

2020 Administration of Justice Instructional Program Review

LASSEN COMMUNITY COLLEGE

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SECTION 1: ACADEMIC PLANNING

I. . Program Overview, Objectives, and Student Learning

Outcomes Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

The Administration of Justice Program (AJ) at Lassen Community College (LCC) currently consists of 13 individual courses, down from 17 at last review. A student at LCC can earn an Associates of Science Degree for transfer, an Associates of Arts Degree, or a Certificate of Achievement in Administration of Justice. A student can also take individual courses as needed for personal or professional development.

The Administration of Justice Program is designed to prepare students for employment following graduation, or for transfer to a California State University or University of California offering an upper division major in Administration of Justice. Additionally, individual course are designed to provide students with current industry knowledge and skills that can be effectively implemented within their professions.

The California Peace Officer Standards and Training (POST) program offers 5 individual courses for professional development.

Objectives for the Administration of Justice Program:

As an Administration of Justice major, the student will:

- Study the history, philosophy and theories of crime; the structure of the criminal justice, courts and correctional systems; elements of community relations and current careers.
- Develop skills in criminal investigations and prosecution, community relations and communication.
- Identify an area of specialization in the administration of justice field.

Program Student Learning Outcomes

Upon completion of the Associate in Science Degree in Administration of Justice for Transfer, the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections, and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.

Upon completion of the Associate in Arts Degree or the Certificate of Achievement in Administration of Justice the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
4. Be academically prepared to obtain an entry-level or midlevel position within the Criminal Justice System.

The Administration of Justice Program's mission and goals compliment Lassen Community College's Mission Statement and Strategic Goals. LCC established and published Mission Statement and Strategic Goals are as follows:

Mission

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.
2. Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.
3. Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access

and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information from WEAVE.

All Program Student Learning Outcomes link to the Institutional Student Learning Outcomes in one or more ways. Presented below are the Institutional Level Student Learning Outcomes and their connection to the Program Level Student Learning Outcomes.

Communication Skills – Ability to listen and read with comprehension and the ability to write and speak effectively:

AJ students are required to be able to effectively communicate both verbally and in writing. Program faculty require students to prepare written reports, conduct research and make oral/written presentations, employing logic and argument to support conclusions. These are real world requirements, as police officers must be effective communicators to obtain accurate and factual information for reports, arrests, investigations, and later for courtroom testimony.

Critical Thinking – Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome:

Students enrolled in AJ courses are taught problem solving skills, from legal issues, human relations issues, to investigatory issues. Preliminary and follow-up criminal investigators must be able to sort through facts gleaned from crime scenes and from witness statements, and through the process of inductive and deductive reasoning, and arrive at investigative conclusions.

Life Long Learning – Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems:

Through the use of textbooks, periodicals, library resources, and internet resources, students learn how to research issues and evaluate the validity of information. Through the use of technology including portable communication devices, personal computers, the internet, and electronic criminal justice data bases, students will be learn to access

information quickly. Students will input data and complete reports using various sources of technology.

Personal/Interpersonal Responsibility – Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures:

AJ students are instructed in ethical decision making and problem solving and are expected to exhibit ethical values and take personal responsibility in course work attempted. Faculty with many years of experience maintain professional contacts with industry representatives and are able to channel motivated and qualified students into jobs in which classroom theory can be applied in real world situations. Further, students are encouraged to challenge themselves by competing in selection processes for positions in the criminal justice field and often receive personal mentoring from faculty members.

Upon completion of core courses, students can identify various prejudices towards racial or ethnic groups and how they affect law enforcement and the community.

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Since completion of the last program review, the correspondence mode of instruction has been eliminated by adding face-to face, hybrid and fully online course options. The program also underwent a considerable overhaul in course offerings, and delivery. The course offerings in the program's AS-T and AA degrees have been simplified to reduce low enrollment in courses that were only offered for one degree track. This was accomplished by eliminating AJ 13 (Narcotics Investigation and Identification), AJ 37 Patrol Procedures/Concepts), and AJ 56 (Spanish for Law Enforcement). Further, the two new courses of AJ 5 (Introduction to Forensics), and AJ 8 (Criminal Court Process) were added to both degrees. These courses are C-ID approved, and degree transferrable. Additionally, the program's Certificate of Achievement was updated to add and remove the aforementioned courses. Lastly, in 2019 in consultation with the program's advisory committee members, the program added a new 15 unit Certificate of Accomplishment.

In May 2019, LCC created and filled an AJ and POST Program Director/Instructor which was filled by this author. During this review period, the program has created two new POST certified and LCC curriculum approved courses for offerings. Those course are AJ 53 (Basic Force and Weaponry) and AJ 57 (Tactical Rifle). The AJ 53 course is a 40 hour (2 unit) course designed for probation officers, investigators, and correctional officers who have not attended the full-police academy but need training to carry a

firearm while on duty. The first course had 22 students from all over our region attending, with more planned in 2020-2021. The AJ 57 course is a 16 hour tactical rifle course that is required for peace officer's to carry rifles while on duty. We have offered this course three time since inception, and it continued to be a popular course that we will continue to offer.

There is a need for additional peace officer in-service type training offering in our area, and we are working closely with our law enforcement partners to identify, develop and offer those courses. Some courses that have³ been discussed with the AJ/POST Advisory Board that are being considered include: Adult Correctional Officer Academy, Correctional Supervisor's Course, Tactical Communications, Arrest and Control Tactics, Tactical Firearms, Driver's Training, First Aid/CPR/AED Refresher, and others.

It has only been a short time since making these changes. But early indications show that the program changes are successful in increasing enrollment and reducing the cancellation of classes due to low-enrollment.

d. Analyze program-related promotional materials/advertising as appropriate

Each semester, promotional materials are used to advertise the AJ specific course offerings in the local media, to include Lassen County Times and SusanvilleStuff.com. During this review period, the Lassen County Times has ceased printing a newspaper. To enhance program exposure and advertisement, the POST program as developed a Facebook page called Lassen Community College Public Safety Training. This Facebook page is shared with the Fire Science program.

The AJ and POST program could benefit from more marketing and advertising, specifically directed towards law enforcement agencies wishing to send their staff to POST approved courses.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

1. Develop and offer additional courses in the POST program to effectively meet the ongoing needs in law enforcement as well as entry-level Correctional Officers.
2. More advertising and marketing needs to be created for the AJ program.

3. Program Faculty will work with high schools, allied agencies, and advisory board members to advertise and promote the AJ program to our community.
4. Monitor the outcomes of the previous program changes to be able to make informed and timely decisions on program changes, if needed.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

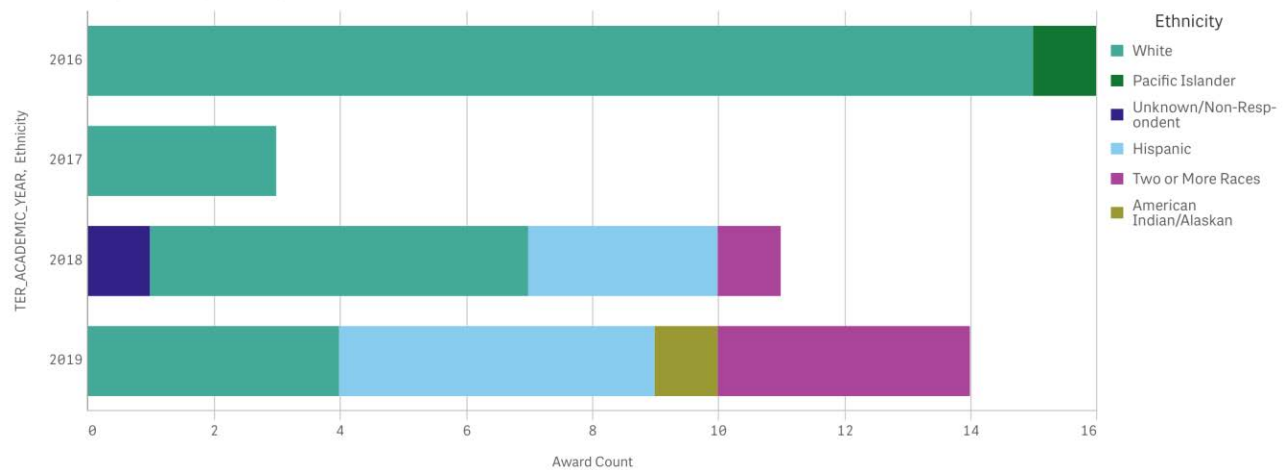
Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.

Awards by Academic Year

Award Type	Academic Year			
	2016	2017	2018	2019
AA Administration of Justice	5	-	2	2
AS Administration of Justice for Transfer-CSU	5	3	8	10
AS Administration of Justice for Transfer-IGETC	-	-	1	2
Cert. of Achievement Administration of Justice	6	-	-	-

Awards (Completions) by Ethnicity



Transfers subsequent to Completing an AJ Award at Lassen College Since May 2012:

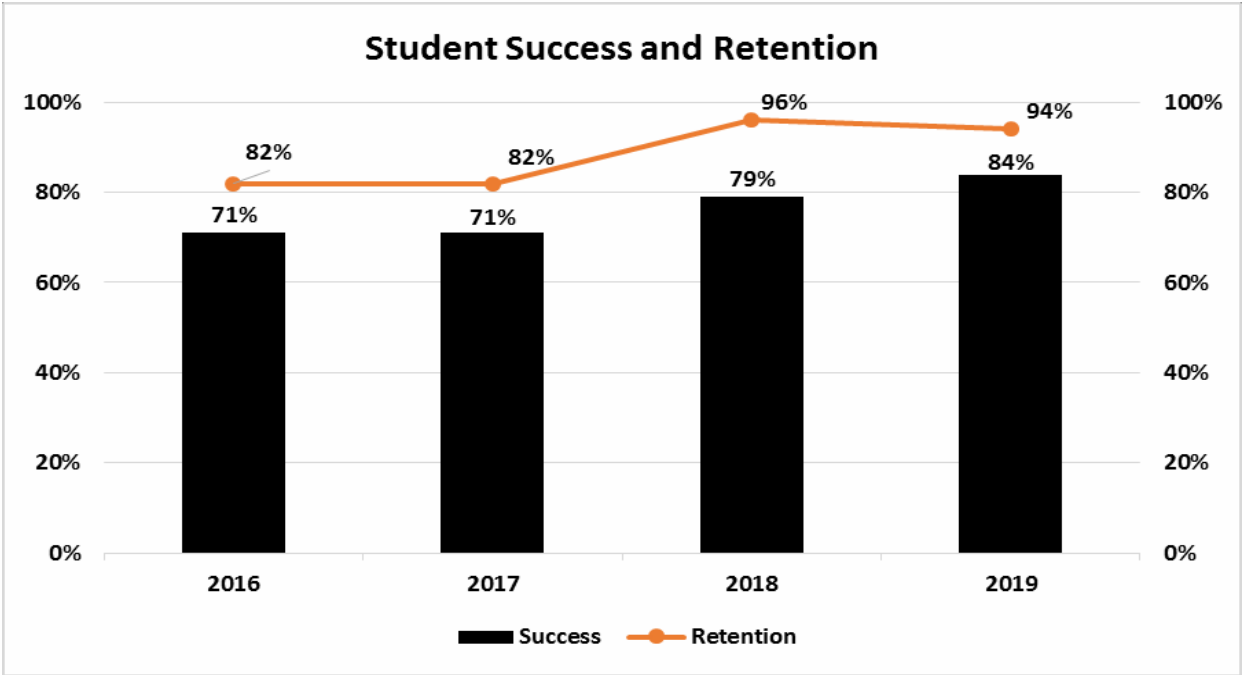
Award Type:	Degree Type:	Degree Title:	Award Year:
Bachelors Degree	BACHELOR OF SCIENCE IN CIVIL ENGINEERING	CIVIL ENGINEERING	2019
Bachelors Degree	BACHELOR OF SCIENCE	CYBERSECURITY MANAGEMENT AND POLICY	2019
Bachelors Degree	BA	APPLIED BEHAVIORAL SCIENCE	2016
Bachelors Degree	BACHELOR OF ARTS IN CRIMINAL JUSTICE	CRIMINAL JUSTICE	2019
Bachelors Degree	BACHELOR OF ARTS	CRIMINAL JUSTICE (BA)	2017
Bachelors Degree	BACHELOR OF ARTS	SOCIOLOGY ONLINE (BA)	2019
Bachelors Degree	BACHELOR OF ARTS IN CRIMINAL JUSTICE	CRIMINAL JUSTICE	2019
Bachelors Degree	BACHELOR OF ARTS	CRIMINAL JUSTICE (BA)	2017
Bachelors Degree	BACHELOR OF SCIENCE	AGRI: AGRI SCIENCE & ED (BS)	2020
Bachelors Degree	BACHELOR OF ARTS	CRIMINAL JUSTICE (BA)	2020
Certificate of Achievement:	CERT OF ACHIEVEMENT 30-59 UNIT	LAW ENFORCEMENT ACADEMY-BASIC	2015
Certificates, Other:	OTHER CREDIT AWARD UNDER 6	PSTC-BACKGROUND INVESTIGATIONS	2018
Certificates, Other:	30 TO FEWER THAN 60 UNITS	FIRE TECHNOLOGY	2019
Certificates, Other:	OTHER CREDIT AWARD UNDER 6	PSTC-PROPERTY/EVIDENCEROOMMGMT	2016
Certificates, Other:	OTHER CREDIT AWARD UNDER 6	PSTC-PROBATION OFFICER CORE	2016
Certificates, Other:	OTHER CREDIT AWARD UNDER 6	PSTC-PC832 ARRESTSEARCH&SEIZ	2016

The above charts shows that the program is seeing growth, year over year, in the number of AS for Transfer degrees awarded. The number of AA degrees rose in 2018, then remained constant in 2019. There appears to be a trend in the data that shows students are more interested in completing a degree for transfer than they are for a terminal degree. This is also evident in the data collected from students in the class surveys when asked about their educational goals.

Of the awards given subsequent to degrees and certificates issued from LCC, 10 indicate completion in the area of Criminal Justice, or Public Safety areas. This appears that the AJ program at LCC is successful in preparing students for moving on and completing their four-year degrees.

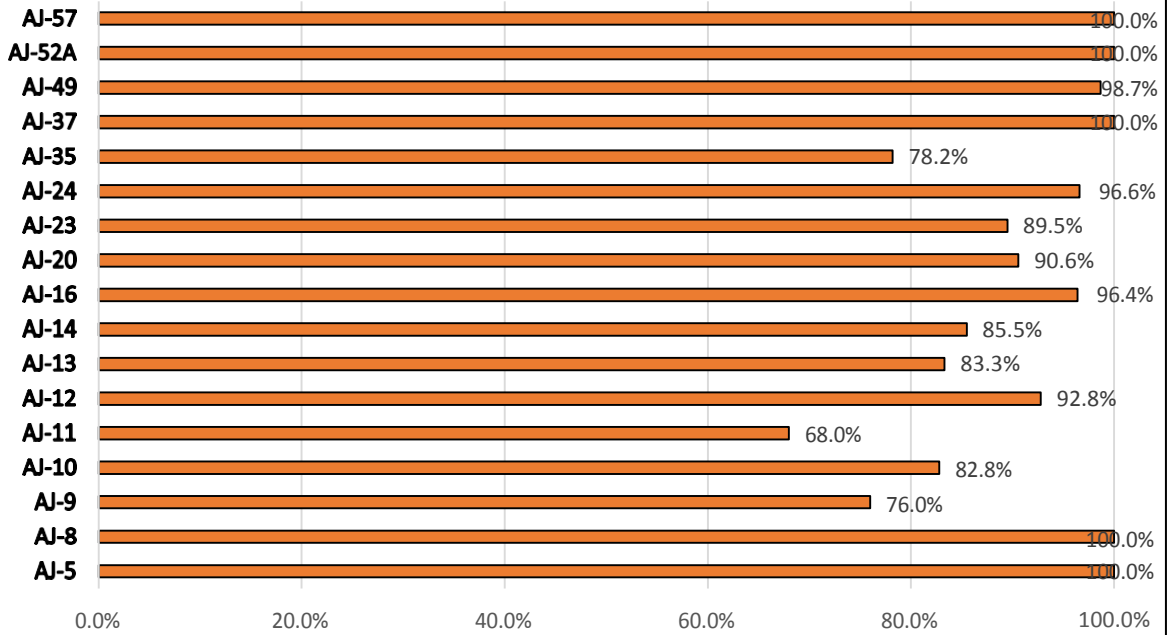
The data indicates, by the chart shown above, that the ethnic diversity of the program continues to increase as well. See chart above for details.

b. Completion, retention and success data for the last four years



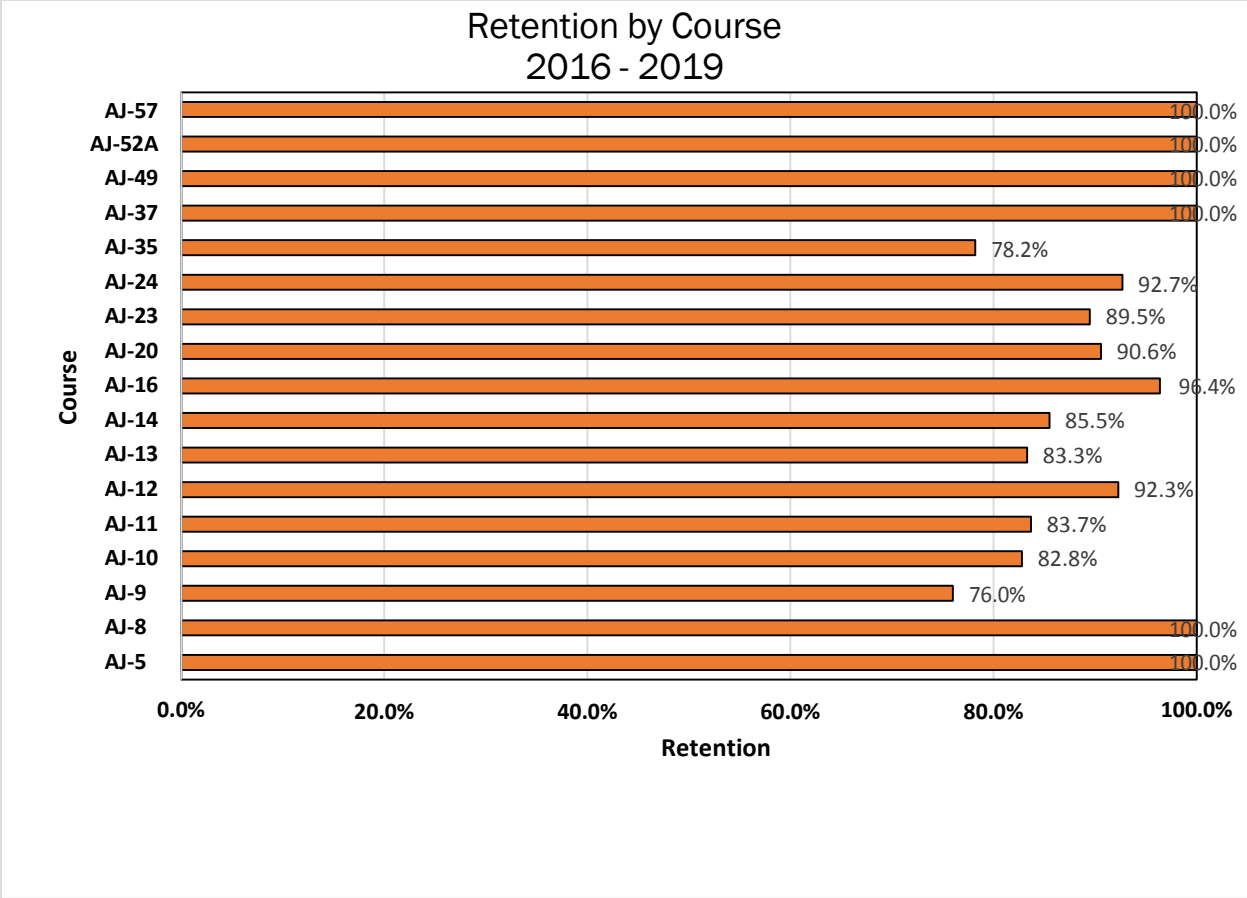
2018-2019	
Overall Success	Overall Retention
81.5%	95.0%

Success by Course 2016-2019



Student Success by Modality

Modality	Academic Year and Semester																Modality Averages
	2016				2017				2018				2019				
	SU	FA	SP	Totals	SU	FA	SP	Totals	SU	FA	SP	Totals	SU	FA	SP	Totals	
Face to Face	-	84.3%	82.1%	83.5%	-	92.0%	85.0%	87.7%	-	78.5%	86.4%	82.7%	100.0%	100.0%	95.9%	97.0%	87.7%
Correspondence	-	72.4%	60.5%	66.5%	-	61.0%	69.3%	65.0%	-	79.4%	-	79.4%	-	-	-	-	70.3%
Internet	-	66.7%	100.0%	73.3%	-	-	-	-	-	67.7%	67.6%	67.7%	-	72.3%	77.1%	73.8%	71.6%
Hybrid	100.0%	75.0%	88.9%	85.7%	100.0%	100.0%	81.8%	90.0%	100.0%	100.0%	80.0%	88.9%	-	82.0%	85.7%	83.1%	86.9%
Semester and Annual Averages	100.0%	75.3%	66.7%	71.4%	100.0%	67.5%	73.9%	71.1%	100.0%	76.9%	81.7%	79.3%	100.0%	77.6%	89.2%	84.4%	76.6%



Student Retention by Modality

Modality	Academic Year and Semester																Modality Averages
	2016				2017				2018				2019				
	SU	FA	SP	Totals	SU	FA	SP	Totals	SU	FA	SP	Totals	SU	FA	SP	Totals	
Face to Face	-	94.1%	92.9%	93.7%	-	100.0%	85.0%	90.8%	-	95.7%	99.0%	97.4%	100.0%	100.0%	96.9%	97.7%	94.9%
Correspondence	-	82.9%	68.9%	76.0%	-	75.6%	79.8%	77.6%	-	100.0%	-	100.0%	-	-	-	-	84.6%
Internet	-	100.0%	100.0%	100.0%	-	-	-	-	-	90.3%	85.3%	87.7%	-	91.1%	89.6%	90.6%	92.8%
Hybrid	100.0%	75.0%	100.0%	92.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-	92.0%	100.0%	94.4%	96.8%
Semester and Annual Averages	100.0%	88.0%	90.4%	90.6%	100.0%	91.9%	88.3%	89.5%	100.0%	96.5%	94.8%	96.3%	100.0%	94.4%	95.5%	94.2%	92.7%

2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

The completion rate in the AJ program rose considerably over the last two years of the evaluation period. The retention rate rose approximately 12.7%, while the success rate rose 11.7%. The degree/certificate awarded rate is showing an upward trend as well.

For the past several years, all courses offered in the AJ program, with the exception of an occasional evening or online course taught by adjunct faculty, were only offered via correspondence delivery. In 2018 the modality of all AJ program classes changed. Online and face-to-face instruction was added, and correspondence was deleted. There appears to be a direct correlation to the change in modality and the success/retention rate. Further analysis in future reports will give a clearer picture.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

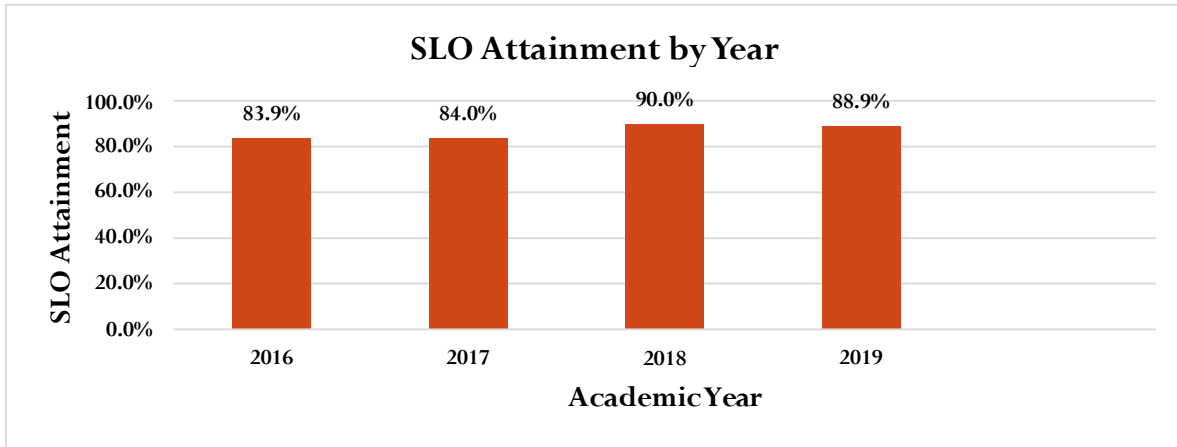
5. Continue to evaluate mode of delivery for all courses in the AJ program for best modality for success.
6. Program Faculty will work with high schools and allied agencies, to advertise and offer courses to meet their needs.
7. Increase directed advertisement and promotion of the AJ program.

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in WEAVE and are available for review by faculty at any time.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.
2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.



Student Learning Outcomes (SLO's) by Modality

Modality	Measure	Academic Year				Modality Averages:	Modality Totals:
		2019	2018	2017	2016		
Correspondence	% Attained	-	81.5%	82.7%	85.8%	83.3%	
	Assessed	-	27	185	408		620
	Achieved	-	22	153	350		525
Face-to-Face	% Attained	91.0%	91.4%	85.1%	86.7%	88.5%	
	Assessed	111	152	67	75		405
	Achieved	101	139	57	65		362
Hybrid	% Attained	87.3%	88.9%	100.0%	100.0%	94.0%	
	Assessed	63	9	12	2		86
	Achieved	55	8	12	2		77
Internet	% Attained	87.9%	91.3%	-	0.0%	59.7%	
	Assessed	116	23	-	12		151
	Achieved	102	21	-	0		123

Number Assessed	Number Met Target	Overall SLO Attainment
1,262	1,087	86.1%

SLO assessment within the AJ program is a valuable way of accessing the student's learning. Over the course of this evaluation period, the average SLO attainment was 86.1%, with 1,262 assessments given and 1,087 meeting the target. The statistics revealed that there is relative stability in SLO attainment over the course of the evaluation period, with lowest attainment rate being 83.9% in 2016, and the highest being 90% in

2018. These numbers are well above the standard, but should continue to be monitored year over year.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

8. Monitor SLO attainment closely over the next evaluation period and make adjustments as needed.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

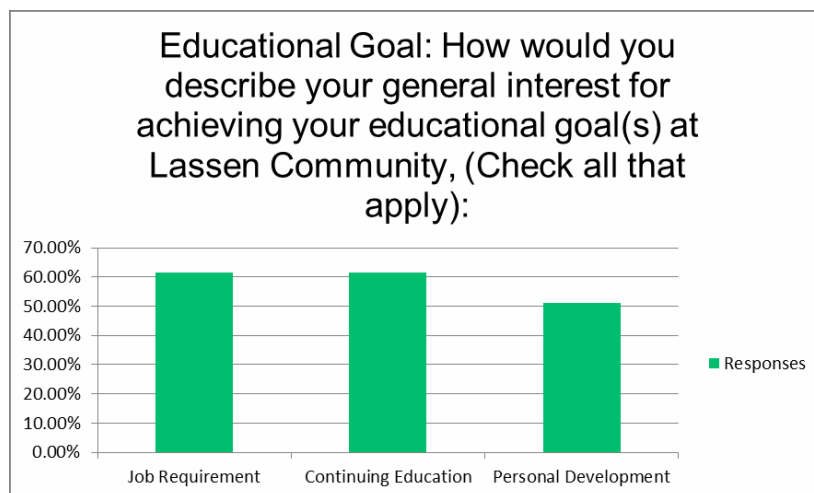
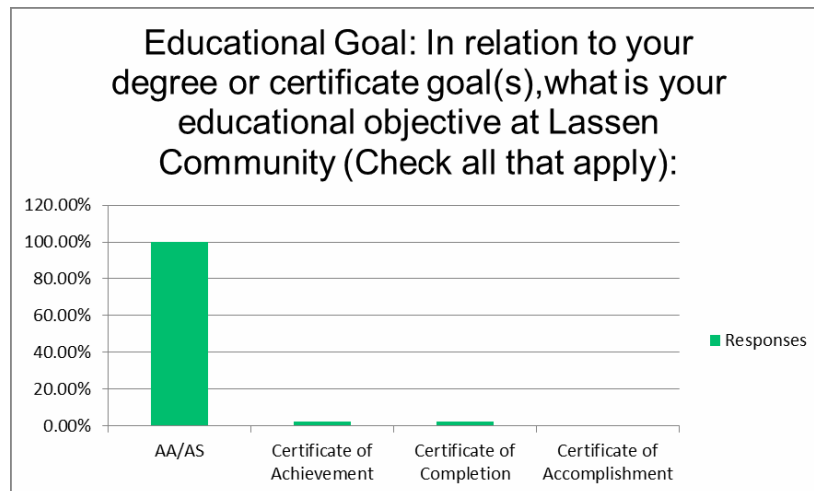
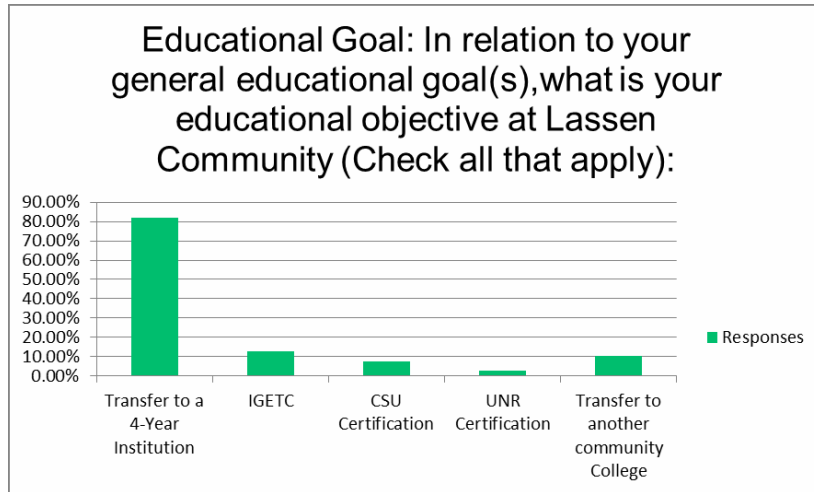
An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

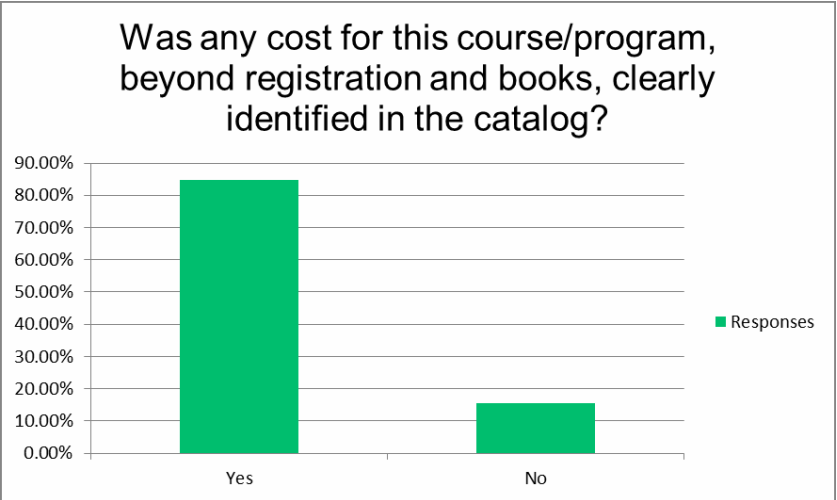
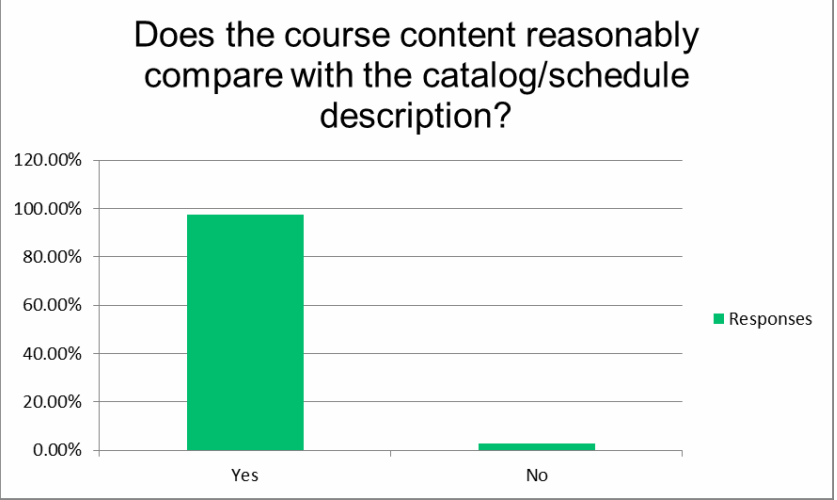
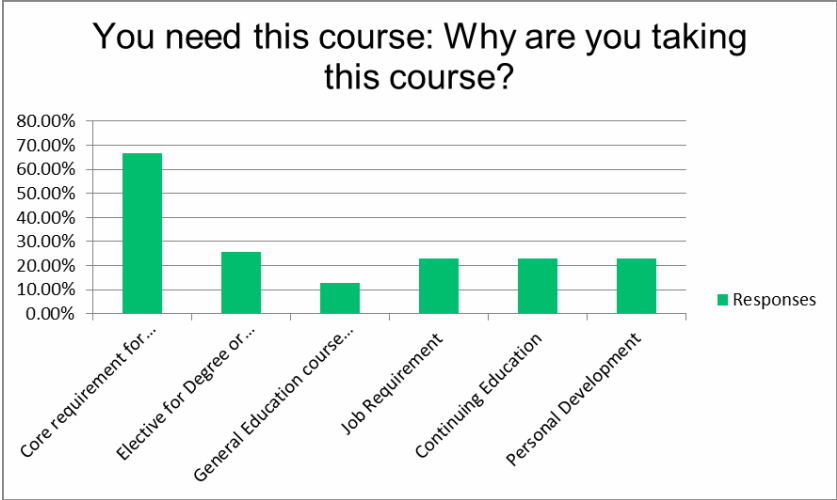
Description/Evaluation:

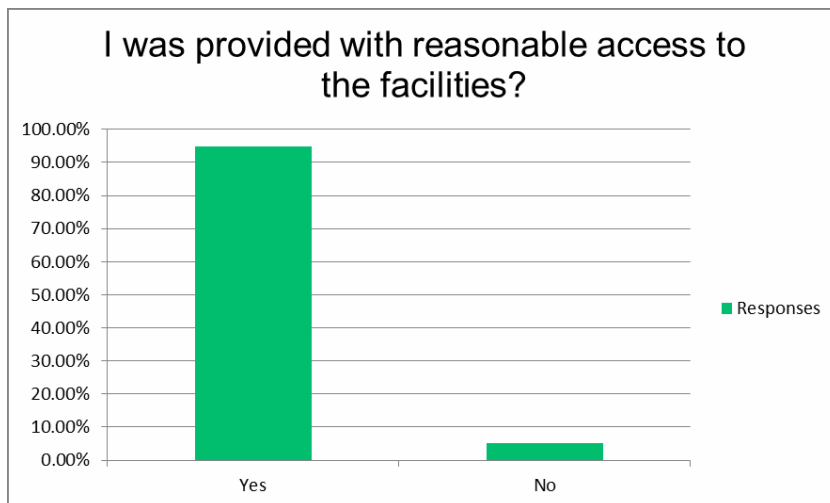
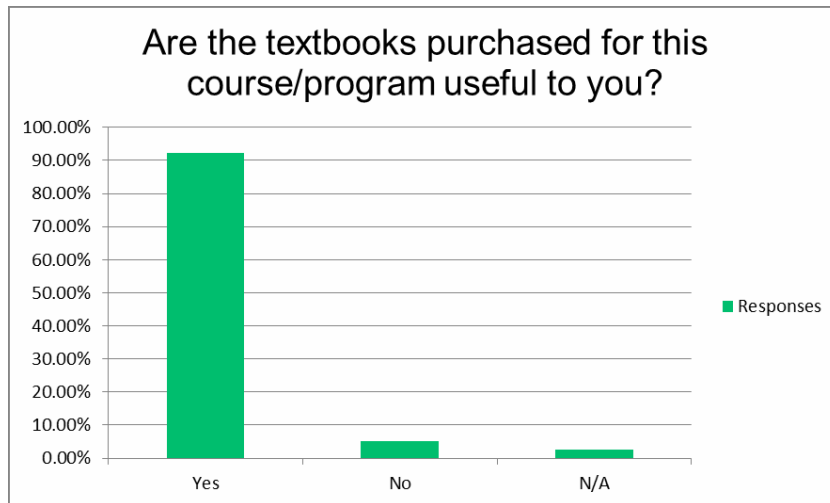
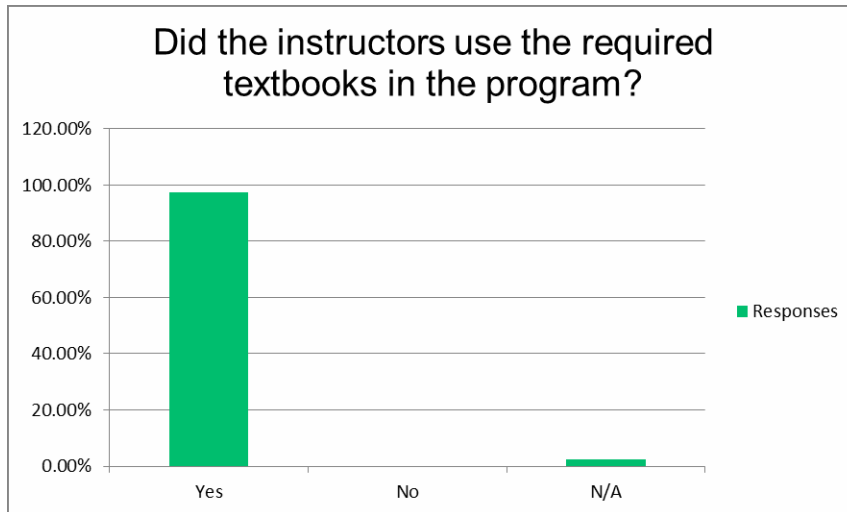
Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

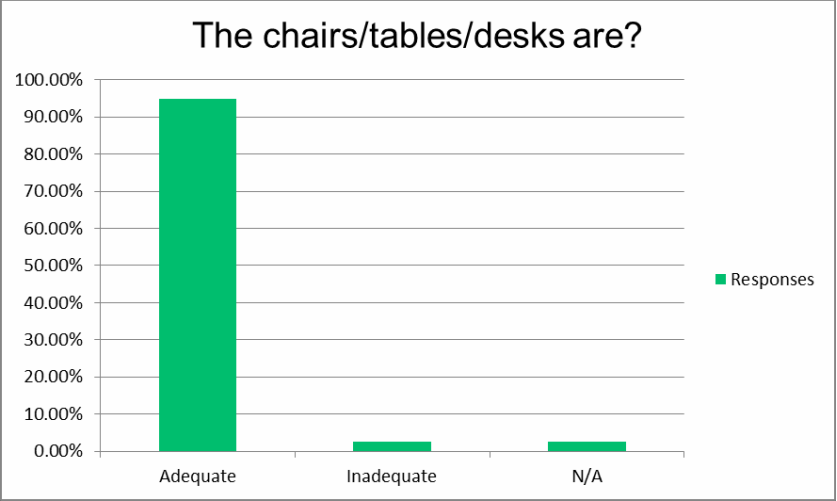
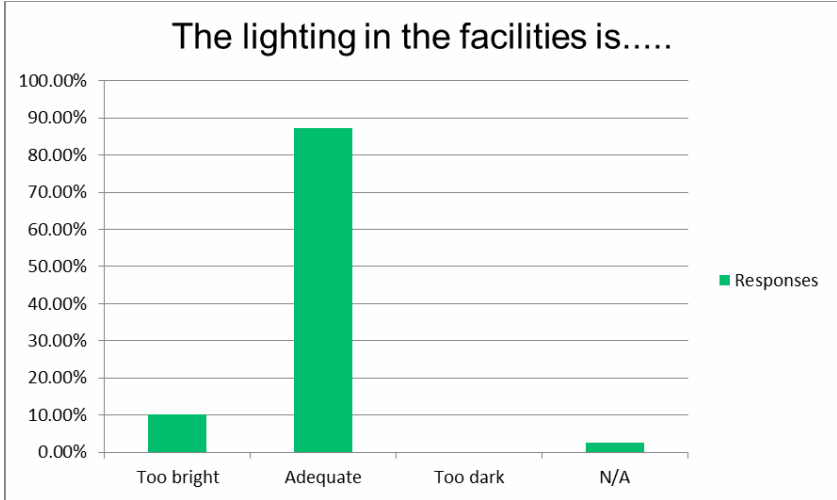
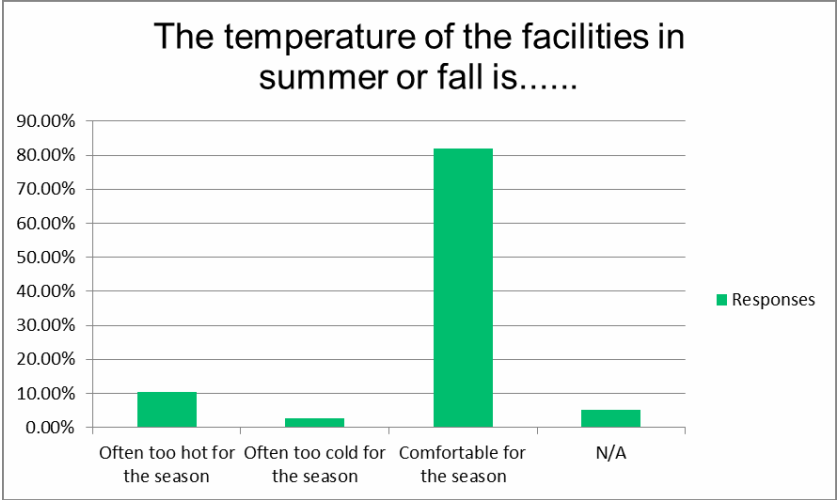
Student Evaluation data was obtained from the students in the fall 2019 semester. 39 responses were obtained from all courses. This is a small portion of the actual student count for the AJ program that semester. The data that was received shows the facilities, equipment, textbooks, accommodations, and course scheduled met their expectations. No concerns or issue are apparent through the review of this data. The data for these surveys is contained

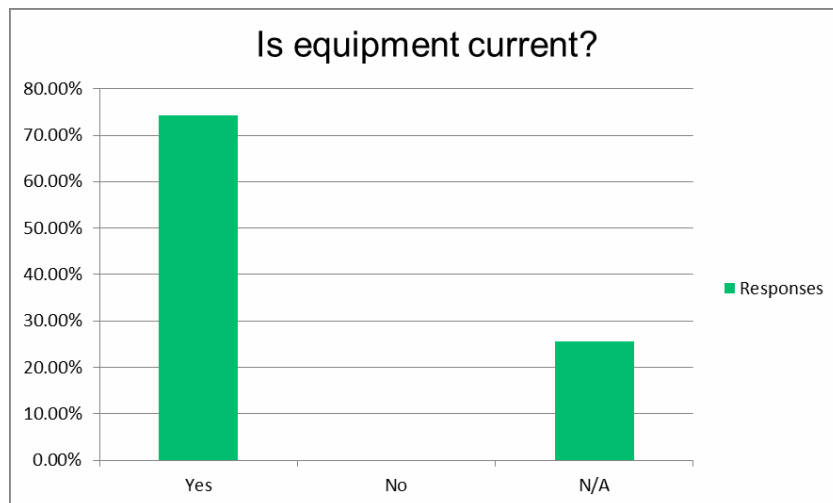
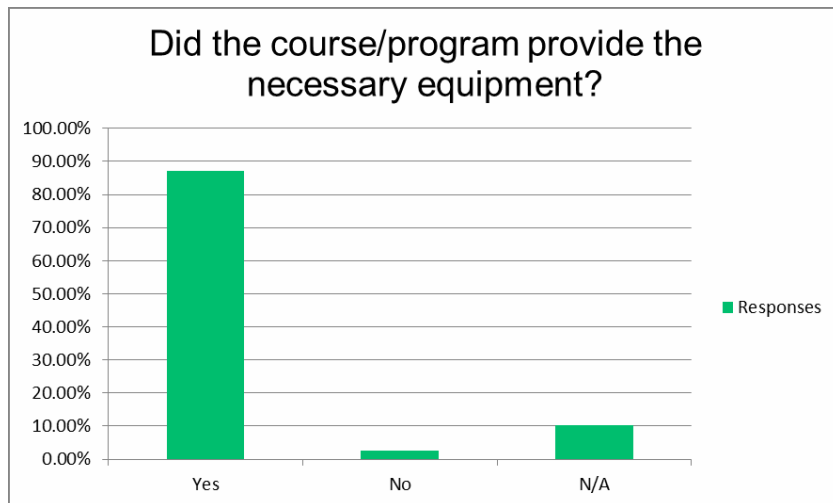
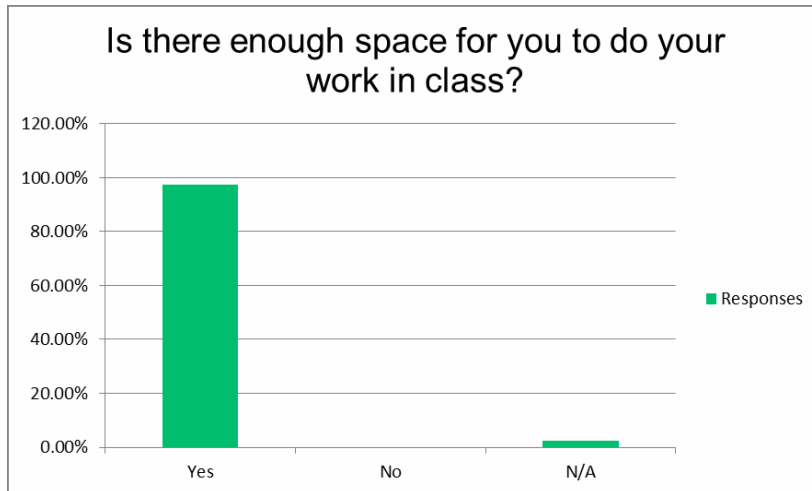
below. It is difficult to draw good conclusions from this data, as it is such a small subset of the AJ student population.

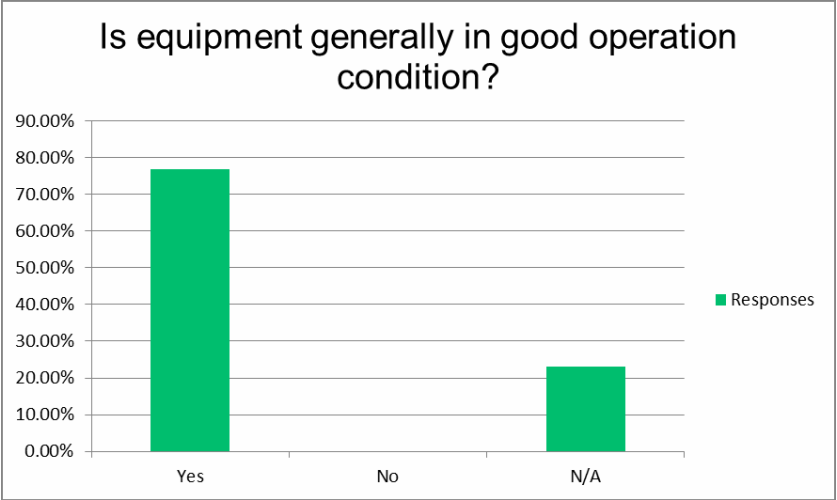












For the past two years, it has been a program activity to collect anonymous student surveys after each online or hybrid course for the AJ program. That data has been compiled and is included below.

Each of the questions below had a rating scale of 1-5, with 1 being the worst and 5 being the best. There have been 123 responses, showing an overall course rating was 4.77, and the overall instructor rating was a 4.97. This data reveals that the students are pleased with the courses and instructors delivering the material.

Administration of Justice (AJ) End of Course Survey Data

Total Responses 123	Response Averages:	4.80	4.75	5.00	4.86	4.69	4.92	4.80	4.77	4.97
1 = poor and 5 stars = excellent		Rate the quality of the course content (ie, videos, files, lectures, read and reflect assignments, discussion forums, pages, etc.)	Rate the degree to which the learning activities enhanced your learning experience, including the presentations & videos, class discussions, read and reflect assignments, quizzes, etc.	Rate the degree to which your instructor presented the subject matter clearly.	Rate the degree to which your instructor stimulated your interest in the course content.	Rate the degree to which you felt the pacing of the course met your expectations.	Rate the degree to which your instructor was available and communicated in course discussions and via messaging and email their expectations for your success in the course.	Rate the degree to which you believe the course learning outcomes (learning objectives) were met.	Please rate the course overall.	Please rate the instructor overall

The current survey provided by the Office of Instruction may possibly be outdated, and not requesting information about each modality of instruction. It is suggested that this survey be reviewed and revised as needed. It is also imperative that the survey be completed by a larger group of students so that the dates would be a better representation of the majority.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

9. Work with LCC administration to develop and administer anonymous course evaluations that fit all modalities so the data can be analyzed for future program reviews.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.

The Administration of Justice Program offers an Associates in Science Degree for transfer, an Associates in Arts Degree, a Certificate of Achievement, and a Certificate of Accomplishment. See below for details.

ADMINISTRATION OF JUSTICE

Associate in Science Degree in Administration of Justice for Transfer

Effective Fall 2020

Required Core Courses: 18 units

Total Required: 18 Units

Total Units: 60 units

Complete the following 6 units:

Course Number	Course Title	Fall	Spring
AJ 12	Introduction to Criminal Justice	3	3
AJ 20	Criminal Law	3	3

Select 6 Units from the following:

Course Number	Course Title	Fall	Spring
AJ 5	Introduction to Forensics		3 (even)
AJ 8	Criminal Court Process		3
AJ 9	Introduction to Correctional Science	3	3
AJ 14	Juvenile Procedures	3(odd)	
AJ 23	Criminal Evidence	3(even)	
AJ 24	Community Relations	3	
AJ 35	Investigative Techniques		3 (odd)

Select 6 Units from the following:

Course Number	Course Title	Fall	Spring
MATH 40	Elementary Statistics	3	3
PSY 1	Introduction to Psychology	3	3
SOC 1	Introduction to Sociology	3	3

Select General Education Option (CSU or IGETC)

See a counselor to prepare your educational plan with the latest scheduling information.

ADMINISTRATION OF JUSTICE

Associate in Arts Degree

Administration of Justice

Required Core Courses: 18 units

Total Required Units: 27 units

Total Units: 60 units

Course Number	Course Title	Fall	Spring
AJ 9	Introduction to Correctional Science	3	3
AJ 12	Introduction to Criminal Justice	3	3
AJ 14	Juvenile Procedures	3(odd)	
AJ 20	Criminal Law	3	3
AJ 23	Criminal Evidence	3(even)	
AJ 24	Community Relations	3	

Required Electives: 9 units

Course Number	Course Title	Fall	Spring
AJ 5	Introduction to Forensics		3 (even)
AJ 8	Criminal Court Process		3
AJ 10	Criminology		3
AJ 11	Youth Gangs in America	3 (odd)	
AJ 16	Supervision in Law Enforcement	As	Needed
AJ 35	Investigative Techniques		3 (odd)
AJ 49	Admin. of Justice Work Experience	1-8	1-8
AJ 52A	Arrest Methods and Procedures	2.5 As	Needed
AJ 52B	Firearms P.C. 832	.5 As	Needed

Free Electives: 15 units

General Education Requirements: 18 units

See a counselor to prepare your educational plan with the latest scheduling information.

ADMINISTRATION OF JUSTICE

Certificate of Achievement Administration of Justice

Required Core Courses: 18 units

Total Core Units: 27 units

Course Number	Course Title	Fall	Spring
AJ 9	Introduction to Correctional Science	3	3
AJ 12	Introduction to Criminal Justice	3	3
AJ 14	Juvenile Procedures	3 (odd)	
AJ 20	Criminal Law	3	3
AJ 23	Criminal Evidence	3 (even)	
AJ 24	Community Relations	3	

Required Electives: 9 units

Course Number	Course Title	Fall	Spring
AJ 5	Introduction to Forensics		3 (even)
AJ 8	Criminal Court Process		3
AJ 10	Criminology		3
AJ 11	Youth Gangs in America	3 (odd)	
AJ 16	Supervision in Law Enforcement ³	As	needed
AJ 35	Investigative Techniques		3 (odd)
AJ 49	Administration of Justice Work Experience	1-8	1-8
AJ 52A	Arrest Methods and Procedures	2.5 as	needed
AJ 52B	Firearms P.C. 832	0.5 as	needed

ADMINISTRATION OF JUSTICE

Certificate of Accomplishment Administration of Justice

Required Core Courses: 15 units

Total Core Units: 15 units

Course Number	Course Title	Fall	Spring
AJ 8	Criminal Court Process		3
AJ 9	Introduction to Correctional Science	3	3
AJ 12	Introduction to Criminal Justice	3	3
AJ 20	Criminal Law	3	3
AJ 24	Community Relations	3	
AJ 49	Work Experience	3	3

See a counselor to prepare your educational plan with the latest scheduling information.

- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates

- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?

The AJ program, degree and certificate learning outcomes are reviewed when curriculum is reviewed. They are also reviewed by the advisory committee periodically. The need identified for additional courses in the previous IPR has been met through the development of two new courses. – AJ 5; Introduction to Forensics, and AJ 8; Criminal Court Process have been developed and added to both two-year degrees. The transfer and terminal degrees and were evaluated during this review period and the courses were better aligned in both degrees. It is anticipated that this change will reduce the low enrollment numbers in some terminal degree elective classes.

- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of one meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies
- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: Do the core courses in the certificates and degrees meet current employer skill requirements for the field?
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

The CTE advisory committee meeting for the AJ program met each year, for the past two years, as required. The committee met on January 23, 2019 and January 22, 2020. A copy of the meeting minutes are attached. The 2018-2020 advisory committee member roster is incorporated in Appendix B. Several personnel changes have been made since the approval of this committee member list. A 2020-2022 committee member list is pending LCC Governing Board approval at the time of this writing

A review of the minutes will show that the committee members reviewed and revised the Program SLO's, discussed and approved the need to realign degrees for better student attendance and outcomes, approved a new Certificate of Accomplishment, and the need to recruit additional Adjunct faculty and professional personnel to teach Administration of Justice and P.O.S.T. courses. In addition, they discussed the need for specific P.O.S.T. classes and the need to offer these courses through the college rather than sending people out of the area to train.

Additionally, the CTE members were polled, via email, about the potential to create a local Correctional Core Academy. All members were supportive of going forward with a potential Correctional Core Academy. The committee's email comments are contained in Appendix B Labor Market Index data was also analyzed, which shows the position of Correctional Officer as a medium demand position, with 54 job postings (second highest in the data) and 201 job openings each year (highest on the list).

Further Labor Market Index data reveals a projected industry job growth of 4% for years 2019-2024. The LMI Data is attached.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

10. Continue to maintain a CTE committee roster with current professionals in the field.
11. Continue to schedule and conduct annual CTE advisory committee meeting as required.
12. Evaluate changes to the degree programs for success, and make changes if needed.
13. Develop curriculum for POST approved courses to meet the needs of the regional law enforcement community.
14. Develop curriculum for Correctional Core Academy

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last instructional program review.

Added Courses:

AJ 5 – Introduction to Forensics

AJ 8 – Criminal Court Process

AJ 53 – Basic Force and Weaponry (Post Certified)

AJ 57 – Firearms/Tactical Rifle (POST Certified)

Deleted Course:

AJ 13 – Narcotics Investigation

AJ 37 – Patrol Procedures

AJ 56 – Spanish in Law Enforcement

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
 - Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current and is the publication date included?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are

necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

All courses offered under the Administration of Justice/POST program have undergone extensive review for accuracy and currency. In this process, the textbooks and content was updated, where needed, to the most current information available. All courses in the program were reviewed for modality of delivery. The correspondence offerings of AJ courses have all been cancelled, while adding hybrid and online as a modality. Please see form in Appendix C for the current status of all courses in the AJ program.

The course changes necessitated the updating of the two-year academic plans as well. These plans have been streamlined, and updated for better student success. As of 2020, the new two-year plans are fully implements and followed.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

15. Continue to review and update course outlines in a timely manner.

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

C-ID, the Course Identification Numbering System, is a faculty-driven system developed to assign identifying designations (C-ID numbers) to transfer courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the California Community

Colleges and CSUs and UCs. It provides information for students, staff, and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that contribute to transfer into a major at specific universities. Any community college that bears the C-ID number conveys intersegmental faculty has determined it meets the published course content, rigor, and course objectives. The C-ID descriptor also means that any other course elsewhere; bearing the same number will be accepted by the institution.

Lassen Community College has the following AJ courses approved by C-ID:

AJ 5 Introduction to Forensics, AJ 8 Criminal Court Process. AJ 9 Introduction to Correctional Science, AJ 12 Introduction to Criminal Justice, AJ 14 Juvenile Procedures, AJ 20 Criminal Law, AJ 23 Criminal Evidence, AJ 24 Community Relations, and AJ 35 Investigative Techniques.

Over the course of the last two years, we have added AJ 5 and AJ 8 to this list of C-ID approved courses.

The writer of this report participated in the initial survey for the 5 years review of C-ID courses, and have not received any changes to the program as of this writing. Any changes will be reviewed for potential incorporation into LCC's AJ program.

See Appendix D for articulation agreements.

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

No recommendations

III. . Scheduling and Enrollment

Patterns Description/Evaluation:

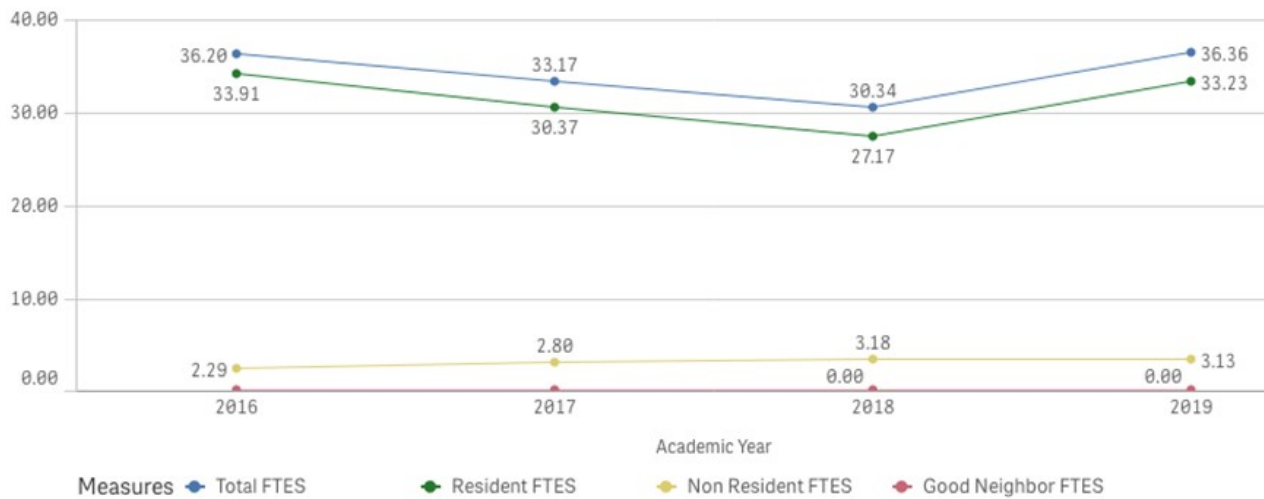
1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

Up until the fall 2018 semester, the majority of course offerings were delivered through correspondence. Adjunct faculty taught a limited number of face to face and on-line courses. With the retirement of the prior full-time AJ faculty member in the summer of 2018, it was decided that courses would again be offered on campus. This change in mode caused a deviation in the two-year academic plan. The Academic plan was reviewed and approved for implementation in fall 2020.

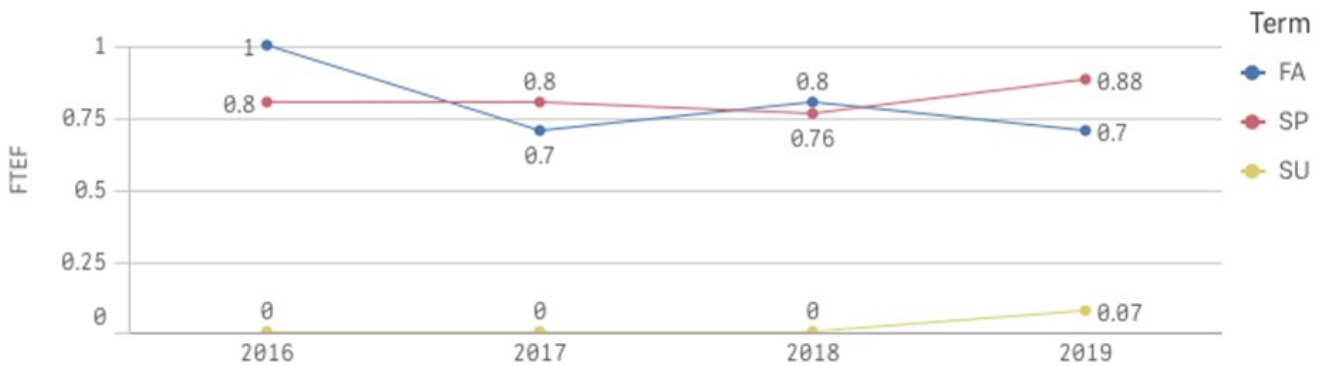
FTES by Year

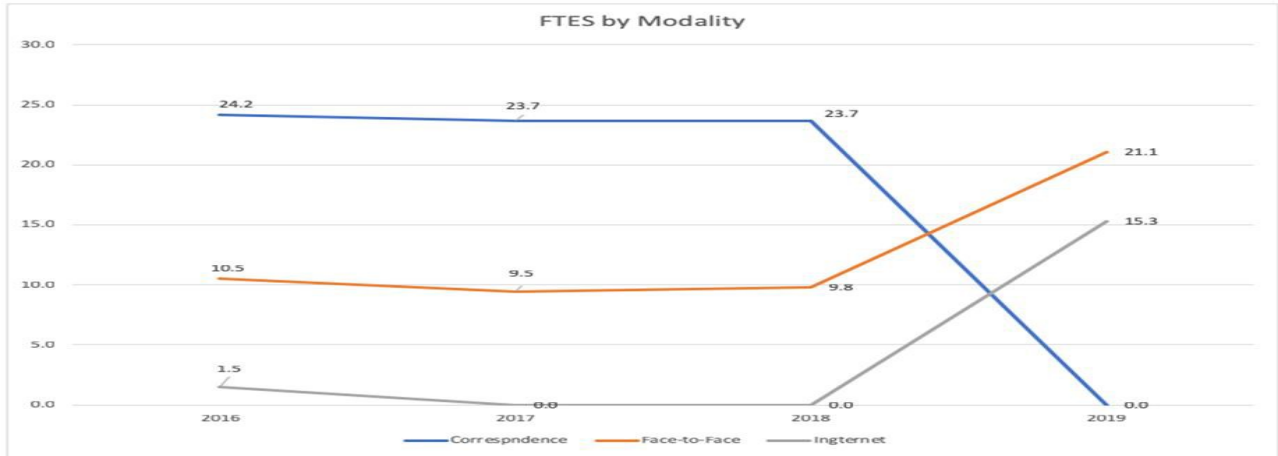
Academic Year	Resident FTES	Non Resident FTES	Good Neighbor FTES	Total FTES	Total FTES YOY change
Totals	124.68	11.40	0.00	136.07	-
2019	33.23	3.13	0.00	36.36	19.83%
2018	27.17	3.18	0.00	30.34	-8.51%
2017	30.37	2.80	0.00	33.17	-8.39%
2016	33.91	2.29	0.00	36.20	-

FTES by Academic Year



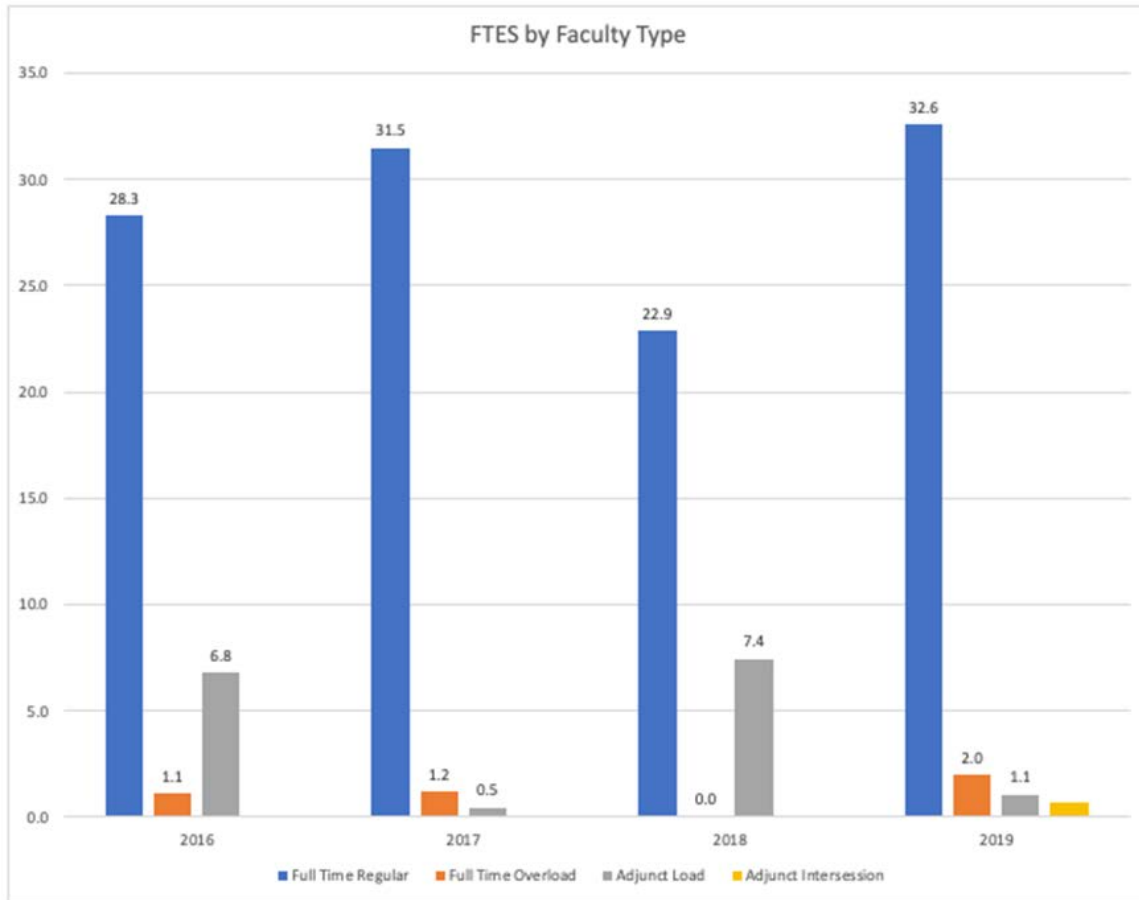
FTEF by Term

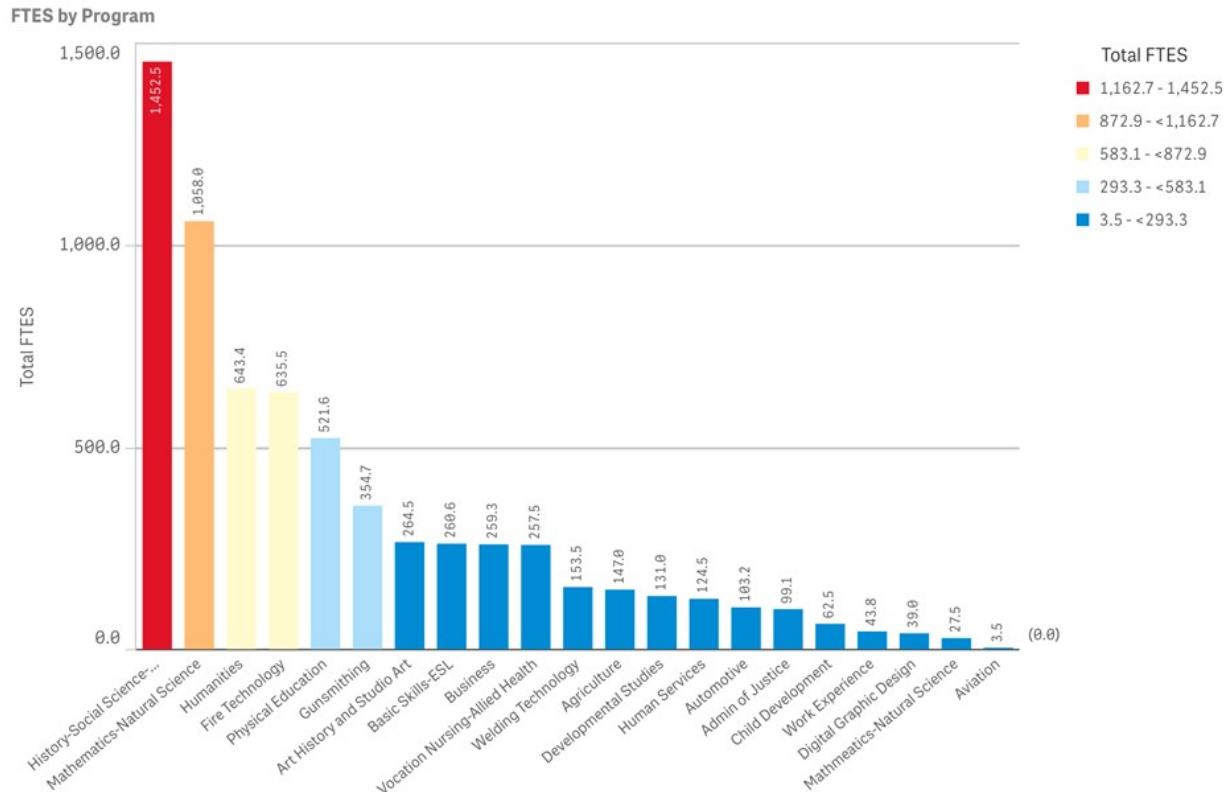




FTES by Modality

Modality	Academic Year and Semeter												Modality Totals
	2016			2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
Correspondence		12.3	11.9		12.3	11.4		3.4					51.3
Face-to-Face	0.2	6.0	4.3	0.5	3.7	5.3	0.4	9.8	10.3	0.7	6.9	13.4	61.5
Ingtnet		1.2	0.3					3.1	3.4		10.1	5.2	23.3
Semester and Academic Year Totals	0.2	19.5	16.5	0.5	16.0	16.7	0.4	16.3	13.7	0.7	17.0	18.6	136.1
		36.2			33.2			30.3			36.4		



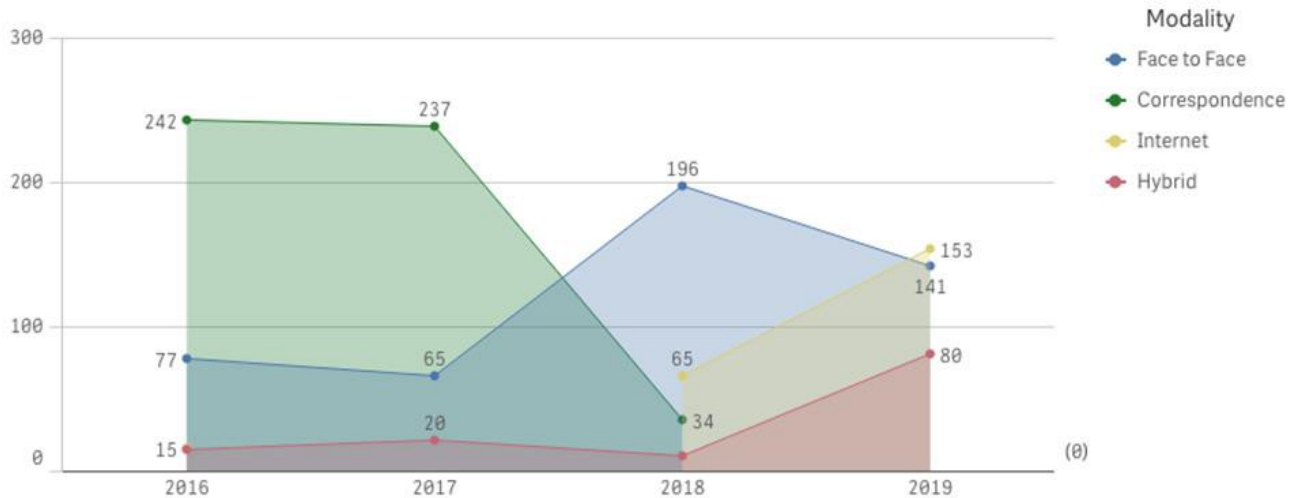


2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.
3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

Since the 2018 fall semester, the Administration of Justice program has not offered any correspondence courses. All courses in the AJ program are either offered face-to-face, hybrid, or online. The statistics show a 19.83% increase in FTE's year over year (YOY) from 2018 to 2019. The previous five years of statistics showed a decline in FTE's year over year. There could be many factors in this growth, including the change in staffing, the addition of additional relevant courses, the change in modality, or the directed advertisement and

promotion of the program. The most likely cause of the growth is due to the change in the modality of instruction.

Enrollments by Modality and Academic Year



Enrollments by Modality

Modality	Academic Year and Semester																												Totals for All Years					
	2016								2017								2018								2019									
	SU		FA		SP		Totals		SU		FA		SP		Totals		SU		FA		SP		Totals		SU		FA				SP		Totals	
Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day			
Face to Face	-	-	51	48	26	26	77	74	-	-	25	25	40	34	65	59	-	-	93	89	103	102	196	191	22	22	14	14	105	94	141	130	479	454
Correspondence	-	-	123	102	119	82	242	184	-	-	123	93	114	91	237	184	-	-	34	34	-	-	34	34	-	-	-	-	-	-	-	-	513	402
Internet	-	-	12	12	3	3	15	15	-	-	-	-	-	-	-	-	-	-	31	28	34	29	65	57	-	-	101	92	52	43	153	135	233	207
Hybrid	1	1	4	3	9	9	14	13	3	3	6	6	11	11	20	20	2	2	2	2	5	5	9	9	-	-	50	46	30	21	80	67	123	109
Semester and Year Totals	1	1	190	165	157	120	348	286	3	3	154	124	165	136	322	263	2	2	160	153	142	136	304	291	22	22	165	152	187	158	374	332	1,348	1,172

Planning Agenda

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

16. Closely monitor modal success and revise plans as needed.

IV. Equipment

Description/Evaluation:

- List capital outlay equipment, age of equipment and replacement schedule

The classrooms and instructors are equipped with teaching technologies such as smart boards, laptops docking stations, document cameras, and various devices in all classes used by the Department. A new laptop was provided to the full-time AJ faculty member in August 2018. The AJ department uses shared classroom space for instruction. This situation is

adequate at this time for the semester length Administration of Justice courses. However shared instruction space with semester length courses is a problem for the POST program. The POST classes are required to be offered in an intensive, seminar style mode of instructions where classroom space is needed for several hours and for several days at a time. Currently, LCC has limited space available during the school year to allow for this type of instruction.

The full-time AJ Instructor located in the Creative Arts Building Room 122 has the following equipment:

1. Dell laptop computer – Faculty Use
2. Black chair with casters and arms (New 2018)
3. Gray area rug
4. Built in book shelves
5. 3 Crime Scene Mannequins
6. Miscellaneous crime scene items and material
7. Rubber training guns (20)
8. 50 Traffic cones
9. 16' Enclosed Cargo Trailer
10. 15 Laptops for PC832 testing
11. Laptop charging cart

It is unknown if there is a replacement schedule for any of the above listed equipment.

2. Identify any existing equipment maintenance/service agreements

There are no equipment maintenance or service agreements for the AJ program.

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

The office equipment is in fair condition. However, the AJ office is in need of repair and upgrades. Two of the office walls have wall paper that is very old and faded. It is requested that the wall paper be removed or painted over. Further, likely due to the age of the facility, the temperature in the AJ faculty office is very high, A fan is needed on most days, even when the outside temperatures are low, to make the temperature more bearable.

With the growing of the POST program, the current office and classroom space is inadequate for full-time and adjunct faculty use, storage and instructional needs.

Further, due to POST regulations as well as for the growth of the programs the following equipment needs have been identified (in no particular order of importance):

1. Additional traffic cones, delineators and traffic barriers for driver's training course
2. Training mats for defensive tactics courses
3. First Aid/Trauma kits (POST Requirement)
4. AED Device (POST Requirement)
5. Target stands for firearms courses
6. Storage container large enough for secure storage of supplies and equipment
7. Drag dummy
8. Portable shade canopies
9. Distinctive range shirts for range instructors (POST Requirement)

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

Again there are no maintenance or services agreements for the AJ program.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

17. Budget and schedule for the removal of, or painting over, the wall paper in AJ faculty office
18. Budget for and acquire the equipment listed above to facilitate the growth of the programs
19. Consider relocating the AJ/POST program to another location on campus that would provide for faculty use, equipment storage, and instruction.

V: Outside Compliance Issues (if appropriate for program)

There are no outside compliance issues impacting the AJ program. The courses in the POST program have to comply with POST regulations. This requires the courses, curriculum, hourly distribution or instruction, course instructors, location of instruction, and safety

policies in some cases, to be reviewed and approved before LCC can offer the course. Further, POST requires periodic review and revision of the material. To provide POST training certification for students, the POST program is required to complete a myriad of clerical type tasks for proper certification. All of the aforementioned tasks, and compliance are currently handled by the POST Director. There are no POST compliance issues at this time.

With the appointment of a new POST Director, the program has ventured into obtaining certification from the Board of State Community Corrections (BCSS) for courses directly related to training needed for local correctional officers. This is the board that will certify a potential future Adult Correctional Officer Core academy, and currently certifies our Basic Force and Weaponry course (AJ 53). BSCC has similar, but unique, process as POST for the certification and management of BCSS approved courses. Currently, there are not compliance issues.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

1. Budget for and acquire the equipment listed above to facilitate the growth of the programs
2. Consider relocating the AJ/POST program to another location on campus that would provide for faculty use, equipment storage, and instruction.
3. More advertising and marketing needs to be created for the AJ program.
4. Program Faculty to work with high schools, allied agencies, and advisory board members to advertise and promote the AJ program to our community.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan

Administration of Justice 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 4	Develop and offer Correctional Core Academy	2020-2021	70,000	Increased enrollment/FTE's. Providing needed local educational opportunity for in-service, and entry level County Correctional Officers
2, 4	Develop and offer additional courses in the POST program to include Perishable Skills and Firearms Courses	2020-2021	Minimal	Increased enrollment/FTE's. Providing needed local educational opportunity for in-service peace officers
3, 4	Budget for professional development of full-time and adjunct faculty to meet the instructor training requirements of both POST and BSCC to teach in POST program	2020	10,000 annually and ongoing	Increased knowledge, increased POST course opportunities, and FTE's
4	Increase directed advertisement and promotion of the AJ program.	Immediately and on-going	Minimal	Increased enrollment

Prioritized Recommendation for Inclusion in Student Services Master Plan
Administration of Justice 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan
Administration of Justice 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 4	Relocate the AJ/POST program to another location on campus that would provide for faculty use, equipment storage, and instruction	2020	Unknown	Space availability for POST program staff, equipment, and expanded course offerings.
2, 4	Budget for and acquire the equipment listed above to facilitate the growth of the programs	2020	12,000	Provided necessary, and POST required, equipment for POST program courses.

Section Two: Human Resource Planning

I. . Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

There is one full-time faculty member employed within the Administration of Justice/POST Department. A list of numerous Adjunct faculty is available to rotate teaching AJ courses. The Department does not have any paid instructional assistants or classified staff to internally support its activities.

In May 2020, LCC created a POST and AJ program Director/Instructor with 60% of the time being allotted to POST director and the remainder being allotted to AJ instructor.

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

No additional staffing needs are anticipated at this time.

Planning Agenda:

No recommendations.

II. . Professional

Development Description/Ev

aluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].
2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

The full-time faculty member is currently the Vice-Chair of the Curriculum Committee and the secretary on the Academic Senate. Ongoing professional development through flex activities on campus, as well as attending the POCR evaluator course were completed this evaluation cycle. The full-time faculty member attended the Online Teaching Conference

the summer of 2019 as well. Adjunct instructors in this program are mostly current full-time law enforcement professionals who maintain relevancy and currency in their professions.

For POST program growth, there is a need to send faculty to POST certified instructor schools, so they then can teach on the specific course of instructions under POST guidelines. There is a need for certified instructors in firearms training, First Aid/CPR, drivers training, tactical communications, and defensive tactics.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

20. Allocate resources to send faculty to POST and STC certified instructor courses.

III. . Student Outcomes

Description/Evaluation:

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

There are no results from assessment of learning outcomes that affect human resource planning.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

There are no results from assessment of learning outcomes that affect Human Resource Planning.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

- Allocate resources to send faculty to POST certified instructor courses

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Resource Master Plan

Administration of Justice 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3, 4	Allocate resources to send faculty to POST certified instructor courses	Ongoing	\$10,000	Increased POST Certified courses, and FTE

Section Three: Facilities Planning

I. . Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

The AJ program does not have dedicated classroom space on campus. The face-to-face courses are taught in shared classroom space that is adequate for current program needs. Classrooms are equipped with a smart board, laptop docking station, document camera, DVD player in some locations, and sound amplifier.

The AJ program does own some program specific equipment at this time. If the program grows as anticipated, there may be a need in the future to consider the purchase of program specific equipment and material. Dedicated classroom and storage space for the AJ program would need to be considered so that the space can be used for storage and utilized to facilitate the use and investigation of mock crime scenes, simulator training, and lab type activities specifically related to the program.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

The AJ program utilizes no off-campus facilities at this time.

3. Describe any facilities needs identified by assessments of student learning outcomes

None noted

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

Due to current space challenges and needs on campus, the AJ program is in need of dedicated space for the program.

There is a great desire and need by local law enforcement agencies to have short-term, multi-day length POST certified courses that are hampered by space restrictions. The current classroom assignment plan on the LCC campus is not conducive to these type of classes during the college semester.

Further, there is a need for the AJ/POST programs to acquire equipment and materials that will need permanent housing location. This equipment could include driving and force option simulators, crime scene equipment and materials, and other scenario type items.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

1. Locate, renovate, or acquire dedicated instructional and/or lab space that can be utilized for multi-day training course and scenarios. This space could be a dedicated classroom or modular room space that can be secured.
2. Acquire driving and/or force option simulators that can be utilized for POST mandated and approved training course.
3. Acquire training material and safety equipment for courses such as defensive tactics, arrest and control methods, driver's training, and officer safety.

II. . Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

None noted

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan

Administration of Justice, 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3	Locate, renovate, or acquire dedicated instructional and/or lab space that can be utilized for multi-day training course and scenarios.	Immediate	Unknown	Dedicated Educational/Lab space to house AJ program and training equipment

Section Four: Technology Planning

I. . Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

Classrooms are equipped with a smart board, laptop docking station, document camera, DVD player in some locations, and sound amplifier. Full-time faculty has new laptop for course development and delivery. The college employs a part-time, remote, Instructional Designer to assist with course design. This situation has been very useful for the development of new course content for online course delivery.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

No needs Identified

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

No recommendations

II. . Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

None noted

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Administration of Justice, 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

ADMINISTRATION OF JUSTICE

Associate in Science Degree in Administration of Justice for Transfer

Required Core Courses: 18 units

Total Required: 18 Units

Total Units: 60 units

Complete the following 6 units:

Course Number	Course Title	Fall	Spring
AJ 12	Introduction to Criminal Justice		3 (odd)
AJ 20	Criminal Law		3 (even)

Select 6 Units from the following:

Course Number	Course Title	Fall	Spring
AJ 9	Introduction to Correctional Science		3 (odd)
AJ 14	Juvenile Procedures		3 (even)
AJ 23	Criminal Evidence	3 (even)	
AJ 24	Community Relations		3 (even)
AJ 35	Investigative Techniques	3 (odd)	

Select 6 Units from the following:

Course Number	Course Title	Fall	Spring
MATH 40	Elementary Statistics	3	3
PSY 1	Introduction to Psychology	3	3
SOC 1	Introduction to Sociology	3	3

Select General Education Option (CSU or IGETC)

See a counselor to prepare your educational plan with the latest scheduling information

ADMINISTRATION OF JUSTICE

Associate in Arts Degree

Administration of Justice

Effective fall 2020

Required Core Courses: 18 units

Total Required Units: 27 units

Total Units: 60 units

Course Number	Course Title	Fall	Spring
AJ 9	Introduction to Correctional Science	3	3
AJ 12	Introduction to Criminal Justice	3	3
AJ 14	Juvenile Procedures	3(odd)	
AJ 20	Criminal Law	3	3
AJ 23	Criminal Evidence	3(even)	
AJ 24	Community Relations	3	

Required Electives: 9 units

Course Number	Course Title	Fall	Spring
AJ 5	Introduction to Forensics		3 (even)
AJ 8	Criminal Court Process		3
AJ 10	Criminology		3
AJ 11	Youth Gangs in America	3 (odd)	
AJ 16	Supervision in Law Enforcement	As	Needed
AJ 35	Investigative Techniques		3 (odd)
AJ 49	Admin. of Justice Work Experience	1-8	1-8
AJ 52A	Arrest Methods and Procedures	2.5 As	Needed
AJ 52B	Firearms P.C. 832	.5 As	Needed

Free Electives: 15 units

General Education Requirements: 18 units

See a counselor to prepare your educational plan with the latest scheduling information.

ADMINISTRATION OF JUSTICE

Certificate of Achievement

Administration of Justice

Effective fall 2020

Required Core Courses: 18 units

Total Required Units: 27 units

Course Number	Course Title	Fall	Spring
AJ 9	Introduction to Correctional Science	3	3
AJ 12	Introduction to Criminal Justice	3	3
AJ 14	Juvenile Procedures	3(odd)	
AJ 20	Criminal Law	3	3
AJ 23	Criminal Evidence	3(even)	
AJ 24	Community Relations	3	

Required Electives: 9 units

Course Number	Course Title	Fall	Spring
AJ 5	Introduction to Forensics		3 (even)
AJ 8	Criminal Court Process		3
AJ 10	Criminology		3
AJ 11	Youth Gangs in America	3 (odd)	
AJ 16	Supervision in Law Enforcement	As	Needed
AJ 35	Investigative Techniques		3 (odd)
AJ 49	Admin. of Justice Work Experience	1-8	1-8
AJ 52A	Arrest Methods and Procedures	2.5 As	Needed
AJ 52B	Firearms P.C. 832	.5 As	Needed

ADMINISTRATION OF JUSTICE

Certificate of Accomplishment

Administration of Justice

Required Core Courses: 15 units

Total Core Units: 15 units

Course Number	Course Title	Fall	Spring
AJ 8	Criminal Court Process		3
AJ 9	Introduction to Correctional Science	3	3
AJ 12	Introduction to Criminal Justice	3	3
AJ 20	Criminal Law	3	3
AJ 24	Community Relations	3	
AJ 49	Work Experience	3	3

See a counselor to prepare your educational plan with the latest scheduling information.

Public & Protective Services (PPS)

About the industry sector



4%
Projected job growth,
2019-2024



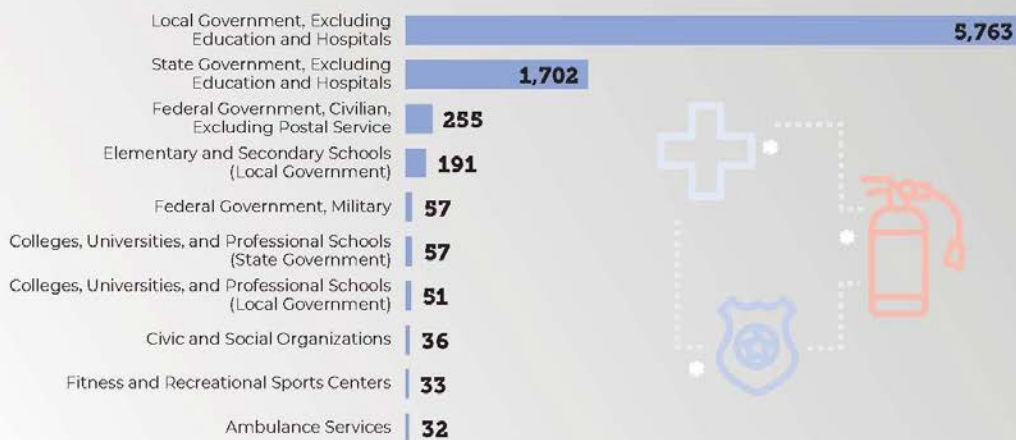
8,400
PPS jobs
in 2019



336
additional jobs
by 2024



Industry subsectors with the most PPS jobs



Source: EMSI, 2019 4, OCEW and Non-OCEW employees, and self-employed 15-county region includes Butte, Colusa, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity counties. SOC: 19-4092, 33-1011, 33-1012, 33-1021, 33-2011, 33-2021, 33-3011, 33-3012, 33-3021, 33-3031, 33-3051, 33-3052, 33-9021, 33-9092, 33-9093, 33-9099, and 43-5031.

Top 10 employers posting PPS jobs

- Allied Universal Corporation
- Home Depot
- State of California
- US Government
- Transportation Security Administration (TSA)
- Rite Aid Corporation
- G4S
- Tehama County
- Del Norte County Unified School District
- County Office of Education
- Bureau of Prisons



277
PPS job postings,
Jan-Dec 2019

What are employers looking for?

Hardest-to-fill jobs

Job Title	# of Job Postings	Days to Fill
Retail Loss Prevention Specialists	57	40
Police Patrol Officers	37	44
Municipal Firefighters	10	41

Most in-demand jobs

Job Title	# of Job Postings	Demand
Retail Loss Prevention Specialists	57	Medium
Correction Officers and Jailers	54	Medium
Police Patrol Officers	37	Medium
Police, Fire, and Ambulance Dispatchers	32	Medium
Sheriffs and Deputy Sheriffs	22	Medium

Most desired certifications

- Driver's license
- Security clearance
- First Aid/CPR/AED
- Basic Life Saving (BLS)
- Fire officer
- Firefighter
- Wildland firefighter

Most desired skills

- Handling of crisis or emergency situations
- Law enforcement or criminal justice experience
- Surveillance
- Cardiopulmonary resuscitation (CPR)
- Prevention of criminal activity
- Asset protection
- Public health and safety
- Fire control
- Criminal justice
- Prevent and treat injuries



Sources: Burning Glass, Labor Insight, 20194; NAICS 31-33, EMS, 20194; OCEW and Non-OCEW employees, and self-employed. 15-county region includes Butte, Colusa, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity counties. SOC: 19-4092, 35-1011, 33-1012, 33-1021, 33-2011, 33-2021, 33-3011, 33-3012, 33-3021, 33-3031, 33-3051, 33-3052, 33-9021, 33-9092, 33-9093, 33-9099, and 43-5031.

Jobs titles & wages

What jobs can I train for?

How many job openings each year?

Entry-Level
20th percentile

How much will I earn per hour?

Median
50th percentile

Experienced
90th percentile

Educational Level

Job Title	Openings	Entry-Level (20th %)	Median (50th %)	Experienced (90th %)	Educational Level
Fire Inspectors and Investigators	6	\$40	\$45	\$73	Postsecondary nondegree award
First-Line Supervisors of Police and Detectives	14	\$37	\$62	\$80	High school diploma or equivalent
First-Line Supervisors of Correctional Officers	23	\$29	\$39	\$52	High school diploma or equivalent
Correctional Officers and Jailers	201	\$24	\$36	\$46	High school diploma or equivalent
Police and Sheriff's Patrol Officers	157	\$24	\$39	\$58	High school diploma or equivalent
Fish and Game Wardens	3	\$23	\$32	\$42	Bachelor's degree
Bailiffs	8	\$22	\$28	\$34	High school diploma or equivalent
First-Line Supervisors of Fire Fighting and Prevention Workers	15	\$17	\$37	\$59	Postsecondary nondegree award
Police, Fire, and Ambulance Dispatchers	40	\$17	\$24	\$32	High school diploma or equivalent
Private Detectives and Investigators	10	\$17	\$42	\$69	High school diploma or equivalent
Detectives and Criminal Investigators	6	\$17	\$32	\$47	High school diploma or equivalent
Transportation Security Screeners	12	\$15	\$19	\$22	High school diploma or equivalent
Firefighters	134	\$13	\$25	\$34	Postsecondary nondegree award
Protective Service Workers, All Other	122	\$11	\$17	\$27	High school diploma or equivalent
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	71	\$11	\$12	\$17	No formal educational credential
Forensic Science Technicians	14	\$11	\$13	\$22	Bachelor's degree

Source: EMSI, 2019-4, OCEW and Non-OCEW employees and self-employed, 15-county region, EMSI.

 Bachelor's degree
  Postsecondary nondegree award
  High school diploma or equivalent
  No formal educational credential

What training is available?

Community College programs



- | | |
|-----------------------------------|--------------------------|
| Administration of Justice | Human Services |
| Alcohol and Controlled Substances | Police Academy |
| Fire Academy | Wildland Fire Technology |
| Fire Technology | |

Where can I get training?

Local Community Colleges



BUTTE COLLEGE



Feather River College



LCC
LEARN. ADVANCE. GROW.



MENDOCINO COLLEGE



coecc.net



ccco.edu



fnrc.org

Source: California Community Colleges Chancellor's Office Management Information System, DataMart
 The COE has created 20 priority sector profiles for the Greater Sacramento (North) and the Far North subregions to inform planning and investment in Career Education under the Strong Workforce Program and the California Community Colleges Chancellor's Office Economic and Workforce Development Division. Regional summary profiles contain data definitions and methodology. The 15-county Far North region includes the Butte, Colusa, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama and Trinity counties.
 This profile was supported by funds awarded by the CCCC's Economic and Workforce Development Division. It was produced pursuant to grant agreement number 19-405-001. This project was also supported by Projects in Common funding from the Strong Workforce Program, North/Far North Regional Consortium.
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Administration of Justice/P.O.S.T Advisory Board Members 2018-2020

Name	Organization
Tom Downing	Faculty - Full-Time Lassen Community College
Carol Growdon	NRA/Gunsmithing and POST Coordinator Lassen Community College
Dean Growdon	Lassen County Sheriff/ Adjunct LCC Instructor
Sara Richards	Commander Susanville Office California Highway Patrol
Kevin Jones	Chief of Police Susanville Police Department
Jennifer Branning	Chief Probation Officer Lassen County Probation
Suzanne Peery	Warden CDCR, California Correctional Center
Marion Spearman	Warden CDCR, High Desert State Prison
Martin Picone	Senior Consultant CA Commission on Peace Officer Standards and Training (POST)

Administration of Justice Instructional Program Review
Status of Curriculum Review September 10, 2020

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed
AJ 5 Introduction to Forensics	New 03/15/2019	
AJ 8 Criminal Court Process	New 03/15/19	
AJ 9 Introduction to Correctional Science	1/29/2019	
AJ 10 Criminology	09/17/2019	
AJ 11 Youth Gangs in America	02/19/2019	
AJ 12 Introduction to Criminal Justice	01/29/2019	
AJ 13 Narcotics Investigation and Identification	Inactive 10/01/2019	
AJ 14 Juvenile Procedures	11/20/2018	
AJ 16 Supervision in Law Enforcement	02/19/2019	
AJ 20 Criminal Law	10/02/2018	
AJ 23 Criminal Evidence	10/02/2018	
AJ 24 Community Relations	02/19/2019	
AJ 35 Investigative Techniques	10/02/2018	
AJ 37 Patrol Procedures Concepts	Inactive 10/01/2019	
AJ 52A Arrest Methods and Procedures	02/19/2019	
AJ 52B Firearms P.C. 832	02/19/2019	
AJ 52BR Firearms Training - Refresher	02/19/2019	

AJ 53 Basic Force and Weaponry	New 02/18/2020	
AJ 56 Spanish for Law Enforcement	Inactive 10/01/2019	
AJ 57 Firearms/Tactical Rifle	New 05/07/2019	
AJ 71 CDCR Off-Post Training and Custody Staff	03/03/2020	
AS Administrative Justice for Transfer	10/15/2019	
AA Administrative Justice	10/15/2019	
CA Administration of Justice	10/15/2019	

Appendix D:

2020-21 Articulation Administration of Justice

GE/Univ	AJ 5	AJ 8	AJ 9	AJ 10	AJ 11	AJ 12	AJ 14	AJ 20	AJ 23	AJ 24	AJ 35
GE AA/AS		Area B		Area B		Area B		Area B		Area B	
CSU GE				Area D				Area D			
C-ID	AJ 150	AJ 122	AJ 200	AJ 110	AJ 220	AJ 120	AJ 124	AJ 160	AJ 140		
CPP						CRM 2201					
CSU Chico			POLS 250			POLS 257			POLS 258		
CSU Fresno				CRIM 2				CRIM 20			
CSU LA				CRIM 2080				CRIM 1260			
CSU Northridge						CJS 102					
CSU Sacramento		CRJ 1			CRJ 2		CRJ 5			CRJ 4	
UC Irvine						CRM C7					
CSU Bakersfield								CRJU 200			
CSU East Bay		* Last articulation was 2016-17			CRJA 2100		CRJA 2400			CRJA 2200	
CSU Fullerton								CRJU 100			
CSU San Bern								CJUS 102			
CSU Stanislaus		* Last articulation was 2001-02			CJ 2280		CJ 2260			CJ 2270	

AJ/POST Program Advisory Committee Meeting Minutes



**Administration of Justice/POST
Advisory Committee Meeting
Minutes
January 23, 2019**

I. Introductions:

The meeting was called to order by Tom Downing at 2:00. Those in attendance introduced themselves.

Members Present:

Tom Downing, LCC AJ Faculty
Carol Growdon, LCC NRA/Gunsmithing/POST Coordinator
Dean Growdon, Lassen County Sheriff/Adjunct LCC Instructor
Sarah Richards, California Highway Patrol, Commander, Susanville Office
Kevin Jones, Susanville Police Department, Chief of Police
Jennifer Branning, Lassen County Probation, Chief Probation Officer
Suzanne Peery, CDCR California Correctional Center, Warden
Michael Brown (as agent for Marion Spearman), CDCR High Desert State Prison
Martin Picone, CA Commission on Peace Officer Standards and Training
(POST), Senior Consultant
Terri Hiser-Haynes, Alliance for Workforce Development
Dr. Marlon Hall, LCC Superintendent/President
Dr. Greg South, LCC Vice President of Academic Services
Lisa Gardiner, LCC Work Experience Coordinator
Dr. Trevor Albertson, LCC Dean of Instructional Services
Adam Runyan, LCC Academic Counselor

Guests Present:

Dave Woginrich, Lassen County Sheriff's Office
John McGarva, Lassen County Sheriff's Office
Ryan Cochran, Susanville Police Department
Fran Oberg, LCC Executive Assistant, Academic Services

II. Committee Membership and Function:

AP4102 describing the membership and function of Advisory Committees was reviewed.

III. Minutes of Last Meeting:

Minutes of the May 17, 2016 meeting were reviewed by the membership. There were no changes. The minutes were approved by consensus.

IV. Administration of Justice Program Update: Tom Downing

a. Current Course Offerings:

The list of Current Approved Courses was reviewed. Not all classes are offered regularly. AJ-16 is new since 2016. It is being offered this semester and has 8 students from Susanville Police Department enrolled. AJ-71 was developed as off-post training for High Desert State Prison custody staff. There were meetings between HDSP and LCC, but the program never got off the ground. Susan Peery is interested in this for California Correction Center. She will follow up with Dr. Trevor Albertson, our new Dean of Instructional Services.

b. Updated Course Outlines:

Course outlines are reviewed on a regular basis so the information students receive stays current. AJ-24 was last offered fall 2018 and will not be offered again until an update has been completed. A lot has happened in the last few years. The textbook will be updated and multicultural diversity will be addressed.

c. Instructional Delivery Update:

For the past several years, all the core AJ classes have only been offered by correspondence delivery. It was popular with students doing shift work. A survey was done to see if correspondence was still meeting student needs. The results indicated that only 6 students are doing shift work and most said online delivery would work. Correspondence delivery will be phased out. We will transition to online and face-to-face classes and work toward an online 2-year degree.

For fall 2018, 2 Correspondence and 3 face-to-face classes were offered. A total of 102 students enrolled.

For spring 2019, 2 online and 4 face-to-face classes are offered. A total of 118 students are enrolled.

Members felt the transition to online offerings is good. We need to get that information out to the public and focus on specific groups. Most agencies offer incentives to their employees for taking classes. The program should be user friendly. CTE Transition Grant funds can be used for advertising. Suzanne Peery pointed out that LCC is competing with Lake Tahoe and Rio Hondo at CCC. One even has "We're sponsored by CDCR" advertising. Could LCC send a counselor or representative to the prisons to recruit CDCR employees? LCC offers face-to-face classes at CCC & HDSP for inmates on prison grounds. Would it be possible for LCC to offer AJ classes on prison grounds for CDCR employees? She will work with Dr. Albertson on this.

d. Current Degrees/Certificates Offered:

LCC offers an AS degree for Transfer, an AA degree, and a Certificate of Achievement in Administration of Justice. The non-transferable classes tend to get canceled for low enrollment. Look into balancing out elective requirements to get more enrollments.

e. Potential New Course Offerings:

Forensics is an approved class at the state level. It could fit in as a transfer degree elective. Law enforcement teaches some scientific process. Forensics is a skill that can be applied in the field. Would it be beneficial? How would it be

presented? A full-semester face-to-face class is favored over a weekend offering. Could bring in guest speakers, hands-on evidence scenarios, etc. A full-semester class would be a challenge for full-time law enforcement employees. It would be more beneficial for students before they are hired by an agency. Forensics is more relevant than Criminal Court Processes, although Report Writing is a gap. Members felt this would be a good fit for hybrid & online delivery also.

*A motion was made to add Introduction to Forensics as an elective allowed in the transferable degree and that it be approved for all three delivery modes (F2F, hybrid & online). All in favor, the motion passed.

Criminal Court Process is proposed as an entry level course. Members suggested adding sections for Juvenile Court proceedings, a block on report writing and defending the report in court, a field trip to attend court, and adding practice at courtroom testimony. Should a lab be added? Chico & Humboldt offer online classes with an intensive weekend of F2F instruction. Suzanne Peery stated this would be beneficial and practical for CDCR officers & employees. They are often called to testify and many are intimidated by the process. This would be a good option to teach on CDCR grounds.

There are already 6 courses for electives. What's the 2-year course rotation going to be? Would we be stealing students from another elective to take this? We need to make sure we have enough students to fill classes.

*A motion was made to add Criminal Court Process as an elective. All in favor, the motion passed.

f. Potential New Certificate Offerings:

Would it be beneficial to offer a new Certificate of Accomplishment or Certificate of Achievement? It would be a short term certificate (5 classes) that would be stackable. Students could use these classes towards the other degrees and certificate we currently offer.

It would be geared toward non-sworn, before-academy students. Would this make students more marketable to employers? Could we encourage agencies to give credit in some way—giving completers an advantage in the hiring process or adding a milestone for completion to current employees? This could be beneficial and may help with retention. Terri Hiser-Haynes stated that LCC could possibly partner with Alliance For Workforce Development. They could offer financial assistance for certificates. Certificate completion counts.

Members had a brief discussion on which 5 classes would be most valuable for the certificate.

*A motion was made that we proceed with a Certificate of Accomplishment using AJ-9, AJ-12, AJ-20, AJ-24 and the new Court Processes class. All in favor, the motion passed.

g. Innovation Grant:

We have been awarded a \$3000 Innovation Grant to purchase supplies and equipment for staging mock crime scene investigations. Tom Downing had a small crime scene staged in a corner of the meeting room to show off some of the new props.

If other grant money becomes available, are there other needs/wants/dreams that would better prepare students or agencies? Members brainstormed ideas that included an indoor range, incident-based simulators similar to those used at

CCC, force options, and driving simulators. Contact Tom Downing if you have any other ideas that could benefit students or the community.

1st Aid CPR is a need. This is not a POST requirement, its set by REMSA. Martin Picone said POST does provide EMSA/POST certified training for First Responders. He cautioned that if we put on a class, to be sure the instructor is EMSA certified and keep documentation on file for the required years. Trevor Albertson said if agencies have a need, LCC will do their best to meet it.

V. LCC POST Coordinator Update: Carol Growdon

Carol Growdon introduced herself. Her job description is 80% NRA/Gunsmithing and 20% POST.

We will be offering PC 832. The first class will be in February, and a second will be offered in April. Testing is now required to be completed online. POST no longer pays for testing for non-law enforcement presenters. Carol applied for Perkins grant money to purchase computers and licensing. We are currently authorized to test 45 students per year.

LCC has a limited amount of POST courses. We offer PC 832, CCW classes and several POST certified Armorers classes. Curriculum updates for Armorers classes will be completed prior to the summer session. We would like to increase our offerings to include radar training, DAR, patrol rifle, drug abuse recognition, and defensive tactics. Contract Education or Community Service may be ways to effectively offer these classes.

Are there any other needs? Dean Growdon would like to see a 5-week, 40 hours per week, Correctional Core course and a Juvenile Corrections course. There is a need for local training. Siskiyou is in transition, so the nearest training site is Yuba. It would be beneficial to rotate classes—adult detention one year, juvenile detention the next.

VI. CA POST Program Update: Martin Picone

Martin Picone introduced himself and passed out a POST News bulletin.

The governor is proposing an increased budget. If it goes through, it will fund more training. Until then, training reimbursements have been suspended. Travel and per diem is still being paid.

The Instructor Resume Builder and Manager was introduced for presenters.

POST will be conducting a pilot program for PELLET-B testing via online application.

Tom asked if LCC could be a resource for testing. We have computer labs.

Butte and Siskiyou are doing simulator training. Martin will work with us if we want to bring simulator training to our area. There is a trailer for each. Can they be used outside of the POST program if POST foots the bill? Martin does not have information now, but will find out and let Tom know.

All are invited to attend the POST Commission meeting February 21, 2019 and the North State meeting February 13, 2019.

Please review the news bulletin and contact Martin if you have any questions.

VII. Committee Discussion:

No further discussion.

VIII. Future Meetings:

Annual meetings for the Advisory Committee are required. Tom would like to have a short meeting sometime in the fall. Members decided mid- to late-September would be the best time frame. Tom will send out a Doodle. Tom thanked the members for their valuable input.

IX. Adjournment: 3:30



**Administration of Justice/POST
Advisory Committee Meeting
Minutes
January 22, 2020**

Present:

Tom Downing, LCC AJ Faculty
Dean Growdon, Lassen County Sheriff
Ryan Cochran, Susanville Police Department
Sara Gould, Lassen County Probation Representative
Suzanne Peery, Warden CDCR CCC
Jason Pickett, Warden CDCR HDSP
Martin Picone, Senior Consultant, CA Commission on POST
Terri Hiser-Haynes, Alliance for Workforce Development
Lisa Gardiner, LCC Work Experience Coordinator
Roxanna Haynes, LCC Dean of Instructional Services
Chad Lewis, LCC Division Chair
Adam Runyan, LCC Academic Counselor
Fran Oberg, LCC Academic Services Assistant

Call to Order:

The meeting was called to order by Tom Downing at 11:00.

I. Introductions:

All present introduced themselves.

II. Minutes of Last Meeting:

The minutes of the last meeting were reviewed and approved by consensus, noting that spelling errors would be fixed.

III. Committee Membership and Function:

The Advisory Committee Charge, Lassen Community College District Procedure AP 4102 was reviewed. The function of the committee is to identify needs and trends and make recommendations for curriculum and program improvement. Members on the committee serve

a 2-year appointment. The difference between voting and non-voting members was discussed. The policy requires the committee to meet at least once a year. Tom would like to meet twice a year, if possible. LCC needs a pool of qualified adjunct instructors to teach AJ/POST classes. Tom asked that all members assist our efforts by recommending some of their employees for adjunct instructor positions.

IV. Administration of Justice Program Update

a. Current Course Offerings:

- AJ-5 Introduction to Forensic Science, AJ-8 Criminal Court Process and AJ-57 Firearms-Tactical Rifle are new this year.
- AJ-71 CDCR Off Post Training for Custody Staff was added in 2015. There seems to be room for growth in this area. We'd like to set up a sub-committee to discuss this in depth. Can the college be involved to give college credit for IST? This would be instructed in a seminar format. Instructors are needed and there are a lot of moving parts. Most agreed this is a good idea, but contract issues and other kinks need to be worked out. This would benefit CDCR employees and be a recruiting ground/possible FTE generator for LCC. More dialog is needed.
- AJ degrees have been streamlined. Three courses that are not required for the degrees have been inactivated – AJ-13 Narcotics Investigation and Identification, AJ-37 Patrol Procedures/Concepts and AJ-56 Spanish for Law Enforcement.
- In the past, the AJ classes were offered using Correspondence modality. In the last 12 months, all classes have moved to online and Face-to-Face. This benefits the college because there is a strict limit to the number of Correspondence students the college can admit. Students benefit with hands-on learning and increased rigor. Online modality is successful. There are 105 AJ students, 58 of which are online students. There has been a 10% increase in students in the AJ program.
- There has been a gap for LCC classes offered for CDCR staff training. It all finally came together and LCC was able to offer classes for CDCR staff on prison grounds recently. Although the excitement and interest was there, it didn't turn into registrations, and the classes had to be canceled. What are possible reasons? Shift swaps, double-double-single shifts, getting held over, family responsibility. Maybe a cultural issue--don't want to stay on prison grounds after their shift is done. We'll continue to focus on online classes. We need to get the word out better. Lake Tahoe and Rio Hondo advertise in the media and at the Academy. LCC needs to be more visible. Some colleges give some elective credits for having attended the Correctional Academy. Suzanne will get Tom contact information. Adam says students need to pay for those units to be transcribed and not many follow through with getting the credits. Adam stated that CTE Transitions Grant has funds for marketing in those areas. There is a video for recruitment that CTE Transitions paid for. It should be on the LCC YouTube page.

b. Current Degrees/Certificates Offered:

- These are effective starting fall 2020 and our plan going forward. POST classes are not transferable, but fit into the electives.

c. Proposed Certificate of Accomplishment:

- This certificate was a recommendation from last year's advisory committee meeting. This is a short term certificate to give students basic skills needed for entry level positions. It's ready to move forward for Curriculum approval if this committee still thinks it's viable. From an industry standpoint, it's not needed. These classes showing on transcripts would be just as beneficial as a certificate. From the college perspective,

students would gain Certificate Completion, and the state gives funding for completers under its new funding formula. The members were not against it.

- ACTION ITEM: Move forward with approving the Certificate of Accomplishment Administration of Justice. Dean Growdon moved to approve. Second by Suzanne Peery. All in favor, the motion passed.
- d. Review Program Objectives and Student Learning Outcomes:**
 - The Lassen Community College Administration of Justice Program Objectives and Student Learning Outcomes document was reviewed.
 - ACTION: Approve Program Objectives and Student Learning Outcomes after editing SLO #1 to read “Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, *Corrections*, and the courts.” The action was approved by consensus.
- e. Strong Workforce Program Grant:**
 - We have \$80k in Public Safety grant funds for Administration of Justice and Fire Science that needs to be spent by the end of the year. We’re lacking classroom space. AJ & FS need dedicated classrooms to accommodate their seminar-type courses and expanding programs. Roxanna has spoken with our Facilities Director, Greg Collins, and there is a good possibility that the portables M and N buildings could be refurbished for AJ & FS classroom space.
 - ACTION: Approve spending our portion of the grant money for acquiring more classroom space. The action was approved by consensus.
- f. Program Growth Options:**
 - Some colleges teach AJ classes to inmates. We could consider offering AJ-12 Introduction to Criminal Justice, which fits as a general education elective for several other programs, and AJ-20 Criminal Law. We could offer it for the face-to-face incarcerated student programs at HDSP and CCC, although we’ve had difficulties finding instructors. The committee felt that inmates have open access to the law library, which is more in-depth than what we’d be teaching. Most members were very much opposed to teaching AJ classes to incarcerated students. Students can’t get AJ-related jobs after parole. It just gives felons a heads-up to law enforcement procedures.
 - ACTION: Do not make any AJ classes available for any Incarcerated Student Education plans. The motion passed by consensus.

V. LCC POST Update

a. LCC Reorganization:

- In the recent LCC reorganization, Carol Growdon’s NRA/POST Coordinator position was eliminated. Jim Uptegrove has been hired on a short-term contract through June, 2020. He will serve as Adjunct POST Coordinator and is developing new curriculum. Tom is helping, as POST classes align with AJ curriculum.

b. AJ-57 Patrol Rifle Course:

- We are in the process of getting the course approved through the LCC and state Chancellor’s Office curriculum process. We expect to offer the class in March. It will only be opened to agency-sponsored officers. LCC does not have a range, and will be using the HDSP range. We value our relationship with HDSP and thank them for allowing us to use their range.

c. AJ-52A PC832(A) Course Offering:

- AJ-52A will be offered in March. It will be up on the LCC website and ready to start accepting registrations in the next few days.

d. AJ-52B PC832(B) Course Reinstatement:

- This class was decertified by POST, due to lack of course offerings. Plans to reinstate the course are underway. All agreed by consensus that this was a good plan. There is a local and regional need for this course.

e. AJ-53 Basic Force and Weaponry:

- Because of liability, this course will be limited to agency-sponsored officers. The course has the 24 hour PC832b course imbedded in it along with additional instruction in defensive tactics and shooting on the range. Dual certification (POST – 24 hours for PC832b; and STC – 40 hours for Basic Force and Weaponry) This could be a good course for probation officers who are allowed to carry firearms. Dean currently has his staff take 832b plus in house training. There is a market for this class. Currently, statewide, there is a 2-year waiting period to get this training. This course has gone to LCC Curriculum committee and is awaiting POST and STC approval. We could offer it a couple times a year and want to get it off the ground by March. Three agencies have already heard of this by word of mouth and want to send employees to the first class.
- ACTION: Approve addition of AJ-53 Force and Weaponry course. Dean Growdon made a motion to approve the addition of this class. Second by Jason Pickett. All in favor, the motion passed.

f. Additional Needs/Assessments:

- Police would find an 8-hour search warrant class beneficial.
- Perishable Skills
- EMSA approved First Aid/CPR for all first responders. POST provides curriculum for EMSA. You don't have to go the POST route, but it would offer opportunity for CPT credit. Prisons teach this in-house, but other agencies may find it beneficial.
- Patrol Rifle – AJ-57 course at LCC
- Child Abuse – Agencies are sending employees to ICI training– this may be too specialized for us to offer. Don't pursue at this time.
- Basic Report Writing & Court testimony: POST- Learning Portal has class now, it's a new course – Courtroom Testimony – for CPT credit. However, if there is interest in developing a course that would align with POST, and provide instruction for Dispatchers, civilian staff and others who get subpoenas to court as well. They would also benefit from a class like this. Marty Picone reminded us to ask for POST certification when writing new curriculum.
- Correctional Core Academy – There is a need locally for a correctional core academy. However, this will take some time to develop. Funding to develop curriculum could be a barrier to obtaining this course. Additional STC certified training could include the 70 hours, 4 units, 2 week class. For Juvenile Probation Officer (JPO) to Probation Officer (PO). This is a brand new course at the state level. Juvenile Hall is closing, so it would be worth offering this class. It's a Correctional core transition class.
- ACTION: Approve researching and possibly developing and offering a Correctional Core and/or JPO to ACO class. A motion was made by Dean Growdon to approve. Second by Suzanne Peery. All in favor, the motion passed.

VI. CA POST Program Update (Martin Picone):

Marty compiled a POST Update handout with information of interest to those on the committee. He highlighted the following items:

- Item 1. RBC Pilot Program – Incorporation of Tactical Rifle will be re-introduced in new legislation supported by Governor Newsom and more than likely will be adopted, more than likely will be voluntary.
- Item 4. De-Certification of Peace Officer Certificates by POST was reviewed.
- Item 8. Senate Bill 978, new law effective January 1, 2020 – requires publication of all non-exempt education and training materials, including course content, on Law Enforcement Agency websites. The college is exempt.
- Item 9. Use of Force per AB392/PC835.a, new law takes effect January 1 2020. Changes legal standards for California peace officers' Use of Force, including justifiable homicide and deadly force. At this time, there is no requirement for training. Training is strictly voluntary. SB230 updated Use of Force policy covers the de-escalation re use of force considerations with subjects with mental health issues. Please review other recommendations made by POST as listed in this item.
- The next POST Commission Meeting is scheduled for February 13, 2020 in San Diego. All are invited.

VII. Open Discussion:

- Terri Hiser-Haynes noted that Alliance for Workforce Development (AFWD) often has funds available for hiring and on the job training. Please check with AFWD for more information. They may also have money for students.
- A suggestion was made to see about using Juvenile Hall to alleviate the AJ/FS classroom space issue. Juvenile Hall was funded with federal grant money, so there are restrictions.

VIII. Future Meeting Dates:

Members were polled for best times to hold advisory committee meetings. January is the best month, when most members are available to attend. The next advisory committee meeting will be in January, 2021.

IX. Adjournment:

There being no further business, the meeting was adjourned at 12:37pm.

Correctional Core Academy Pole

May 15, 2020

LCC AJ/POST Advisory Committee Members,

As a committee member, I need your comments and input on a grant opportunity the Lassen Community College AJ/POST program has through the Carl D. Perkins Career and Technical Education Act (Perkins Grant). The grant is for the improvement of secondary and postsecondary career and technical education programs. The purpose of the grant is to develop more fully the academic, career, and technical skills of secondary and postsecondary students.

This is a grant LCC has had for several years. However, this year the grant application requires more data driven approaches and stakeholder input. In that vein, we have looked at the labor market data for our region (see attached) and identified, to no surprise, the position of Correctional Officer (state and local) as a high labor need, with approximately 200 job opportunities each year.

Over the years, including at January's meeting, we have talked as a committee about the need for a local Correctional Core Academy for local Correctional Officers (county level). I believe this grant opportunity may be just the answer to provide the needed funds to kick start that effort. The grant allows for the acquisition of consultants, instructional material, travel, instructor development, and equipment.

It is my desire to apply for funds to hire consultants and/or experts in the field to prepare the course and obtain the needed material to get a local correctional core academy instruction ready and STC certified to help meet our local and regional needs.

We are on a short timeline, so please share your thoughts and suggestions about this idea through "reply all" on the email. I will need to hear back from you no later than the middle of next week if we are to move forward. I look forward to hearing your comments and suggestions.

Thank you for your continued support of our programs at LCC.

Tom Downing
Lassen Community College
POST & AJ Program Director/Instructor
530.251.8801

Good morning Tom,

I think this is a great opportunity for our students and the potential to gain more students from other areas in order to increase our FTE's. It would also be advantageous to be able to count the Academy Credit for at least our terminal AJ degree instead of many correctional officers coming to us from other areas and not being able to count the Academy Credit.

Thanks for informing us,

Adam Runyan
Academic Counselor
Lassen Community College
Work Cell: (530)249-8321

Evening,

I would be in support of the program. I know there is a need for such a curriculum locally.

Thanks Tom,
Sarah

Captain Sarah Richards
Commander
California Highway Patrol Susanville Area
472-400 Diamond Crest Road
Susanville, CA 96130
(530)252-1800

Tom,

What you are proposing aligns well with labor market data and would serve our community well. I support pursuing this grant opportunity.

Lisa Gardiner, M.S.W.
Humanities / Social Sciences Division Chair
Work Experience Coordinator/Instructor
Lassen Community College

PH: 530-251-8856

Hello Tom,

I agree with the other comments. This is a needed program to help support the local departments in Lassen, Plumas and Modoc counties. There may be opportunities for advanced training that correctional staff could take advantage of to help with current or future assignments, promotions, etc. I absolutely support this grant opportunity.

Suzanne M. Peery
Warden
California Department of Corrections & Rehabilitation
California Correctional Center
(530) 257-3701 Office
(530) 249-7082 Cell
Suzanne.peery@cdcr.ca.gov

Good morning Tom,

I am in full support of this, I believe it is much needed and may help with retention issues that some agencies face.

Jason

Jason Pickett
Warden (A)
High Desert State Prison
(530) 251-5050

I think it is a great opportunity and would support an application for the funding.

Jennifer Branning
Lassen County Probation

Hi Tom,

I think this would be a beneficial program for our area. If it's possible in future I think the police department and other law enforcement agencies in our region would greatly benefit from some local POST training in the area of perishable skill, interview and interrogation, search and seizure, court room demeanor, etc.

Thanks

Ryan Cochran
Captain
Susanville Police Department
1801 Main St.
Susanville Ca. 96130
530-257-5603

I think this is a good option. Additionally, juvenile core requirements can be met by completion of adult core, in addition to some in house training. This may help in drawing juvenile hall counsellor's from our area as well.

Dean F. Growdon
Lassen County Sheriff