



# Fullerton College

## Self-study for Administration of Justice Program

2025

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### Section 1: Introduction

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1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

For over 50 years, the Administration of Justice (AJ) Department has been an important part of Fullerton College, offering career education programs for students aspiring to enter the field of justice administration. The department represents the collective characteristics of the College's mission and vision to advance student learning and achievement by offering programs and courses that meet important degree and certificate requirements, and pathways to career readiness. Our program includes an Associate in Science for Transfer Degree, an Associate in Science Degree, and a Crime Scene Investigation Certificate. We also collaborate with other college divisions to offer interdisciplinary degrees/certificates that include administration of justice coursework, including the Law, Public Policy, and Society Associate in Arts Degree for Transfer (Sociology), the Forensic Technician Certificate (Biological Sciences), the Criminal Law Specialty Certificate (Paralegal Studies), and the Public Safety Drone Certificate (Drone Technology) scheduled for Fall 2026. These programs demonstrate the AJ Department's efforts to better serve our students and community partners in the fields of criminal justice and protective services.

There are several strong aspects of our college program. First, CCC data affirm the Fullerton College's Administration of Justice Associate in Science Degree for Transfer as the top granting criminal justice transfer degree program in Orange County, and one that is ranked seventh in Southern California. In addition, the college's institutional data reflect a program that is traditionally high in student enrollments, course success rates, sections offered, and FTEF. These numbers support a program that fosters growth and institutional efficiency. 69.0% of the AJ student population are Latine, growing a substantial 26% during the five-year reporting period. The AJ Department continues to have the highest enrollment in the Technology and Engineering Division, with only two full-time faculty members serving during the current reporting period. AJ faculty have put in countless hours to establish supportive programs that engage student interest

towards learning and career preparation. These include dual enrollment with local high schools, the AJ Pathways career-focused student cohort program, the AJ Scholarship offering for low-income students, the FBI Summer and Orange County Superior Court Internships, as well as the law enforcement and public safety dispatcher ride-a-long/sit-a-long sessions.

At the heart of the AJ Department's innovative planning are two new pivotal campaigns: 1) the crime scene investigation lab, and 2) the public safety drone program. The crime scene investigation (CSI) lab is a key component of its Administration of Justice (AJ) program. This innovative lab seeks to enhance the educational experience offered to students enrolled in the program, and has been designed to equip them with the skills necessary for entry-level positions in investigative work. Through practical, hands-on training, the lab has become an essential resource for courses such as AJ092 F – Crime Scene Investigation and AJ230 F Crime Scene Techniques. The new state-of-the-art crime scene lab exemplifies a commitment to hands-on training. This facility allows students to engage in realistic scenarios centering around the crucial tasks of identifying, collecting, documenting, and preserving critical crime scene evidence. This kind of practical training not only fosters a deeper understanding of theoretical concepts but also provide students with invaluable skills to conduct the type of work needed from modern criminal justice professionals.

Another justice administration enterprise that is garnering great anticipation is the public safety drone certificate, linked to new drone courses in the AJ program. Fullerton College is integrating drone technology with its Administration of Justice program through a public safety certificate, building on the college's burgeoning Drone and Autonomous Systems program and its new associate in science degree. Students can take courses like DRON180 F Introduction to Drone Technology and DRON190 F Counter Drone Operations. Key public safety-focused courses include AJ051 F Night Operations by Drone, AJ052 F Search & Rescue by Drone, and AJ053 F Tactical Operations by Drone, providing a focus on practical application leading to Federal Aviation Administration (FAA) certification. The program offers stackable credentials that can prepare students for various careers, including public safety, journalism, and construction. In Fall 2026, Fullerton College will launch the first drone-related bachelor's degree on the West Coast (Drones and Autonomous Systems), providing a comprehensive pathway for students to further their education in a technological field supporting public safety.

The accomplishments of the AJ Department are largely attributed to the dedication and expertise of its faculty members. Through this reporting period, a small team of two full-time faculty members and twelve part-time adjunct faculty members has supported the department. However, the ongoing expansion of the program and the growing demand for new courses underscored the pressing need to hire a new full-time faculty member with an expertise in crime scene investigation. AJ faculty is advocating for additional hires in the department due to its growth.

As for the commitment by AJ full-time members, our current AJ department coordinator offered statewide leadership as the Chair of the California Community College Chancellor's Office Public Safety Education Advisory Council, representing the interests of law enforcement, fire technology, corrections, homeland security, cyber-security, and probation/parole for all 116 community colleges. Another fulltime faculty member has been instrumental in cultivating many of the supportive AJ programs that aid our students with professional connections and the development of practical skills, including the AJ Dual Enrollment program, the AJ Cohort Pathway program, scholarship offerings, and student internships. The department's adjunct faculty are distinguished professionals, including active law enforcement officers, a community college dean (and former police chief), district attorney investigators, criminal law specialists, and a superior court commissioner. Their extensive experience equips students with both theoretical knowledge and practical insights into the field. Moreover, these adjunct faculty members are deeply committed to student success, engaging in mentoring and offering invaluable guidance.

With success comes the need to reflect on areas to develop. Even with the #1 standing in AJ transfer degrees in Orange County community colleges, we have seen a 14.5% decrease in program awards during the five-year review, with the AJ/AD-T dropping 28.7% during the same time. Records reflect a 21% drop in students who transfer after obtaining an associate degree, and AJ cohort students with no transfer history has risen to a disturbing 61% level. Other areas of concern include the low course success rates of AJ African-American students, as well as their rate of degree/certificate completion. This may be linked to the lack of African-American faculty members/mentors in the AJ Department.

Fullerton College and its Administration of Justice program have a lot of work to do to meet the challenges facing important community public safety needs over the next decade. Crime, disasters, social-political unrest, domestic terrorism, and cyber-threats, are just some of the areas that we'll need to present and educate our students on if are communities are to remain safe and resilient. By recruiting committed students, developing strong curricular approaches, presenting updated technological advances, and connecting students to valuable internship opportunities, we will set the standard for high quality justice administration and public safety education.

## Section 2: Students

### 2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

#### A. Headcount (Overall)

Set Filters

### Headcount by Ethnicity and Gender

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Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Gender	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	699	59%	683	59%	732	60%	710	58%	768	55%
Male	439	37%	417	36%	425	35%	457	37%	476	34%
Unknown	56	5%	57	5%	62	5%	64	5%	146	11%
<b>Total</b>	<b>1,194</b>	<b>100%</b>	<b>1,157</b>	<b>100%</b>	<b>1,219</b>	<b>100%</b>	<b>1,231</b>	<b>100%</b>	<b>1,390</b>	<b>100%</b>

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
American Indian or Alaska Native	4	0%	1	0%	1	0%	2	0%	3	0%
Asian	61	5%	72	6%	70	6%	79	6%	89	6%
Black or African American	33	3%	33	3%	49	4%	44	4%	45	3%
Latina/o/x/e	839	70%	814	70%	795	65%	829	67%	939	68%
Native Hawaiian or Other Pacific Islander	3	0%	2	0%	4	0%	3	0%	3	0%
Two or more races	58	5%	65	6%	65	5%	69	6%	64	5%
Unknown	23	2%	18	2%	25	2%	16	1%	19	1%
White	173	14%	152	13%	210	17%	189	15%	228	16%
<b>Total</b>	<b>1,194</b>	<b>100%</b>	<b>1,157</b>	<b>100%</b>	<b>1,219</b>	<b>100%</b>	<b>1,231</b>	<b>100%</b>	<b>1,390</b>	<b>100%</b>

Headcount is defined as the *unduplicated count of individual students* attending college, regardless of their enrollment status (full-time, part-time, or dual

enrollment). Its value is in determining proper resource allocation, the targeting specific student populations, and developing accurate funding reporting. This review offered an analysis of academic progress of AJ programs over a five-year span, focusing on the years from 2020-2021 to 2024-2025.

AJ program analysis revealed a 16.4% increase in headcount, with students increasing from 1194 to 1390. Female students noted a 9.9% increase, with headcount increasing from 699 to 768. Male students presented an 8.4% boost, with headcount increasing from 439 to 476, showing gains but lower than the growth exhibited by female students. Latine students, the largest ethnic group with 939 students (68%), showed an overall increase of 11.9%. Asian students recorded a remarkable 45.9% increase, indicating increasing enrollment throughout the analyzed time frame, although these students still lag when compared to overall student headcount at Fullerton College (5% versus 13%). Black students demonstrated a notable improvement of 36.4%, pointing to a significant upward trajectory in their headcount numbers. White students demonstrated a considerable overall increase of 31.8%, although their performance initially dipped by 12.1% during the COVID-19 crisis before rebounding with a growth of 20.6% by 2024-2025. With regard to changes in the five-year representation status, there was no more than a 2% change to any group. The biggest shift came in the gender area with females dropping 4% and males dropping 6% during the reporting period. The “unknown” classification increased 6% during the same time.

The overall performance boost among all demographics underscored the effectiveness of educational strategies implemented within the program. Asian students’ growth emphasized tailored educational support and resource availability. Meanwhile, the declines experienced by Latine and White students during the pandemic highlighted the critical demand for support structures capable of mitigating educational disruptions. Finally, the small differences noted in gender data support a similar recruitment campaign.

**B. Enrollment (Overall - by Ethnicity)**

**Enrollments by Ethnicity**

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent
American Indian or Alaska Native	5	0%	1	0%	1	0%	6	0%	5	0%
Asian	103	5%	130	6%	135	6%	143	6%	148	5%
Black or African American	47	2%	59	3%	83	4%	78	3%	76	3%
Latina/o/x/e	1,547	71%	1,542	70%	1,476	65%	1,655	68%	1,950	69%
Native Hawaiian or Other Pacific Islander	3	0%	4	0%	11	0%	8	0%	3	0%
Two or more races	94	4%	114	5%	128	6%	131	5%	142	5%
Unknown	49	2%	40	2%	43	2%	35	1%	30	1%
White	318	15%	323	15%	385	17%	393	16%	452	16%
<b>Total</b>	<b>2,166</b>	<b>100%</b>	<b>2,213</b>	<b>100%</b>	<b>2,262</b>	<b>100%</b>	<b>2,449</b>	<b>100%</b>	<b>2,806</b>	<b>100%</b>

Enrollment refers to the *duplicated count of class registrations*. The value of enrollment data is due to its foundation of the state’s funding formula, incentive of receiving growth money, and its ability to allow colleges to adapt to demographic and economic changes.

Overall, AJ program enrollment from 2020-2021 to 2024-2025 showed a significant increase of 29.5%, rising from 2,166 to 2,806 students. The Asian student population grew significantly (43.7%) during the same period, moving from 103 to 148 students, indicating steady progress, although their numbers still show a

disparity to the overall college enrollment of Asian students (6% to 13%). The enrollment of Black students surged during COVID-19, experiencing a 61.7% increase. However, the numbers fell slightly by 8.4% after 2022, suggesting fluctuations in enrollment. Latine students constituted the largest single ethnic group throughout the five-year period. The numbers grew from 1,547 in 2020-2021 to 1,950 in 2024-2025, indicating consistency in enrollment despite a slight decline during COVID-19. Enrollment for students identifying as 2 or more races rose by 51.1%, from 94 to 142, demonstrating steady growth. White students saw a growth of 42.1%, increasing from 318 to 452 students and a notable rise of 15.0% in the last academic year. Enrollment succeeded on average across all examined ethnic groups, with a notable boost in diversity. The prominence of the Latine student group suggests policy changes should factor in their educational needs going forward. Five-year changes in ethnic representation were stable with no group changing more than 2% during the reporting period.

**C. Enrollment (by Gender)**



**Enrollments by Gender**



Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent
Female	1,247	58%	1,293	58%	1,311	58%	1,413	58%	1,585	56%
Male	825	38%	810	37%	849	38%	927	38%	981	35%
Unknown	94	4%	110	5%	102	5%	109	4%	240	9%
<b>Total</b>	<b>2,166</b>	<b>100%</b>	<b>2,213</b>	<b>100%</b>	<b>2,262</b>	<b>100%</b>	<b>2,449</b>	<b>100%</b>	<b>2,806</b>	<b>100%</b>

As for enrollment based on gender, female enrollment over the same five-year period saw an increase of 27.1%. Female students, the largest gender group, grew from 1,247 to 1,585, with the later years depicting a rise of 12.2% between 2023 and 2025. Male enrollment experienced a growth rate of 18.9% from 825 to 981 students. Although this illustrated a positive increase, it was less significant compared to the female growth trend. The five-year enrollment trend by gender showed a bit more change with females dropping 2% and males dropping 3% during the reporting period. The “unknown” classification” increased 5% during the same time.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

**A. Course-level Enrollment Trends (Five-Year Period)**

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
COURSE	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent
AJ 050 F					12	1%	11	0%	9	0%
AJ 051 F					22	1%	15	1%	22	1%
AJ 052 F					22	1%	25	1%	28	1%
AJ 075 F	39	2%							25	1%
AJ 079 F	23	1%	56	3%	85	4%	60	2%	50	2%
AJ 092 F			84	4%	72	3%	82	3%	121	4%
AJ 093 F			101	5%	41	2%	85	3%	101	4%
AJ 100 F	585	27%	537	24%	517	23%	551	22%	596	21%
AJ 110AF	357	16%	332	15%	250	11%	321	13%	329	12%
AJ 110BF	14	1%								
AJ 135 F			11	0%	33	1%	24	1%	20	1%
AJ 140 F	116	5%	120	5%	108	5%	153	6%	119	4%
AJ 151 F	59	3%	113	5%	112	5%	131	5%	143	5%
AJ 220 F	161	7%	98	4%	172	8%	170	7%	194	7%
AJ 222 F	91	4%	114	5%	114	5%	94	4%	122	4%
AJ 223 F	257	12%	210	9%	239	11%	231	9%	280	10%
AJ 226 F	60	3%	79	4%	106	5%	86	4%	114	4%
AJ 230 F	61	3%	122	6%	110	5%	148	6%	219	8%
AJ 252 F	71	3%			21	1%	16	1%	36	1%
AJ 276 F	86	4%	86	4%	86	4%	111	5%	114	4%
AJ 278 F	151	7%	114	5%	95	4%	82	3%	94	3%
AJ 279 F	35	2%	36	2%	45	2%	53	2%	70	2%
<b>Total</b>	<b>2,166</b>	<b>100%</b>	<b>2,213</b>	<b>100%</b>	<b>2,262</b>	<b>100%</b>	<b>2,449</b>	<b>100%</b>	<b>2,806</b>	<b>100%</b>

When reviewing the overall course enrollment trends from 2020 to 2025, we experienced an increase of 29.5%, steadily rising from 2,166 to 2,806. The foundation courses (AJ100 F; AJ110AF) displayed mixed results; while AJ100 F - Introduction to Criminal Justice exhibited a slight upward trend of 1.9%, increasing from 585 to 596, AJ110AF - Criminal Law encountered a decline of 7.8%, dropping from 357 to 329. Elective courses demonstrated notable variations, with AJ223 F - Criminal Investigation experiencing a growth of 8.9%, increasing its enrollment from 257 to 280. AJ230 F - Crime Scene Techniques marked an exceptional surge of 277%, expanding from 61 to 219 students. AJ220 F - Criminal Procedure also progressed with a 20.5% increase, rising from 161 to 194.

After examining course enrollment trends by ethnicity, it became evident that Latine students displayed remarkable growth in AJ230 F - Crime Scene Techniques, with enrollment surging by 285% from 40 to 154. AJ079 F - Law Enforcement Career Preparation and AJ092 F - Crime Scene Investigation also saw increases of 115.8% and 65%, respectively. However, AJ278 F - Multicultural Issues within Administration of Justice faced a significant drop of 41.9%, declining from 117 to 68 students. Among White students, considerable enrollment increases were observed, particularly in AJ279 F - Contemporary Issues in Law Enforcement, which saw a dramatic rise of 280% from a small sample population (5 to 19), followed by AJ226 F - Narcotics and Vice Control at 257.1% and AJ151 F - Police Report Writing at 181.8%. Conversely, AJ100 F - Introduction to Criminal Justice experienced a decrease of 12.1% by White students (83 to 73).

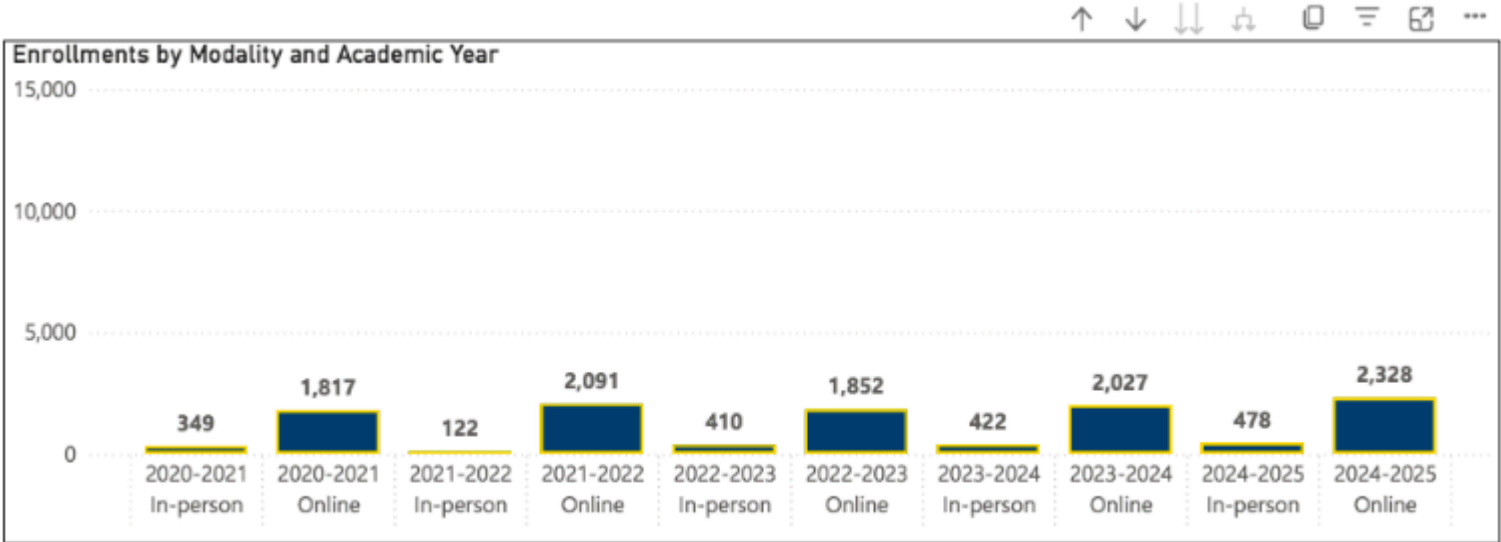
While the sample size was low for Asian students, AJ230 F - Crime Scene Techniques recorded an increase of 400%, growing from 2 to 10 students, while AJ222 F - Rules of Evidence rose by 83%, from 6 to 11. AJ278 F - Multicultural issues within Administration of Justice, however, suffered a sharp decline of 75%, dropping from 8 to 2 students. Students identifying with two or more races displayed the most substantial increase in AJ230 F - Crime Scene Techniques, rising by 600% from 2 to 14, with AJ223 F - Criminal Investigation increasing by 88.9% from 9 to 17. Data for Black students remained limited, making generalizations difficult, but trends appeared relatively stable.

Analyzing enrollment by gender revealed AJ230 F - Crime Scene Techniques as particularly notable, with female enrollment skyrocketing by 256.1% (from 41 to 146), while male enrollment grew by 194.7% (from 19 to 56). In the foundation course AJ110AF - Criminal Law, male enrollment declined by 10.8%, dropping from 139 to 124. AJ278 F - Multicultural issues within Administration of Justice saw decreases in both genders, with female enrollment down 35% (from 80 to 52) and male enrollment down 38.8% (from 67 to 41). This comprehensive analysis highlighted the dynamics of course enrollment across different demographics, revealing areas of growth and decline within the institution.

Of greatest concern in this analysis was the significant enrollment drop found with the AJ278 F - Multicultural issues within Administration of Justice course, which experienced a 37.7% decrease in student enrollment, and notable decreases in Latine, Black, and Asian students, as well as both male and female students. AJ278 F is an important course in the Administration of Justice curriculum, due to its core position to develop student professional effectiveness and promotion of ethical practices in the field of law enforcement. At this time we are not sure what has led to the reduction, although it may be due to a decline in course marketing efforts.

3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

**A. Enrollment (by Modality & Academic Year)**



With regard to enrollment by modality, In-person attendance experienced a dramatic fluctuation, with a notable decrease in 2021-2022 due to COVID-19 restrictions, followed by a substantial recovery (above pre-COVID rates) from 2022 to 2025 attributed to strategic promotional efforts. Online attendance increased moderately during the early pandemic stage, then fluctuated until the 2024-2025 year, where it garnered its highest level during the reporting period (2,328). This showed a 28% increase since the initial porting time period.

Faculty in the AJ program use a variety of approaches to effectively monitor course offerings to ensure student needs are being met. First, we initially design a class schedule well in advance that is based on past enrollment trends. Next, we monitor seat counts well in advance of the course start date, and when necessary, add courses based immediate student needs. To meet this need, adjunct faculty are contacted to ensure both they meet availability requirements, as well as

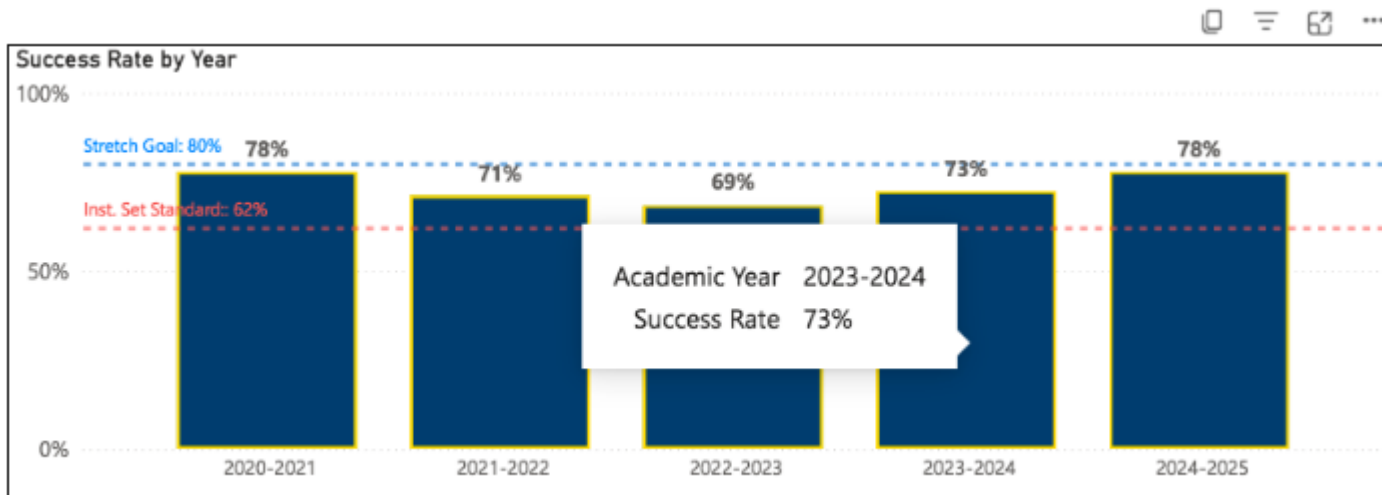
instructional content/presentation needs. Near the end of the pandemic, there was a push to increase In-person class sessions. We have been aggressive to ensure that students who want to participate in classroom instruction can receive it. While not expected, distance education courses still remain the primary instructional delivery format, due to a student's need for greater flexibility in the daily schedule, the elimination of commuting, and due to increased work/family demands.

As we move forward, AJ faculty can increase class schedule efficiency and increased student learning outcomes by utilizing AI-enhanced analytics to track student progress and provide more personalized support based on data and student feedback.

## 2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

### A. Course Success Rates (Overall)



Course success rates are defined as *the percentage of students who receive a passing grade of C or better in a given course*. Examining these rates by ethnicity and gender provides a critical measure of equity and highlights persistent achievement gaps within the community college system.

Over the five-year period from 2020 to 2025, overall AJ course success rates fluctuated, starting at 78%, then notably dropping to 69% during the early to mid stages of the reporting period (2020-2023). This decline prompted scrutiny but was followed by a robust recovery, as the score rebounded by nine percentage points between 2023 and 2025, ultimately returning to the initial 78%. The current percentage not only meets institutional expectations, exceeding the set standard of 62% by a significant 16 percentage points, but it also comes close to the stretch goal of 80%. This analysis highlights the AJ program's ability to recover from a downturn and maintain performance at a level that surpasses the established benchmark. AJ course success rates post-COVID can be attributed to substantial and persistent faculty interaction with students, engaging teaching methods, and culturally relevant student-centered instructional practices.

### B. Course Success Rates (Ethnicity- ALL)

[Reset Filters](#)

## Success Rates by Ethnicity and Gender

[Return](#)

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
<input type="checkbox"/> American Indian or Alaska Native	5	60%	1	100%	1	0%	6	83%	5	100%
<input type="checkbox"/> Asian	103	83%	130	78%	135	85%	143	74%	148	86%
<input type="checkbox"/> Black or African American	47	62%	59	49%	83	35%	78	58%	76	59%
<input type="checkbox"/> Latina/o/x/e	1,547	78%	1,542	71%	1,476	71%	1,655	72%	1,950	78%
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	3	33%	4	50%	11	82%	8	13%	3	33%
<input type="checkbox"/> Two or more races	94	74%	114	70%	128	73%	131	81%	142	85%
<input type="checkbox"/> Unknown	49	63%	40	55%	43	72%	35	71%	30	80%
<input type="checkbox"/> White	318	82%	323	75%	385	57%	393	75%	452	75%
<b>Total</b>	<b>2,166</b>	<b>78%</b>	<b>2,213</b>	<b>71%</b>	<b>2,262</b>	<b>69%</b>	<b>2,449</b>	<b>73%</b>	<b>2,806</b>	<b>78%</b>

(NOTE: Gender analysis in this report was segregated by Ethnicity - MALE, and Ethnicity - FEMALE, found in the report segments below).

### C. Course Success Rates (Ethnicity - MALE)

[Reset Filters](#)

## Success Rates by Ethnicity and Gender

[Return](#)

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
<input type="checkbox"/> American Indian or Alaska Native	2	0%							2	100%
<input type="checkbox"/> Asian	51	86%	66	73%	71	85%	66	65%	57	88%
<input type="checkbox"/> Black or African American	20	70%	23	61%	40	45%	40	58%	27	59%
<input type="checkbox"/> Latina/o/x/e	579	78%	548	72%	519	76%	571	72%	618	81%
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	2	0%	4	50%	2	100%				
<input type="checkbox"/> Two or more races	25	76%	38	71%	30	80%	54	76%	75	79%
<input type="checkbox"/> Unknown	19	84%	18	56%	14	93%	17	76%	6	67%
<input type="checkbox"/> White	127	81%	112	65%	172	55%	179	75%	196	67%
<b>Total</b>	<b>825</b>	<b>79%</b>	<b>810</b>	<b>70%</b>	<b>849</b>	<b>72%</b>	<b>927</b>	<b>72%</b>	<b>981</b>	<b>78%</b>

In analyzing course success rates among male students across various racial and ethnic groups, there was a decline of 1% overall, with a moderate 9% drop during the early months of the COVID-19 pandemic. However, from 2023 to 2025, male students showed a 6% increase in success rates. When analyzing significant student populations throughout the 2020-2025 period, the highest male success rates were by Asian males (79%) and 2+ races (77%), followed by Latine (76%). Asian males experienced a 2% increase over this five-year span, with a five-year median success rate of 85.0% and a mean of 79.4%. This rate was observed to be 17% higher than the institutional average, and just 1% below the predetermined stretch goal. As of the 2024-2025 academic period, Asian students exhibited a course success rate of 88%, with Latine students next at 81%, both above the stretch goal.

Black male students displayed a noticeable 11% decrease over the five years, resulting in a median success rate of 59.0% and a mean of 58.6%. Their success rates fell sharply to 45% during the COVID-19 impact between 2020 and 2022 but recovered to 59% by 2025. Latine male students produced a median success rate of 76.0%, with a mean of 75.8%. This group had the largest male demographic representation in the current report. They also observed a 6% reduction during the COVID pandemic but saw a 9% increase in rates from 2023 to 2025. Males from two or more races recorded a 3% increase, experiencing fluctuations, dropping to 71% between 2021 and 2022, before rising to 79% during 2024-2025. Males recorded a five-year median of 76%, and a mean score of 76.4%, with a 5% drop during the COVID years. White male students showed an overall 14% decrease in course success rates, with the median at 67.0% and a mean of 68.6%. This demographic remained 6% above the institutional average, but fell 12% below the college’s stretch goal. Data indicated a 26% drop by White males during the early impact of COVID, but a recovery to 67% was noted by 2025. Nevertheless, this percentage still marked the sharpest five-year success rate decline among all male groups. While there is no concrete ascription for the decline in African-American and White male student course success rates, some possibilities may be difficulties transitioning to remote learning during COVID-19, financial challenges and basic need insecurity, and lack of instructional resources.

**D. Course Success Rates (Ethnicity – FEMALE)**

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
American Indian or Alaska Native	3	100%	1	100%	1	0%	6	83%	3	100%
Asian	43	81%	59	86%	58	84%	74	82%	80	88%
Black or African American	24	58%	32	47%	39	21%	34	56%	43	58%
Latina/o/x/e	931	78%	941	71%	901	69%	1,019	73%	1,149	77%
Native Hawaiian or Other Pacific Islander	1	100%			9	78%	8	13%	2	0%
Two or more races	62	79%	63	71%	88	69%	62	82%	60	93%
Unknown	25	40%	9	56%	27	63%	17	65%	13	77%
White	158	89%	188	79%	188	57%	193	75%	235	82%
<b>Total</b>	<b>1,247</b>	<b>78%</b>	<b>1,293</b>	<b>72%</b>	<b>1,311</b>	<b>66%</b>	<b>1,413</b>	<b>73%</b>	<b>1,585</b>	<b>79%</b>

In analyzing course success rates among female students across various ethnic groups, overall female course success rates increased by 1% over five years after a significant drop during COVID-19. The findings indicated a 12% decline during the COVID-19 pandemic, especially in the year 2022-2023, but a subsequent recovery with a 13% increase in success rates noted between 2023 and 2025. Asian female students maintained the highest course success rates, reaching a high of 88%, with a median success rate of 84.0%, and a mean of 84.2%. Latine female students, the largest group analyzed, reached 77% by 2024-2025, with a median rate of 73.0% and a mean average of 73.6% during the reporting period. Black female students showed the largest decline, with course success rates dropping from 58% to 21%, then rebounding back to 58%. This still represented a score below the institutional rate of 62%. The 2+ races category achieved an impressive

increase in success rates, culminating at 93% by 2025. White female students reported inconsistent success rates, with a dramatic drop to 57% during COVID, yet rebounding to an impressive rate of 82% by 2024-2025. While some groups, like Asian and 2+ races, demonstrated resilience and growth, others experienced considerable setbacks. The findings underscored the necessity for the AJ Department to address disparities and implement strategic supports to bolster success across all demographic groups going forward, particularly focused on African-American females. Possible factors to consider are poverty and basic needs insecurity, lack of African-American faculty representation, and challenges with school-life balance, as well as mental health support.

**E. Student Success Rates (by COURSE)**

COURSE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total	
AJ 050 F				75%	64%	89%	75%
AJ 051 F				86%	93%	73%	83%
AJ 052 F				100%	88%	46%	76%
AJ 075 F	69%					76%	72%
AJ 079 F	87%		77%	66%	75%	78%	74%
AJ 092 F			77%	85%	84%	79%	81%
AJ 093 F			67%	68%	86%	84%	77%
AJ 100 F	78%		74%	68%	70%	79%	74%
AJ 110AF	71%		68%	72%	75%	82%	74%
AJ 110BF	86%						86%
AJ 135 F			73%	58%	71%	90%	70%
AJ 140 F	92%		69%	57%	74%	78%	74%
AJ 151 F	88%		77%	69%	73%	80%	77%
AJ 220 F	75%		56%	75%	78%	78%	74%
AJ 222 F	87%		78%	67%	66%	72%	74%
AJ 223 F	79%		72%	61%	61%	76%	70%
AJ 226 F	62%		62%	62%	79%	69%	67%
AJ 230 F	75%		61%	67%	61%	71%	67%
AJ 252 F	75%			52%	75%	83%	74%
AJ 276 F	76%		70%	64%	71%	85%	74%
AJ 278 F	85%		87%	79%	85%	96%	86%
AJ 279 F	77%		58%	76%	74%	60%	68%
<b>Total</b>	<b>78%</b>		<b>71%</b>	<b>69%</b>	<b>73%</b>	<b>78%</b>	<b>74%</b>

We focus here on student success rates by course. The two AJ foundation courses, AJ100 F - Introduction to Criminal Justice and AJ110AF - Criminal Law, saw an overall five-year course success rate of 74%. Both demonstrated a steady increase in student success rates over the last two years of the study, with AJ100 F increasing 11% and AJ110AF growing 10% during the 2023-2025 time period. Elective courses that exhibited high student success rates during the five-year cycle included AJ278 F - Multicultural Issues within Administration of Justice (86%), and AJ151 F - Police Report Writing (77%). AJ courses on the lower end of the student success spectrum over the same time included AJ230 F - Crime Scene Techniques (67%), AJ226 F - Narcotics and Vice Control (67%), and AJ279 F - Contemporary Issues in Law Enforcement (68%). During the COVID-19 pandemic, we noticed a number of AJ elective courses that displayed low student success rates (56%-61%). With the exception of AJ279 F, all of the university-transfer courses (100 and above) displayed a marked increase in student success during the most recent year (2024-2025), many of them achieving rates from 80% to 96%.

The analysis of student success rates within the Administration of Justice curriculum provides vital insights into course performance over the past five years. The recent improvements of student success rates for AJ100 F and AJ110AF highlight effective teaching practices or curriculum adjustments that have contributed positively to student learning experiences. The elective courses have shown a broader range of success rates, with AJ278 F leading at 86%, reflecting strong student engagement or relevance of course content. In contrast, AJ230 F, AJ226 F, and AJ279 F, which have success rates around 67%, suggest that these courses may need curricular review, additional resources, or support mechanisms to enhance student outcomes. Looking forward, the resurgence of success rates for university-transfer courses above 80% post-pandemic suggests that students may be gaining confidence and skills necessary for their academic pursuits. The high rates up to 96% in these courses are particularly encouraging and could serve as a model for how to improve other courses across the curriculum.

#### **F. Job Placement/Wage Improvement Findings**

More recently, California has witnessed notable advancements in police officer salaries, primarily spurred by the challenges of recruitment and retention, as well as a job placement landscape that is plagued by significant openings arising from staffing shortages and retirements within law enforcement agencies. This upward trend in wages reflects a response to the pressing need for qualified personnel, characterizing California as a state that offers attractive compensation for individuals in this profession.

Law enforcement experts have pointed out that various agencies throughout the state have recognized the urgency of addressing hiring challenges, leading to substantial raises and contracts aimed at both attracting new officers and retaining existing staff. For instance, the California Highway Patrol (CHP) recently implemented its most significant salary increase in two decades, a move that underlines the industry's commitment to overcoming recruitment hurdles. Meanwhile, in Southern California, the Los Angeles City Council approved a comprehensive four-year agreement valued at \$384 million, which included substantial raises in starting salaries and retention bonuses for officers. Similar initiatives have been undertaken in cities like San Francisco, reinforcing the trend of raising compensation to meet the growing demand for police personnel.

Earning potential also remains high in California law enforcement; the state's average police salary ranks among the top in the nation. Entry-level officers for the CHP can now expect a starting salary of approximately \$122,500 annually, not accounting for additional earnings from overtime or other incentives. To provide incentive, many departments have introduced enhanced benefits and incentives, including signing bonuses, increased pension contributions, and specialty pay for specific roles such as K-9 handlers, field training officers, and bilingual officers.

Despite these wage increases and intensified recruitment efforts, law enforcement agencies continue to confront persistent staffing shortages, ensuring that the job market remains favorable for qualified applicants. High vacancy rates are reported at various levels of law enforcement, even within agencies like the CHP that have seen recent hiring pushes. The U.S. Bureau of Labor Statistics anticipates that employment opportunities for police and detectives will grow at a steady pace overall, but notes that the majority of these openings arise from the necessity to replace officers who retire or leave the profession. This ongoing trend contributes to a stable job outlook within the sector. In response to the pressing needs for officers, departments have launched innovative recruitment campaigns to attract a larger pool of candidates. The CHP's 1000 campaign, for instance, has led to a considerable increase in applications, while some agencies have relaxed hiring standards in a bid to appeal to more candidates. However, these adjustments do not consistently yield sufficient results in bridging the staffing gaps.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

#### **A. Course Success Rates (Ethnicity- ALL)**

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
☐ American Indian or Alaska Native	5	60%	1	100%	1	0%	6	83%	5	100%
☐ Asian	103	83%	130	78%	135	85%	143	74%	148	86%
☐ Black or African American	47	62%	59	49%	83	35%	78	58%	76	59%
☐ Latina/o/x/e	1,547	78%	1,542	71%	1,476	71%	1,655	72%	1,950	78%
☐ Native Hawaiian or Other Pacific Islander	3	33%	4	50%	11	82%	8	13%	3	33%
☐ Two or more races	94	74%	114	70%	128	73%	131	81%	142	85%
☐ Unknown	49	63%	40	55%	43	72%	35	71%	30	80%
☐ White	318	82%	323	75%	385	57%	393	75%	452	75%
<b>Total</b>	<b>2,166</b>	<b>78%</b>	<b>2,213</b>	<b>71%</b>	<b>2,262</b>	<b>69%</b>	<b>2,449</b>	<b>73%</b>	<b>2,806</b>	<b>78%</b>

As previously noted, our greatest concern is for African-American students in the AJ program due to ongoing low course success rates. Between 2020-2025, African-American students overall revealed a median percentage of 58.0% and mean percentage of 52.6%, both under the institutional average. At one point (2022-2023) the percentage dropped to 35.0%. Male Black students demonstrated a five-year average of 58.6%, whereas female Black students exhibited a score of 48.0% over the same time period. At one point, Black female students dropped to 21.0% (2022-2023). While other student groups (e.g., Native Hawaiian, Pacific Islander, American Indian, etc.) demonstrated lower than average course success rate percentages at times during the survey, these groups provided too small of a sample size, and their data could not be supported as generalizable to the greater student population.

Factors explaining such low course success rates of African-American students can be attributed in two main categories: 1) Systemic and Institutional Barriers, and 2) Socioeconomic and Pre-College Factors. Systemic/institutional barriers may include lack of staff representation, as in our current AJ program, with too few Black faculty/staff, leading to a shortage of mentors and role models with whom Black students can bond or seek advice. This lack of representation in instructional and leadership roles may contribute to feelings of isolation. As for socioeconomic/pre-college factors, Black students may be dealing with basic needs insecurity, financial challenges, including debt-related problems, and inadequate college preparation (i.e., time management, scheduling conflicts, inadequate study skills, etc.). Staff development, focusing on the Umoja program, may be beneficial for AJ faculty to participate in to become more familiar with subtle institutional barriers impacting Black students.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

#### **A. AJ Degree/Certificate Completion (OVERALL)**

## Awards by Associate Degree or Certificate



Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Award	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<input type="checkbox"/> Certificates					9	8%			10	8%
<input type="checkbox"/> Associate Degrees	30	20%	31	26%	31	26%	30	29%	33	25%
<input type="checkbox"/> AA-Transfer/AS-Transfer	122	80%	88	74%	79	66%	75	71%	87	67%
<b>Total</b>	<b>152</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>130</b>	<b>100%</b>

This segment of the report focused on the AJ student program award completion rates. Analysis includes a review of associate degrees and vocational certificates. Findings reflected a notable 14.5% decline in overall completions for the program, illustrating the challenges faced by the COVID-19 impact, and its disruptions to student educational progress. Key data revealed a pronounced decrease in AA/AS-T awards, dropping from a peak of 122 in the 2020-2021 academic year to 75 in 2023-2024, before rebounding 16% to 87 by 2024-2025. Notably, the performance of non-transfer associate degrees remained relatively consistent, whereas certificate completions, non-existent in the early reporting years, increased to ten in 2024-2025. There is some evidence that faculty efforts towards program award completion, and strategic actions aimed at directed student counseling sessions, helped thwart the decline and move students back into award completion.

### B. AJ Degree/Certificate Completion (by ETHNICITY)

## Awards by Ethnicity and Gender



Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		Click here to follow
Ethnicity	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
<input type="checkbox"/> American Indian or Alaska Native	1	1%							1	1%	
<input type="checkbox"/> Asian	8	5%	3	3%	4	3%	5	5%	6	5%	
<input type="checkbox"/> Black or African American	1	1%	2	2%	2	2%	2	2%			
<input type="checkbox"/> Filipino							1	1%			
<input type="checkbox"/> Latina/o/x/e	119	78%	82	69%	89	75%	72	69%	94	72%	
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander					1	1%					
<input type="checkbox"/> Race/ethnicity unknown	1	1%	2	2%	2	2%	2	2%	3	2%	
<input type="checkbox"/> Two or more races	4	3%	3	3%	3	3%	8	8%	8	6%	
<input type="checkbox"/> White	18	12%	27	23%	18	15%	15	14%	18	14%	
<b>Total</b>	<b>152</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>130</b>	<b>100%</b>	

When assessing program award completion by ethnicity, Latine students, the largest group in this review, initially faced a 31.1% decrease in awards during the

early part of the pandemic, but showed signs of recovery, culminating in a 30.5% increase between 2023-2025. Their overall drop during the five-year period was 21.0%. Notably, the demographic of students identifying with 2+ races doubled over the reporting period, indicating a positive shift in engagement. White students percentages fluctuated, ending up relatively stable with a beginning and ending tally of 18. African-American students showed no awards as of 2024-2025.

Taking into consideration that the AJ Department has experienced both student headcount and enrollment increases during the last five years, but a noticeable decrease in program award completion during the same period of time, program faculty need to focus its strategy of award completion on enhancing the guided pathways model, as well as a redesign of student support services focused on faculty relationship-based advising.

**C. AJ Transfer After Degree Completion**

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024	
Transfer Status	Count	Percent	Count	Percent	Count	Percent	Count	Percent
No Transfer Record After Associate Degree	47	34%	48	42%	53	50%	56	55%
Transfer After Associate Degree	93	66%	66	58%	53	50%	46	45%
<b>Unduplicated Total</b>	<b>140</b>	<b>100%</b>	<b>114</b>	<b>100%</b>	<b>106</b>	<b>100%</b>	<b>102</b>	<b>100%</b>

AJ Department faculty examined declining transfer rates among AJ students. Data (2020-2024) indicated an overall decline in the AJ program, with a notable 27.1% decrease in unduplicated totals. Conversely, the number of students with no transfer record after an associate degree increased by 19.1%, suggesting a rise in students who opted to remain within the program without pursuing further education. Most striking was the 50.5% decrease in students successfully transferring after earning their associate degree, pointing to a significant drop in post-program mobility. Concerning trends indicated potential issues in program effectiveness or student support systems, ultimately impacting the college’s ability to facilitate transition into four-year programs. Analysis revealed that while more students remained without transferring, those who intended to pursue further educational opportunities witnessed a substantial decline. This could indicate diminishing motivation or inadequate transfer pathways available to AJ graduates.

**D. AJ Cohort Completion Data (2018-2020)**

**Fall 2018 - Fall 2020 Cohorts (Combined)  
By Completion Type**

Completion Type	Count	Percent
Degree and Transfer	133	24%
Degree Only	54	10%
No Degree or Transfer	340	61%
Transfer Only	34	6%

This report section centered on evaluating the degree completion and transfer rates of AJ Cohort students at Fullerton College from Fall 2018 to Fall 2020. Supporting content included disaggregation of data by ethnicity and gender, which helped identify differing performance levels within these categories. This

analysis emphasized the need for tailored strategies to improve overall student success. A fundamental finding showed that 61% of AJ Cohort (2018-2020) students did not achieve a degree or transfer, a critical aspect that highlighted potential issues in student retention and support.

Degree completion varied across ethnic groups, with notable completion rates among students identifying as 2+ races. Gender analysis revealed that female students demonstrated higher completion and transfer rates compared to their male counterparts, indicating a need to enhance support for male students. The overall decline in degree completion rates from 2018 to 2020 suggested declining engagement or effectiveness of educational strategies over the years. Below are the yearly completion rates by ethnicity and gender:

Ethnicity	2 Year Completion Rate	3 Year Completion Rate	Greater Than 3 Years Completion Rate
Asian	19%	13%	13%
Black or African American			4%
Filipino			33%
Hispanic/Latino	9%	15%	12%
Race/ethnicity unknown		14%	3%
Two or more races	22%	26%	
White	10%	18%	16%

Gender	Degree Completion Rate	Transfer Rate	Degree/Transfer Completion Rate
Female	36%	32%	42%
Male	30%	28%	37%
Unknown	50%	25%	50%

#### E. AJ Cohort Completion Rates by Type (2018-2020)

Term	Count	Degree Completion Rate	Transfer Rate	Degree/Transfer Completion Rate
Fall 2018	197	37%	32%	42%
Fall 2019	189	33%	28%	38%
Fall 2020	175	30%	29%	38%

In 2018, 197 degrees were conferred corresponding to a completion rate of 37%, representing the peak performance within this three-year span. However, a number of students opted to transfer instead of completing their studies, as evidenced by a transfer rate of 32%. A noteworthy 42% of graduates secured their degrees prior to transferring. The following year introduced further declines, with only 189 degrees conferred and a reduction in the completion rate to 33%. The transfer rate dipped to 28%, demonstrating a decrease in students' propensity to transfer. Despite the decline in overall graduation numbers, the rate of degree-to-transfer completions only saw a slight reduction to 38%, hinting that those who graduated continued to seek transfer opportunities. By 2020, the trend worsened, culminating in just 175 degrees conferred and a completion rate that fell to 30%. While the transfer rate stabilized at 29%, it remained lower than in 2018, and the degree-to-transfer completion rate persisted at 38%. These trends raised concerns regarding student retention and overall degree completion within the institution.

In summary, the AJ program's degree completion rates (2018-2020) consistently declined alongside a fluctuating transfer rate. The department is faced with the challenge of reversing this decreasing trend in degree completions while maintaining student interest in transferring to other programs. With a comprehensive understanding of these rates, the AJ program could explore targeted interventions to bolster student retention and completion rates in the years to follow. These interventions include enhancing our Guided Pathways activities, enhancing academic advising by use of AJ faculty mentoring sessions, using Artificial Intelligence (AI) technology to streamline student engagement processes, and fostering stronger partnerships with local CSU campuses, including CSU Fullerton, Long Beach, Los Angeles, and San Bernardino.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

**A. AJ Degree/Certificate Completion Time Frame (OVERALL)**

**Awards by Associate Degree or Certificate**



Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Award	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
☐ Certificates					9	8%			10	8%
☐ Associate Degrees	30	20%	31	26%	31	26%	30	29%	33	25%
☐ AA-Transfer/AS-Transfer	122	80%	88	74%	79	66%	75	71%	87	67%
<b>Total</b>	<b>152</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>130</b>	<b>100%</b>

This aspect of the report scrutinized degree/certificate completion rates. Findings reflected a notable decline in overall program award completions, illustrating the challenges faced amidst shifting educational demands and possible external factors that significantly impacted enrollment.

As the main theme of the report demonstrated, the diminishing trend in awards completed by students contrasted with occasional surges in specific award categories. Key data revealed a 14.5% decrease in overall awards (152 to 130), and a 28.7% drop in AA-T/AS-T awards, from a peak of 122 in the 2020-21 academic year to 87 in 2024-25, We did note a rebound of 16% between the two most recent academic years (2023-2025). Notably, the performance of associate degrees remained consistent, whereas certificate completions exhibited variability with an anticipated increase in the final reporting years.

**B. AJ Degree/Certificate Degree Completion Rate Time Frame (by GENDER)**

Gender	2 Year Completion Rate	3 Year Completion Rate	Greater Than 3 Years Completion Rate
Female	12%	15%	9%
Male	5%	14%	13%
Unknown		29%	7%

This section analyzed AJ degree completion rates by year, specifically focusing on gender-related differences. The data revealed the percentage of students who successfully completed their degrees within two years, three years, or beyond the three-year period. Notably, female students outperformed male students in terms of completing their degrees within the two-year timeframe, boasting a completion rate of 12% compared to the male rate of 5%. However, the analysis also indicated that male students demonstrated a more gradual increase in completion rates when assessed over a three-year period, achieving a completion rate of 14%. Of concern, 22% of male and female students (as well as 7% of unknown students) exceeded the three-year completion benchmark, prompting a deeper exploration into the factors that may contribute to delayed degree completion. Key insights emerged from the analysis; there was a clear indication of the need for enhanced support systems for male students to aid their early academic success, an exploration of systemic issues leading to gender disparities in completions, and an acknowledgment of the ongoing challenges all gender categories faced over extended periods.

### C.AJ Students: Years to Degree Completion

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1-2 years	39	28%	35	31%	27	25%	39	38%	47	41%
3-5 years	79	56%	55	48%	52	49%	42	41%	44	39%
6 or more years	21	15%	23	20%	26	25%	21	21%	23	20%
Less than 1 year	1	1%	1	1%	1	1%				
<b>Total</b>	<b>140</b>	<b>100%</b>	<b>114</b>	<b>100%</b>	<b>106</b>	<b>100%</b>	<b>102</b>	<b>100%</b>	<b>114</b>	<b>100%</b>

AJ student “years to degree completion” data showed an overall 18.6% decline in total degrees conferred (140 to 114) over the five years, indicating systemic issues within the program. However, noteworthy was the significant increase in students earning degrees within 1-2 years (+20.5%), which suggested improved immediate retention strategies. A troubling aspect was the steep decrease for those completing their degrees in 3-5 years (-44.3%), which was likely exacerbated by academic disruptions during the pandemic. Conversely, those completing their degrees in 6+ years remained relatively stable with a moderate 9.5% increase, indicating long-term commitment from those students. Data revealed that although immediate completions for AJ students improved, longer-term completions faced significant challenges. This indicated potential issues with curriculum coherence or support services for students who took longer to complete their degree programs. The AJ Department may need to focus on identifying barriers to longer completion times, enhancing support for non-traditional students, and implementing additional mentorship programs.

## 2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

### PSLOs

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During the last self-study cycle, the Administration of Justice Department revised its Program Student Learning Outcomes (PSLOs) to align with the newly adopted Institutional Student Learning Outcomes (ISLOs) and implemented updated design principles for the PSLO framework. The department finalized revisions across all its programs, which included an Associate of Science Degree, an Associate of Science for Transfer Degree, and a Crime Scene Investigation Certificate. Each of these PSLOs underwent a review process and awaited confirmation from the Student Learning Outcomes Assessment (SLOA) Committee. This alignment ensured that all learning outcomes reflected the institution's overarching educational goals and provided a clear roadmap for measuring successful student learning and achievement.

### PSLO Assessment

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In light of the previously adopted PSLO design principles, the Administration of Justice Department established an assessment framework aimed at evaluating student learning outcomes post-completion of degrees and certificates, rather than solely relying on individual course assessments. For our degree programs, a combination of capstone assignments and exit surveys are used, tailored to each of the specific degrees. The Crime Scene Investigation Certificate employs collaborative projects as part of its assessment strategy.

### CSLO Assessment

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Historically, the Administration of Justice Department had not conducted consistent assessments of Course Student Learning Outcomes (CSLOs), nor had it discussed the results and implications for improvement until recent times. During advisory meetings during the last survey, faculty and advisory committee members adopted new practices that involved assessing courses at least once a year, ideally every semester. This process aims to enhance the quality of programs and identify areas needing attention to improve student success. However, challenges remain regarding faculty compliance with this new assessment routine, which hindered consistent implementation. Recognizing that course assessments offer significant insights into academic programs and student outcomes, the department acknowledged the essential role of closing the loop in facilitating necessary changes to bolster academic achievement.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

N/A

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## Section 3: Other Areas of Program Effectiveness

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1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

**FULLERTON COLLEGE  
ADMINISTRATION OF JUSTICE DEPARTMENT  
CURRICULUM SPREADSHEET / 2025**

PRE-FIX	SHORT-TERM (21)	Last Reviewed	Current Revisions
AJ050 F	Accident Reconstruction by Drone	03/07/22	
AJ051 F	Night Operations by Drone	03/07/22	
AJ052 F	Search & Rescue by Drone	03/07/22	
AJ053 F	Tactical Operations by Drone	03/07/22	
AJ068 F	Parolee Contacts	12/18/18	
AJ069 F	Drug Influence	12/18/18	
AJ070 F	Emergency Management	11/09/21	
AJ071 F	Preventing Racial Profiling	11/09/21	
AJ072 F	Investigating Domestic Terrorism	11/09/21	
AJ075 F	Cultural Diversity	11/09/21	
AJ077 F	Organized Crime	11/09/21	
AJ078 F	Multi-Agency Taskforce	11/09/21	
AJ079 F	Law Enforcement Career Preparation	11/09/21	
AJ080 F	Lifetime Fitness for Law Enforcement	11/09/21	
AJ084 F	Domestic Violence	12/18/18	
AJ085 F	Police Vehicle Pursuits	12/11/19	
AJ089 F	Child Abuse/Child Pornography	12/18/18	
AJ091 F	Law Enforcement Instructor Development	11/09/21	
AJ092 F	Crime Scene Investigation	03/17/22	
AJ093 F	DNA Genetic Fingerprinting	10/13/25	
AJ095 F	Preventing Sexual Harassment	11/09/21	
<b>TRANSFER-LEVEL (15)</b>			
AJ100 F	Introduction to Criminal Justice (C-ID: AJ100)	09/12/25	
AJ110AF	Criminal Law (C-ID: AJ120)	12/18/18	
AJ110BF	Advanced Criminal Law	12/18/18	
AJ135 F	Weaponless Defense	11/09/21	
AJ140 F	Juvenile Procedures (C-ID: AJ220)	04/30/21	
AJ151 F	Police Report Writing	03/17/22	
AJ220 F	Criminal Procedure (C-ID: AJ122)	12/18/18	
AJ222 F	Rules of Evidence (C-ID: AJ124)	12/18/18	
AJ223 F	Criminal Investigation (C-ID: AJ140)	12/18/18	
AJ226 F	Narcotics and Vice Control	11/09/21	
AJ230 F	Crime Scene Techniques (C-ID: AJ150)	03/17/22	
AJ252 F	Police Patrol	11/09/21	
AJ276 F	Investigation of Homicidal Behavior	11/09/21	
AJ278 F	Multicultural Issues in Admin. of Justice	11/09/21	
AJ279 F	Contemporary Issues in Law Enforcement	11/09/21	

Note: C-NET reviewed November 2023. / Updated Review October 2025.

**FULLERTON COLLEGE  
ADMINISTRATION OF JUSTICE DEPARTMENT  
CURRICULUM SPREADSHEET / 2025**

**PROGRAM**

DEGREE (2)	Last Reviewed	Current Revisions
Administration of Justice /Associate in Science - Transfer	05/27/25	
Administration of Justice /Associate in Science	01/31/19	

Note: C-NET Updated Review October 2025.

CERTIFICATE (3)	Last Reviewed	Current Revisions
Crime Scene Investigation Certificate	08/19/22	
Drone Public Safety Certificate	10/17/23	Pending/Fall 2026
Public Safety Career Preparation Certificate	(No Date Listed)	Pending/Fall 2025

Note: C-NET Updated Review October 2025.

The most substantial change to AJ curriculum has been in the development of the drone courses and the collaboration with the Drone Technology Department on the new Drone Public Safety Certificate, set for Fall 2026. The Drone Public Safety Certificate will provide AJ students with a strong foundation and employment

skills needed for drone-based jobs. The training within the program will develop a student's understanding of the legal and safety aspects of drone usage and piloting in the public safety sectors.

The AJ Department also partnered with the college's Biology Department to launch the Forensic Technician Certificate. This certificate was created to address industry needs combining the Biotechnology and Administration of Justice areas for the forensic science field. Employment of forensic science technicians is projected to grow 16 percent from 2020 to 2030, much faster than the average for all occupations. As a result, more forensic science technicians will be needed to provide forensics information to law enforcement agencies and courts.

Finally, AJ collaborated with the Paralegal Studies program as a part of the new Criminal Law Specialty Certificate. The focus of the coursework for this certificate is skill building in the areas of legal drafting, communication, decision-making, and planning. Emphasis is on interpersonal communications and problem solving to prepare students for employment in the legal field, with a special focus on criminal law.

The AJ Department Coordinator, Kevin Sampson, works as part of the CCC Chancellor's Office C-ID Faculty Discipline Review Group (FDRG) for Administration of Justice. Responsibilities include reviewing justice administration core competencies and performance levels transferable between institutions. Kevin participates as a member of the team to develop course descriptors, particularly those lower division, pre-major, or major criminal justice courses beyond the introductory core courses. In addition, Kevin met with Jeanne Costello, Co-Chair of the Fullerton College *Guided Pathways Workgroup #4*, and Counselor Jon-Michael Hattabaugh in Fall 2025 to update the mapping of the Associate in Science Degree in Administration of Justice.

Criminal Justice new common course numbering system (AB111) is a statewide effort to standardize the course numbers, titles, and descriptions of courses in the CCC. The numbering system will be updated in phases between 2025 and 2027. It is in the later phases that many of the specific transfer-level AJ courses will see their numbers changed.

In response to AB89, the CCC Chancellor's Office and the Academic Senate for the California Community Colleges (ASCCC) developed a Modern Policing Degree model curriculum. This new degree is not meant to replace the existing AJ associate degree (AD-T), but will be a requirement moving forward to work as a peace officer in the state of California

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

The Administration of Justice (AJ) Department is uniquely designed to provide students with program-related opportunities that not only enhances their academic knowledge but also immerses them in the practical applications of their field. One of the standout features of our program is the AJ Department Scholarship, which actively supports low-income and underrepresented students pursuing a major in Administration of Justice. This initiative opens the door to various career-readiness opportunities, ensuring that all students have equal access to valuable experiences that will enhance their employability after graduation. From internships with esteemed agencies such as the FBI and the Orange County Superior Court, to hands-on roles within local police departments, students are afforded a number of options that deepen their understanding of law enforcement, the judicial process, and government/community engagement.

Moreover, our program recognizes that experiential learning transcends traditional in-class instruction. Opportunities such as the Police Ride-Along Program and Law Enforcement Dispatcher Sit-Along Program allow students to engage directly within their prospective fields. These experiences not only provide real-world

insights but also facilitate the development of essential skills such as communication, critical thinking, and teamwork. Additionally, we incorporate service learning into our curriculum by partnering with organizations dedicated to addressing homelessness and issues related to human trafficking. Such partnerships empower students to apply academic concepts in real-world contexts, fostering their growth as socially responsible citizens. Our commitment to experiential learning is further bolstered through field trips, guest speaker engagements, and presentations from local, state, and federal agencies, ensuring that students are well informed about potential career paths and current industry practices.

In conjunction with these hands-on learning opportunities, our AJ program offers a structured support framework for students to transition smoothly into the workforce. Initiatives like the Administration of Justice Pathways Program and articulation agreements with local partners ease the journey for incoming students and provide ongoing support throughout their educational endeavors. By blending classroom instruction with robust practical experiences, we're developing a generation of graduates equipped not only with theoretical knowledge but also with the practical skills and professional networking opportunities that are vital in today's job market. This holistic approach fosters a deeper appreciation for the diverse roles within the criminal justice system and encourages students to become active contributors to the safety and well being of their communities.

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Recent changes to laws, regulations, and educational policies have impacted criminal justice programs across the California community college system. These changes have been rooted primarily in a statewide effort to modernize law enforcement training and enhance the overall quality of education for justice administration students.

One of the pivotal pieces of legislation is AB 89, enacted in 2021, which introduced the PEACE Act. This bill raised the minimum age for new peace officers in California from 18 to 21 years, reflecting contemporary research findings about young adult brain development. By requiring a higher age threshold, lawmakers aimed to foster a more mature cohort of officers entering the workforce. Furthermore, AB 89 mandated the development of the modern policing degree program, requiring the CCC Chancellor's office to design a curriculum that included essential courses emphasizing critical thinking, emotional intelligence, psychology, and ethnic studies—each integral in preparing students for the complexities of modern law enforcement. In addition to AB 89, educational standards for peace officers were redefined. The Commission on Peace Officer Standards and Training (POST) was tasked to adopt new education criteria based on the Chancellor's report issued in 2023. This included a requirement for new officers to earn a modern policing or bachelor's degree by January 1, 2029. While recent legislative amendments have modified certain provisions and date requirements of AB89 (e.g., SB385, AB992), such mandates still suggest a significant shift in the educational requirements expected of future California law enforcement personnel.

Another important legislative change came in the form of Credit for Prior Learning (CPL). Title 5 regulations empower California community colleges to offer CPL to eligible students. This includes credit for military training, industry certifications, and alternative assessment methods, such as examinations or portfolio reviews. The California MAP Initiative, through its CPL Workgroup, proposes a systematic approach to recognize the prior learning accomplishments of students, particularly those within the Administration of Justice discipline. By aligning CPL policies with recognized training programs—such as those accredited by California Peace Officer Standards and Training (C-POST) — students completing police academy training may receive academic credit for their coursework. This is a huge shift in university transfer credit policies. The new approach not only aims to expedite degree attainment for current Administration of Justice students but also seeks to ensure that the recognition of their prior learning is transparent and systematically integrated into educational pathways. Ultimately, adopting CPL should facilitate faster, more affordable access to program awards and professional certification for students in the field of justice administration, thereby enhancing their employability and professional readiness.

Finally, the impact of legislation on the student body and academic administration has been apparent through AB1111, which requires the implementation of a common course numbering system by 2027. This initiative aimed to standardize course numbers across California’s community colleges, streamlining the transfer process for AJ students wishing to pursue a degree at four-year institutions. In alignment with evolving educational standards, an ethnic studies course is now a graduation requirement for students pursuing an associate degree, providing a critical framework for understanding social justice and the role of law enforcement in diverse communities.

## Section 4: Faculty and Staff

### 4.1 Population and Demographics

- Using the data provided by OIE, describe your program’s staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program’s student population is your staff?

#### A. AJ Faculty Headcount (by Academic Year)

**Faculty Headcount by Academic Year**

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Full-Time/Part-Time	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full-Time	2	49%	2	42%	3	40%	2	40%	3	39%
Part-Time	12	51%	16	58%	16	60%	17	60%	16	61%
<b>Unduplicated Total</b>	<b>14</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>19</b>	<b>100%</b>

Faculty data from the Fullerton College Administration of Justice program for the years 2020 to 2025 illustrated a steady progression in faculty numbers, with an overall increase of 35.7% over the five-year period. Initially, the program experienced its most significant growth, a notable 28.6%, during the early years of the reporting period spanning from 2020 to 2022. This surge saw the number of faculty rise from 14 to 18. In the final three years of the report, the faculty count stabilized at 19, indicating a period of consolidation after the growth phase.

Throughout the five-year period, the number of full-time faculty remained constant at two. In contrast, the part-time faculty saw an increase of 33.3%. This rise was predominantly observed in the first two years of the reporting period, aligning with the overall trend of faculty development during that time. As such, the data presented a picture of a program that not only grew in numbers but also adapted to the changes in faculty composition, suggesting a strategic alignment with educational demands and student needs within the Administration of Justice field.

#### B. AJ Faculty Headcount (by Ethnicity FT/PT)

## Faculty Headcount by Ethnicity and Full-Time/Part-Time Status

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
☐ Asian	1	8%	1	6%	2	13%	2	12%	1	6%
☐ Hispanic/Latino	3	25%	2	13%	2	13%	2	12%	2	13%
☐ Race/Ethnicity Unknown	3	25%	3	19%	3	19%	3	18%	3	19%
☐ Two or More Races	1	8%	1	6%	1	6%	1	6%	1	6%
☐ White	4	33%	9	56%	8	50%	9	53%	9	56%
<b>Unduplicated Total</b>	<b>12</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>16</b>	<b>100%</b>

Examining the ethnic breakdown of AJ faculty revealed varied trends across the different groups. Both full-time faculty members are categorized as White. As for part-time faculty members, Asian faculty increased slightly from 1 to 2 over the same five years, indicating a modest but positive trend in representation. In contrast, the Black faculty representation faced stagnation, with no faculty members assigned during the entire reporting period. This lack of representation highlighted a gap in diversity efforts, an issue that required attention in the program's future strategic initiatives. Latine faculty members initially decreased from 3 to 2 during the first year of the reporting year. However, their numbers remained stable at 2 for the following four years, suggesting a need for targeted recruitment to enhance the program's appeal and accessibility for this demographic. As a whole, White faculty experienced a substantial increase of 125%. The most significant growth occurred between 2020 and 2022, with numbers jumping from 4 to 9, before stabilizing in the last three years.

### C. AJ Faculty Headcount (by Gender FT/PT)

## Faculty Headcount by Gender and Ethnicity



Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
☐ Female	3	21%	6	33%	5	26%	5	26%	5	26%
☐ Male	11	79%	12	67%	14	74%	14	74%	14	74%
<b>Unduplicated Total</b>	<b>14</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>19</b>	<b>100%</b>

With regard to AJ Department faculty gender representation during the reporting period, one full-time faculty member is male; one is female. As a whole, the number of female faculty members saw a significant increase, rising from two to six. This surge reflected an effort to diversify the faculty and improve gender representation within the program. Male faculty composition also witnessed growth over the five-year period, with an overall increase of 27.3%. Initially starting at eleven male faculty members, this figure stabilized at fourteen during the last three years of the reporting period. This consistency highlighted an ongoing stability in male representation within the program, as the faculty dynamics adjusted to the new gender ratios established earlier in the period.

Overall, the changes in faculty make-up reflected broader trends in gender diversity and inclusion. While significant increases were observed among female faculty members early on, the stabilization in numbers suggested that both male and female representation reached a point of equilibrium, marking a meaningful step toward balanced gender representation in our faculty makeup.

### D. AJ Faculty FTE (by Section)

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Full-Time/Part-Time	FTEF	Percent	FTEF	Percent	FTEF	Percent	FTEF	Percent	FTEF	Percent
☐ Full-Time	7.1	49%	7.8	47%	7.7	44%	8.0	45%	8.1	44%
☐ Part-Time	7.3	51%	8.8	53%	9.7	56%	9.6	55%	10.3	56%
<b>Unduplicated</b>	<b>14.4</b>	<b>100%</b>	<b>16.6</b>	<b>100%</b>	<b>17.4</b>	<b>100%</b>	<b>17.6</b>	<b>100%</b>	<b>18.4</b>	<b>100%</b>

From 2020 to 2025, the AJ Department experienced a steady progression in overall performance, marked by a substantial unduplicated FTE growth rate of 27.8%. FT faculty FTE grew 14.1% and PT faculty FTE experienced an additional 41.1% increase. This upward trend was particularly pronounced in the initial years of the reporting period, peaking at an increase of 15.3% between 2020 and 2022. The data illustrated a trajectory that began robustly, reflecting solid advancement in the early stages of the metric measurements. The overall increase demonstrates a program that is showing both growth and efficiency is vital for the college.

### E. AJ Faculty Make-Up, Changes and Impact on Student Population

As of the fall 2025 semester, current faculty positions confirm three full-time faculty members and twelve part-time faculty members. This change includes the addition of a full-time female Latine faculty member. Overall, the AJ Department’s largest student enrollment is Latine (68%-69%). The college would best be served by actively recruiting additional Latine instructors, including full-time instructors for future openings due to any growth in the full-time faculty allocation and/or retirement. In addition, it would be helpful to actively recruit both qualified African-American and Asian AJ instructors as part of the faculty pool to meet student needs; this is due to the disparity in African-American student success rates, and a decrease in Asian student representation in the AJ program compared to the institution as a whole. The increase in female AJ instructors over the reporting period was a positive sign towards meeting the needs of female students, who make up 56% of the AJ student cadre.

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- Describe your program’s staffing changes since fall 2021. How have these changes impacted your program’s ability to achieve its strategic action plans?

Since Fall 2021, the Fullerton College Administration of Justice (AJ) program experienced significant staffing changes that enhanced its capacity to fulfill strategic action plans outlined in previous program reviews. The most noteworthy change came with the hiring of a new full-time faculty member in 2025. This addition was pivotal; it aligned directly with the strategic goals established to improve the program’s effectiveness and expand its course offerings. The new faculty member is bringing a fresh perspective and expertise, thereby elevating the curriculum and enriching the learning experiences of the students.

Moreover, the strategic inclusion of female part-time faculty members significantly transformed the program’s landscape. The percentage of female students in the AJ program is notably high, and increasing the number of female part-time instructors not only provided relatable role models for these students but also contributed to a more inclusive learning environment. The presence of female faculty members fostered a supportive atmosphere, encouraging female students to engage more actively in discussions, ask questions, and pursue leadership roles within the program.

Currently, any staff supporting the AJ program comes from the main Technology & Engineering Division office. In the past, our department was allotted two administrative assistants. At this point, the AJ Department is not supported with similar staffing numbers.

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## 4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

In the past few years, AJ Department faculty members engaged in collaborative discussions aimed at promoting equitable grading, attendance policies, late work considerations, and extra credit strategies to enhance student success. The AJ department coordinator played a vital role in facilitating communication between faculty members at the beginning of each semester. Through detailed emails, the coordinator highlighted important faculty responsibilities, institutional deadlines, and key areas that required ongoing attention, ensuring that all faculty remained aligned with the department's goals for equity and student achievement.

Data reflecting course completion and equity analysis indicated that the AJ Department had reached its highest success rates in five years, with an overall course success rate exceeding institutional standards by 16%. Notably, the course success rates for Latine students stand at 78%, while female students exhibit a commendable 79%. These figures bring the department close to its ambitious target of 80%, underscoring equitable student success policies promoted by AJ faculty.

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

AJ department faculty members acknowledge the need for more consistent dialogue among instructors regarding these important issues. The department is committed to ensuring that strategies addressing equity continue to evolve. Campus-wide equity training, along with ongoing reviews of academic data, have emerged as essential tools for further enhancing student success and achievement.

With a mission focused on creating a welcoming and inclusive environment, the AJ Department implemented various platforms that fostered this commitment. Such initiatives included ongoing faculty professional development, flex day sessions, and collaboration with community partners, which collectively supported students' rights to equality and non-discrimination. The commitment to equity is not merely an institutional goal; it reflects the dedication of all faculty members to serve students with respect and professionalism, particularly in the classroom setting. Ultimately, these efforts not only pave the way for higher achievement rates but also prepare students for future career pathways

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3. What additional areas of professional development could help your faculty and staff engage in this work?

Professional development activities for AJ staff should focus on ensuring that our students' educational and career needs are met. OIE data confirm the need to assist African-American AJ students with both course success and course/program award completion. Our faculty should increase its participation in programs such as Umoja, a statewide program recognized to enhance the cultural and educational experiences of Black students through curriculum, pedagogy, and supportive student services. To increase the likelihood of program award completions, and more rapid program completion to transfer, faculty should obtain additional training and promote department practices in three major categories: 1) Pedagogical and equity-focused strategies, 2) technology and data integrations, and 3) career and industry focused development. As a part of the pedagogical and equity focus, AJ staff could participate in equity-centered community programs, updated and innovative teaching methods, and teacher-student mentorship sessions. With regard to technology/data training, faculty should develop AI understanding, increase the use of institutional data early on, and learn to use program pathway mapping software. Finally, with an eye on career and industry development, faculty should work on increasing career-related internship programs, as well as participate in credit for prior learning activities

in line with recent legislation.

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## Section 5: Program Planning

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### 5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

#### 2021 SAP #1

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##### **Hire 2 full-time faculty members**

**SAP Text Description:** Hire 2 full-time faculty members. One by Fall 2022, and the second by Spring 2023.

##### **Personnel: District Funds**

**SAP Measurable Outcome: Increase student enrollment, and certificate completion by 1.0-1.5%**

**Progress:** One full-time faculty member was hired in August 2025. An additional full-time faculty member is necessary to support the student demands of course offerings, program expansion, outreach recruitment with community partners, and campus sponsored events.

#### 2021 SAP #2

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##### **Drone equipment for new courses**

**SAP Text Description:** Drone equipment for four courses being offered in the Fall 2022 semester. All equipment needs to be available by Summer 2022.

**Equipment:** Drones; Cameras; Ancillary Course Equipment

**TOTAL requested amount:** \$65,000

**SAP Measurable Outcome:** No baseline for measurable outcomes, due to new courses in the program. Measurable outcomes can be anticipated due to the high demands for these innovative courses, and advisory committee members conquer. In the initial semester of offering the courses, 60% fill rate is the goal.

**Progress:** PRC approved, funding denied. Drone equipment funding request of \$65,000 denied for new courses. Four drone courses were developed, approved, and offered to students. The lack of funding restricted faculty instruction and limited course offerings due to absence of AJ drone equipment.

### 2021 SAP #3

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#### **Equipment for Crime Scene courses and Certificate**

**SAP Text Description:** Crime Scene Investigation course equipment. The equipment is necessary for the current and expanding CSI program by Spring 2022. By Fall 2022 the CSI and Biotech courses will need all equipment for this collaboration project and CSI/Biotech Certificate.

**Equipment:** Crime Scene photography equipment; photography lighting; CSI investigative kits for students (40); Crime scene scenario equipment; Scenario facility (on or off campus)

**TOTAL requested amount:** \$115,000

**SAP Measurable Outcome:** Increase the AJ CSI Certificate completion by 10%

**Progress:** PRC approved, funding denied. Funding request of \$115,000 denied for crime scene courses, equipment, and CSI certificate.

### 2021 SAP #4

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#### **Innovative Instructional Classroom- Lab & Command Center**

**SAP Text Description:** Instructional classroom will allow for in-person or remote/Zoom instruction, which will include labs, group projects and collaboration, AJ/Biology Dept. courses, along with command center conversion for AJ courses and community partner training. Timeline: Fall2022

**Facilities:** /Tables; Chairs \$20,000

**Equipment:** Smart Boards and Monitors \$65,000

**Computer hardware:** Remote and Zoom equipment- Cameras; projectors \$110,000

**Computer software:** Zoom software \$42,000

**Other:** Consultant and contractor \$12,000

**TOTAL requested amount** \$249,000

**SAP Measurable Outcome:** Increase the AJ CSI Certificate completion by 10%

**Progress:** PRC approved, funding denied. Instructional classroom, lab, and command center funding request of \$249,00 denied.

### 2021 SAP #5

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#### **Training**

**SAP Text Description:** Training and conferences for course instruction and program products/equipment. Timeframe: Starting in Spring 2022

**Training:** Drone and CSI

**TOTAL requested amount:** \$12,000

**SAP Measurable Outcome:** Increase knowledge and product information for Drone course; CSI courses and certificate program. A 2% increase in enrollment and course completion is anticipated, due to innovative instruction and products to support student completion and course success.

**Progress:** PRC approved, funding denied. Training and conferences for course instruction and program development funding request of \$12,000 denied.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

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**2021 SAP #1**

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**Hire 2 full-time faculty members**

***Lack of fund impact:***

- Limited course offerings restrict student degree and certificate completion
- Unable to meet requested demands of Dual Enrollment courses to educational partners
- Restricted ability to collaborate with additional campus programs
- Inability to expand AJ Department programs recommended by Advisory Committee
- Outreach recruitment and event attendance limited

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**2021 SAP #2**

**Drone equipment for new courses**

***Lack of fund impact:***

- Lack of drone equipment limits instructional presentation, enhanced delivery
- Course offerings restricted
- Equipment availability limited

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**2021 SAP #3**

**Equipment for Crime Scene courses and Certificate**

***Lack of fund impact:***

- Restricts further expansion of program
- Unable to provide course offerings to meet student needs
- Negative impact on continuing collaboration with the Biotech Department
- Dual Enrollment course offerings continue to be eliminated
- Community outreach recruitment and events limited or cancelled
- CSI and Forensic Technician Certificate course offerings did not meet student demands
- Forecasted certificate and degree completion rates and student success declined

**2021 SAP #4**

**Innovative Instructional Classroom- Lab & Command Center**

***Lack of fund impact:***

- Inability to meet student and community partners demands
- Lack of technological instruction to meet current requirements for law enforcement professionals
- Negative impact on program expansion as recommended by AJ Advisory Committee

**2021 SAP #5**

**Training**

***Lack of fund impact:***

- Challenges faculty to stay current with innovative technology
- Lack of updated professional standards
- Limited instructional models to support student success
- Restricted collaboration with technology partners and law enforcement professionals
- Lack of representation of the AJ Department and Fullerton College

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**SAPs**

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**Forensic Crime Lab Scenario Props & Equipment**

**ShortDescription:**

AJ faculty are working to build on the 29.5% 5-yr. student enrollment increase and the 78% student success rate currently identified in the most recent institutional data. ----- 1. Staging complete crime scenes (e.g., a mock break-in, a suspicious death, a stolen item) in a dedicated lab space

provides the most holistic training. • Activity: Students, working in teams, respond to a staged, full-scale crime scene. They must secure the scene, document it using professional techniques, identify, and collect all evidence, and maintain the chain of custody. • Props & Equipment Needs: Crime Scene Barrier Tape and Signs: To cordon off the area and maintain integrity; Evidence Markers/Flags and Measuring Scales: For documentation of evidence location in photographs and sketches; Professional Camera Kits: Digital or 35-mm cameras with various lenses and external flashes for detailed forensic photography; Forensic Light Sources (Alternate Light Sources): To detect latent evidence like body fluids or fibers not visible under normal light; Evidence Collection Kits: Including various sizes of evidence bags, paper and plastic envelopes, and containers for specific types of evidence (e.g., arson, biological); Personal Protective Equipment (PPE): Gowns, masks, gloves, and booties to teach contamination avoidance protocols; Mock Evidence: Staged items like a "bloody" baseball bat, prescription bottles, anonymous letters, footprints/tire tracks (created with casts or impressions), and fake bodily fluids (for presumptive testing). 2. Specialized Evidence Analysis Labs: These activities focus on specific forensic techniques in a dedicated laboratory setting, requiring specialized instrumentation. • Activity 1: Latent Fingerprint Processing and Analysis • Props & Equipment Needs; Portable Fuming Chamber: For developing latent prints using cyanoacrylate (superglue) fuming; Various Fingerprint Powders and Brushes: Including magnetic, black, and fluorescent powders; Lifting Tape and Fingerprint Cards: For collecting and documenting prints; Magnifiers and Microscopes: For detailed comparison of collected prints to known samples. • Activity 2: Bloodstain Pattern Analysis (BPA) • Activity: Students create and analyze various bloodstain patterns (e.g., free fall, angled impact, blunt force trauma) to determine the angle of impact, origin, and nature of the force used. • Props & Equipment Needs: Simulated Blood (Syringes, Droppers, Bottles): For creating different patterns; Various Surfaces: Wood, cardboard, cloth, and textured materials to observe how patterns differ on various substrates; Luminol and other Presumptive Blood Tests: To detect invisible or trace amounts of blood evidence; Angle Finders/Protractors and String Kits: To physically reconstruct the trajectory and origin of the blood spatter. • Activity 3: Trace Evidence and Ballistics Comparison • Activity: Students analyze and compare trace evidence (fibers, hair, paint chips, glass fragments) or tool marks/ballistics evidence from the mock scene with "suspect" samples. • Props & Equipment Needs: Comparison Microscopes: Essential for side-by-side analysis of trace evidence, fibers, and ballistic evidence (e.g., bullet striations, firing pin impressions); Chromatography Kits: To separate and identify ink pigments from a ransom note or check; Tool Mark/Ballistics Reference Kits: Collections of known tool marks or spent casings/bullets for comparison purposes.

### **Measurable Outcomes:**

Increased CSI certificate completion in the AJ program: With the addition of the new full-time AJ instructor overseeing the CSI program, we expect to see a 10% increase in CSI certificate awards due to increased enrollment and the unique, hands-on learning opportunities afforded the students, and a 5%-10% increase in student success rates due to practical skills development and student retention. In addition, we anticipate to see improved job-placement, as local/regional police departments are focused on hiring students who demonstrate the ability to apply theoretical knowledge to "street" practice. Students who demonstrate the ability to collaborate with others and communicate effectively are much more likely to meet desirable qualification standards for an entry-level CSI position.

### **College Goals:**

2.2 Increase access/usage of Basic Needs

### **SAP Phase:**

New

## **Resource Requests**

### **Forensic Crime Lab Scenario Props and Equipment**

#### **Enhancement:**

Scenario course props and equipment are necessary for the current and expanding CSI program.

**Personnel-Related:**

Not Personnel related

**Resource Category:**

Equipment

**Quantity:**

1

**Unit Cost:**

\$1,500.00

**TotalCost:**

\$1,500.00

**Forensic Crime Lab Scenario Props and Equipment**

**Enhancement:**

Scenario course props and equipment are necessary for the current and expanding CSI program.

**Personnel-Related:**

Not Personnel related

**Resource Category:**

Equipment

**Quantity:**

1

**Unit Cost:**

\$1,500.00

**TotalCost:**

\$1,500.00

**Forensic Crime Lab Scenario Props and Equipment**

**Enhancement:**

Scenario course props and equipment are necessary for the current and expanding CSI program.

**Personnel-Related:**

Not Personnel related

**Resource Category:**

Equipment

**Quantity:**

1

**Unit Cost:**

\$1,500.00

**TotalCost:**

\$1,500.00

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## Instructional Supplies

**Short Description:**

Instructional classroom supplies will allow for in-person or remote/Zoom instruction, which will include labs, group projects and collaboration, AJ/Biology Dept. courses, along with Command Center conversion for AJ courses and community partners training. Timeline: Fall2026

**Measurable Outcomes:**

10% increase in CSI certificates.

**College Goals:**

2.2 Increase access/usage of Basic Needs

**SAP Phase:**

New

## Resource Requests

### Instructional Supplies

**Enhancement:**

The supplies are necessary to be able to complete the courses and to facilitate student success rates. The necessary teaching materials and supplies will be replenished allowing for the completion and success of the CSI course.

**Personnel-Related:**

Not Personnel related

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$450.00

**TotalCost:**

\$450.00

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**Personnel-Related:**

Not Personnel related

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$450.00

**TotalCost:**

\$450.00

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**Scenario Software for Instruction****Short Description:**

AJ faculty are working to build on the 29.5% 5-yr. student enrollment increase and the 78% student success rate currently identified in the most recent institutional data. For the AJ program, we are seeking licensing software for interactive decision-making learning experiences in criminal justice or crime scene investigation. Key options include MILO simulation systems, LearnSci CSI, Staples VR (Staples Virtual Reality), and platforms like CT2Learn and Mazetec. Key Software and Platforms: - MILO Simulation Systems Immersive multi-screen or single-screen simulation systems with an extensive library of customizable video-based scenarios (e.g., de-escalation, use of force, mental health crises, traffic stops). Scenarios feature multiple decision trees and outcomes based on student actions. Training officers, cadets, and students in high-pressure decision-making, communication, and de-escalation skills. Available for licensing/purchase by schools, community colleges, and law enforcement agencies. Does not require network connections and works as a self-contained system. - LearnSci CSI Provides digital resources, including engaging interactive worksheets and a virtual crime scene where students manage and assess scenes and identify evidence for collection. Enhancing forensic science education, providing practical experience with evidence management and scene assessment. Licensed by educational institutions. - Staples VR Develops custom virtual reality training simulators, including crime scene investigation environments, using technologies like LiDAR scanning and photogrammetry to create realistic, interactive scenarios for gathering and logging evidence. Immersive VR training, offering a dynamic and engaging environment for developing practical, hands-on investigative skills. Available for licensing; can be customized for specific training needs. - CT2Learn (Curriculum Technology) An "Evolved Learning System" that offers comprehensive, interactive e-learning tools and course content for entire criminal justice programs. Includes interactive flowcharts and video series to help students problem-solve within the complex justice system. Broad curriculum support, flexible e-learning for online, on-ground, or hybrid courses; can be used as a primary text or supplement.

Institutional licensing available. - Mazetec A platform for creating text-based, scenario-based learning modules (choose-your-own-adventure style) that can incorporate time pressure and points. Developing custom, flexible, text-based interactive scenarios for decision-making training. Platform access is likely licensed or subscription-based. Considerations for Community Colleges Budget Considerations: We may find e-learning platforms like CT2Learn or Mazetec more accessible, as they do not require specialized hardware (like VR headsets or simulation rooms). \* Hardware: Immersive VR or multi-screen simulators (like MILO or Staples VR) offer highly realistic experiences but require a greater initial investment in technology and space. \* Specific Focus: For a strong focus on forensic evidence collection, LearnSci CSI or Staples VR are most relevant. For broader decision-making skills (e.g., policing interactions, legal procedures), MILO or CT2Learn may be a better fit. \* Customization: Many vendors, including MILO and Curriculum Technology, offer the ability to create custom scenarios to meet specific program or community needs. \* Accreditation/Certification: Ensure the training aligns with relevant standards, such as POST (Peace Officer Standards and Training) certification requirements, as some software is designed with these in mind.

**Measurable Outcomes:**

10% increase in CSI certificate program award completion. 10% increase in overall AJ program student enrollment. 5%-10% increase in student success rates. In addition, we anticipate to see improved job-placement, as local/regional police departments are focused on hiring students who demonstrate the ability to apply theoretical knowledge to "street" practice. Students who demonstrate the ability to collaborate with others and communicate effectively are much more likely to meet desirable qualification standards for an entry-level law enforcement position.

**College Goals:**

2.2 Increase access/usage of Basic Needs

**SAP Phase:**

New

**Resource Requests**

**Scenario software for instruction**

**Enhancement:**

The software is necessary to be able to complete the courses and to facilitate student success rates. Students will be provided “interactive, decision-based learning experiences” that allow them to practice the skills being taught in the course in a risk-free environment and provide for course success.

**Personnel-Related:**

Not Personnel related

**Resource Category:**

Computer Software

**Quantity:**

30

**Unit Cost:**

\$95.00

**TotalCost:**

\$2,850.00

