

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Administration of Justice **Academic Year** 2023-2024

1. Has your program mission or primary function changed in the last year?

The program mission of the Administration of Justice (AJ) Program mirrors Allan Hancock Colleges (AHC's) mission for all AJ students, by enforcing equity and diversity, with a concrete educational platform, whereby preparing students for either an Associate of Science degree and/or the pathway to transfer to a higher institution and/or an immediate employment opportunity in this career field, including attending the certified Law Enforcement Academy. The AJ program specifically focuses on the fundamental processes of the criminal justice system, constitutional aspects, forensic identification coupled with the changing laws of our society.

The Associate of Science (AS) degree and (AS) degree for transfer, aligns with the criteria for CSU and UC universities and the program prepares students for employment in the criminal justice system.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

The Administration of Justice program is continuing its innovation to continue to enhance our educational platform; thereby, providing additional pathways for each student. Identifying trends and maintaining current occupational assessments used for the industry. Here are examples:

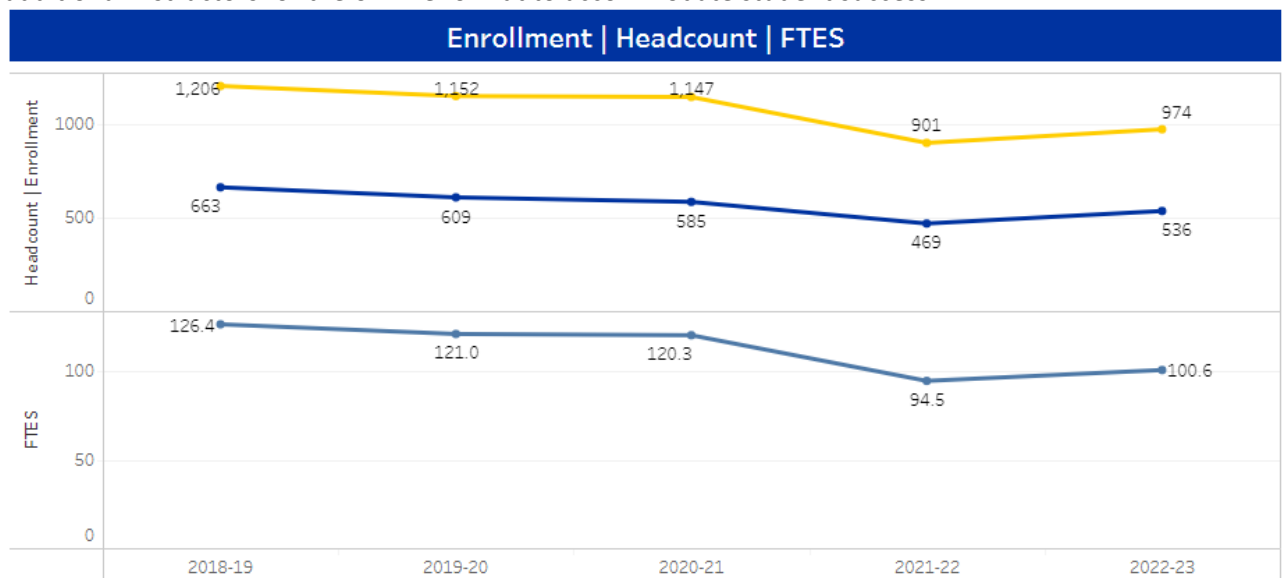
- AJ 106, patrol procedures were added to the curriculum of courses to provide the students with industry scenarios and procedures preparing each student for the law enforcement academy.
- AJ 115, Introduction to Criminology, was aligned to provide an additional transferable component to California State Universities and build sociological understanding. The course is pending IGETC approval.
- AJ 149, Cooperative Work Experience (referred to as WEE) was added to provide the students with college credits while employed in the field of study, whereby providing an additional platform to enhance their degree.
- Annual Administration of Justice advisory committee meeting.
- Various equipment purchases to establish industry methods, different learning methods.
- Various technology assistance from the public affairs section promoting the educational platform.
- CTE designation and implementation (Fall 2023) and continued industry growth.

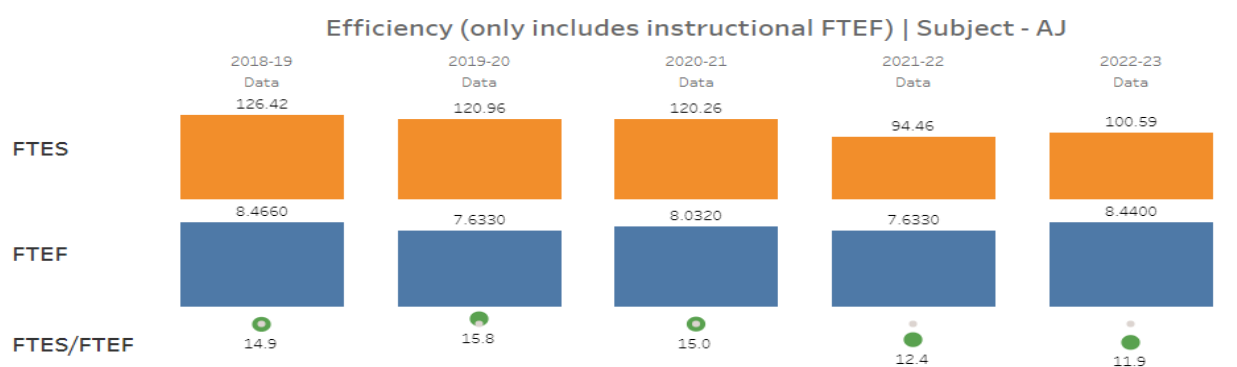
3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The 2-year program mapping is in place for the Administration of Justice program and is current for the program. Course modifications have been submitted and approved along with enhancing course offerings. There are other challenges the program faces regarding student enrollment, core courses cancelled, which ultimately delay the students in meeting their individual educational goals.

4. Were there any staffing changes?

In the spring of 2019, the full-time faculty for the program retired. The retirement impacted several programs because core courses are also required for a degree of transfer programs. To cover the impact, a part-time faculty member enhanced his participation, often in an overload capacity, which was not sustainable in a long term setting due to contractual issues. In August of 2022, a full-time faculty member was selected and directs the program. With the inception of the COVID pandemic, other issues became visible with the birth of formats such as “Zoom.” This technology placed a burden on some instructors as they elected to leave the college. Distant learning/education became the norm, but recently as the college began in person courses once again, students elected to continue in an on-line forum which caused distress towards the program. The program hired three additional instructors for the on-line format to accommodate student success.

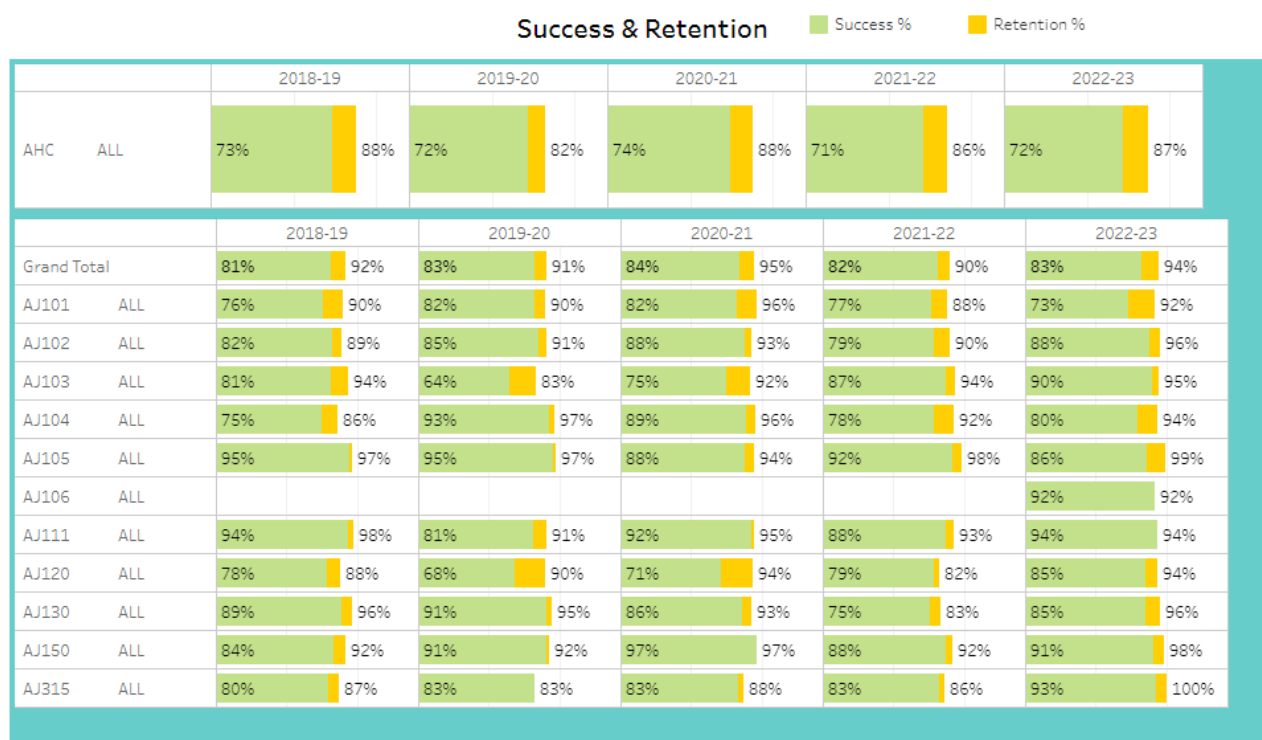




	2018-19			2019-20			2020-21			2021-22			2022-23		
	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
AJ101	41.65	2.82	14.76	35.12	2.42	14.5	32.82	2.42	13.58	23.72	2.02	11.73	32.94	2.83	11.64
AJ102	10.05	0.6	16.75	12.97	0.81	15.99	11.88	0.81	14.7	11.34	1.01	11.21	9.76	1.01	9.65
AJ103	17.2	1.01	17.01	14.42	0.8	18.02	16.35	1.0	16.35	11.57	0.8	14.46	10.34	0.8	12.92
AJ104	10.16	0.6	16.93	10.35	0.6	17.24	10.03	0.6	16.72	8.35	0.8	10.44	8.52	0.8	10.65
AJ105	10.46	0.6	17.44	11.09	0.6	18.49	13.19	0.81	16.33	11.34	0.8	14.17	10.3	0.8	12.87
AJ106													2.59	0.2	12.95
AJ111	8.5	0.82	10.34	12.22	0.8	15.27	12.32	0.8	15.41	8.49	0.6	14.15	8.99	0.6	14.98
AJ120	8.77	0.6	14.62	6.32	0.4	15.8	8.78	0.6	14.63	5.99	0.4	14.98	5.02	0.4	12.56
AJ130	8.7	0.61	14.23	9.71	0.6	16.18	6.01	0.4	15.02	5.53	0.6	9.21	4.87	0.4	12.18
AJ150	5.24	0.4	13.09	5.66	0.4	14.16	6.3	0.4	15.76	5.13	0.4	12.82	5.77	0.4	14.43
AJ315	5.7	0.4	14.25	3.1	0.2	15.49	2.56	0.2	12.82	3.0	0.2	15.02	1.5	0.2	7.48
Grand Total	126.42	8.47	14.93	120.96	7.63	15.85	120.26	8.03	14.97	94.46	7.63	12.38	100.59	8.44	11.92

5. What were your program successes in your area of focus last year?

The realignment and continued program evaluation will serve our students and continue to build their skills, ultimately gaining employment within the industry. The interest in continuing our transfer degree system, AS degree while supporting different modalities will mark for a successful program.



Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

It was previously discovered and due to the vacant position of the full-time faculty in the program, vacated in 2019, there were no annual assessments from 2016 through 2020, which gauged the success of the program and identify trends. With the position of the full-time faculty member in August 2022, the Student learning objectives (SLO's) and Program Learning Objectives (PLO's) were analyzed and adjusted to reflect each course in the program. Those learning objectives have been shared with all part-time faculty to ensure the integrity of the courses and program.

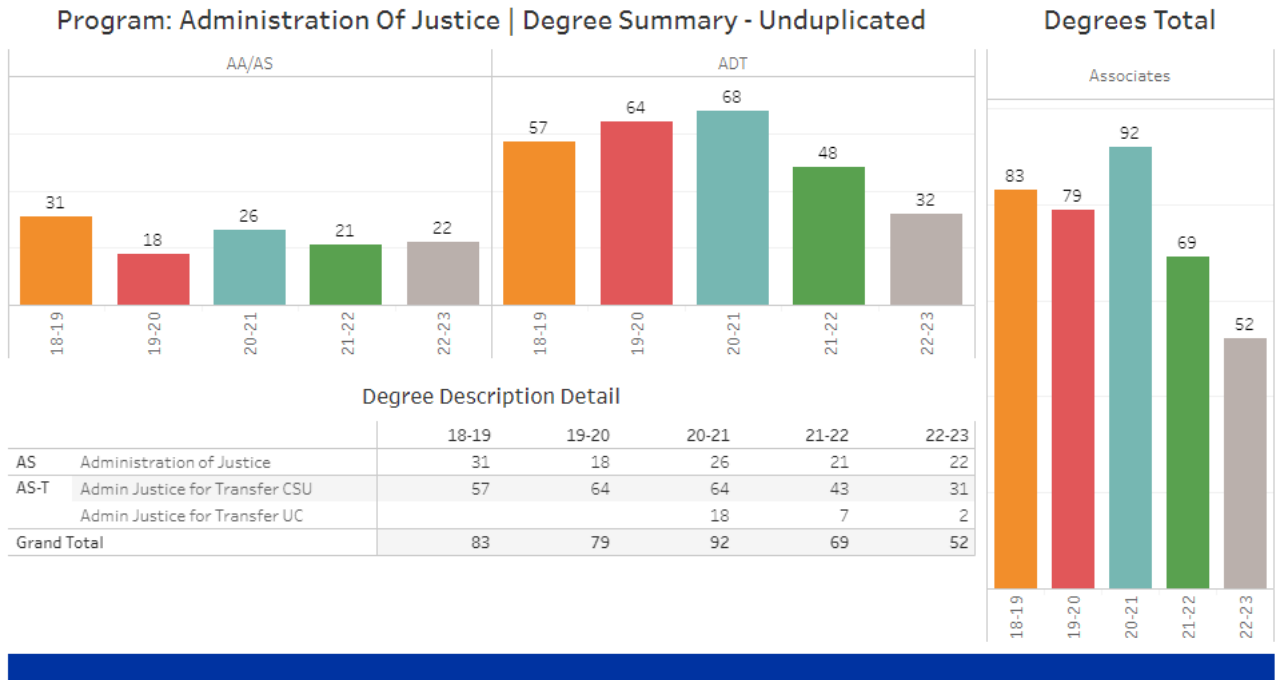
b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The graduate of the Associate in Science for Transfer in Administration of Justice will:

- Understand the interdisciplinary nature of criminal justice issues in law enforcement, courts, and corrections.
- Effectively communicate key terms, concepts, and theories in criminal justice.
- Reflect critically on criminal justice policy and its relationship in society.

The graduate of the Associate in Science in Administration of Justice will:

- Have a fundamental knowledge of the criminal justice system and its primary components.



Program: Administration Of Justice | Certificate Description Detail - Unduplicated

Certificate Total

STUDENT LEARNING OBJECTIVES-ADMINISTRATION OF JUSTICE -revised 2023

- AJ101 SLO1 - Understand the role and function of the law enforcement component system.
- AJ101 SLO2 - Understand the role and function of the court system.
- AJ101 SLO3 - Understand the role and function of the corrections system.
- AJ115 SLO1 - Understand the role and function of criminology.
- AJ115 SLO2 - Compare and contrast theories of crime causation.
- AJ115 SLO3 - Understand research methods and the use of statistics in criminology.
- AJ102 SLO1 - Identify the stages of the trial process.
- AJ102 SLO2 - Understand the concepts of due process.
- AJ103 SLO1 - Understand the purpose and sources of criminal law.
- AJ103 SLO2 - Understand crime classifications and elements.
- AJ103 SLO3 - Understand criminal Intent and defenses to criminal prosecution.
- AJ104 SLO1 - Understand and differentiate the types of evidence.
- AJ104 SLO2 - Understand how evidence is introduced and how it may be excluded during a criminal trial.
- AJ105 SLO1 - Demonstrate problem solving strategies for addressing community crime problems.
- AJ105 SLO2 - Identify strategies for building partnerships and trust in the community.
- AJ 106 SLO1 - Demonstrate proper application for police activities, related to patrolling and responding to incidents.
- AJ 106 SLO2 - Understand the importance of effective patrol, community relations, building trust within the community and projecting professionalism.
- AJ 106 SLO3 - Develop skills in applying learned topics within patrol procedures
- AJ111 SLO1 - Understand the role of crime scene investigation.
- AJ111 SLO2 - Understand evidence collection techniques and methods.
- AJ111 SLO3 - Understand the role and function of the crime lab and forensics.
- AJ120 SLO1 - Understand the role and function of juvenile law and procedures
- AJ120 SLO2 - Compare and contrast the adult criminal law and procedures with juvenile law and procedures.
- AJ120 SLO3 - Identify juvenile crime reduction programs and strategies.
- AJ130 SLO1 - Understand the role and function of probation and parole.
- AJ130 SLO2 - Understand the role and function of jails and prisons.
- AJ130 SLO3 - Understand the role and function of alternative sentencing programs.
- AJ 149 SLO1-Develop and apply personal skills, attitudes, and competencies in the workplace and within-course related activities.
- AJ 149 SLO2-Write and complete Specific, Measurable, Achievable, Relevant and Timely (SMART) objectives related to new or expanded workplace responsibilities.
- AJ149 SLO3-Demonstrate effective communication and technological awareness through the use of technologies (internet), email and telephone) in ways appropriate to the course.
- AJ150 SLO1 - Describe the role of forensics as it relates to the criminal justice system.
- AJ150 SLO2 - Describe the processes for collection, preservation and analyzing DNA, ballistic body fluids and fingerprint evidence.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

Program modifications have been proposed for the Administration of Justice Associate of Science degree and the transfer degree as to align with CSU transfer opportunities and address the industries modifications for employment.

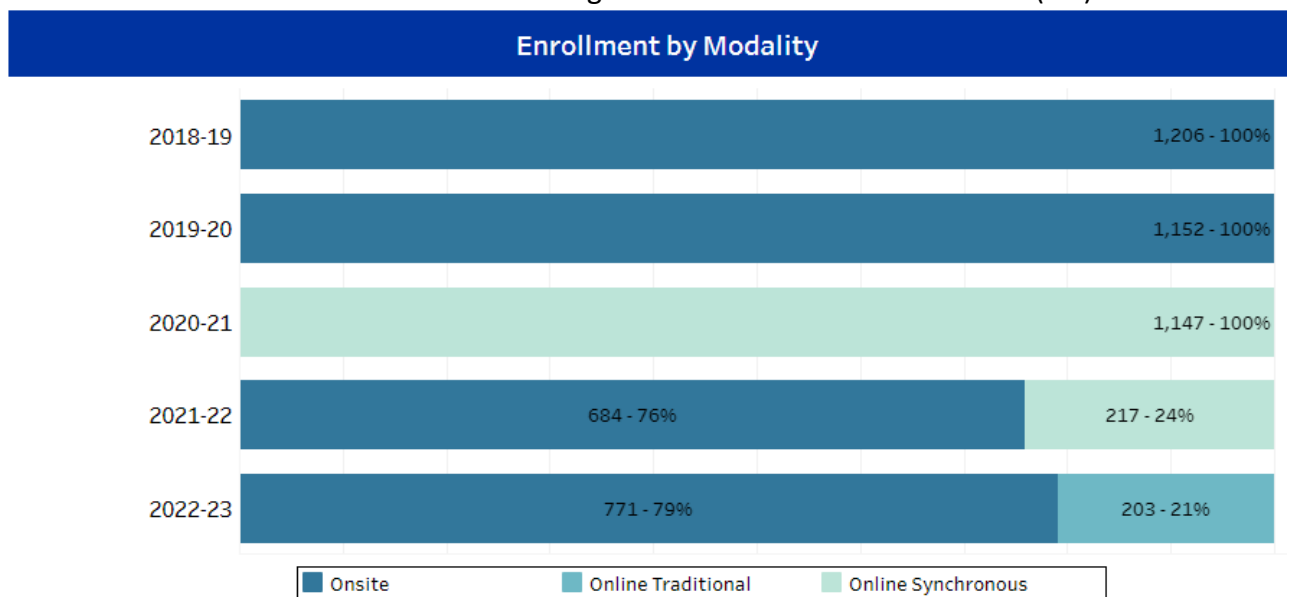
- Major Course Modification-AJ 105-

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

- None Required

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?



The following courses were reviewed in 2024:

- a. AJ 101-04/24
- b. AJ 104-04/24

c. What were some key findings regarding RSI?

The peer review process did not identify any key findings related to RSI. The Department will review the courses listed above in 2023-2024 and review new DE modality offerings at the same time.

a. Some strengths:

- Some strengths: Courses contain video lectures and assignment orientation for students. Courses have orientations that involve students finding embedded icons that need to be located and locations reported. Courses offer all groups and small group interactive discussions. All courses have the DEI component imbedded.

b. Some areas of possible improvement:

- Rubrics were used and feedback to students was frequently given.
Some areas of possible improvement:
 - Use of embedded rubrics may enhance student experience.

d. What is the plan for improvement?

- The plan for improvement is to have AJ faculty complete the DE courses offered by the DE Coordinator to support course development and implementation.

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

Police and Sheriff Patrol Officers

(SOC Code : 33-3051)

in California

Maintain order, enforce laws and ordinances, and protect life and property in an assigned patrol district. Perform combination of following duties: patrol a specific area on foot or in a vehicle; direct traffic; issue traffic summonses; investigate accidents; apprehend and arrest suspects, or serve legal processes of courts.

Employers usually expect an employee in this occupation to be able to do the job after Long-term on-the-job training (> 12 months) .

Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2023	1st Qtr	\$52.27	\$41.19	\$52.34	\$62.22

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	72,700	75,400	2,700	3.7	54,640

Detectives and Criminal Investigators

(SOC Code : 33-3021)

in California

Conduct investigations related to suspected violations of Federal, State, or local laws to prevent or solve crimes. Exclude "Private Detectives and Investigators" (33-9021).

Employers are usually looking for candidates with Work experience in a related occupation .

Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2023	1st Qtr	\$55.44	\$46.65	\$53.89	\$63.37

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	12,400	12,800	400	3.2	8,490

SOC Code ^[2]	Occupational Title ^[3]	Base Year Employment Estimate 2020 ^{[4][5]}	Projected Year Employment Estimate 2030	Numeric Change 2020-2030 ^[6]	Percent Change 2020-2030 ^[6]	Exits ^[7]	Transfers ^[8]	Total Job Openings ^[9]	Median Hourly Wages ^[10]	Median Annual Wages ^[10]	Entry Level Education ^{[11][12]}
33-3051	Police and Sheriff's Patrol Officers	650	690	40	6.2%	170	340	550	\$51.43	\$106,957	High school diploma or equivalent

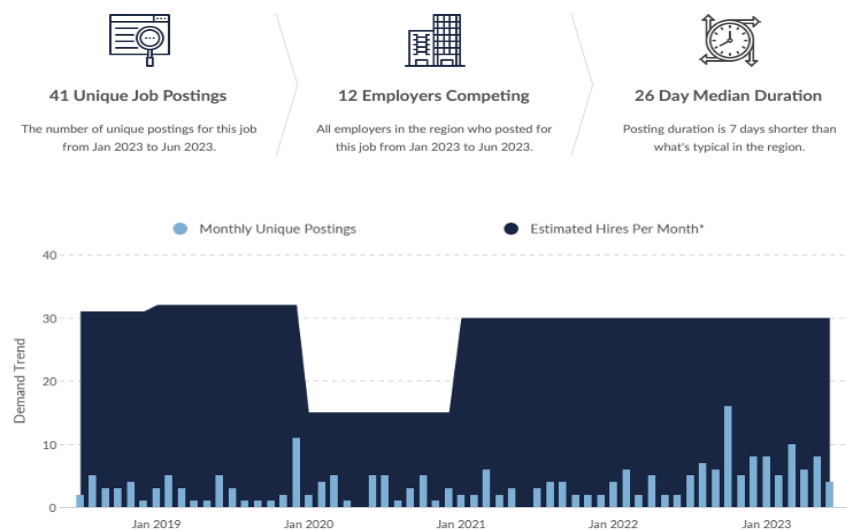
Revised 8.28.2023

b. How does the program address needs that are not met by similar programs? Each of the Administration of Justice courses are designed through the history, theories, processes and updated technology to offer students the opportunity to immediately enter the workforce for this chosen study.

Santa Maria Police Department Academy

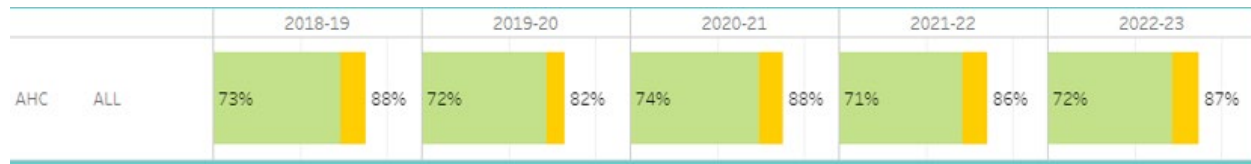


Example below for Santa Barbara and San Luis Obispo Counties:



- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Yes. Our program also offers the community and workforce courses to meet specializations necessary to obtain different types of employment.



- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes. The program conducted its 6-year comprehensive program review in 2021-2022 and found that all course prerequisites and advisories met Title 5 requirements. Some of the courses still have ENGL 514 as an advisory. The program faculty will remove the advisory at the next cycle of course review.

- e. Have recommendations from the previous report been addressed? Yes.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below): <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Diamond Cargo 4x6 SA Trailer - Black, Rear Single Door
Planning years:	2024-2025
<p align="center">Description:</p> <p>https://www.google.com/search?q=+mini+storage+trailer&sca_esv=7dcd546513c970a8&rlz=1C1GCEU_enUS920US921&ei=B8pDZsXzO-DhkPIpmv-z4AU&ved=0ahUKEwiFk4GM_o2GAxXgMEQIHZr_DFWQ4dUDCB&uact=5&oq=+mini+storage+trailer&gs_lp=Egxnd3Mtd2l6LXNlcniAIFSBtaW5pIHNOB3JhZ2UgdHJhaWxlcjIIEAAYgAQYkQIYigUyBhAAGAcYHjJLEAAYgAQYhgMYigUyCxAAGIAEGIYDGloFMgsQABiABBiGAXiKBTIIEAAYgAQYogQyCBAAGIAEGKIESNIQUMtFWMtFcAJ4AZABAJgBXKABXKoBATG4AQPIAQD4AQGYAgOgAmTCAgoQABiwAxjWBBhHmAMAIAYBkAYDkgcBM6AHqAAQ&scient=gws-wiz-serp#vhid=vt%3D16/prds%3DheadlineOfferDocid:-3952275296170912389,imageDocid:8168290882957440154,mno:3,productid:14494468777538639227,pvo:3,pvt:hg,query:bWluaSBzdG9yYWdlIHRYYWIsZXI,rds:/vs%3D0&vssid=uvpv-713</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Computer Security (Quick Study Computer) Cards
Planning years:	2024-2025
<p align="center">Description:</p> <p>https://www.amazon.com/Computer-Security-Quick-Study/dp/142322356X?source=ps-sl-shoppingads-lpcontext&ref_=fplfs&pvc=1&smid=ATVPDKIKX0DER</p>	
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Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p>	
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Area of Focus Discussion Template

EDUCATION AND INDUSTRY PARTNERSHIPS

Date: May 1, 2025

Program and Department: Public Safety-Administration of Justice

CTE Program: Administration of Justice

Date of last program review: may 01. 2024-Curriculum Design

Submitted by: Kurt Kruse

Education and Industry Partnerships

1. What data were analyzed and what were the main conclusions?

The Administration of Justice Program Learning Objectives (PLO) for the 2024-2025 academic calendar year was analyzed.

PLO 1 -Understand the fundamental theories of the Criminal Justice system

PLO 2- Reflect an environment that honors the diversity of the community, equity, respect, and dignity.

PLO 3-Promote multicultural awareness, respect constitutional and human rights in all instructional output.

PLO 4- Critically reflect and evaluate program effectiveness to guide and create appropriate strategies and techniques.

PLO 5- implement the principles and procedures utilized in legitimate scientific and criminal investigation which supports critical student process.

STUDENT LEARNING OBJECTIVES-ADMINISTRATION OF JUSTICE -2024-2025 were

AJ101 SLO1 - Understand the role and function of the law enforcement component system.

AJ101 SLO2 - Understand the role and function of the court system.

AJ101 SLO3 - Understand the role and function of the corrections system.

AJ115 SLO1 - Understand the role and function of criminology.

AJ115 SLO2 - Compare and contrast theories of crime causation.

AJ115 SLO3 - Understand research methods and the use of statistics in criminology.

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AJ 106 SLO3 - Develop skills in applying learned topics within patrol procedures

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AJ120 SLO2 - Compare and contrast the adult criminal law and procedures with juvenile law and procedures.

AJ120 SLO3 - Identify juvenile crime reduction programs and strategies.

AJ130 SLO1 - Understand the role and function of probation and parole.

AJ130 SLO2 - Understand the role and function of jails and prisons.

AJ130 SLO3 - Understand the role and function of alternative sentencing programs.

AJ 149 SLO1-Develop and apply personal skills, attitudes, and competencies in the workplace and within-course related activities.

AJ 149 SLO2-Write and complete Specific, Measurable, Achievable, Relevant and Timely (SMART) objectives related to new or expanded workplace responsibilities.

AJ149 SLO3-Demonstrate effective communication and technological awareness through the use of technologies (internet), email and telephone) in ways appropriate to the course.

AJ150 SLO1 - Describe the role of forensics as it relates to the criminal justice system.

AJ150 SLO2 - Describe the processes for collection, preservation and analyzing DNA, ballistic, body fluids and fingerprint evidence.

At the conclusion of the evaluation, adjustments had been negotiated to properly ensure course requirements.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

The transformation of the Administration of Justice as a whole over the past few decades, especially in the 2000s, really highlights the constant evolution of the profession in response to societal shifts, public expectations, and legislative changes. The integration of innovative educational domains, opportunistic methods and standardized practices reflective of an ongoing effort to ensure that the criminal justice system efforts remain accountable, transparent, and effective in their operations.

3. What are your plans for change or *innovation*?

MODERN POLICING DEGREE:

Senate Bill (SB) 89 designated the Modern Policing Degree, per Penal Code section 13511.1, designating a degree approach in line with the vision of for students to prepare for a career in law enforcement. The degree pattern establishes an Associated of Science degree in policing, aligning with psychology, communication, history, ethnic studies, law, critical thinking skills and emotionally intelligence aligning with the POST approved mandated program. The degree patterns denote the educational requirements per 1031.4 of the California Government Code. The Administration of Justice program, in creating this program, ensures students have the tools to complete both the associate degree and a Police Academy certification (POST).



Cybersecurity:

Technology could be a solution in some cases, particularly when it comes to improving efficiency. The Administration of Justice program has taken the lead with the inception of the Cybersecurity program. Fall 2025, the program is scheduled to begin in coordination with other programs at the college.

Certificate of Achievement

AJ 160-Introduction to Cybersecurity

AJ 162-Ethical Hacking

CNET 106-Networking Essentials

CNET 333-Introduction to Network Security

CS 111-Fundamentals of Programming 1

CBIS 310-Information Security Awareness for Business Professionals

Revised 8.28.2023

Quick Facts: Information Security Analysts	
2024 Median Pay ?	\$124,910 per year \$60.05 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	Less than 5 years
On-the-job Training ?	None
Number of Jobs, 2023 ?	180,700
Job Outlook, 2023-33 ?	33% (Much faster than average)
Employment Change, 2023-33 ?	59,100

Job Outlook

About this section

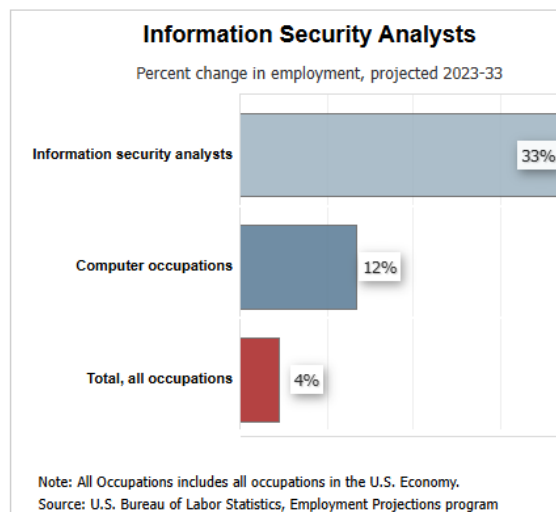
Employment of information security analysts is projected to grow 33 percent from 2023 to 2033, much faster than the average for all occupations.

About 17,300 openings for information security analysts are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

High demand is expected for information security analysts. Cyberattacks have grown in frequency, and these analysts will be needed to create innovative solutions to prevent hackers from stealing critical information or creating problems for computer networks.

As businesses focus on enhancing cybersecurity, they will need information security analysts to secure new technologies from outside threats or hacks. A shift to remote work and the rise of e-commerce have increased the need for enhanced security, contributing to the projected employment growth of these workers over the decade.



Employment projections data for information security analysts, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Information security analysts	15-1212	180,700	239,800	33	59,100	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

- How will you *measure* the results of your plans to determine if they are successful?

Modern Policing Degree:

Academic Performance: Graduation rates, GPA, and performance in coursework are initial indicators.

Career placement: Working with industry to for student's employment rates, promotion success, and leadership roles within law enforcement agencies will demonstrate the program's effectiveness and professional success.

Professional Development: POST Academy graduation, and participation in professional organizations show ongoing commitment to professional growth and development.

Cybersecurity:

The Cybersecurity program for example is built on the following platform:

Information security analysts typically do the following:

- Monitor their organization's networks for security breaches and investigate when one occurs
- Use and maintain software, such as firewalls and data encryption programs, to protect sensitive information
- Check for vulnerabilities in computer and network systems
- Research the latest information technology (IT) security trends
- Prepare reports that document general metrics, attempted attacks, and security breaches
- Develop security standards and best practices for their organization
- Recommend security enhancements to management or senior IT staff
- Help computer users when they need to install or learn about new security products and procedures

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

The Administration of Justice program has an advisory committee which meets twice per academic calendar year. The committee is made up of industry professionals aligned with the program. All adjustments are presented to the committee with expert feedback and assistance to enhance the program.

2. Are there specific recommendations regarding the core topic responses from the validation team?

The commitment by the College with the Administration of Justice program makes this program successful. Anytime our staff require equipment, resources, or support the College is extremely accommodating and render the necessary arrangements to make this program successful.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Cybersecurity-Homeland Security Program
Planning years:	2025-2026
<p align="center">Description:</p> <p><i>Cybersecurity visionary task force group to continue efforts in developing an Associated of Sciences degree utilizing several programs throughout the college's disciplines. The taskforce will be seeking additional funding, projecting additional faculty and support teams.</i></p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	/video cameras \$600 each

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Ready Accessibility: Investigate

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Additional full-time Coordinator
Planning years:	2025-2026
<p>Description:</p> <p>Full time faculty position for Administration of Justice/Cybersecurity program to assist in facilitating growing program. As the program grows and excels, the current 1 full time faculty position is not adequate to reflect the burden and workload of the program.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Additional Administrative Assistant II
Planning years:	2025-2026
<p align="center">Description:</p> <p><i>Currently, with the transition from Public Safety to Applied Behavioral Sciences, the program requires an Administrative Assistant II to assist in the administrative program functions. The currently assigned Administrative Assistant is assigned to other duties within the program and with the addition of this program, this stretches the efficiency projections.</i></p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p>	
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Planning years:	<i>(The academic years this will take to complete)</i>
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Program Review Signature Page:

Kurt Kruse

Program Review Lead

Date

David Whitham

Program Dean

Date



Vice President, Academic Affairs

Date












AJ Ed and Ind Partnerships Discussion 2024-25

Final Audit Report

2025-07-23

Created:	2025-05-28
By:	Danielle Rivera (danielle.rivera@hancockcollege.edu)
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