**IC. Program Mission Statement**

The mission of the Administration of Justice/Criminal Justice Administration (ADMJ/CJA) Programs is to prepare Taft College students in the ADMJ program for careers in the criminal justice system, and provide each student with an academic awareness and self-empowerment toward their career goals. The instructors in the program emphasize due process, civil rights, community relations, concepts and ethical application of law, and genuine leadership skills in each course. The ADMJ/CJA program is an interdisciplinary program of study with rigorous standards that provide an academic and theoretical foundation, technical expertise, communication, and diplomacy skills. The program instills community-centric criminal justice policy concepts, and reinforces a commitment to lifelong learning that enables students to use research, think critically, and act as engaged citizens of their communities and in their chosen career field.

**ID. Program Summary**

The ADMJ/CJA program prepares students for a career in the criminal justice industry. In 2021-2022, there was not a full-time faculty for the ADMJ program. Adjunct faculty were utilized to teach courses. In the 2020-2021 academic year, the process for updating the ADMJ program, CORs, degrees and certificates was initiated and had begun the curriculum approval process, however, due to the lack of a full-time faculty, this process was not completed. In the Fall of 2022, a full-time faculty member was appointed.

The program continues to emphasize the use of Open Educational Resources (OER)/ Zero-Textbook Cost (ZTC). In 2018, the former VP of Instruction implemented a Zero-Textbook Grant for the ADMJ program, and this grant has forced the program to pause all previous planning and operational movement toward outreach, rebranding, and outcomes of the previous program review goals. The planning and outcomes should be readdressed in subsequent program reviews. In 2021, a new OER textbook and OEI course was created for ADMJ 1503 Criminal Court Processes & Procedures.

**Section II: Looking Back—2020 - 21**

**IIA. Present the Results (Rubric Criterion 3)**

### Prior Year’s Goals:

Goal One Outcomes: Institutional set goals (ISG) to improve meeting student need, completion (SAP 1.2, 1.3, 1.4), retention (SAP 1.5), persistence (SAP 1.6, 1.7), career readiness and experiential learning (SAP 3.1).

**The majority of the following activities not completed due to the lack of a full-time faculty member. The new full-time faculty will need to re-initiate the curriculum approval process and make the necessary changes provided below.**

* Add an orientation and capstone course for all declared majors:
* Add courses that have a CI-D and remove any that do not apply (improve transferability and reduce years to complete and determine if they are successful: wasted course credits):
* Update and change program curriculum to add new relevant courses, and remove any that are no longer viable/relevant based on Completion by Design models:
* Possibly replace the CJA Corrections Degree with Forensics or other more viable CTE degree and investigate tracks that can lead to new Certificates:
* Correct scheduling and sequencing issues with the program as part of curriculum changes

Goal Two Outcomes: Institutional set goals Institutional set goals (ISG) to improve meeting student need (SAP 1.1), completion (SAP 1.2, 1.3, 1.4), retention (SAP 1.5), persistence (SAP 1.6, 1.7), career readiness and experiential learning (SAP 3.1), and space utilization (SAP 4.1, 4.2).

**The majority of the following activities were put on hold due to safety concerns during the pandemic. Some marketing and website development occurred prior to the transition to remote participation in the program. When in-person, most ADMJ and CJA courses are taught in one location.**

* Develop specialization tracks taught by industry experts in those specializations:
* Develop outreach and marketing plans and build a program website that informs and helps students and industry:
* Explore supporting a student led ADMJ service club for students:
* Explore adding experiential elements similar to ROTC but less formal:
* Expand volunteer opportunities for students at local agencies and departments:
* Explore regaining POST and STC certification and providing training classes to local law enforcement and correctional/rehabilitation agencies:
* Provide semi-dedicated classroom(s) and storage space for all ADMJ/CJA courses to allow for room repurposing and equipment storage:

### SAO Summary

* The number of majors and awards for the transfer degree had been increasing until 2020-21, when there was a steep decline. This decline has continued. The number of majors and awards for the AS degree in CJA has been steadily declining. There are a few majors in the Correction degree and certificates, but no graduates with the AS Corrections degree or the Corrections certificate.
* Enrollment is still a significant concern for the program. More face-to-face classes have been provided but continues to show low enrollment.
* Success rates were highly variable by section; some sections had a pass rate of 38.5% while others had 100% of students be successful. This variability lessoned during the year of remote instruction, but still had a low of 50% and a high of 94% success rates.

### SLO Summary

* For the 2021-22 academic year, there was no full-time faculty and SLO data was limited making a summary difficult.

**IIB. Probe the Results: I Wonder . . . (Rubric Criteria 1, 3)**

### Prior Year’s Goals:

The pandemic continues to have an impact on the program as well as the loss of the full-time faculty. The big focus on updating the degree and certificates, was not completed and will need to be address in the next year. It is unclear if those changes will increase SAO or SLO attainment or employment.

**IIC. Ideate Innovations: What if . . . (Rubric Criteria 1, 5)**

Not applicable at this time.

**Section III: Looking Forward—2020 - 2021**

**III. List Your 2021 - 2022 Goals—Be Quantitative!**

**Goal One Outcomes:** Institutional set goals (ISG) to improve meeting student need, completion (SAP 1.2, 1.3, 1.4), retention (SAP 1.5), persistence (SAP 1.6, 1.7), career readiness and experiential learning (SAP 3.1).

To accomplish the goals above, the following activities are recommended, but would take two to three years to complete and determine if they are successful:

* Add an orientation and capstone course for all declared majors
* Add courses that have a CI-D and remove any that do not apply (improve transferability and reduce wasted course credits)
* Update and change program curriculum to add new relevant courses, and remove any that are no longer viable/relevant based on Completion by Design models
* Possibly replace the CJA Corrections Degree with Forensics or other more viable CTE degree and investigate tracks that can lead to new Certificates
* Correct scheduling and sequencing issues with the program as part of curriculum changes

**Goal Two Outcomes:** Institutional set goals Institutional set goals (ISG) to improve meeting student need (SAP 1.1), completion (SAP 1.2, 1.3, 1.4), retention (SAP 1.5), persistence (SAP 1.6, 1.7), career readiness and experiential learning (SAP 3.1), and space utilization (SAP 4.1, 4.2).

To accomplish the goals above, the following activities are recommended, but would take two to three years to complete and determine if they are successful:

* Develop specialization tracks taught by industry experts in those specializations
* Develop outreach and marketing plans and build a program website that informs and helps students and industry
* Explore supporting a student led ADMJ service club for students
* Explore adding experiential elements similar to ROTC but less formal
* Expand volunteer opportunities for students at local agencies and departments
* Explore regaining POST and STC certification and providing training classes to local law enforcement and correctional/rehabilitation agencies
* Work with CTE/Advisory Committee to ensure certificate programs align with the goals and outcomes needed in the career field.

**Section IV (Optional): Evaluation of Program Review and Planning Process**

**IVA. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

**IVB. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process would you change and why?