NV. • Searching for Blood: Essentials of Using Luminol & BLUESTAR: 1.0 Hours, Sirchie Fingerprint Laboratories. Webinar. • DNA Recognition, Collection, and Acceptance for Analysis: 4.0 Hours, El Cajon Police Department, El Cajon, CA. • Video Evidence for Investigators: 16.0 Hours, Police Technical, El Cajon, CA. 	2017	
Tara Lytle	TRAININGS: <ul style="list-style-type: none"> • Advanced Training for DCS5 Latent Print System: 16 Hours, 	2018	

	<p>Foster + Freeman, San Diego, CA.</p> <ul style="list-style-type: none"> • Features and Functionality of the Universal Latent Workstation (ULW) (4.0 hours) • Full Spectrum (UVIR) Forensic Photography (4.0 hours). • International Association for Identification: 40 Hours, Western States Joint Conference Annual Training Seminar, Las Vegas, NV. • Analysis of Distortion in Latent Prints: 16.0 Hours, Evolve Forensics, El Cajon, CA. • Photoshop for Latent Print Analysis: 32.0 Hours, Imaging Forensics, Escondido, CA. • SCAFO 27th Annual Training Conference: 24 Hours, Southern California Association of Fingerprint Officers (SCAFO), Palm Springs, CA. 		
Tara Lytle	<p>TRAININGS:</p> <ul style="list-style-type: none"> • Latent Print Analysis: 40 Hours, Grossmont College, El Cajon, CA. • SCAFO 28th Annual Training Conference: 16 Hours, Southern California Association of Fingerprint Officers (SCAFO), San Diego, CA. 	2019	
Tara Lytle	<p>TRAININGS:</p> <ul style="list-style-type: none"> • Advanced CrimeScene Documentation: 40 Hours, Tri-Tech Forensics (IAI Partner), El Cajon, CA. • Limits of Persistency in Friction Ridge Skin: 4.0 Hours, Evolve Forensics, Online Live Webinar. 	2020	

	<ul style="list-style-type: none"> • Importance of Expertise in Friction Ridge Examinations: 4.0 Hours, Evolve Forensics, Online Live Webinar. • Examination of Friction Ridge Impressions: 4.0 Hours, Evolve Forensics, Online Live Webinar. • Discriminating Power of Friction Ridge Arrangements: 4.0 Hours, Evolve Forensics, Online Live Webinar. • Beyond the Discriminating Power of Friction Ridge Arrangements: 4.0 Hours, Evolve Forensics and Elite Forensics, Online Live Webinar. • Practical Answers to Challenging Questions in the Courtroom: 24 Hours, Ron Smith & Associates, Inc., San Diego, CA. Online Live Class. 		
Adjunct	Activity/Committee	Year(s)	Value to Student Success
Tara Venn	<ul style="list-style-type: none"> • Escondido Police Department Partnership Award. • California Division of International Association for Identification; Senior Director of the South organization membership. • Sciences and Practices Committee Chairperson. • CSD-IAI 98th Education Seminar, 40 hours, Riverside, CA. • Photography for Fire Investigators, 8 hours, San Diego, CA. 	2014 2013-2014 2013-2014 2014 2014 2014	

	<ul style="list-style-type: none"> • SCAFO 23rd Annual Education Seminar, 32 hours, Garden Grove, CA • California Office of State Fire Marshal Fire Investigation 1A, 40 hours, El Cajon, CA. 	2014	
Tara Venn	<ul style="list-style-type: none"> • California Division of International Association for Identification; Junior Director of the South. • Scholarship Committee Chairperson. • Sirchie Webinar “Understanding Gun Shot Residue”, 1 hr, Chula Vista, CA. • SCAFO 24th Annual Education Seminar, 40 hours, Temecula, CA. • Bloodstain Pattern Analysis, 40 hours, El Cajon, CA. • USDOJ Drug Enforcement Agency- Butane Hash Oil Labs, 8 hours, San Diego, CA. • California Conference of Arson Investigators- Evidence Collection, 8 hours, San Diego, CA. 	2014-2015 2014-2015 2015 2015 2015 2015 2015	
Tara Venn	<ul style="list-style-type: none"> • California Division of International Association for Identification; Senior Director of the South. • Audit and Finance Committee Member. • Laws and Legislation Committee Co-Chairperson. • Scholarship Committee Chairperson. 	2015-2016 2015-2016 2015-2016 2015-2016 2016	

	<ul style="list-style-type: none"> • CSD-IAI 100 Education Seminar, 40 hours, Costa Mesa, CA. • Regional CSI Meeting, 2 hours, San Diego, CA. 	2016	
Tara Venn	<ul style="list-style-type: none"> • Grossmont College Teaching Excellence Award. • Junior Director of the South. • Audit and Finance Committee Member. • Certification and Training Committee Member. • Regional CSI Meeting, 2 hours, San Diego, CA. • Firearms Technology & Specialist Training, 24 hours, Escondido, CA. • CSD-IAI 101st Annual Training Seminar, 40 hours, Monterey, CA. 	2017 2016-2017 2016-2017 2016-2017 2017 2017 2017	
Tara Venn	<ul style="list-style-type: none"> • California Division of International Association for Identification; Senior Director of the South. • Audit and Finance Committee Member. • Scholarship Committee Chairperson. • Western States Joint Conference-IAI, 40 hours, Las Vegas, NV. • SCAFO Meeting, 2 hours, Carlsbad, CA. • Regional CSI Meeting, 2 hours, San Diego, CA. 	2017-2018 2017-2018 2017-2018 2018 2018 2018	

Tara Venn	• City of Chula Vista Employee of the Quarter award.	2019	
	• Certification and Training Chairperson.	2018-2019	
	• SCAFO Meeting, 2 hours, San Diego, CA.	2019	
	• CSD-IAI 103 rd Annual Training Seminar.	2019	
Tara Venn	• Certification and Training Chairperson.	2019-2020	
	• SCAFO Meeting, 2 hours, Pomona, CA.	2020	
Adjunct	Activity/Committee	Year(s)	Value to Student Success
Tom Washington	• The Detection of Forged and Fabricated Fingerprints (Lecture Presentation), 3M Cogent Users Group International Conference, Universal City, California.	2014	
	• The Detection of Forged and Fabricated Fingerprints (Lecture Presentation), 99 th Educational Seminar, International Association for Identification, Minneapolis, Minnesota.	2014	
Tom Washington	• Scientific Analysis (ACE-V): From the Laboratory to the Witness Stand training.	2015	
	• The Detection of Forged and Fabricated Fingerprints, Fingerprint Transformation, and Biometric Spoofing (Lecture Presentations), 70 th Educational Seminar, Louisiana State Division IAI, West Lake, Louisiana.	2015	
	• The Detection of Forged and Fabricated Fingerprints (Lecture Presentation), 2015 Educational	2015	

	<p>Seminar, Minnesota State Division IAI, Minneapolis, Minnesota.</p> <ul style="list-style-type: none"> • The Detection of Forged and Fabricated Fingerprints (4 hour Workshop), 37th Annual SWAFS Conference, Southwestern Association of Forensic Scientists, Oklahoma City, Oklahoma. 	2015	
Tom Washington	<ul style="list-style-type: none"> • Minimizing Bias in Forensic Decision Making, Itiel Dror, 	2017	
Tom Washington	<ul style="list-style-type: none"> • Statistical Interpretation Software for Friction Ridge Skin Impressions (FRStat), Henry Swofford. • Latent Print Analysis using Adobe Photoshop, Imaging Forensics. 	2018 2018	
Tom Washington	<ul style="list-style-type: none"> • FTCOE Leadership Series, National Institute of Justice Forensic Technology Center of Excellence. 	2020	
Adjunct	Activity/Committee	Year(s)	Value to Student Success
Toniann Rebick	<ul style="list-style-type: none"> • Advanced Firearms Identification Research 7 days length. • Bloodstain Documentation and Collection Methods – Archive, 1.5 Hours. • Shooting Reconstruction: The 4 Elements of Trajectory, 1 Hour. • Swipes, Wipes, and Transfer Impressions, 1 Hour. 	2014 2014 2014 2014	
Toniann Rebick	<ul style="list-style-type: none"> • Special Topics in GSR, 1 Hour. • Bloodstain Pattern Interpretation, 5 Days. • IBIS Trax HD3D Matchpoint. 	2015 2015 2015	

Toniann Rebick	<ul style="list-style-type: none"> • 47th Annual AFTE Training Seminar, 5 Days. • PC 832 Firearms Course, 3 Days. • Crime Scene Reconstruction, 5 Days. • SDPD Crime Scene, Reconstruction Training Program, 100 Hours. 	2016 2016 2016 2016	
Toniann Rebick	<ul style="list-style-type: none"> • International Association of Bloodstain, 32 Hours, Pattern Analysts Training. • International Association of Bloodstain, 32 hours, Pattern Analysts Training. 	2017 2017	
Toniann Rebick	<ul style="list-style-type: none"> • Association of Firearm and Toolmarks Examiners Provisional Member. • Leadership Workshop – Powerful Tools and 4 Hours, Insights for Developing Future and Current Forensic Science Leaders. • California Association of Criminalists Fall, 24 Hours Training Seminar. 	2014-2018 2018 2018	
Toniann Rebick	<ul style="list-style-type: none"> • 50th Annual AFTE Training Seminar, 5 Days. • Machine Guns and Clandestine Conversions, 8 Hours. 	2019 2019	
Toniann Rebick	<ul style="list-style-type: none"> • Association of Firearm and Toolmarks Examiners Regular Member. • AFTE Unpublished Research Ad-Hoc Committee Member. 	2018-present 2019-present	

7.1 Referring to the above table, what activities contributed most to student success?

It's difficult to judge what activities contributed the most to student success because each instructor's professional development activities bring great value to students. We can break the activities down into three main categories. The first is professional development related to their field of teaching. The second is professional development related to teaching skills and teaching pedagogy. The third is leadership and service on and off campus.

Because our adjuncts and full-time faculty are working in the subjects/fields in which they teach, they are obtaining training, professional development, and experience in criminal justice on a consistent basis. When an instructor learns, for example, evidence collection techniques in arson investigations, the instructor can take those skills directly into the classroom with our students. Criminal Justice is an ever-changing field, and the more our instructors are trained in their areas of expertise, the more in-depth knowledge and skills we impart to our students.

Tina is a nationally recognized bloodstain pattern analyst. She is often asked to consult and even testify in cases where bloodstain pattern analysis is a key in the case. She takes these experiences and is able to share with her students not only about the analysis itself, but the entire investigation and courtroom experience. Kelly still operates her own criminal defense law office, and when time allows, represents clients in criminal cases. She has invited her students to court hearings, and she shares the ins and the outs of criminal defense as it is currently being played out in the court system.

Our instructors gain a depth of teaching knowledge through their professional development each year. Some of the professional development regarding teaching skills and pedagogy is gained on our own campus during Flex Week. Our instructors attend these trainings, and they also teach and lead trainings during Flex Week and during other conferences and trainings. Staying current on recent studies about effective teaching styles and techniques is imperative to our students' success. The more we know, and the better we are at teaching, the more success our students will enjoy.

Our instructors, both adjunct and full time, are leaders in the community and on the Grossmont Campus. We are coordinators of committees on campus, we volunteer in our communities, we are actively involved in campus activities, groups and clubs, we attend and lead conferences and trainings, and we are leaders in our fields. This engagement and leadership both off and on campus makes us well rounded, and we bring our knowledge through these activities into our classrooms. This adds to the success of our students.

7.2 Please provide an overall reflection on your department's activity displayed in your table.

We are very proud of all of our instructors, both adjunct and full time. The table above makes it clear that our faculty go above and beyond in all aspects of their teaching strategies and professional development. Although the professional development activities do not reflect the work that took place during the pandemic, it is important to note that the AOJ faculty worked tirelessly and creatively to move courses into distance education, moved long term courses into short term offerings, provided emergency remote teaching, and recreated entire courses to ensure students would continue to have the highest level of education and success during one of the most difficult years in academic history.

The faculty worked far more hours than they were paid because they genuinely care about our students' success and they are passionate about the discipline and profession they represent. Many students expressed their appreciation toward our faculty during the pandemic, acknowledging the efforts that they could see on their behalf. Many of our students were moved to tears as they expressed their appreciation.

7.3 Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

Yes__x__ No ____

If no, please describe what faculty professional development needs are not being met.

SECTION 8 – FISCAL & HUMAN RESOURCES

PURPOSE OF SECTION 8: *To assess if the college is meeting the resource needs of your department and if your department is using those resources efficiently.*

NOTE: All required data tables and graphs will be compiled and delivered to you by the Program Review Data Liaison.

Fiscal Resources

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.

	FA14	FA15	FA16	FA17	FA18
Earned Enroll	1486	1314	1279	1273	1174
Max Enroll	1942	2017	1968	1883	1794
% Fill	76.5	65.1	65.0	67.6	65.4
Earned WSCH	5160.1	4630.3	4450.1	4237.4	4104.1
Total FTEF	9.6	10.1	9.5	8.8	8.6
Earned WSCH/FTEF	535.2	456.5	467.1	480.9	476.2
	SP15	SP16	SP17	SP18	SP19
Earned Enroll	1702	1474	1438	1118	1044
Max Enroll	2502	2406	2800	2819	1701
% Fill	68.03	61.26	51.36	39.66	61.38
Earned WSCH	5673.89	4928.63	4777.31	3851.54	3494.21
Total FTEF	12.36	10.42	11.59	8.50	7.89
Earned WSCH/FTEF	459.22	473.12	412.07	453.15	442.82
	SU14	SU15	SU16	SU17	SU18
Earned Enroll	220	308	262	147	188
Max Enroll	260	355	413	308	224
% Fill	84.62	86.76	63.44	47.73	83.93
Earned WSCH	660.00	888.54	722.52	441.00	533.14
Total FTEF	0.80	1.45	1.32	0.80	0.97
Earned WSCH/FTEF	825.00	613.04	548.74	551.25	551.51

- 8.1 Describe any patterns in enrollment; maximum enrollment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what

dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

The AOJ Department enrollment numbers have been consistent with the college enrollment numbers. Section offerings have been reduced for courses with multiple sections such as AOJ 110, 200, 202, 204, 206, and 230. The reduction in sections has helped increase enrollment numbers. Class maximums have not changed and are based on whether the course is a lecture-only or lecture/lab format or a specialized course. For example, lecture-only courses are maxed at 50, with the exception of AOJ 230 Public Safety Communications, which has a lot of report writing, caps at 30. Forensic Technology courses which are lecture/lab, cap at 30 for the laboratories. Specialized courses not part of a degree program have varying caps based on State mandates.

8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

Data has been analyzed with the help of the CTE/WD dean to target high enrolled sections and the days/times and types of offerings that are high in enrollment. This has helped tremendously in efficiency with enrollment. Better enrollment management has helped with all of the courses.

Since the pandemic, our department has offered more second 8-week course offerings. This brought enrollment up tremendously for a couple of the courses that were low in enrollment when presented at 16-weeks. However, 8-week format courses do not always produce retention. Some of the more advanced courses had a drop in retention when offered in an 8-week format.

8.3. For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

As previously discussed, our Perkins budget was reduced by over 30%. This reduction has prevented us from offering our Corrections Academy. However, there are additional issues involving the Corrections Academy, as previously discussed, including lesson plan rewriting and training new staff. The remaining Perkins funds are adequate for funding equipment needs for our remaining programs (see section 8.4 below.)

PURPOSE OF SECTION 8.4: The committee is looking to recognize program/department efforts for outside funding.

8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Our AOJ Department receives Vocational Technical Education Act (VTEA), also known as Carl Perkins (Perkins) funds from the federal government. This money is overseen by CTE/WD Dean Dr. Javier Ayala. Each year, Dr.

Ayala provides a budget to each department that uses VTEA funds. Quarterly and annual reports are completed by the AOJ Department Coordinator with specifics on how the money is spent. The VTEA funds are typically used as follows:

- Forensic Technology Program Equipment (new and replaced equipment)
- Academy Equipment (new and replaced equipment)
- Academy Training Officer salaries
- Academy Part-time Coordinator salary
- Student Workers – Night, Forensic Technology Lab Part-time worker; AOJ office help

In 2020-21, our VTEA budget has been reduced by over 30%. Discussions are currently taking place with our dean on the training programs that we can afford to offer at this time. COVID-19 put a halt to our on-campus training programs so regardless of the budget cut, the programs couldn't be offered regardless. However, once the pandemic is over, we will have to analyze our budget and priorities the training program offerings.

Human Resources

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the following questions.

PURPOSE OF SECTION 8.5 & 8.6: The committee is interested in knowing about the people in your department and what they do. The committee also wants to understand your department/programs staffing needs.

	FA14	FA15	FA16	FA17	FA18
FT Faculty Count	3	2	4	4	4
PT Faculty Count	32	40	35	25	32
Full-Time FTEF	2.38	1.01	3.618	3.15	3.35
X-Pay FTEF	0.60	0.55	0.233	0.222	0.06
Part-Time FTEF	6.66	8.58	5.677	5.44	5.209
Total FTEF	9.64	10.14	9.53	8.81	8.62
FT Percent	30.9%	15.4%	40.4%	38.3%	39.6%
Permanent RT	0.888	1.298	1.123	1.123	1.146
Temporary RT	0	0	0	0	0

8.5 Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

Our AOJ Department is fully staffed with faculty, but we lost two full time Classified Staff. Regarding faculty staffing, there were many tears shed over the pressure and anxiety of 85% / 15% part-time to

full-time ratio but in 2014, the Program Review Committees top recommendation was to hire full-time faculty. Our full-time faculty are all tenured now and have received awards for Excellence in Teaching and Innovator of the Year. Each are on various committees and have served on (but not limited to) the Program Review Committee, Enrollment Strategies, Regional Strong Workforce, Distance Education and Technology, Distinguished Faculty, Student Disciplinary Committee, Guided Pathways, Anti-Racism Committee, Professional Development Committee, many, many hiring committees, new building construction committees, and much more. Tina Young served as the faculty advisor for the American Criminal Justice Association (ACJA) club on campus for twelve years. Sharon Sampson is now the faculty advisor for the club.

The full-time faculty are serving the campus community and also oversee the internship programs and make community connections through workforce education as well as through the advisory committees. Our part-time faculty are incredibly knowledgeable and have extensive experience in their disciplines. The full-time faculty stay current in their disciplines. The full-time and part-time faculty are extremely seasoned and maintain currency in their disciplines. Many are published authors of textbooks as well as journal articles. The full-time faculty have the time to serve the college community and maintain community partnerships more than the part-time faculty have time to do so because most of them work full-time in law enforcement and crime laboratories.

8.6 Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

We are currently fully staffed with full-time faculty but we lost two full time Classified Staff in 2020, a Program Specialist and a Forensic Lab Technician (Science Lab Tech II). We currently have an interim Program Specialist, Silva Jajo, and are hopeful to have an interim forensic lab tech by the start of the Spring 2021 semester. The AOJ Department recently went before the Classified Staffing Committee to request a part-time night-time forensic lab tech as we have had a high turnover of student workers in this position. Student workers get hired full-time, which is a good thing, but we've had a revolving door with the night lab technician and our full-time lab technician is supposed to work day hours and not shift work.

Another staffing concern is our part-time academy coordinator position. Overseeing the academies requires approximately 20-hours per week and the job duties is not part of the regular AOJ Department Coordinator duties. Also, an academy coordinator is required to have worked in law enforcement at the supervisory level of Sergeant or above. None of our full-time faculty meet this state requirement. There are meetings and discussions taking place right now with our dean to discuss the future of our police academy and corrections academy. Our VTEA budget has been reduced by 30%, along with our general budget, as previously discussed. We do have part-time adjunct faculty who are retired from full-time service in law enforcement and who have worked at a sergeant level or higher. Discussions are taking place on the VTEA budget and the role of a part-time coordinator to continue to oversee these academies. There may come a day when we request a part-time manager type of position for this role. Right now, we realize there is no funding for such a position. The part-time academy coordinator position continues to be a struggle for our department regarding who can do it, and how much money we have to fund it.

Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

There are no scheduled retirements of full-time faculty. We regularly struggle with the part-time academy coordinator role as previously described. As previously mentioned, we lost a full time Program Specialist to retirement and our full time forensic lab technician just resigned. These two Classified Staffing positions are crucial to our programs and these replacement positions are essential.

Over the past academic year, I heard from our night-time adjunct forensic technology instructors and the need for a permanent night, part-time lab assistant. We have submitted a Classified Staffing request for this new position.

8.7 If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.

8.8 In the table below, list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers.

Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed. If you have questions on how to complete this table, please contact the Program Review Committee Chair.

The positions and funding for them are discussed above.

8.8 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources.

This information is discussed above.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

PURPOSE OF SECTION 9: The purpose of this section is to demonstrate how your department/programs ties in to the college's 2017 – 2022 Strategic Plan targeted goals of Outreach, Engagement and Retention.

9.1 Summarize program strengths in terms of:

- Outreach
- Engagement
- Retention

One of the duties of our Forensic Technology Laboratory Technician is high school outreach. Caitlin

Aragon has far exceeded expectations in outreach activities since she was hired in Spring, 2019. We requested a new email for our AOJ Department that is provided on outreach material and brochures. The email is: Grossmont.aoj@gcccd.edu

Caitlin's outreach activities include:

Pre-pandemic outreach consisted of compiling lists of e-mail addresses for local high schools and career organizations. She then sent out a mass BCC drafted e-mail with department and program information and requested to be a part of the next "career/college" day the high school hosted on campus. Caitlin brought various show-and-tell items on our programs and interacted with the students or tailored a PowerPoint to the school. She attended on-campus career expos to highlight the CTE aspect of our degrees.

After the government-shut down orders started, all high schools cancelled their in-person requests. Caitlin still e-mailed the teachers and agencies like normal, however presentations moved virtually. Caitlin recorded and uploaded YouTube videos for students to learn at their own timing. She attended Zoom sessions hosted by career and education centers and was able to share presentations and answer the questions of potential students.

In the future, we are looking at combining face-to-face and virtual outreach. The pre-recorded and virtual platforms seemed more equitable to adult learners that would not necessarily have access to a high school presentation or career day as well as students that were unable to attend in person on that day.

Here is the link to the AOJ Department informational video that many high school teachers provided to their students:

https://www.youtube.com/watch?v=wCoRTIO0f_c

In section 7, we described how our faculty include engage our students not only in the classroom, but in professional activities and events such as conferences and off-campus activities. Students who are engaged are students who succeed.

During the pandemic, many guest speakers presented via Zoom to our entire AOJ student body. There was good attendance. Professional virtual conferences and trainings outside of the college were also communicated with students so that engagement could continue.

9.2 Summarize program weaknesses in terms of:

- Outreach
- Engagement
- Retention

A college-wide increase in outreach and engagement practices targeting various programs would be very helpful. We need help in keeping students engaged more frequently, especially during the pandemic.

9.3 Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

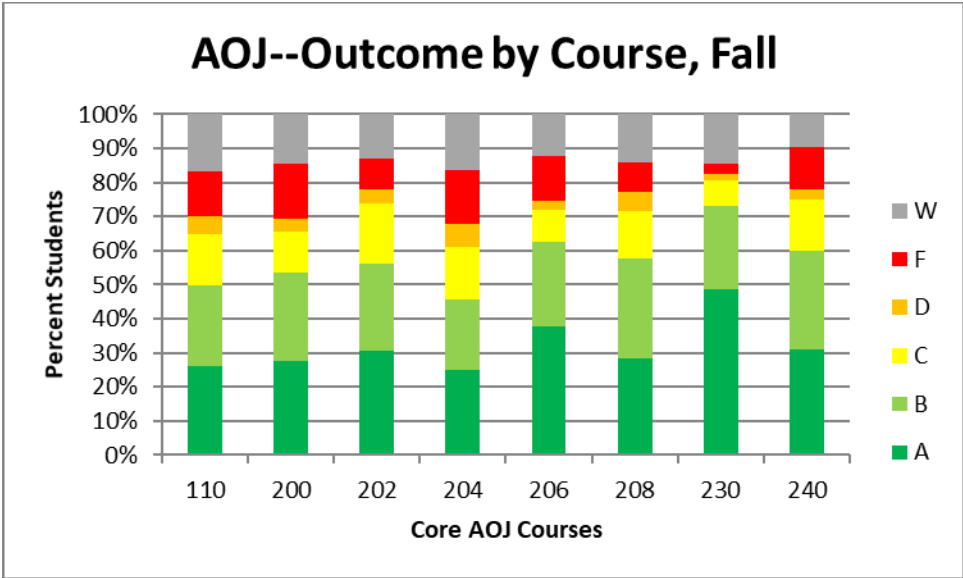
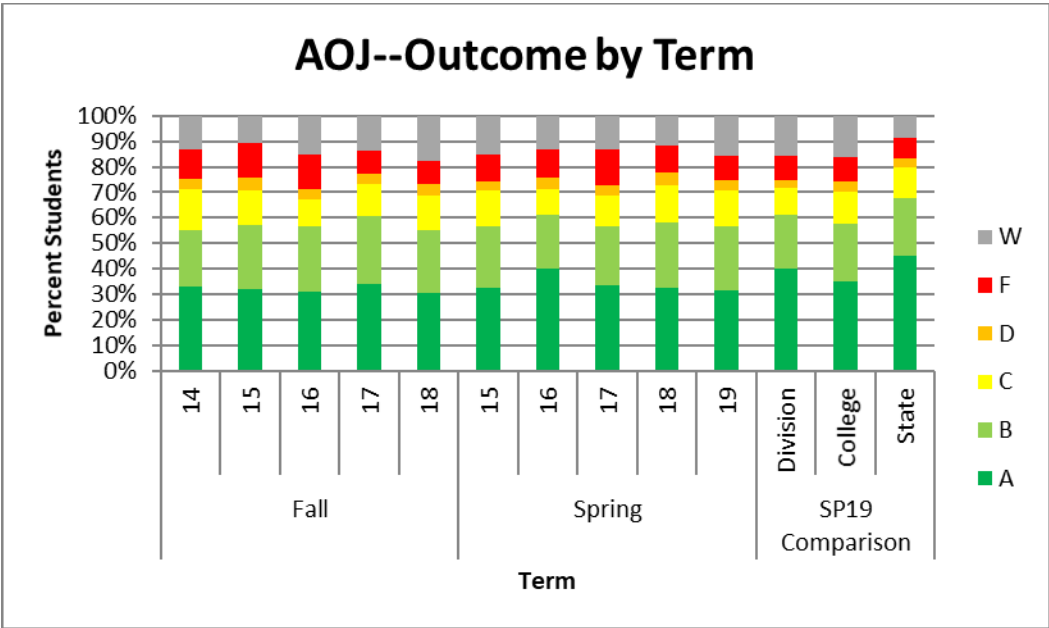
As mentioned, a replacement of our full time Program Specialist and full time Forensic Laboratory Technician is needed. As retirements take place, interim positions are being utilized. This is a blessing that we're able to maintain these positions, but there is a concern of permanence and consistency with

the budget crisis that we're in. Our budget also dictates if we have money to offer our academies. They are expensive programs that require an academy coordinator to oversee. We realize that priorities have to be in place right now regarding funding allocations and certainly enrollment is a key issue in that decision.

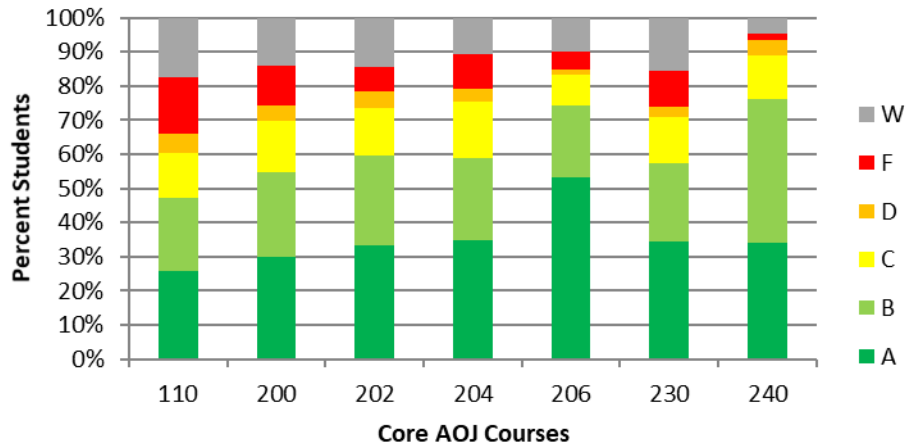
- 9.4 Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.
1. Hire a permanent position for Program Specialist and Forensic Laboratory Technician (Science Lab Tech II), both of which are Classified Staffing replacement positions.
 2. Hire a part-time, night-time Forensic Laboratory Technician, which is a new part-time Classified Staffing position.
 3. Hire a part-time Academies Coordinator in order to offer the Corrections Academy.
 4. Increase outreach and student engagement activities with participation by all full time faculty and staff.
 5. Provide consistent leadership to the American Criminal Justice Association (ACJA) club by soliciting club officers, providing guidance on club leadership, recruitment of membership, and increased club activities.

APPENDICES

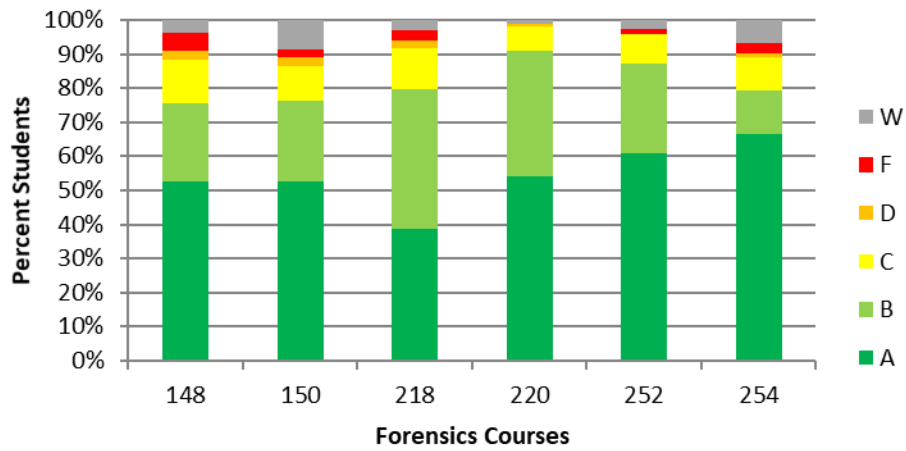
Appendix 1: Grade Distribution Summary



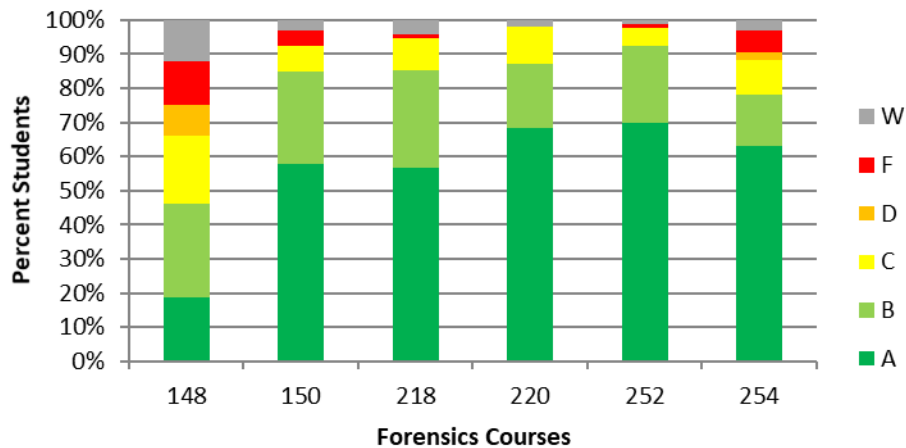
AOJ--Outcome by Course, Spring



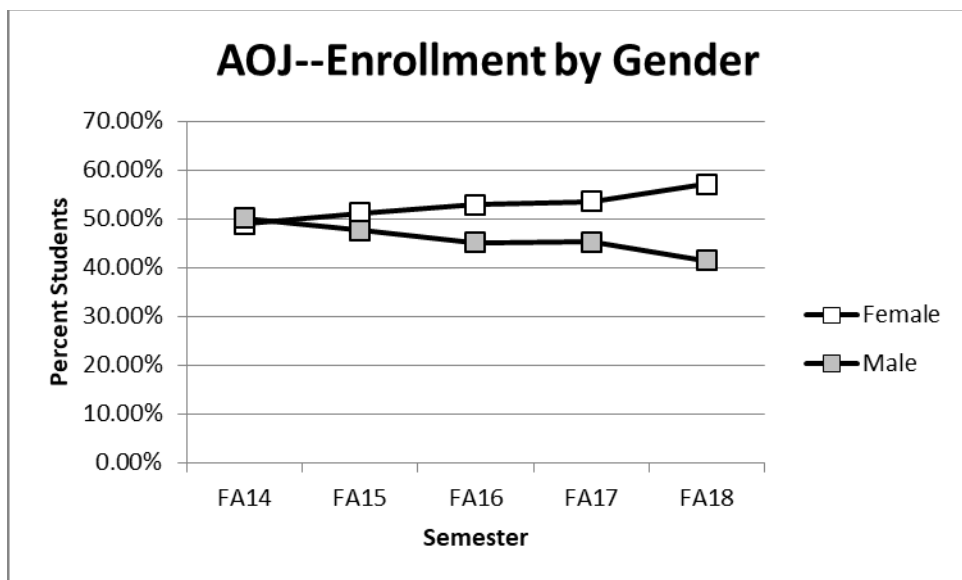
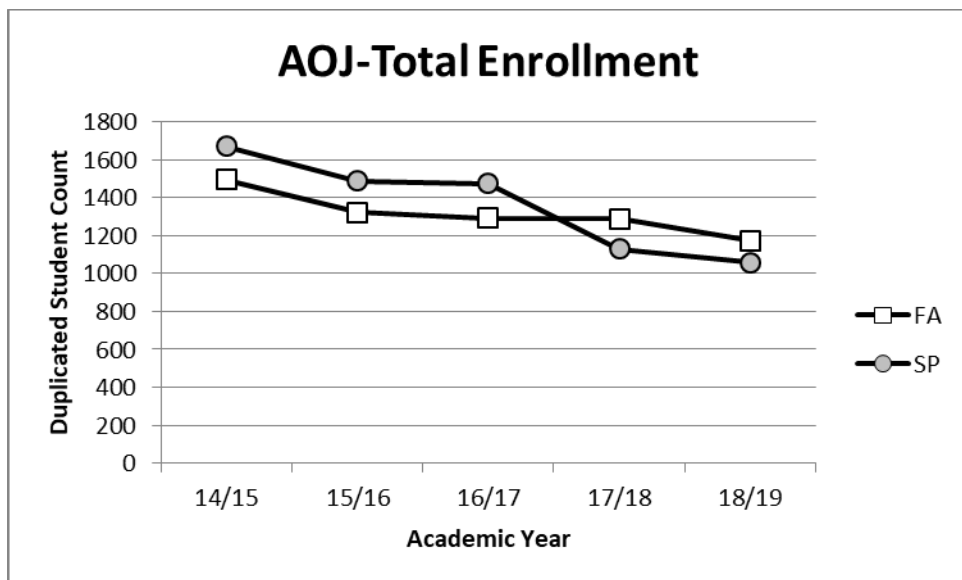
AOJ--Outcome by Course, Fall



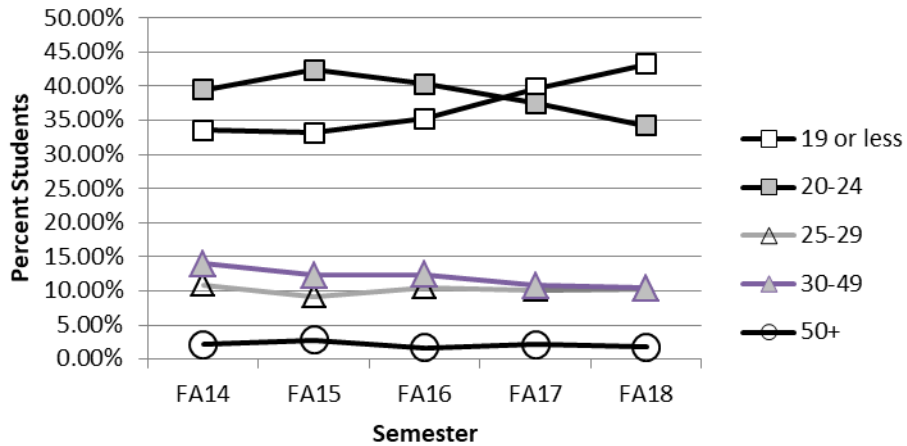
AOJ--Outcome by Course, Spring



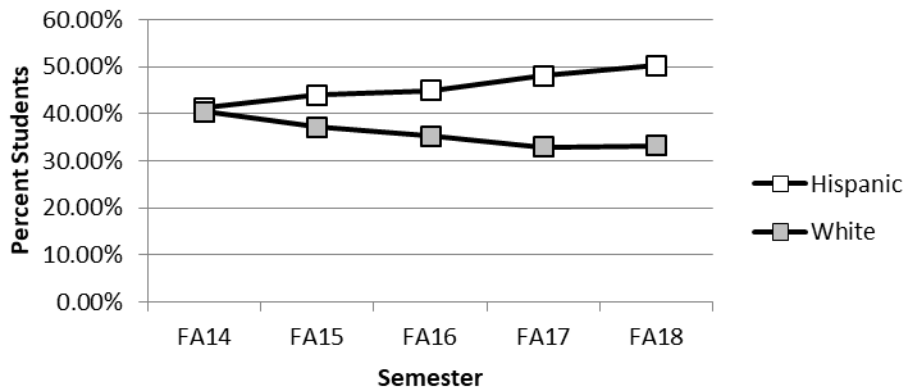
Appendix 2: Enrollment Data



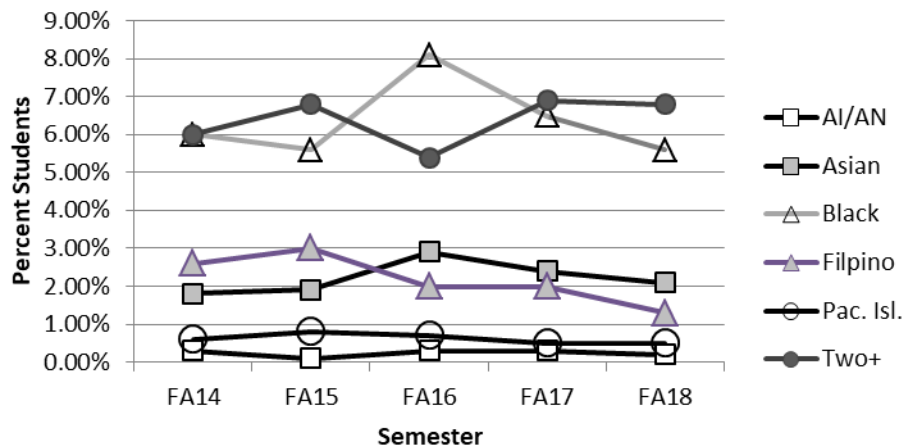
AOJ--Enrollment by Age



AOJ--Enrollment by Ethnicity, Hispanic & White

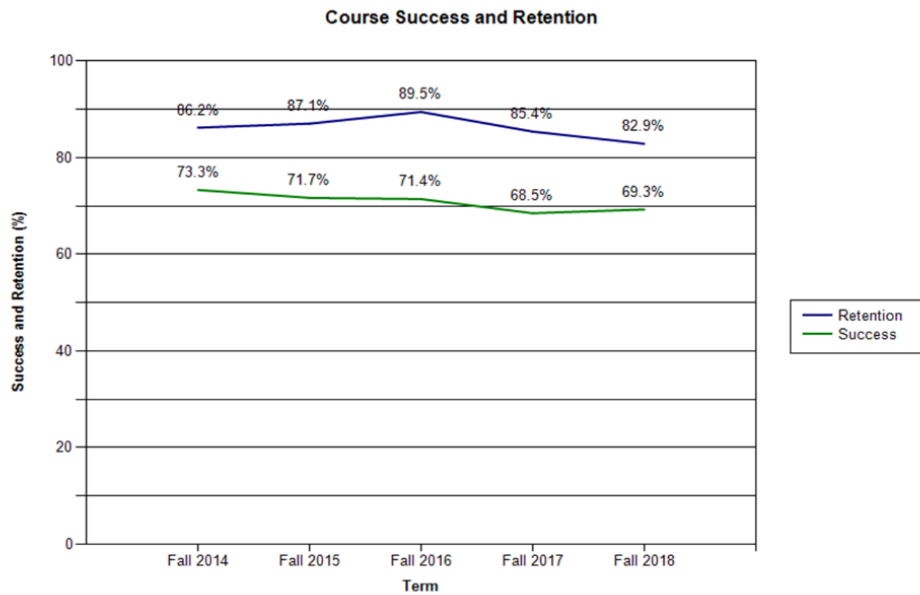


AOJ--Enrollment by Ethnicity, Other

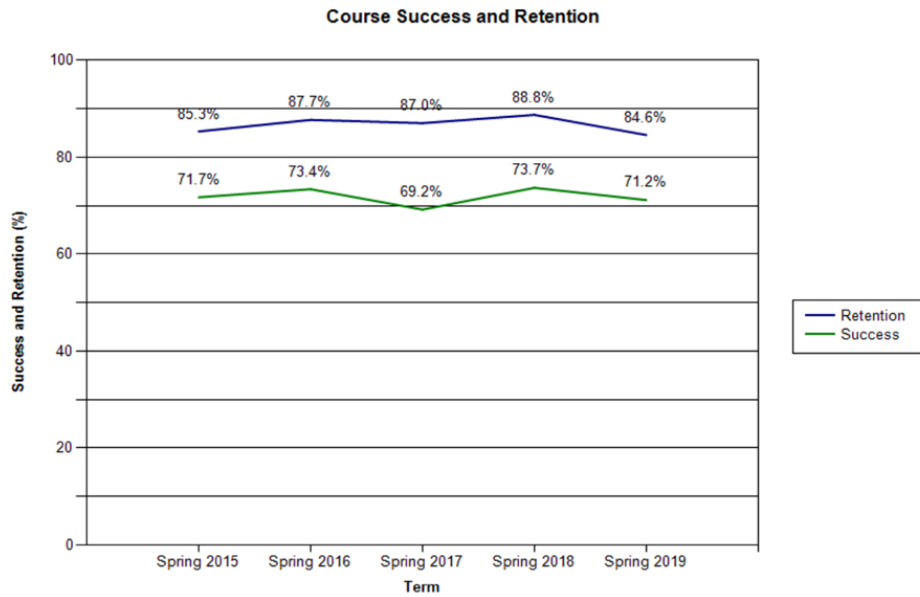


Appendix 3: Student Success Data

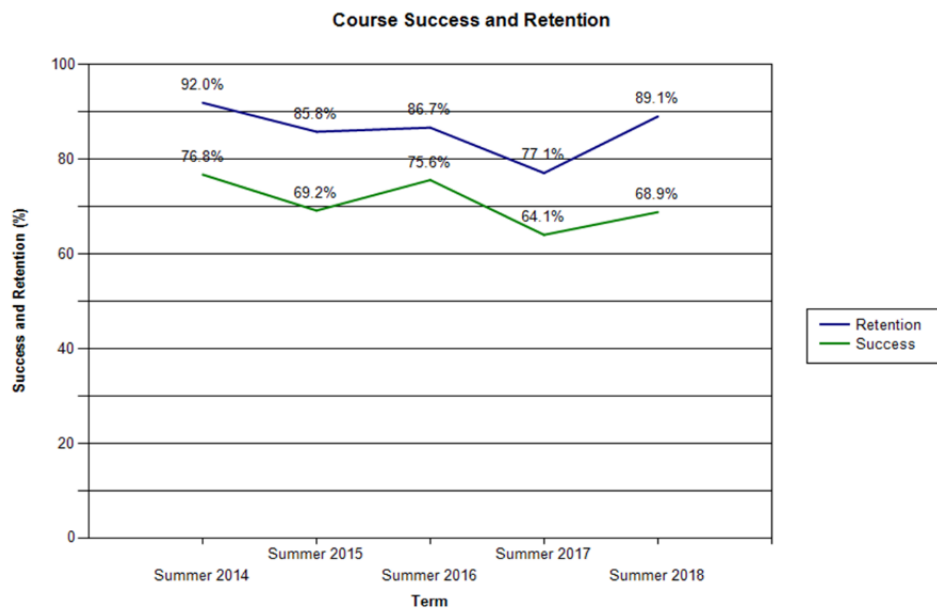
College Targets: Success 75% and Retention 85%



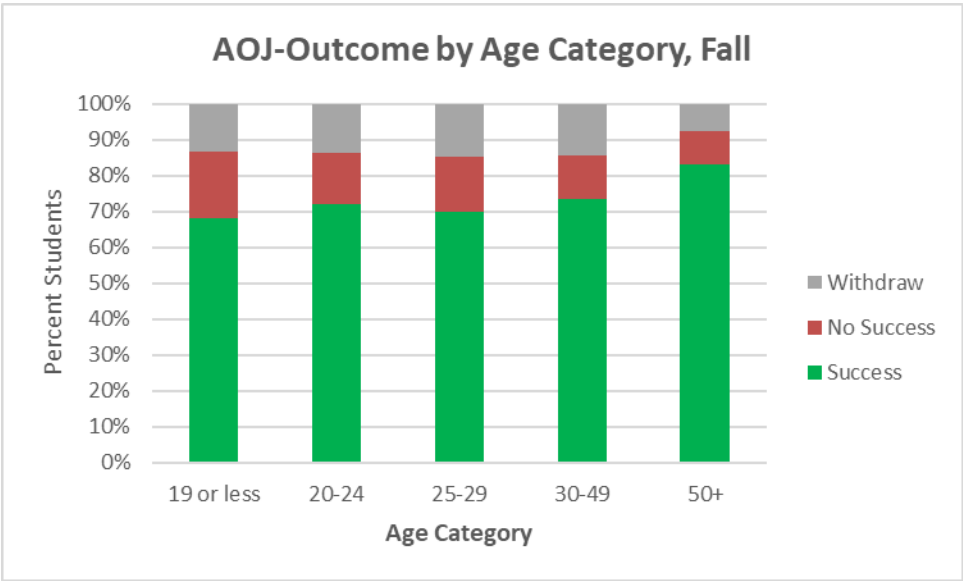
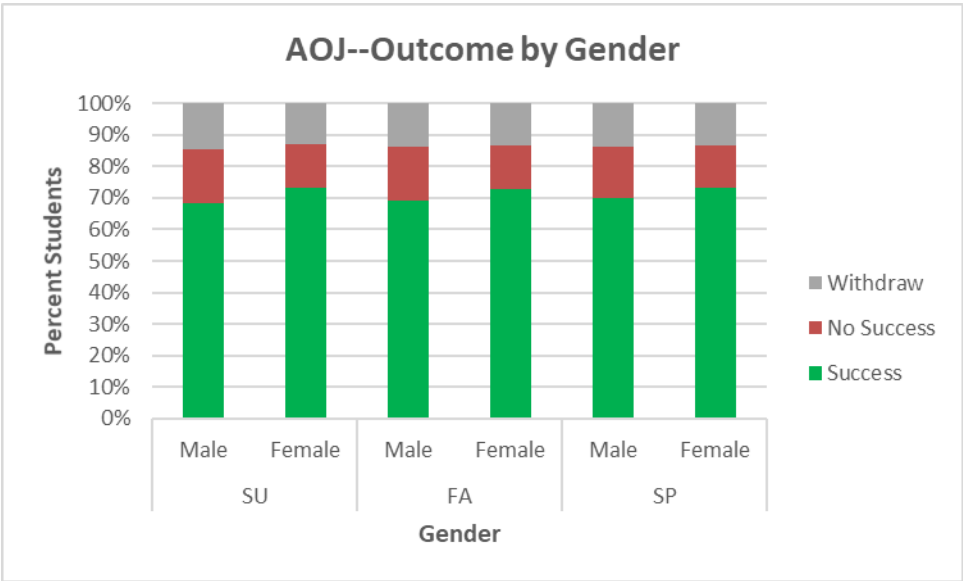
All Students: Spring



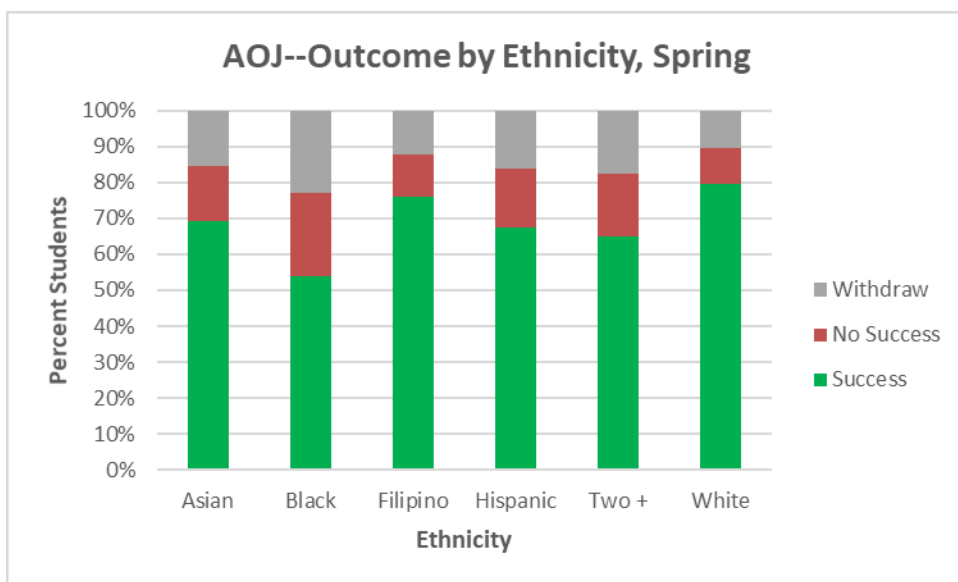
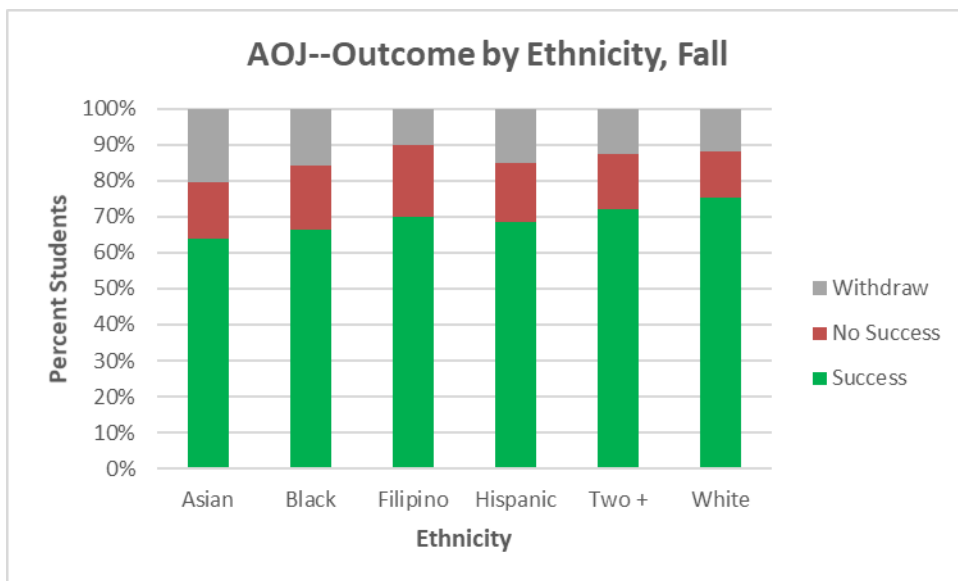
All Students: Summer



Student Success & Retention, Disaggregated



Data for spring show the same pattern, so are not included.



American Indian/Alaska Native and Pacific Islander data are not shown since sample size is too small.

Note: Overall success rates in the department are fairly high and follow general patterns of the college. Some patterns to comment on include that there has been a small downward trend in the fall but not spring. (Summer success rates are more variable due to smaller sample sizes.) Success rates are quite similar between males and females, and between main terms and summer. In most departments, success is notably higher in summer and females succeed at about a 5% higher rate than males. For the ethnicity category data, there is notable difference in success for black students between fall and spring terms. They are unusually successful compared to other groups in fall—that is great! But what happens in spring? Sample sizes are large enough (about 400) that the variation is not attributable to small sample size.

Appendix 4: SLO, Instructional Operations, Articulation Officer, Library

Library:

Grossmont College Library Collections supporting Administration of Justice curriculum. 10/27/2020

Books

The following are the number of books related to AOJ curriculum in the library collection.

Subject Call Number Range Number of Books

Criminal Justice Administration, HV 6011 – HV 9955 1279 electronic books

Investigations, Corrections 1039 print books

The following depicts book expenditures for the last four years (September 2016 through September 2020) for both print and electronic books to support the CSIS curriculum. Book purchases across the curriculum are based on a formula that incorporates FTES.

Department Call Number Range Items Spent

Administration of Justice HV 6011 – HV 9955 110 \$7029

Over the last four years, the library has also purchased large ebook collections to support the curriculum from known scientific publishers such as Springer and Wiley that contain substantial holdings to support Administration of Justice.

Periodicals

The Grossmont College Library provides access to over 200 Administration of Justice periodical titles through subscription databases such as Criminal Justice Abstracts with Full Text, Academic Search Premier and Gale Academic OneFile. These databases are keyword searchable and link directly to articles on topics such as evidence, procedures, and ethics. Some of the articles in these databases are available full text, while others may only have abstracts and bibliographic information. Articles may be ordered via our Interlibrary Loan service if they are not available full text in the databases.

The following are examples of the number of periodical titles which we have access to through online databases by topics related to Administration of Justice.

Criminal Law 43 electronic periodicals Criminology and Crime 44 electronic periodicals Corrections 4 electronic periodicals Juvenile Corrections 4 electronic periodicals Forensic Science 41 electronic periodicals

Media

The library also has an extensive streaming video collection through databases such as Films on Demand, Kanopy and Swank, which have many videos related to the Administration of Justice curriculum. For example, the AOJ department is supported by streaming media in the database Films on demand with titles such as “Careers in Criminal Justice” and “The History of American Criminal Justice”.

Add SLO Letter here

Articulation:

Date: November 10, 2020

To: Kelly Menck, Administration of Justice Department Faculty

From: M. Denise Aceves, Articulation Officer

Re: Administration of Justice Department • Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a “sending” campus that are comparable or acceptable in lieu of specific course requirements at a “receiving” campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, Administration of Justice courses at Grossmont College are well-articulated. All formal articulation with our 4-year public education partners can be found at [ASSIST.org](https://assist.org), which is the public articulation repository available to current and potential college students. Please note that ASSIST.org is being updated and articulation agreements may display partially updated information.

The majority of courses in this discipline are transferrable to the CSU and a several have qualified as transferable to the UC. Furthermore, AOJ 110 has been evaluated by the CSU and UC systems to meet requirements for general education. As a result, it has been approved to meet a CSU General Education Breadth requirement in the area of Social Science and Social and Behavioral Sciences in IGETC. All courses that have received transferability are notated as such at the end of each course description in the Grossmont College Catalog. The courses with course to course articulation by department and major with specific CSUs and UCs can be found on [ASSIST.org](https://assist.org).

Locally, our public 4-year educational partners with related majors include: San Diego State University (SDSU) and California State University, San Marcos (CSUSM). Articulation with San Diego State is robust, and Grossmont College’s Administration of Justice students can complete the lower division preparation at Grossmont. SDSU is in the process of updating ASSIST and information will be available soon, for now [SDSU TAP](https://sdstuap.org) may be used. Similarly, the Administration of Justice department also has articulation with CSUSM. They too are in the process of updating

ASSIST. The Administration of Justice department is encouraged to review their course to course articulations with the other CSUs on ASSIST.org and work with me, the Articulation Officer, to develop new articulations.

The Administration of Justice Department has successfully offered the [Administration of Justice Administration](#) (AS-T) at Grossmont College since the 2013-2014 academic year, in compliance with Senate Bill 1440. To this end, the Administration of Justice Department has worked collaboratively with the Curriculum Committee, Instructional Operations and the Articulation Officer to establish the Administration of Justice AS-T.

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit from the many colleges and universities who have articulated our courses in Business. Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited*, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Curriculum Resources

- [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)
- [Guiding Notes for General Education Course Reviewers](#)
- [Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.9](#)

You are welcome to contact me directly at mariadenise.aceves@gcccd.edu with any questions regarding this report.

Instructional Operations: Outlines

Subject and Number	Governing Board Approval Date
AOJ 101 ABCD	December 2015
AOJ 102 AB	December 2015
AOJ 103 ABCD	May 2017
AOJ 104 ABCD	May 2017
AOJ 107	May 2020
AOJ 110	December 2019
AOJ 111	December 2015
AOJ 119	May 2017
AOJ 120	December 2019
AOJ 122	December 2015
AOJ 125	December 2019
AOJ 140	December 2019
AOJ 143	December 2019

AOJ 144	December 2019
AOJ 148	December 2013
AOJ 150	December 2019
AOJ 155	December 2018
AOJ 158	December 2019
AOJ 171 ABCD	May 2018
AOJ 172 ABCD	December 2018
AOJ 200	December 2019
AOJ 201	December 2015
AOJ 202	December 2019
AOJ 204	December 2019
AOJ 206	December 2019
AOJ 207	December 2015
AOJ 208	December 2019
AOJ 210	December 2019
AOJ 214-215	December 2013
AOJ 218	December 2019
AOJ 220	December 2019
AOJ 224-225	December 2013
AOJ 230	December 2019
AOJ 240	December 2019
AOJ 249 A	December 2019
AOJ 249 B	December 2019
AOJ 249 C	December 2019
AOJ 249 D	December 2019
AOJ 250 A	December 2019
AOJ 250 B	December 2019
AOJ 250 C	December 2019
AOJ 250 D	December 2019
AOJ 251 A	December 2019
AOJ 251 B	December 2019
AOJ 251 C	December 2019
AOJ 251 D	December 2019
AOJ 252	December 2019
AOJ 254	December 2019
AOJ 260	May 2013
AOJ 264	December 2013
AOJ 271	December 2013

APPENDIX 4

California Association of Criminalists 2018-2019 Salary Schedule

California Forensic Laboratories

San Diego County Sheriff's Crime Lab	Position	Monthly Salary
	Crime Lab Director	\$7,531- \$14,591
	Assistant Crime Lab Director	\$10,030- \$12,192
	Supervising Criminalist	\$8,942- \$10,982
	Criminalist III	\$8,086- \$9,940
	Criminalist II	\$7,644- \$9,389
	Criminalist I	\$6,479- \$7,952
	Sr. Forensic Evidence Tech	\$5,472- \$6,728
	Forensic Evidence Tech	\$4,976- \$6,118
	Senior Forensic Documents Examiner	\$8,252- \$10,030
	Forensic Documents Examiner	\$7,553- \$9,278
	Senior IT Engineer (Computer Crimes)	\$8,058- \$10,261
	IT Engineer (Computer Crimes)	\$6,786- \$8,269
	Senior Latent Print Examiner	\$7,569- \$9,295
	Latent Print Examiner	\$6,044- \$7,422
	Lab Assist	\$2,769- \$3,406

San Diego Police Department Crime Laboratory	Position	Monthly Salary
	Laboratory Manager	\$12,833
	Assistant Laboratory Manager	\$10,244
	Supervising Criminalist	\$7,818- \$9,444
	DNA Technical Manager	\$7,136- \$8,623
	Criminalist III	\$7,136- \$8,623
	Criminalist II	\$6,797- \$8,213
	Criminalist I	\$5,089- \$6,169

Alameda County Sheriff's Office	Position	Monthly Salary
	Crime Laboratory Director	\$10,318- \$12,582
	Supervising DNA Criminalist	\$9,472- \$11,518
	Supervising Criminalist	\$8,652- \$10,523
	DNA Technical Lead	\$8,368- \$10,176
	Criminalist III	\$8,002- \$9,651
	Criminalist II	\$7,300- \$8,765
	Criminalist I	\$6,654- \$8,002
	Forensic Computer Examiner II	\$8,002- \$9,651
	Forensic Computer Examiner I	\$6,654- \$8,002
	Crime Laboratory Technician	\$5,193- \$6,240

Position	Monthly Salary
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California Department of Justice	Bureau Chief	\$10,010- \$11,924
	Assistant Bureau Chief	\$9,503- \$10,795
	Criminalist Manager	\$8,467- \$10,098
	Criminalist Supervisor	\$6,972- \$9,114
	Senior Criminalist	\$6,084- \$8,145
	Criminalist Range C	\$5,544- \$7,405
	Criminalist Range B	\$4,602- \$6,144
	Criminalist Range A	\$3,517- \$4,455
	Latent Print Analyst I	\$4,726- \$6,173
	Latent Print Analyst II	\$5,709- \$7,444
	Latent Print Supervisor	\$6,384- \$8,330
	Laboratory Technician- Criminalistics	\$3,450- \$4,316

Contra Costa County Sheriff's Office FSD	Position	Monthly Salary
	Sheriff's Chief of Forensics	\$11,553- \$14,745
	Deputy Sheriff Forensic Manager	\$9,870- \$12,597
	Forensic Manager Non-Sworn	\$9,413- \$11,442
	Deputy Sheriff Forensic Supervisor	\$9,486- \$12,107
	Forensic Supervisor Non-Sworn	\$9,441- \$11,763
	Deputy Sheriff Criminalist III	\$8,816- \$11,252
	Criminalist III Non-Sworn	\$8,809- \$10,975
	Deputy Sheriff Criminalist II	\$7,614- \$9,718
	Criminalist II Non-Sworn	\$7,608- \$9,479
	Deputy Sheriff Criminalist I	\$6,993- \$7,710
	Criminalist I Non-Sworn	\$6,987- \$7,703
	Forensic Analyst Project	\$5,633- \$8,738
	Fingerprint Examiner II	\$6,266- \$7,807
	Fingerprint Technician II	\$5,316- \$6,624
	Crime Scene Investigator II	\$4,931- \$6,143
	Sheriff's Specialist	\$4,688- \$5,841
	Sheriff's Aide	\$3,977- \$4,955

Fresno County Sheriff's Office	Position	Monthly Salary
	Director of Forensic Services	\$7,061- \$9,747
	Supervising Criminalist	\$7,049- \$8,320
	Criminalist Specialist	\$6,898- \$8,450
	Criminalist II	\$5,809- \$7,127
	Criminalist I	\$4,348- \$5,503
	Lab Technician	\$11.00/hr

Kern County District Attorney Office FSD	Position	Monthly Salary
	Division Director	\$8,343- \$10,185
	Supervising Criminalist	\$7,551- \$9,218
	DNA Technical Leader	\$7,551- \$9,218
	Criminalist III	\$6,834- \$8,343
	Criminalist II	\$5,884- \$7,183
	Criminalist I	\$4,868- \$5,943

Forensic Tech II	\$3,851- \$4,701
Forensic Tech I	\$3,485- \$4,255

Los Angeles County Coroner- Forensic Laboratories	Position	Monthly Salary
	Chief	\$10,037- \$15,193
	Supervising Criminalist II	\$8,497- \$10,556
	Supervising Criminalist I	\$8,049- \$10,000
	Research Criminalist Consultant	\$7,795- \$9,684
	Senior Criminalist	\$7,624- \$9,471
	Criminalist	\$5,657- \$7,028
	Crime Lab Technician	\$3,807- \$4,726

Los Angeles Police Department Scientific Investigation Division	Position	Monthly Salary
	Chief Forensic Chemist II (Lab Director)	\$9,831- \$13,991
	Chief Forensic Chemist I (Asst. Director)	\$8,690- \$12,363
	Supervising Criminalist	\$7,973- \$11,345
	Criminalist III	\$7,364- \$10,477
	Criminalist II	\$7,017- \$9,986
	Criminalist I	\$5,358- \$7,623

Orange County Crime Lab	Position	Monthly Salary
	Director	\$8,259- \$14,503
	Asst. Director	\$6,606- \$11,740
	Senior Forensic Scientist	\$8,172- \$11,018
	Forensic Scientist III	\$7,333- \$9,881
	Forensic Scientist II	\$6,761- \$9,110
	Forensic Scientist I	\$5,903- \$7,954
	Supervising Forensic Specialist	\$6,580- \$8,868
	Senior Forensic Specialist	\$5,903- \$7,954
	Lead Forensic Specialist	\$5,443- \$7,334
	Forensic Specialist	\$4,751- \$6,405
	Fingerprint Technician II	\$3,252- \$4,365
	Fingerprint Technician I	\$3,037- \$4,033
	Forensic Technician	\$3,425- \$4,595

San Bernardino Sheriff's Department Forensic Laboratory	Position	Monthly Salary
	Captain	\$9,278- \$12,663
	Crime Laboratory Director	\$8,763- \$12,081
	Lieutenant	\$8,680- \$12,114
	Sheriff's Detective/Corporal	\$6,373- \$8,860
	Supervising Criminalist	\$7,319- \$10,088
	Criminalist III – DNA Tech Lead: QAO	\$6,605- \$9,096
	Criminalist II	\$6,286- \$8,656
	Criminalist I	\$4,520- \$6,064
	Supervising Crime Scene Specialist	\$5,359- \$7,377
	Lead Crime Scene Specialist	\$4,988- \$6,857
	Crime Scene Specialist III	\$4,633- \$6,370
	Crime Scene Specialist II	\$4,303- \$5,917

	Crime Scene Specialist I	\$3,373- \$4,636
	Forensic Specialist II	\$3,584- \$4,927
	Latent Fingerprint Examiner	\$4,632- \$6,370
	Supervising Fingerprint Examiner	\$5,231- \$7,205
	Fingerprint Examiner II	\$4,172- \$5,732
	Fingerprint Examiner I	\$3,433- \$4,718
	Fingerprint Examiner Trainee	\$3,061- \$4,101

Oakland Police Department Crime Laboratory	Position	Monthly Salary
	Laboratory manager	\$10,726- \$13,170
	Criminalist III	\$8,401- \$10,314
	Criminalist II	\$7,259- \$8,913
	Criminalist I	\$37.80- \$46.40/hr
	Forensic Tech	\$30.58- \$37.52/hr
	Latent Print Examiner III	\$8,001- \$9,823
	Latent Print Examiner II	\$6,913- \$8,488
	Latent Print Examiner I	\$35.74- \$43.87/hr

Long Beach Police Department	Position	Monthly Salary
	Forensic Science Services Division Administrator	\$10,487
	Supervising Criminalist	\$7,166- \$9,604
	Criminalist IV Quality Assurance Manager	\$7,166- \$9,604
	Criminalist III	\$6,699- \$9,126
	Criminalist II	\$6,368- \$8,673
	Criminalist I	\$5,342- \$7,254
	Forensic Specialist Supervisor	\$5,909- \$8,039
	Forensic Specialist II	\$5,211- \$7,075
	Forensic Specialist I	\$4,592- \$6,236

Los Angeles County Sheriff's Department Scientific Services Bureau	Position	Monthly Salary
	Director	\$10,443- \$15,807
	Assistant Director	\$9,036- \$13,678
	Supervising Criminalist	\$8,129- \$10,099
	Senior Criminalist	\$7,700- \$9,565
	Criminalist	\$5,713- \$7,098

San Mateo County Sheriff's Department Crime Lab	Position	Monthly Salary
	Laboratory Director	\$10,912- \$13,641
	Supervising Criminalist	\$9,340- \$11,675
	Criminalist II	\$8,415- \$10,517
	Criminalist I	\$6,755- \$8,442

Santa Clara County Office of the District Attorney Criminalistics Laboratory	Position	Monthly Salary
	Laboratory Director	\$12,511- \$16,051
	Assistant Laboratory Director	\$11,358- \$13,822
	Supervising Criminalist	\$10,251- \$12,461
	Criminalist III	\$8,338- \$10,096
	Criminalist II	\$7,227- \$8,746
	Criminalist I	\$6,267- \$7,581

Ventura County Sheriff's Department Forensic Sciences Laboratory	Position	Monthly Salary
	Forensic Services Bureau Manager	\$10,688- \$14,965
	Assistant Forensic Services Lab Manager	\$8,046- \$11,267
	Supervisor Forensic Scientist	\$6,886- \$10,145
	Forensic Scientist III	\$6,441- \$9,036
	Forensic Scientist II	\$5,945- \$8,332
	Forensic Scientist I	\$4,797- \$6,711
	Forensic Scientist Trainee	\$3,687- \$5,158
	Forensic Lab Technician	\$2,996- \$4,217
	CSI/Latent Print Examiners	\$3,795- \$5,710

Sacramento County District Attorney-Laboratory of Forensic Services	Position	Monthly Salary
	Director	\$12,040- \$14,633
	Supervising Criminalist	\$8,961- \$10,892
	Criminalist IV	\$8,160- \$9,918
	Criminalist III	\$7,763- \$9,436
	Criminalist II	\$6,234- \$7,576
	Criminalist I	\$4,668- \$5,674
	Forensic Lab Technician	\$4,245- \$5,159

San Francisco Police Department Crime Laboratory	Position	Monthly Salary
	Crime Lab Manager	\$11,635- \$14,853
	Criminalist III	\$11,169- \$13,574
	Criminalist II	\$8,751- \$10,636
	Criminalist I	\$6,498- \$7,898

San Diego County Administration of Justice Pay Scales

Source: San Diego Human Resources/Job Descriptions & Salaries. Updated: March 19, 2020

These are examples of positions and salaries that a Grossmont College AOJ graduate could obtain after completing an **AOJ Associates of Science degree**: (On-call pay not included):

Sheriff's Fingerprint Examiner	\$41,850 – 51,359
Sheriff's Forensic Evidence Tech	\$61,526 – 75,629
Sheriff's Senior Forensic Evidence Tech	\$67,641 – 83,158
Sheriff's Latent Print Examiner	\$74,672 – 91,728
Sheriff's Medical Examiner Investigator I	\$45,261 – 61,256
Sheriff's Detention Processing Assist. Manager	\$66,290 – 81,411

There are examples of positions and salaries after completing an **AOJ Associates of Science degree** (screening process not equivalent to a law enforcement investigations background):

Public Defender Investigator Trainee:	\$54,496 - \$60,091
Public Defender Investigator I:	\$62,233 - \$76,423
Public Defender Investigator II:	\$67,059 - \$82,368
Public Defender Investigator III:	\$73,944 - \$90,91

These are examples of positions and salaries that a Grossmont College AOJ graduate could obtain after completing a **Grossmont College AOJ certificate or academy**:

San Diego Police Officer I	\$69,389 – 76,169
Harbor Police Officer	\$80,412 – 97,718
Correctional Deputy Probation Officer I	\$40,830 – 56,118
Deputy Sheriff Cadet	\$54,660
Deputy Sheriff Cadet - Detentions/Court Services	\$43,326
Deputy Sheriff	\$63,383 – 102,566
Deputy Sheriff - Detentions/Court Services	\$50,808 – 88,842
Detention Processing Technician	\$41,641 – 51,189
Sheriff Emergency Services Dispatcher	\$54,600 – 73,985
Supervising Emergency Services Dispatcher	\$75,670 – 92,955
Sergeant – Sheriff	\$104,356 – 123,893
Sergeant – Detentions	\$84,289 – 115,870

These are examples of the positions and salaries that a Grossmont College AOJ graduate could obtain after completing an **AOJ Associates of Science degree** and then continuing their education, completing a **bachelor's degree**:

(Non-science 4-year degree):

Deputy Probation Officer	\$62,067 – 77,355
Sheriff's Inmate Services Manager	\$78,295 – 150,238
Supervising Probation Officer	\$77,875 – 101,878
Forensic Documents Examiner	\$93,392 – 114,691
Sheriff's Lieutenant	\$103,649 – 142,412
Sheriff's Captain	\$119,274 – 163,938
Sheriff	\$273,728

(Science degree required: Biology, Chemistry, Bio/Chem, Physics, etc.):

Criminalist I	\$79,955 – 98,300
Criminalist II	\$94,494 – 116,064
Criminalist III	\$99,944 – 122,865
Supervising Criminalist	\$110,510 – 135,740
Toxicologist I	\$64,126 – 78,832
Toxicologist II	\$78,312 – 96,283
Toxicologist III	\$89,315 – 109,803
Senior Forensic Documents Examiner	\$102,024 – 123,988
Forensic Toxicology Lab Manager	\$78,395 – 150,238
Assistant Crime Lab Director	\$123,968 – 150,696
Crime Lab Director	\$93,080 – 180,357

Example of entry-level positions and salaries that do not require an associate's degree:

Community Services Officer:	\$37,003 - \$45,532
Asset Protection/Loss Prevention Specialist:	\$35,000 +

APPENDIX 5

Administration of Justice (AOJ) Department Call to Action Plan

AOJ Department Action Plan Statement:

On June 5, 2020, the California State Chancellor's Office initiated a "Call to Action" for a system wide review of law enforcement officers and first responder training and curriculum. The first key area was a request that we lead the nation in training our law enforcement officers and first responder workforce in unconscious/implicit bias, de-escalation training with cultural sensitivity, and community-oriented/de-militarized approaches.

Strategies to lead this initiative will include incorporating an antiracist framework into the classrooms by thoroughly reviewing the course curriculum and teaching pedagogy to check for cultural inclusivity. This analysis will include assessments on whether the:

- Classroom climate is inclusive,
- Syllabus Design is inclusive (i.e. clear statements on inclusive excellence),
- course material is diversified (I.e. include diverse academic resources/research by academicians of color).

Specifically, identify barriers and strategies Toward Anti-Racism

- Implicit Bias

Course Changes and consider AOJ 240 as a requirement:

- AOJ 240 *Community and the Justice System* discusses community relations in law enforcement. Analyze the course and discuss if it should be mandatory for all AOJ students.
 - Fall, 2020 – Spring, 2021 – Discussion with AOJ Full-time and Part-time Faculty & Advisory Committees
- Discuss Academy course curriculum and delivery and how changes could be implemented in these courses. (Note: The Modular III and II sections of the Police Academy have not been offered in 3 years due to enrollment, staffing, and budget.)

- Fall, 2020 – Corrections Academy Lesson Plan Rewrite Project
- Current events and case discussions in courses – discuss how they may be skewed toward unconscious bias and racism and be taught from a deficit-based narrative of people of color.
- Fall, 2020 – Spring, 2021 – Discussion with AOJ Full-time and Part-time Faculty & Advisory Committees
- Textbooks and OER – discussion on equity.
- Fall, 2020 – Spring, 2021 – Discussion with AOJ Full-time and Part-time Faculty & Advisory Committees
- Inclusive syllabi discussion.
- Fall, 2020 – Spring, 2021 – Discussion with AOJ Full-time and Part-time Faculty & Advisory Committees
- Interweave equity and inclusion in all AOJ courses to develop Civic-Minded prospective law enforcement officers.
- Fall, 2020 – Spring, 2021 – Discussion with AOJ Full-time and Part-time Faculty & Advisory Committees
- Effectively respond to racism:
- Faculty and staff: model the behavior we would like students to use.

Advisory Committees:

- More full-time faculty participation so there isn't "2nd hand info" being shared.
- Minoritized students should participate in advisory committees.
- Additional advisory committee members that represent more professionals of color, specifically African Americans.
- Above Curriculum discussions.
- Fall, 2020 – Spring, 2021

Internships / Work Experience Courses:

- Internships – only those with socio-economic privilege can work 16-20 hours for free in an internship; more discussion with agencies on reducing required internship hours and how internships be more equitable (advisory committee discussion).
- Explore paid internship opportunities
 - Fall, 2020 – Spring, 2021 – Discussion with AOJ Full-time and Part-time Faculty & Advisory Committees

Outreach:

- Outreach and recruit more African American students and help them feel more welcome.
- Analyze our brochures, website, and marketing material and strategically expand marketing to recruit/attract students of color.
 - Fall, 2020 – Spring, 2021

Program Review and Data Analysis:

- Data research and analysis through Program Review (2020/2021).
- Drill down on the data – individual classes and their success rates.

Collaboration with AOJ Adjunct Faculty, Grossmont College Departments and Other Colleges:

- Engagement and professional development with AOJ Adjunct Faculty.
- Collaborate with other depts (Cross Cultural Studies, Sociology, Psychology, others).
- Sharon has collaborated with and will continue with Riverside Community College AOJ Dept.
- California Association of Administration of Justice Educators (CAAJE) collaboration.
 - 2020/21 year and beyond

APPENDIX 6

COURSE TO PROGRAM STUDENT LEARNING OUTCOMES

Dept/Program SLO	Course Number/Name	Course SLO Number
1. Demonstrate knowledge, skills, and abilities relevant to the AOJ certificate / degree program completed.	Relevant to individual certificate / degree program (see core courses for that degree program).	See Course SLO Assessments relevant to that certificate/degree program.
2. Identify the major components of the criminal justice system, current and historical, including law enforcement, courts and corrections.	AOJ 110 Introduction to Administration of Justice;	SLO #1,#2,#4
	AOJ 120 Community Policing & Patrol Procedure;	SLO #2,#3
	AOJ 122 Traffic Law & Enforcement;	SLO #1
	AOJ 125 Intro to Corrections;	
	AOJ 143 Gangs and Law Enforcement	SLO #1,#2,#4 SLO #2
	AOJ 144 Probation and Parole	
	AOJ 171 Security Academy;	SLO #1
	AOJ 200 Criminal Law;	
	AOJ 201 Legal Aspects of Security Management;	SLO #1 SLO #3
	AOJ 202 Criminal Evidence;	SLO #1
	AOJ 204 Criminal Procedure;	
	AOJ 208 Juvenile Delinquency;	SLO #1
	AOJ 230 Public Safety Communications;	SLO #1 SLO #1,#2
	AOJ 240 Human Relations in Public Safety	SLO #2
		SLO #1

3. Describe and/or demonstrate the stages of a criminal investigation and the protocol of evidence collection, preservation, and analysis.	AOJ 148 Fingerprint Identification;	SLO #1
	AOJ 155 Digital Investigations	
	AOJ 150 Forensic Photography;	SLO #1, #2
	AOJ 202 Criminal Evidence;	
	AOJ 206 Criminal Investigation;	SLO #4
	AOJ 207 Investigative Techniques	
	Security Mgmt;	SLO #3
	AOJ 218 Forensic Technology;	SLO #1,#2,#4
	AOJ 220 Forensic Analysis;	
	AOJ 252 Advanced Forensic	SLO #1
	Photography;	
	AOJ 254 Advanced Fingerprint Identification;	SLO #1 - #3
	AOJ 260 Computer Science Information Security	SLO #1 - #3
	AOJ 264 Terrorism & Homeland Security	SLO #1 - #5
		SLO #1 - #4
		SLO #2,#3,#4
		SLO #1, #2, #3

4. Communicate effectively in written, verbal, and non-verbal forms.	AOJ 100 PC 832 Laws of Arrest;	SLO #2
	AOJ 103 & 104 Police Academy (Module III and II);	SLO #3
	AOJ 107 Corrections Academy;	
	AOJ 111 Intro to Security Management;	SLO #1
	AOJ 140 Correctional Counseling & Interviewing;	SLO #3
	AOJ 143 Gangs and Law Enforcement	SLO #4
	AOJ 144 Probation and Parole	SLO #1,#3
	AOJ 155 Digital Investigations	
	AOJ 158 Emergency Dispatch Operator;	SLO #2,#3
	AOJ 171 Security Academy;	
	AOJ 199 Special Studies/Projects in AOJ;	SLO #3
	AOJ 200 Criminal Law;	SLO #3
	AOJ 201 Legal Aspects of Security Management;	SLO #1
	AOJ 202 Criminal Evidence;	
	AOJ 207 Investigative Techniques Security Mgmt;	SLO #1,#5
	AOJ 208 Juvenile Delinquency;	SLO #2
	AOJ 210 Leadership in Criminal Justice;	SLO #4
	AOJ 214-215 Public Service Internship	SLO #2,#4
	AOJ 218 Crime Scene Technology;	SLO #3
	AOJ 220 Forensic Analysis;	SLO #3
	AOJ 224-225 Forensic Public Service Internship;	SLO #1,#3
	AOJ 230 Public Safety Communications;	SLO #4
	AOJ 240 Human Relations in Public Safety;	SLO #4
	AOJ 249-251 Advanced Officer Course;	SLO #1,#3
	AOJ 260 Computer Science Information Security;	SLO #1 - #4
		SLO #2
		SLO #1
		SLO #1

5. Demonstrate ethical and professional behavior.	AOJ 100 PC 832 Laws of Arrest;	SLO #1
	AOJ 103 Police Academy Level III;	
	AOJ 120 Community Policing & Patrol Procedures;	SLO #1
	AOJ 204 Criminal Procedures;	SLO #1
	AOJ 206 Criminal Investigation;	SLO #2
	AOJ 210 Leadership in Criminal Justice	SLO #3
		SLO #1 - #4

**PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:

1. The Forensic Technology program that provides hands-on experience for students from highly knowledgeable faculty
2. Multiple and varied student engagement strategies used consistently in many courses with area experts providing real-world scenarios
3. Proactively training faculty to become DE certified and ensuring they could meet the students' academic needs
4. Implementing innovative methods to inform students about the support services (I.e., tutoring) that promote student success
5. Extensive on- and off-campus engagement, including participating in college-wide committees and efforts, as well as an abundance of professional development in your field
6. Keeping SLOs and curriculum up-to-date with input from advisory groups
7. Responding to the CA Chancellor's community college "Call to Action" by writing the department's own multi-faceted Call to Action plan:
 - a. Reviewing and rewriting course materials to address diversity, equity, and inclusion of underrepresented groups
 - b. Requiring AOJ course 240 Community and the Justice System for all AOJ majors
 - c. Identifying how internships could be accessible to underrepresented students

Committee recommends the following:

1. Increase outreach, engagement, and retention efforts with ethnic groups not well represented, such as fostering ACJA club etc.
2. Continue efforts to increase student success and employment, especially among students with disabilities
3. Continue efforts to keep course outlines of record up to date
4. Continue to track SLO data and use outcomes to inform teaching

College President

Program or Department Chair

Academic Program Review Chair

ADMINISTRATION OF JUSTICE

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2014-15	90.5	438.6	79.3	398.7
2015-16	88.5	424.0	86.8	410.7
2016-17	80.8	381.7	68.9	361.6
2017-18	70.3	379.3	73.6	385.8
2018-19	60.2	344.7	69.0	350.1