PROGRAM REVIEW, 2011
ADMINISTRATION OF JUSTICE PROGRAM

ACADEMIC PROGRAM LINK TO COLLEGE MISSION

The mission of the Feather River Community College District is to serve a diverse student population with an effective learning environment. The District will accomplish this by offering high-quality general education, transfer programs, career technical degrees and certificates, and extracurricular activities that enhance student development and success. The college will foster interpersonal opportunities and provide unique programs supported by its small size and mountain location. The District will additionally promote regional economic development, broaden international understanding, and encourage life-long learning.

ADMINISTRATION OF JUSTICE PROGRAM REVIEW

A. STAFFING

1. The Administration of Justice Program has one full-time faculty member and two part-time associate faculty members. The full-time faculty member teaches five courses per semester. An associate part-time faculty member teaches one class per semester.
2. The current staffing structure is detrimental to the program's credibility among potential employers. While faculty members are very knowledgeable regarding the criminal justice topics covered, the lack of diversity of views and experience is considered a negative effect on the program.
3. There are no plans to increase the number of Administration of Justice faculty due to the budgetary issues that the college is facing.
4. The following charts will present the full-time faculty teaching load for the AJ Program.

B. CURRICULUM, INSTRUCTION & ASSESSMENT

1. **Description & Background:**
   The Administration of Justice (AJ) Program is designed for students preparing for careers in the criminal justice system or planning to continue their education at upper-division levels, or for those students simply interested in learning more about criminal justice. The program exposes students to the many facets of criminal justice. Positions are available with local, state, and federal law enforcement agencies, the court system, juvenile and adult probation, and correctional facilities. AJ courses can also be beneficial for students who ultimately wish to attend law school.

   In fall 1999, the AJ Program at Feather River College changed from being a part-time program with a part-time coordinator and adjunct faculty to being a full-time program with one full-time instructor/coordinator. Significant revisions were made to the curriculum

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during the 1999-2001 academic years. Additional changes have been made since then to ensure the program continues to meet the needs of its students. In 2003, as the program had grown, an associate faculty member, who teaches one or two courses a semester, was added. Since then, two associate faculty members have left the program and have been replaced.

Associate Degree and Transfer Education: The program has a degree option in Administration of Justice, which helps students transfer to four-year schools more seamlessly. Numerous courses in the AJ Program articulate directly into the California State University, University of Nevada systems, and the University of California educational system. Courses are also accepted as lower-division coursework at private schools in and out of California.

The AJ Program is in the process of being certified as a transfer model curriculum that will ensure students transferring to the CSU system they will not have to repeat lower-division coursework in criminal justice programs.

Professional & Technical Studies:
The AJ Program at Feather River College provides quality in-service training and vocational preparation for those who are currently employed in the criminal justice system. Administration of Justice courses taught at FRC are also accepted by the Department of Justice, Peace Officer Standards and Training Commission, and the State Department of Corrections as in-service training credits.

Certificates Offered:
The AJ Program provides a certificate in Administration of Justice for those students who wish to pursue employment without following traditional academic educational paths. The certificate program meets the hiring needs of local law enforcement and social service agencies, and has been reviewed and approved by the Administration of Justice Advisory Board.

2. Program Changes

The AJ Program has made the following modifications:

- Three courses have been retired: Written Communications for Administration of Justice, Introduction to Private Security, and Advanced Private Security. The Written Communications course was simply not needed as this particular skill is taught as part of many AJ courses' activities. Both private security courses were

retired because faculty does not have the expertise to teach this program and there was no discernible target audience.

- Two courses have been added to the program, Introduction to Terrorism and Introduction to Multiculturalism. Both courses are necessary for the AJ Program to maintain an updated curriculum that is relevant to criminal justice practitioners. The multiculturalism course may also meet general education requirements for all students.
- There has been a continued effort to offer distance education classes each semester.
- The AJ Program uses a problem-based learning (PBL) format in many of its classes. PBL has proven to be an effective means of increasing critical thinking among students and also prepares those who will be attending police academies in the future, which are also emphasizing PBL as a learning methodology.
- The certificate, Working with Children in the Justice System, has been retired. Very few students took advantage of this certificate. Also, it did not prepare students adequately for any role in the criminal justice system.

3. Student Learning Objectives

Student learning objectives have been completed for all courses in the AJ Program. Program SLOs have also been completed and are a part of the most recent catalog description of the AJ Program. SLO assessment continues to be measured by quizzes, exams, written projects, class presentations, and problem-based learning experiences.

Administration of Justice Program SLOs

• Communication: Written and oral communication skills in disciplines and professions related to the Criminal
Justice System. This includes the ability to convey information and work effectively with groups of varying sizes, as well as different audience levels.

• Multidisciplinary perspective: The ability to speak the language of the various disciplines representing the
Criminal Justice System keeps graduates competitive in an increasingly interrelated and competitive market.

• Knowledge: A quantitative and qualitative understanding of how the Criminal Justice System functions, how technology is used, how public policy drives the system, and how the various system components ensure safe and high-quality communities.

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• Application skills: Proficiency in disciplines related to the Criminal Justice System is an outcome of quality practice. Investigative skills are taught and practiced regularly at FRC, both in mock crime scenes and the classroom.

• Professional ethics: Ethical considerations of all related Criminal Justice System disciplines will be the focal point of AJ students' studies. Ethical considerations are the very core of decisions involving police powers. FRC students are encouraged to question the intended and unintended consequences of the Criminal Justice System.

• Understanding multiculturalism: An appreciation for responsibly interacting and respecting the diverse populations of the community, understanding the tensions that may exist between minority communities and the police, striving toward a balance between meeting today's needs for law enforcement and respecting human rights.

4. **Strengths of Administration of Justice Program**

The Administration of Justice Program:

- Offers an Associate's Degree in Administration of Justice that successfully prepares students for positions within criminal justice or social services upon graduation.
- By meeting the requirements of the transfer model curriculum, provides for easier transition to four-year institutions at the junior level, and allows for quicker completion of studies at the four-year level in most cases.
- Offers a certificate of achievement for students who do not wish to follow traditional degree paths.
- Continues to be one of the most successful programs at Feather River College. Enrollments remain steady with classes filled to capacity.
- AJ instructors adapt to the changing needs and interests of the law enforcement/social services community. For instance, a new course, "Crime Scene Investigation," was created to address increased interest in forensics and "Introduction to Terrorism" was developed to give majors and non-majors alike the opportunity to understand the geo-political situation in the world as it relates to criminal justice. A required course for AJ majors, "Current Issues in the Administration of Justice," ensures that students are receiving the most up to date knowledge in the field.
- AJ instructors and guest lecturers are all professional, competent, former and current law enforcement personnel, providing students with realistic and accurate knowledge and experiences.

- AJ course schedules meet the needs of program students. Course scheduling provides educational opportunities for as many students as possible.
- The AJ Program shows extremely positive numbers in success rates and retention rates. *(See data analysis section.)*
- The AJ Program Coordinator acts as an academic and vocational advisor for all Administration of Justice students and a portion of the Liberal Studies students. Students are provided with current and accurate information that they might not otherwise receive in a comfortable, non-threatening environment.

Room for Improvement in Areas of Strength

- Course scheduling continues to be a concern with room for improvement at Feather River College, especially for vocational programs. Approximately half of the college's students are athletes who have afternoon practice schedules and often travel on Fridays, thus resulting in the majority of courses being offered in the morning or evenings. With all the courses "competing" with each other for students, general education courses are usually the ones that are filled first by counselors.
- All courses offered in Administration of Justice are generally filled to capacity. This would suggest that the program could benefit from an additional adjunct faculty member to help provide more opportunities for students. Additionally, the program would benefit from more distance education opportunities for students. Due to fiscal constraints or other priorities, the college is not considering expanding existing programs.
- The AJ Program is a successful vocational program, but it does not receive adequate funding from the college for equipment and supplies.

Addressing Program Weaknesses

With only one full-time faculty member, it is difficult for the Administration of Justice Program to be much more flexible with scheduling, especially under the constraints placed by athletic programs and full-time faculty member obligations. Additional adjunct faculty members would be beneficial.

Funding for new instructors or instructional equipment and supplies continues to be a problem at this small community college. Future goals will include attempts to locate alternative funding sources or donations to assist in purchasing needed materials.

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5. Objectives and Goals of the Administration of Justice Program

Goals/Objectives	Rationale
Continue to review/revise curriculum as appropriate to meet needs of students and changing needs of potential employees in the job market, and reflect student learning outcomes needed for professional and academic success.	Skills needed in the job market continue to change, and skills taught must reflect those changes.
Develop and recertify state law enforcement training as need arises.	If students require state-certified training, the program should adapt to meet those needs.
Revise program website so that it better meets students' needs and serves as a recruiting tool.	A well-planned and organized website can assist in marketing, recruiting, retention, and assistance to students.
Submit AJ Program curriculum for certification under the Transfer Model Curriculum program.	This facilitates ease of transfer to four-year schools.
Increase number of adjunct faculty teaching Administration of Justice courses.	Additional instructors will allow enrollment to increase. Additional instructors will allow full-time faculty member to consider teaching short-term, weekend, or non-traditional course offerings.
Increase on-line offerings.	On-line offerings will increase student opportunities and options for educational success.
Locate alternative funding sources.	Alternative funding sources will increase ability to purchase equipment, supplies, and possibly fund an increase in adjunct faculty.

C. PHYSICAL RESOURCES

Physical resources at Feather River College for the most part meet the needs of the AJ Program. The one area noticeably lacking is that of crime scene investigation. This should be a hands-on class that teaches students how to lift latent fingerprints, fingerprint people, and collect various types of trace evidence and impressions. This may be a situation where the students will be required to purchase limited evidence kits for use in class.

The new Learning Resource Center has new classrooms that are being fitted with audio-visual capabilities that will facilitate instruction. Other classrooms have been improved and also meet those same needs. Information technology is not specifically needed by the AJ Program at this time other than what is currently available on campus. Library holdings are sufficient to meet the needs of the AJ Program.

D. STUDENT RETENTION AND SUCCESS

There are no discernible demographic trends in the AJ Program. While there is a decrease in the number of Black students, this is accompanied by a similar trend in the decrease of White students, with other categories generally remaining the same.

The retention rates for AJ courses range from 73% to 100% with the exception of AJ 125, which is a cross-listed course with environmental science. The retention rate average of 86% for AJ courses is adequate and compares well with other college programs.

The number of degrees awarded to AJ students is 9.3 per year, which is significantly higher than all other programs.

E. COMMUNITY SERVICE

Very little has been accomplished in the area of community service. The full-time faculty member has consulted for the local sheriff's department as well as police departments out of the immediate area. The primary reason for not having regular community service is that with only one faculty member, it is not possible to engage in these types of activities.

F. ADVISORY COMMITTEES

The AJ Program advisory committee consists of the following members:

Jeff Cunan, former Plumas County District Attorney
Gerry Hendrick, Plumas County Sheriff's Department Commander
Steve Pitts, Chief of Police, Reno Police Department

The advisory committee was put in place in November, 2011. No meetings have taken place, but e-mail contact has been established.

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G. APPENDICES

Mapping of Courses and Activities to Program/Certificate Student Learning Outcomes

REQUIRED COURSES	Communi-cation (1)	Multi-disciplinary perspective (2)	Knowledge (3)	Application Skills (4)	Profession-al Ethics (5)	Understanding Multiculturalism (6)
ADMJ 102 Intro to Admin. Of Justice	2	2	1	2	1	1
ADMJ 108 Intro to Investigations	2	3	2	2	1	1
ADMJ 114 Juvenile Justice	2	2	2	2	2	2
ADMJ 120 Intro to Corrections	2	2	2	2	2	2
ADMJ 204 Criminal Law and Procedure	3	2	3	3	2	2
ADMJ 206 Current Issues in AJ	3	3	2	3	2	2
ELECTIVE COURSES						
ADMJ 105 Community and Human Relations	3	3	2	2	3	3
ADMJ 106 Intro to Evidence	1	2	2	2	1	1
ADMJ 112 Intro to Criminology	1	3	2	2	2	1
ADMJ 116 Vice, Narcotics, and O.C.	1	2	1	2	2	1
ADMJ 118 Police Field Operations	2	1	1	2	3	2
ADMJ 125 Wildlife Laws and Issues	1	1	1	2	2	1
ADMJ 126 Crime Scene Investigation	2	3	2	3	2	1
ADMJ 128 Intro to Terrorism	2	3	3	3	3	3
ADMJ 203 Intro to Multiculturalism	3	3	2	2	3	3

Use the scale below to rank the degree to which the **courses and activities** address the Program/Certificate SLOs.

Scale: 0 = does not address 1 = introduces 2 = develops 3 = mastery

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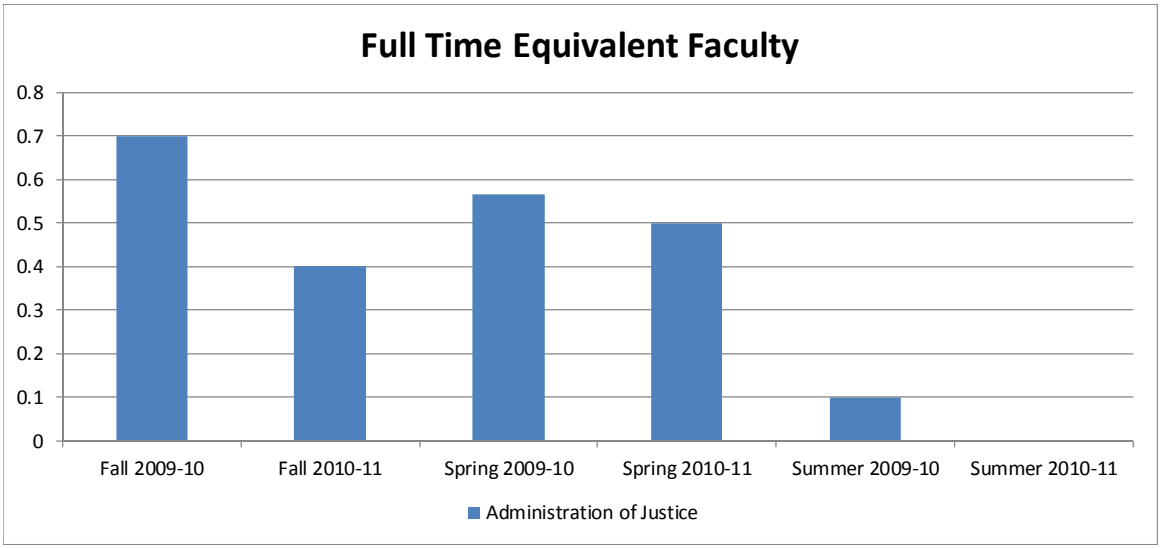

FTEF Admin Of Justice

Course	2009-10				2010-11				Grand Total
	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	
ADMJ 102	0.00	0.10	0.00	0.10		0.10	0.10	0.20	0.30
ADMJ 106			0.00	0.00	0.00			0.00	0.00
ADMJ 108			0.10	0.10	0.00		0.10	0.10	0.20
ADMJ 112		0.00	0.10	0.10					0.10
ADMJ 114	0.00	0.10	0.10	0.20	0.00		0.10	0.10	0.30
ADMJ 116			0.10	0.10			0.10	0.10	0.20
ADMJ 118		0.10		0.10		0.10		0.10	0.20
ADMJ 120		0.10	0.10	0.20	0.00		0.10	0.10	0.30
ADMJ 125			0.07	0.07					0.07
ADMJ 126		0.10	0.00	0.10					0.10
ADMJ 128	0.00	0.10		0.10					0.10
ADMJ 203		0.10		0.10					0.10
ADMJ 204	0.10	0.00	0.00	0.10		0.10		0.10	0.20
ADMJ 206		0.00	0.00	0.00		0.10		0.10	0.10
Grand Total	***0.10***	***0.70***	***0.57***	***1.37***	***0.00***	***0.40***	***0.50***	***0.90***	***2.27***

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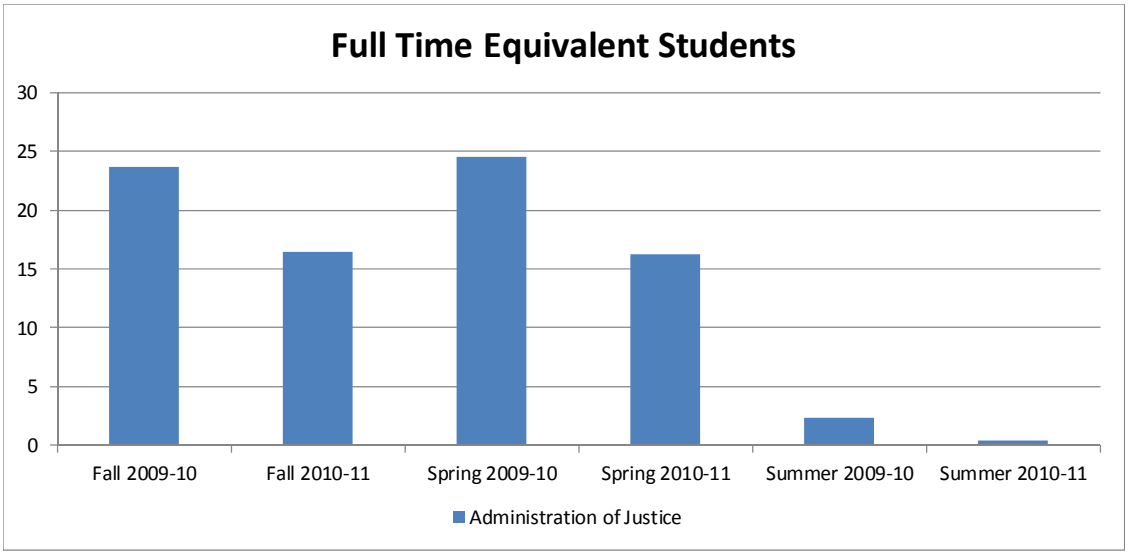
FTES Admin Of Justice

Course	2009-10				2010-11				Grand Total
	Summer	Fall	Spring	Total	Sumr	Fall	Spring	Total	
ADMJ 102	0.2	4.2	0.6	5.0		6.9	4.0	10.9	15.9
ADMJ 106			0.3	0.3	0.1			0.1	0.4
ADMJ 108			3.3	3.3	0.1		2.3	2.4	5.7
ADMJ 112		0.6	4.7	5.4					5.4
ADMJ 114	0.9	5.3	4.6	10.8	0.1		3.2	3.3	14.1
ADMJ 116			5.0	5.0			4.5	4.5	9.6
ADMJ 118		1.7		1.7		1.9		1.9	3.6
ADMJ 120		3.9	4.1	8.0	0.1		2.2	2.3	10.3
ADMJ 125			0.2	0.2					0.2
ADMJ 126		2.7	0.1	2.8					2.8
ADMJ 128	0.1	1.9		2.0					2.0
ADMJ 203		2.5		2.5					2.5
ADMJ 204	1.1	0.6	0.8	2.6		2.4		2.4	5.0
ADMJ 206		0.2	0.6	0.8		5.3		5.3	6.1
Grand Total	***2.4***	***23.6***	***24.5***	***50.5***	***0.4***	***16.4***	***16.2***	***33.1***	***83.6***



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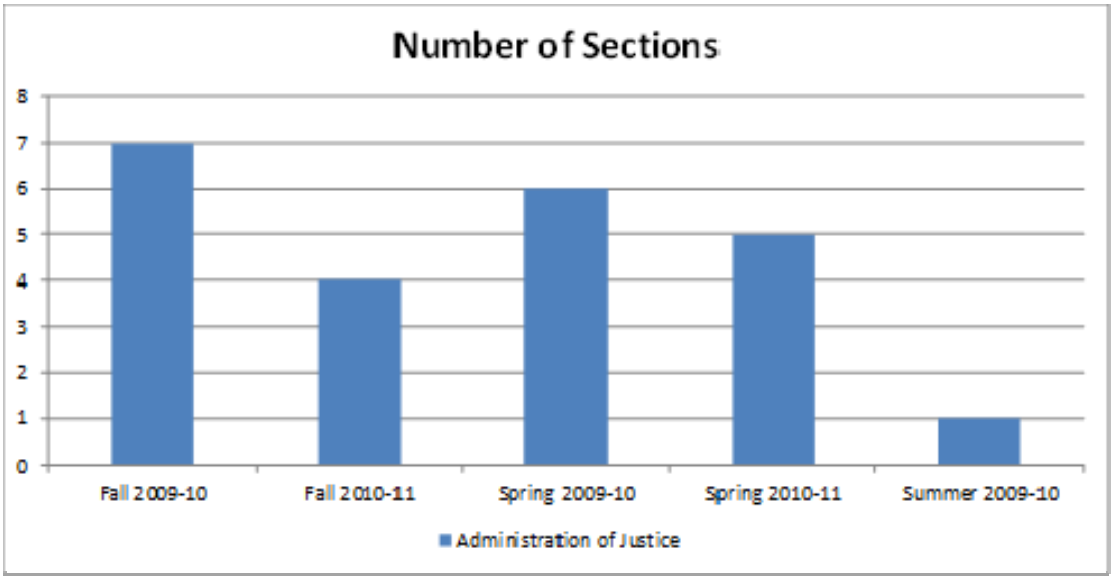
Sections Admin of Justice

Course	2009-10							
	Summer	Fall	Spring	Total	Fall	Spring	Total	Grand Total
ADMJ 102		1		1	1	1	2	3
ADMJ 108			1	1		1	1	2
ADMJ 112			1	1				1
ADMJ 114		1	1	2		1	1	3
ADMJ 116			1	1		1	1	2
ADMJ 118		1		1	1		1	2
ADMJ 120		1	1	2		1	1	3
ADMJ 125			1	1				1
ADMJ 126		1		1				1
ADMJ 128		1		1				1
ADMJ 203		1		1				1
ADMJ 204	1			1	1		1	2
ADMJ 206					1		1	1
Grand Total	***1***	***7***	***6***	***14***	***4***	***5***	***9***	***22***



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Unduplicated Headcount by Major

Award	Major	2009-10 Summer	Fall	Winter	Spring	Total	2010-11 Summer	Fall	Winter	Spring	Total	Two Year Total
AA	Administration of Justice	12	64	1	68	90	10	70	1	68	94	141
	Administrative Office Mgt	1	10		16	18	1	12		17	22	33
	Art	2	18		11	19	2	10		9	14	26
	Business	18	119	7	91	143	12	104	3	92	145	244
	Child Development	2	3		5	9		2		1	3	9
	Early Childhood Education	5	42		40	58	21	47		47	82	112
	English	2	13		13	20	2	14		17	21	35
	Environmental Studies		1		1	1						1
	Gen Std:Arts and Humn	2	21		48	55	41	54	4	33	96	117
	Gen Std:Soc and Behav Sci		19	1	39	45	21	67	2	157	198	212
	Gen Studies:Soc and Behav Sci	1	2		2	3	15	3		1	17	18
	General Business	1	5		4	8		3		2	5	12
	History		8		7	11	2	6		10	14	21
	Lib Arts: Anthropology		3		6	9		6		7	7	13
	Lib Arts: Humanities	1	65		66	108	30	103		138	204	277
	Lib Arts:Culture and Society	1	7		5	9	30	19		5	49	56
	Lib Arts:Sociology and Soc Sci		18	1	22	27	29	28	3	26	70	86
	Liberal Studies	244	232	8	189	419	77	70	2	59	166	517
	Nutr Foods and Culinary Arts	1	6		1	6		1		1	1	6
	Nutr Foods, Culnry Art		15		13	24	3	22		25	31	48
	Nutrition,Foods and Culnry Art				1	1	1	2		2	2	2
	Office Administration		1			1				1	1	2
	Office Career and Techology		2			2	1	1			2	4
	Outdoor Recreation Leadership	34	88	53	48	192	17	106	3	61	173	344
	Recreation Leadership		2		3	4		1		1	1	4
	Social Science	3	13		12	19	3	11		8	15	28
	University Studies	1	12		9	13		3		3	6	15
AA Total		*331*	*789*	*71*	*720*	*1,237*	*318*	*765*	*18*	*791*	*1,365*	*2,130*
AS	Administrative Office Mgt		4		5	8	1	3		1	3	10
	Biology	11	39		34	52	25	49		69	96	126
	Construction Technology		4		2	4		3		4	5	9
	Env Studies/Forestry		4		3	5		3		2	3	5
	Env Studies/Watershed	1	1			1						1
	Env Studies/Wildlife Mgt	1	1			2						2
	Environmental Studies	15	46		48	73	3	114	1	52	136	185
	Equine Study: Horse Training	9	40		44	59	5	49		43	58	99
	Equine Study: Pack Skills	1	7	1	8	11	1	3		5	6	14
	Equine Study: Ranch Skills	2	19		14	22	4	16		19	26	40
	Equine Study: Rodeo Skills	2	15		13	17	2	15		9	19	28
	Forestry Technician				3	3						3
	Health and Exercise Studies	19	51	4	51	74	17	64	6	65	87	138
	Mathematics		6	1	8	12	6	13	2	14	26	33
	Natural Resources Mgt	1				1						1
	Nursing	35	46		35	83	39	36		38	73	129
	Pack Station/Stable Oper							1			1	1
	Physical Science	4	16	2	12	22	2	11		9	15	33
	PSSO/Horse Training Skills	1	1			2				2	2	4
	PSSO/Pack Skills		2		2	2		2		1	2	2
	PSSO/Ranch Skills		1		1	1						1
	Univ Studies/Ag General	3	15		15	22	1	19		12	21	37
AS Total		*105*	*318*	*8*	*298*	*470*	*106*	*401*	*9*	*345*	*568*	*870*
Cert < 9	Accounting							1		2	2	2
	Assistant Teacher	1				1						1
	Economics		2		4	4		4		4	4	4
	Small Business				1	1						1
Cert < 9 Total		*1*	*2*		*5*	*6*		*5*		*6*	*6*	*8*
Cert 9 < 18	Accounting Management	1			1	2		2			2	2
	Biological Science Tech Cert		1		1	1		1		1	1	1
	Business Management	1				1		1		1	1	2
	Env Studies/Outdoor Env Ed	1	1			2						2
	General Agriculture Cert		1		2	2		2		5	6	7
	General Business		1		1	1		1		1	1	1
	Health: Athletic Training Cert						1	1		1	2	2
	Medical Office Assistant Cert		1			1						1
	Nutr Foods, Culnry Art Cert		1		1	1		1		2	2	2
	Outdoor Recreation Leadership		2		5	5		4		5	6	8
	Ranch Skills Short CRS 1	16	10		9	16	12	11		8	15	26
	Ranch Skills Short CRS 2						2				2	2
	Ranch Technology Cert									9	9	9
	Small Business Management		1		1	1		1		1	1	1
	Wildland Fire Technician	1				1						1
	Work w/Children-Justice System	1	2		1	2						2
Cert 9 < 18 Total		*21*	*21*		*22*	*36*	*15*	*25*		*34*	*48*	*67*
Cert 18 < 30	Administration of Justice Cert	1	1			1						1
	Health and Exercise Stud Cert	1	1		1	2						2
Cert 18 < 30 Total		*2*	*2*		*1*	*3*						*3*
Cert 30 < 60	Administrative Office Mgt Cert		1		2	2		1		1	1	3
	Early Childhood Education		1			1				1	1	2
	Equine Study: Horse Train Cert		2		2	2		1		1	1	2
	Equine Study: Ranch Skill Cert		1		1	1		1			1	1
	Nursing Cert	19	14		9	27	5	7		4	8	28
Cert 30 < 60 Total		*19*	*19*		*14*	*33*	*5*	*10*		*7*	*12*	*36*
Undecided or No Goal	_Not Pursuing Degree_	576	973	8	833	2,074	496	588	5	248	1,096	2,744
	Undecided Major	57	223	9	139	305	71	107	3	87	207	452
Undecided or No Goal Total		*633*	*1,196*	*17*	*972*	*2,376*	*567*	*695*	*8*	*335*	*1,300*	*3,169*
Grand Total		***1,112***	***2,347***	***96***	***2,032***	***3,976***	***1,011***	***1,901***	***35***	***1,518***	***3,146***	***5,749***

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Unduplicated Headcount by Major Enrolled in Admin of Justice

Level	Major	2009-10 Summer	2009-10 Fall	2009-10 Spring	2009-10 Total	2010-11 Fall	2010-11 Spring	2010-11 Total	Two Year Total
	[illegible]		47	46	65	46	42	64	[illegible]
	[illegible]					2	2	4	[illegible]
	[illegible]		12	13	22	8	8	14	[illegible]
	[illegible]		3	5	7	6	1	6	[illegible]
	[illegible]		1	1	2	1	1	2	[illegible]
	[illegible]			2	2	5	5	10	[illegible]
	[illegible]		2	5	7	8	12	20	[illegible]
	[illegible]					1		1	[illegible]
	[illegible]		1		1	1		1	[illegible]
[illegible]	[illegible]		2	1	3		3	3	[illegible]
	[illegible]		2		2	1		1	[illegible]
	[illegible]		7	4	10	3	1	4	[illegible]
	[illegible]		3	1	4	4	1	4	[illegible]
	[illegible]		4	4	7	3	2	5	[illegible]
	[illegible]		20	18	31	9	9	16	[illegible]
	[illegible]		1		1				[illegible]
	[illegible]		1	1	1		1	1	[illegible]
	[illegible]		2		2	1	2	3	[illegible]
	[illegible]		4	1	4	2	1	2	[illegible]
[illegible] Total			*112*	*102*	*170*	*101*	*91*	*156*	[illegible]
	[illegible]		1		1				[illegible]
	[illegible]		2	1	3	3	6	7	[illegible]
	[illegible]		3	1	4	1	1	2	[illegible]
	[illegible]			2	2		1	1	[illegible]
	[illegible]			1	1				[illegible]
	[illegible]		1	1	1				[illegible]
[illegible]	[illegible]			1	1				[illegible]
	[illegible]		7	11	16	6	7	13	[illegible]
	[illegible]			1	1				[illegible]
	[illegible]			2	2	1		1	[illegible]
	[illegible]		1		1				[illegible]
	[illegible]			2	2				[illegible]
	[illegible]		1	1	2	1		1	[illegible]
[illegible] Total			*16*	*24*	*37*	*12*	*15*	*25*	[illegible]
[illegible]	[illegible]						1	1	[illegible]
	[illegible]			1	1				[illegible]
	[illegible]		2		2				[illegible]
[illegible] Total			*2*	*1*	*3*		*1*	*1*	[illegible]
[illegible]	[illegible]		1		1				[illegible]
	[illegible]		1		1				[illegible]
[illegible] Total			*2*		*2*				[illegible]
[illegible]	[illegible]						1	1	[illegible]
[illegible] Total							*1*	*1*	[illegible]
[illegible]	[illegible]		*12*	*16*	*21*	*12*	*10*	*20*	[illegible]
[illegible]	[illegible]	1	12	10	18	5		5	[illegible]
[illegible] Total		*1*	*24*	*26*	*39*	*17*	*10*	*25*	[illegible]
Grand Total		*1*	*156*	*153*	*251*	*130*	*118*	*208*	[illegible]

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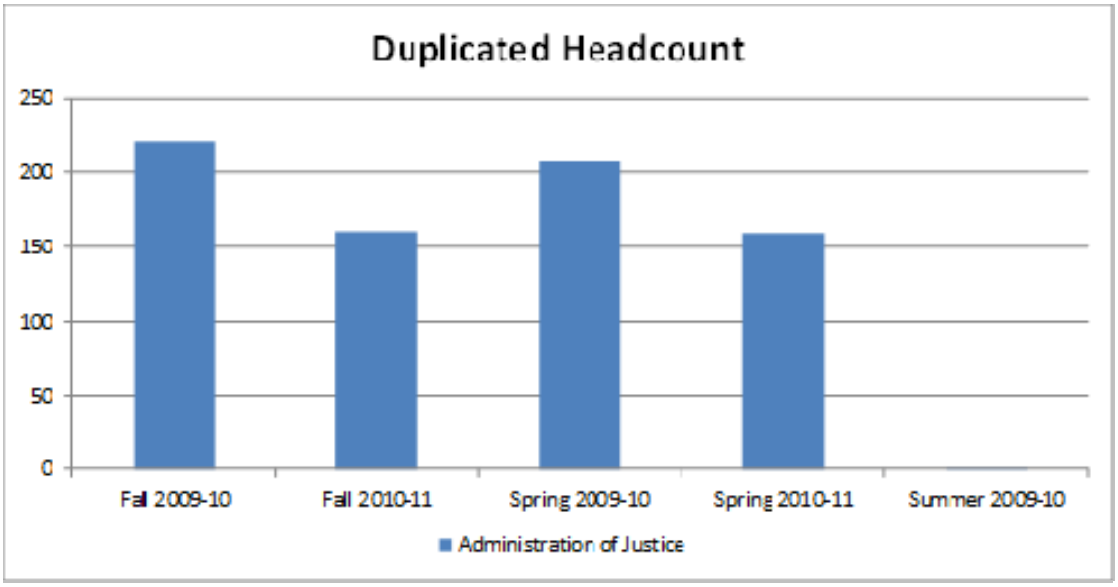
PROGRAM REVIEW, 2011
ADMINISTRATION OF JUSTICE PROGRAM



Grade Distribution Admin of Justice

Course	2009-10				2010-11			Grand Total
	Summer	Fall	Spring	Total	Fall	Spring	Total	
A		39	49	88	45	15	60	148
A-		4	16	20	8	16	24	44
B+		10	17	27	12	17	29	56
B	1	42	19	62	23	10	33	95
B-		5	9	14	6	5	11	25
C+		5	7	12	8	4	12	24
C		22	34	56	20	15	35	91
D+		1	7	8	6	5	11	19
D		11	14	25	5	11	16	41
F		34	25	59	14	28	42	101
FW		6	13	19	4		4	23
W		23	12	35	3	32	35	70
Grand Total	*1*	*202*	*222*	*425*	*154*	*158*	*312*	*737*

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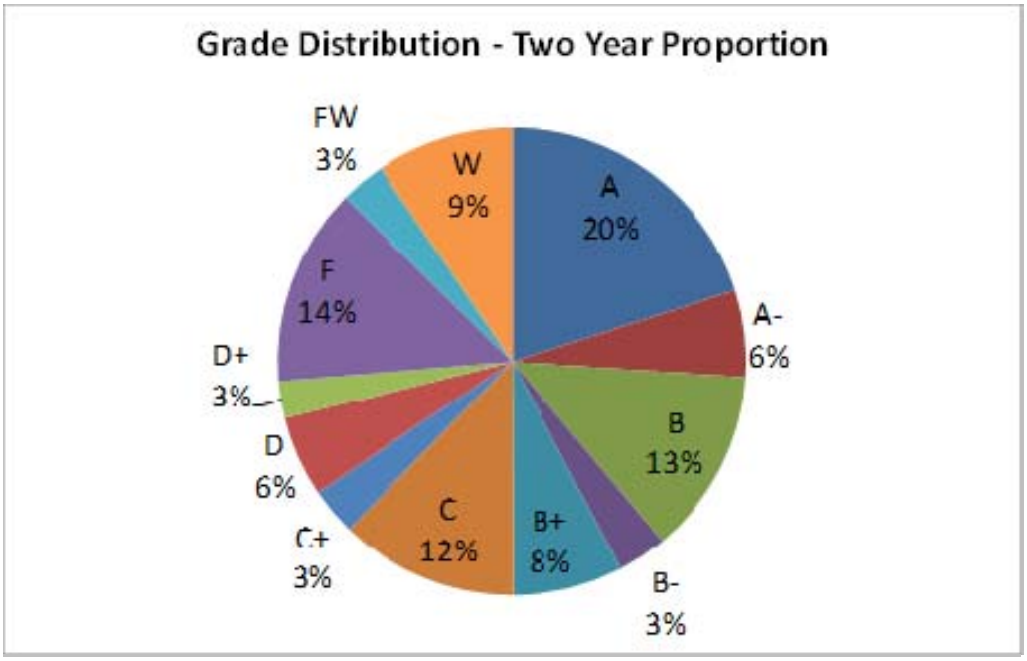

Unduplicated Headcount Admin of Justice

Gender	Ethnicity	2009-10 Summer	2009-10 Fall	2009-10 Spring	2009-10 Total	2010-11 Fall	2010-11 Spring	2010-11 Total	Two Year Total
Unknown	Unknown		3	5	7	3	6	7	13
F	Unknown		2	2	3	2	2	4	6
	Black		8	7	11	5	5	7	16
	Hispanic	1	4	3	7	9	8	15	20
	Native American		6	5	10	6	4	10	16
	White		44	45	75	42	37	66	121
F Total		*1*	*64*	*62*	*106*	*64*	*56*	*102*	*179*
M	Unknown		3	6	7	1		1	7
	Asian						3	3	3
	Black		28	28	50	20	9	25	65
	Hispanic		2	6	7	7	7	10	16
	Native American		2	1	3	1	3	4	7
	Other Non-White		1	3	3	2	1	2	3
	Pacific Islander						1	1	1
	White		53	42	68	32	32	53	105
M Total			89	86	138	63	56	99	207
Grand Total		***1***	***156***	***153***	***251***	***130***	***118***	***208***	***399***

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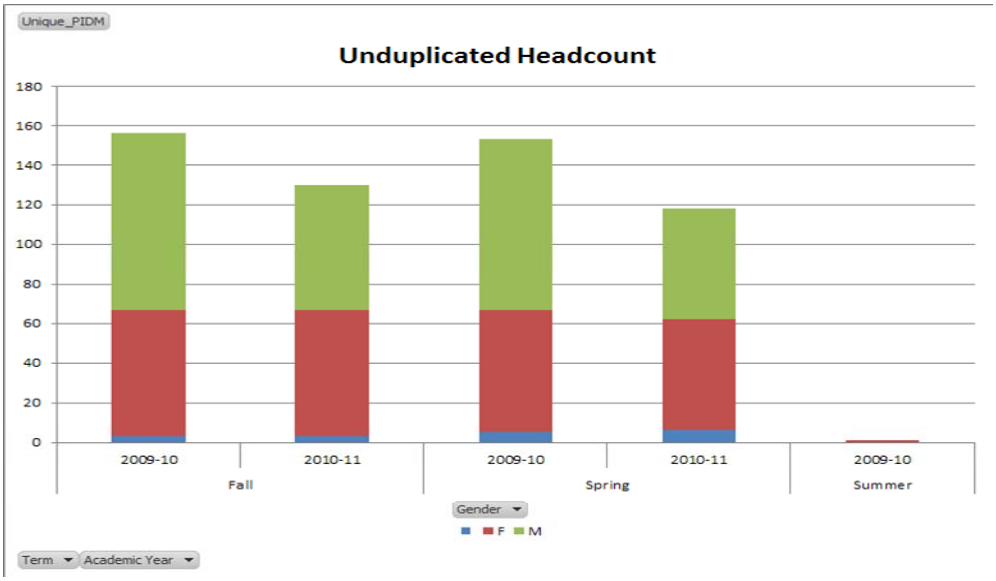

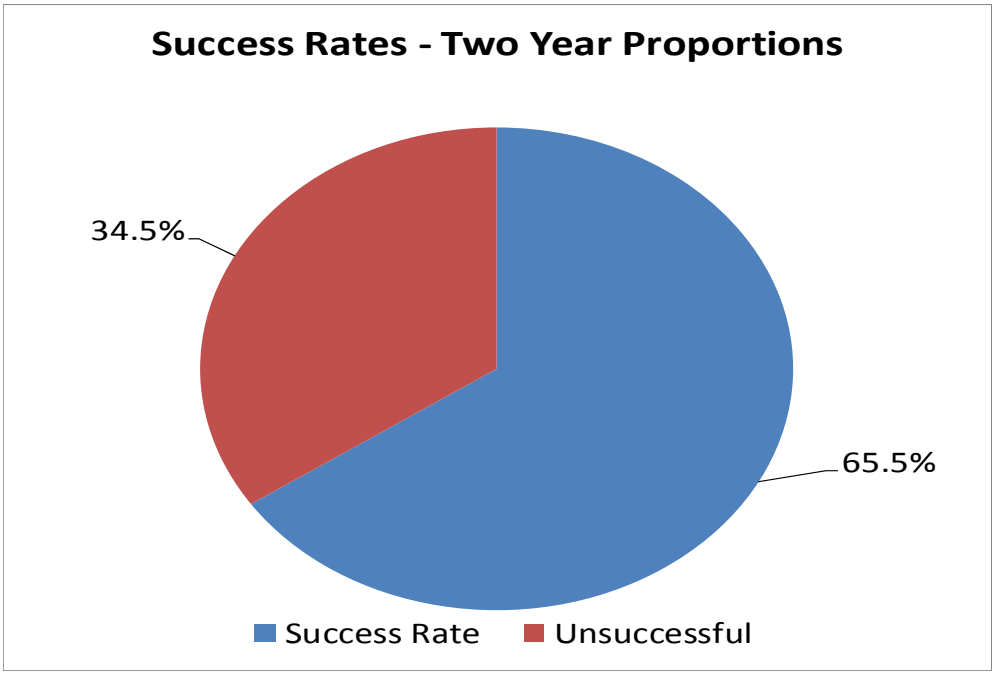

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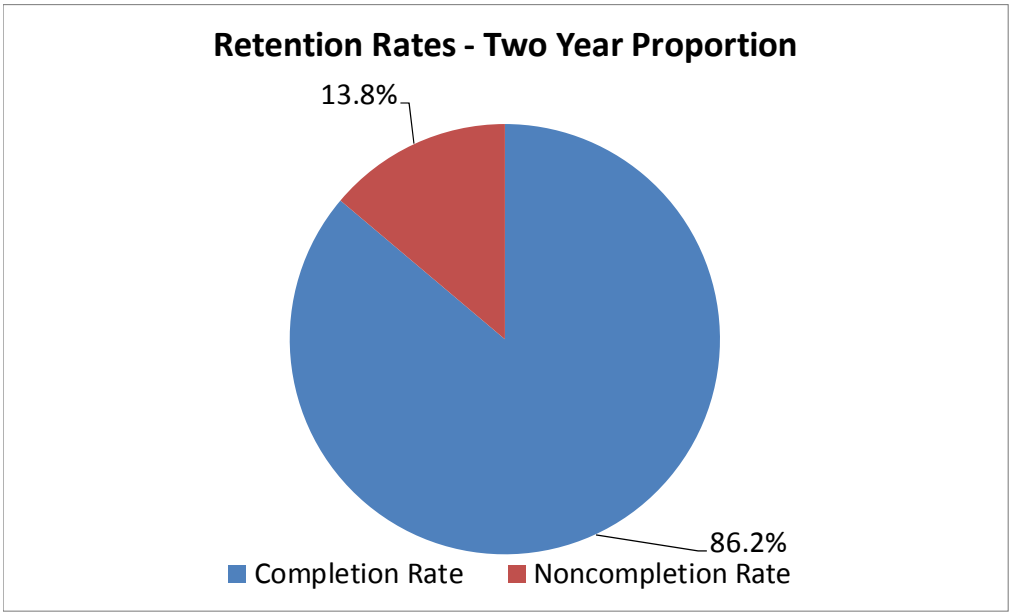
ADMINISTRATION OF JUSTICE PROGRAM

Retention Rate Admin of Justice

Course	2009-10				2010-11			Grand Total
	Summer	Fall	Spring	Total	Fall	Spring	Total	
ADMJ 102		95%		95%	93%	80%	88%	90%
ADMJ 108			88%	88%		83%	83%	85%
ADMJ 112			83%	83%				83%
ADMJ 114		85%	91%	88%		81%	81%	86%
ADMJ 116			71%	71%		75%	75%	73%
ADMJ 118		82%		82%	74%		74%	78%
ADMJ 120		85%	92%	88%		82%	82%	87%
ADMJ 125			33%	33%				33%
ADMJ 126		96%		96%				96%
ADMJ 128		90%		90%				90%
ADMJ 203		88%		88%				88%
ADMJ 204	100%			100%	100%		100%	100%
ADMJ 206					96%		96%	96%
Grand Total	***100%***	***89%***	***84%***	***86%***	***93%***	***79%***	***86%***	***86%***



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PROGRAM REVIEW, 2011
ADMINISTRATION OF JUSTICE PROGRAM

THE PROGRAM REVIEW PROCESS

Program review ensures that the college's academic programs are effective and responsive to students and the local community within the limitations of available resources. The review process includes the systematic collection, analysis and interpretation of relevant data, an assessment of progress made in achieving student learning outcomes, the fulfillment of program needs, and the accomplishment of program objectives and goals.

Academic program review is an integral part of educational planning, supports the Enrollment Management Plan, and enables the college to meet the accreditation standards of the Accreditation Commission for Community and Junior College (ACCJC).

The major objective of program review at Feather River College is to guide the development of the Education Plan. Essential items within program reviews include the following:

1. Collect and analyze accurate and complete data on key performance indicators, student learning outcomes, program activities, and accomplishments.
2. Ascertain and document program weaknesses and strengths.
3. Develop program objectives and goals.
4. Justify program budget requests.
5. Comply with Federal and State law, Title 5, Student Equity, VTEA, matriculation (including prerequisite and co-requisite standards), ADA (American with Disabilities Act), and other legal or certification requirements.

This template is an adaptation of the Instructional Program Review template designed by Saddleback College.

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