Academic Program Review



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| **ACADEMIC YEAR** | 2014 | Basic Skills  Transfer  Career Technical Education (CTE) |
| **PROGRAM** | Administration of Justice | |
| **DEPARTMENT** | Public Safety Department | |
| **DIVISION** | Economic and Workforce Development Division | |
| **SUBMITTER** | Edward Wells, Coordinator, MBA, MPA, BA | |

**I. INSTITUTIONAL GOALS**

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| INSTITUTIONAL GOAL  **1** | **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success. |
| INSTITUTIONAL GOAL  **2** | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals. |
| INSTITUTIONAL GOAL  **3** | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment. |
| INSTITUTIONAL GOAL  **4** | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution. |

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **PAST PROGRAM GOALS**  (Describe past program goals.) | | | | | **INSTITUTIONAL**  **GOAL(S)**  (Check all that apply.) |
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| **1** | **PAST PROGRAM GOAL #1** | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:**  Identify and hire a full-time faculty member to facilitate teaching and improve upon the overall effectiveness of the program. Being more accessible to our students and offering stability to the entire program.   1. Currently there is only one full time faculty member and multiple part-time instructors that are teaching a variety of classes in the mornings, afternoons and evenings. 2. This reliance upon part time faculty has resulted in a limited availability of that faculty to our student population. 3. This interaction between the teacher and the student is the key to developing these students through their academic lives and assisting when necessary so our students are better able to comprehend the lessons and the overall scope of the materials being taught. 4. Full time faculty are better able to facilitate this journey for our students and are available to meet with them to help them on their way to success. | | | | 1  2  3  4 |
| Met | | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:**  We are in the process of interviews and the eventual hire of a full time tenure track faculty member. That person should be identified and in place before the fall semester of 2014. We hired a full time temporary faculty member this past year and it was very successful. | | | |
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| **2** | **PAST PROGRAM GOAL #2** | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:**  Develop a Pathway to assist students in reaching their goal in either a transfer to the University or a Degree/Certificate within the major.   1. Provide semester by semester direction so the student will know what classes to take and when to take them to maximize their potential for success. | | | | 1  2  3  4 |
| Met | | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:**  The Pathways have been completed will be in place for the fall semester. | | | |
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| **3** | **PAST PROGRAM GOAL #3** | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:**   1. Make required classes available at a variety of times more conducive to student participation. 2. Monitor class enrollment to ensure low enrollment classes are identified and consolidated to better serve the student population. | | | | 1  2  3  4 |
| Met | | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:**   1. The coordinated effort with the Office of Instruction has resulted in a better spread of classes over the academic week. We have also adapted the one day a week format into some of our morning and afternoon time slots. This format facilitates classroom availability and is very popular with our student population. 2. The continued monitoring of class enrollment and consolidation, when necessary, has resulted in less waste and more efficiency within the Department. | | | |

Comments:

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.
3. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

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| **Fiscal Year Planning** | **Program** | **Total Completions** | **IVC Completion Rate** | **State Avg. Completion Rate** |
| 2013-2014 | Administration of Justice | 129/163 | 79.14% | 82.83% |
| 2012-2013 | Administration of Justice | 118/137 | 86.13% | 83.79% |
| 2011-2012 | Administration of Justice | 90/114 | 78.95% | 83.02% |

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| **Fiscal Year Planning** | **Program** | **Persistence** | **IVC Persistence Rate** | **State Avg. Persistence Rate** |
| 2013-2014 | Administration of Justice | 296/356 | 83.15% | 88.66% |
| 2012-2013 | Administration of Justice | 274/303 | 90.43% | 88.94% |
| 2011-2012 | Administration of Justice | 203/241 | 84.23% | 86.23% |

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| **Year** | **Program** | **Placements** | **IVC Placement Rate** | **State Avg. Placement Rate** |
| 2013-2014 | Administration of Justice | 83/83 | 100% | 79.81% |
| 2012-2013 | Administration of Justice | 72/72 | 100% | 76.83% |
| 2011-2012 | Administration of Justice | 56/56 | 100% | 81.24% |

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| **Course** | **Year** | **Sections** | **Avg. Class** | **CAP** | **Fill Rate** |
| AJ100 | 2012-2013 | 16 | 32 | 35 | 91.25% |
| AJ100 | 2011-2012 | 7 | 35 | 35 | 100% |
| AJ100 | 2010-2011 | 13 | 34.5 | 34 | 100.22% |
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| **Course** | **Year** | **Sections** | **Avg. Class** | **CAP** | **Fill Rate** |
| AJ102 | 2012-2013 | 9 | 32 | 35 | 92.38% |
| AJ102 | 2011-2012 | 5 | 34.6 | 35 | 98.86% |
| AJ102 | 2010-2011 | 6 | 34.3 | 35 | 98% |
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| **Course** | **Year** | **Sections** | **Avg. Class** | **CAP** | **Fill Rate** |
| AJ104 | 2012-2013 | 7 | 29 | 35 | 81.63% |
| AJ104 | 2011-2012 | 5 | 37.8 | 35 | 108% |
| AJ104 | 2010-2011 | 6 | 37 | 35 | 105.71% |
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| **Course** | **Year** | **Sections** | **Avg. Class** | **CAP** | **Fill Rate** |
| AJ106 | 2012-2013 | 7 | 27 | 35 | 77.55% |
| AJ106 | 2011-2012 | 5 | 35 | 35 | 100% |
| AJ106 | 2010-2011 | 7 | 31.4 | 35 | 90.91% |
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| **Course** | **Year** | **Sections** | **Avg. Class** | **CAP** | **Fill Rate** |
| AJ108 | 2012-2013 | 5 | 26 | 35 | 74.29% |
| AJ108 | 2011-2012 |  |  |  |  |
| AJ108 | 2010-2011 |  |  |  |  |
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| **Course** | **Year** | **Sections** | **Avg. Class** | **CAP** | **Fill Rate** |
| AJ110 | 2012-2013 | 5 | 26 | 35 | 73% |
| AJ110 | 2011-2012 | 4 | 35.25 | 35 | 100.71% |
| AJ110 | 2010-2011 | 6 | 36.7 | 34 | 107.32% |

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| **Course** | **Year** | **Sections** | **Avg. Class** | **CAP** | **Fill Rate** |
| AJ123 | 2012-2013 |  |  |  |  |
| AJ123 | 2011-2012 | 2 | 38 | 35 | 108.57% |
| AJ123 | 2010-2011 | 4 | 37.3 | 35 | 106.43% |

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|  | **2012-2013** | | **2011-2012** | | **2010-2011** | |
|  | **Degrees** | **Certificates** | **Degrees** | **Certificates** | **Degrees** | **Certificates** |
| Administration of Justice | 63 | 13 | 54 | 10 | 35 | 5 |

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| **Year** | **FTES** | **FTEF** | **FTES/FTEF** |
| 2012-2013 | 234.5 | 14.7 | 15.95 |
| 2011-2012 | 156.1 | 8.74 | 17.86 |
| 2010-2011 | 237.2 | 13.2 | 17.97 |

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| **Administration of Justice** | | | | | | | | |
| Term | Course | Title | # of Sections | Fill Rate | Enrollment | Success | Completion | WSCH/FTEF |
| Fall 2010 | AJ100 | Intro to the Admin of Justice | 6 | 100% | 208 | 62% | 89% | 520 |
| Spring 2011 | AJ100 | Intro to the Admin of Justice | 7 | 100% | 240 | 69% | 92% | 514.29 |
| Fall 2011 | AJ100 | Intro to the Admin of Justice | 4 | 97% | 136 | 65% | 87% | 510 |
| Spring 2012 | AJ100 | Intro to the Admin of Justice | 3 | 104% | 109 | 52% | 85% | 545 |
| Fall 2012 | AJ100 | Intro to the Admin of Justice | 8 | 97% | 272 | 72% | 92% | 510 |
| Spring 2013 | AJ100 | Intro to the Admin of Justice | 8 | 85% | 239 | 67% | 85% | 448.13 |
| Fall 2010 | AJ102 | Concepts of Criminal Law | 3 | 91% | 96 | 54% | 84% | 480 |
| Spring 2011 | AJ102 | Concepts of Criminal Law | 3 | 105% | 110 | 65% | 85% | 550 |
| Fall 2011 | AJ102 | Concepts of Criminal Law | 3 | 107% | 112 | 82% | 95% | 560 |
| Spring 2012 | AJ102 | Concepts of Criminal Law | 2 | 87% | 61 | 59% | 72% | 457.5 |
| Fall 2012 | AJ102 | Concepts of Criminal Law | 5 | 87% | 153 | 68% | 84% | 459 |
| Spring 2013 | AJ102 | Concepts of Criminal Law | 4 | 99% | 138 | 69% | 90% | 517.5 |
| Fall 2010 | AJ104 | Legal Aspects of Evidence | 3 | 110% | 116 | 59% | 83% | 580 |
| Spring 2011 | AJ104 | Legal Aspects of Evidence | 3 | 101% | 106 | 54% | 83% | 530 |
| Fall 2011 | AJ104 | Legal Aspects of Evidence | 3 | 108% | 113 | 59% | 80% | 565 |
| Spring 2012 | AJ104 | Legal Aspects of Evidence | 2 | 109% | 76 | 62% | 86% | 570 |
| Fall 2012 | AJ104 | Legal Aspects of Evidence | 4 | 73% | 102 | 87% | 98% | 382.5 |
| Spring 2013 | AJ104 | Legal Aspects of Evidence | 3 | 93% | 98 | 79% | 87% | 490 |
| Fall 2010 | AJ106 | Prin & Proc of the Just System | 3 | 103% | 105 | 80% | 94% | 525 |
| Spring 2011 | AJ106 | Prin & Proc of the Just System | 4 | 82% | 115 | 59% | 85% | 431.25 |
| Fall 2011 | AJ106 | Prin & Proc of the Just System | 3 | 103% | 108 | 70% | 99% | 540 |
| Spring 2012 | AJ106 | Prin & Proc of the Just System | 2 | 96% | 67 | 70% | 85% | 502.5 |
| Fall 2012 | AJ106 | Prin & Proc of the Just System | 4 | 60% | 84 | 79% | 95% | 315 |
| Spring 2013 | AJ106 | Prin & Proc of the Just System | 3 | 101% | 106 | 75% | 89% | 530 |
| Fall 2012 | AJ108 | Public Safety Report Writing | 3 | 65% | 68 | 54% | 85% | 340 |
| Spring 2013 | AJ108 | Public Safety Report Writing | 2 | 89% | 62 | 100% | 106% | 465 |
| Fall 2010 | AJ110 | L.E. Community Relations | 2 | 93% | 65 | 75% | 83% | 487.5 |
| Spring 2011 | AJ110 | L.E. Community Relations | 3 | 100% | 100 | 83% | 94% | 500 |
| Fall 2011 | AJ110 | Law Enf Community Relations | 2 | 113% | 79 | 91% | 94% | 592.5 |
| Spring 2012 | AJ110 | Law Enf Community Relations | 2 | 89% | 62 | 89% | 95% | 465 |
| Fall 2012 | AJ110 | Law Enf Community Relations | 3 | 60% | 63 | 68% | 81% | 315 |
| Spring 2013 | AJ110 | Law Enf Community Relations | 2 | 93% | 65 | 102% | 105% | 487.5 |
| Fall 2010 | AJ120 | Public Safety Communications | 3 | 100% | 105 | 73% | 85% | 525 |
| Spring 2011 | AJ120 | Public Safety Communications | 3 | 84% | 88 | 70% | 91% | 440 |
| Fall 2011 | AJ120 | Public Safety Report Writing | 2 | 119% | 83 | 77% | 86% | 622.5 |
| Spring 2012 | AJ120 | Public Safety Report Writing | 2 | 96% | 67 | 64% | 93% | 502.5 |
| Spring 2011 | AJ121 | Police Field Operations | 2 | 99% | 69 | 94% | 97% | 517.5 |
| Spring 2012 | AJ121 | Law Enforcement Field Ops | 1 | 111% | 39 | 118% | 123% | 585 |
| Fall 2012 | AJ121 | Law Enforcement Field Ops | 1 | 89% | 31 | 74% | 87% | 465 |
| Spring 2013 | AJ121 | Law Enforcement Field Ops | 1 | 91% | 32 | 78% | 97% | 480 |
| Fall 2010 | AJ122 | Criminal Investigation | 1 | 106% | 37 | 65% | 84% | 555 |
| Spring 2011 | AJ122 | Criminal Investigation | 2 | 101% | 71 | 66% | 89% | 532.5 |
| Spring 2012 | AJ122 | Criminal Investigation | 1 | 100% | 35 | 86% | 91% | 525 |
| Fall 2010 | AJ123 | Juvenile Control | 2 | 106% | 74 | 72% | 92% | 555 |
| Spring 2011 | AJ123 | Juvenile Control | 2 | 107% | 75 | 61% | 93% | 562.5 |
| Fall 2011 | AJ123 | Juvenile Control | 1 | 106% | 37 | 62% | 76% | 555 |
| Spring 2012 | AJ123 | Juvenile Control | 1 | 111% | 39 | 77% | 95% | 585 |
| Fall 2010 | AJ124 | Criminology | 1 | 103% | 36 | 67% | 92% | 540 |
| Spring 2011 | AJ124 | Criminology | 2 | 114% | 80 | 64% | 93% | 600 |
| Spring 2012 | AJ124 | Criminology | 1 | 149% | 52 | 113% | 117% | 780 |
| Fall 2010 | AJ141 | Arrest and Firearms | 5 | 92% | 143 | 83% | 89% | 496.6 |
| Spring 2011 | AJ141 | Arrest and Firearms | 2 | 61% | 43 | 70% | 81% | 327.18 |
| Fall 2011 | AJ141 | Arrest and Firearms | 2 | 70% | 35 | 100% | 100% | 266.31 |
| Spring 2012 | AJ141 | Arrest and Firearms | 2 | 60% | 30 | 87% | 87% | 228.27 |
| Fall 2012 | AJ141 | Arrest and Firearms | 1 | 140% | 35 | 74% | 77% | 517.71 |
| Spring 2013 | AJ141 | Arrest and Firearms | 1 | 104% | 26 | 85% | 92% | 384.58 |
| Fall 2010 | AJ142 | Reserve Officer Level III | 1 | 126% | 44 | 84% | 86% | 656.72 |
| Spring 2011 | AJ142 | Reserve Officer Level III | 1 | 120% | 42 | 81% | 83% | 626.87 |
| Fall 2011 | AJ142 | RBC Level III | 1 | 109% | 38 | 87% | 87% | 567.16 |
| Spring 2012 | AJ142 | RBC Level III | 1 | 89% | 31 | 90% | 90% | 462.69 |
| Fall 2010 | AJ144 | Reserve Officer Level II | 1 | 63% | 22 | 91% | 91% | 330 |
| Spring 2011 | AJ144 | Reserve Officer Level II | 1 | 89% | 31 | 100% | 100% | 465 |
| Fall 2011 | AJ144 | RBC Level II | 1 | 63% | 22 | 100% | 100% | 330 |
| Spring 2012 | AJ144 | RBC Level II | 1 | 77% | 27 | 93% | 93% | 405 |
| Fall 2012 | AJ160 | RBC Level III | 1 | 126% | 44 | 93% | 93% | 656.72 |
| Spring 2013 | AJ160 | RBC Level III | 1 | 97% | 34 | 79% | 82% | 507.46 |
| Fall 2012 | AJ162 | RBC Level II | 1 | 51% | 18 | 89% | 89% | 270 |
| Spring 2013 | AJ162 | RBC Level II | 1 | 120% | 30 | 73% | 73% | 450 |
| Fall 2012 | AJ222 | Criminal Investigation | 1 | 97% | 34 | 88% | 91% | 510 |
| Spring 2013 | AJ222 | Criminal Investigation | 1 | 89% | 31 | 71% | 77% | 465 |
| Fall 2012 | AJ223 | Juvenile Control | 2 | 81% | 57 | 70% | 96% | 427.5 |
| Spring 2013 | AJ223 | Juvenile Control | 1 | 100% | 35 | 66% | 89% | 525 |
| Fall 2012 | AJ224 | Criminology | 1 | 100% | 35 | 83% | 89% | 525 |
| Spring 2013 | AJ224 | Criminology | 1 | 117% | 41 | 95% | 95% | 615 |

The trends have shown that the program is strong. The growth we enjoyed last year was a result of an increase in the number of students enrolled in the Administration of Justice program for their Major. This increase has benefited the entire program and causes increases in other programs, such as the Correctional Science and P.O.S.T. programs.

1. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

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|  | Administration of Justice |  |
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|  | Our WSCH/FTEF numbers are consistently high. We have managed to retain a high interest by the student population. Additionally, we voluntarily increased our cap size, because of the popularity of our instructors and courses. |  |
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1. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

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| **Administration of Justice** | | | | | | | | | | | |
| Term | CRN | Course | Inst Method | Duration | Session | Instructor | Enrolled | Drops | Success | Retention | AVE GPA |
| Fall 2010 | 10322 | AJ100 | F2F | Full Term | Day | Marcuson | 37 | 6 | 62% | 84% | 2.16 |
| Fall 2010 | 10323 | AJ100 | F2F | Full Term | Day | Marcuson | 40 | 3 | 68% | 93% | 2.03 |
| Fall 2010 | 10324 | AJ100 | F2F | Full Term | Eve | Serrano | 32 | 4 | 38% | 88% | 1.43 |
| Fall 2010 | 10325 | AJ100 | F2F | Full Term | Eve | Monge | 34 | 3 | 82% | 91% | 2.77 |
| Fall 2010 | 10344 | AJ100 | OL | Full Term | Eve | Mendez | 32 | 3 | 47% | 91% | 1.62 |
| Fall 2010 | 10463 | AJ100 | F2F | Full Term | Eve | Marcuson | 33 | 3 | 73% | 91% | 2.00 |
| Spring 2011 | 20231 | AJ100 | F2F | Full Term | Eve | Messick | 35 | 4 | 77% | 89% | 2.81 |
| Spring 2011 | 20237 | AJ100 | F2F | Full Term | Day | Marcuson | 34 | 8 | 44% | 76% | 1.50 |
| Spring 2011 | 20240 | AJ100 | F2F | Full Term | Day | Marcuson | 37 | 6 | 51% | 84% | 1.97 |
| Spring 2011 | 20253 | AJ100 | F2F | Full Term | Day | Rodriguez | 39 | -8 | 108% | 121% | 2.89 |
| Spring 2011 | 20268 | AJ100 | F2F | Full Term | Eve | Marcuson | 36 | 4 | 58% | 89% | 1.91 |
| Spring 2011 | 20371 | AJ100 | OL | Full Term | Eve | Mendez | 29 | 3 | 55% | 90% | 2.38 |
| Spring 2011 | 20942 | AJ100 | F2F | Full Term | Eve | Monge | 30 | 2 | 83% | 93% | 2.54 |
| Fall 2011 | 10451 | AJ100 | F2F | Full Term | Day | Marcuson | 37 | 4 | 68% | 89% | 1.97 |
| Fall 2011 | 10453 | AJ100 | F2F | Full Term | Day | Marcuson | 37 | 4 | 62% | 89% | 1.97 |
| Fall 2011 | 10459 | AJ100 | F2F | Full Term | Eve | Marcuson | 36 | 6 | 56% | 83% | 1.97 |
| Fall 2011 | 10677 | AJ100 | F2F | Full Term | Eve | Madueno | 26 | 4 | 77% | 85% | 2.82 |
| Spring 2012 | 20005 | AJ100 | F2F | Full Term | Day | Marcuson | 35 | 5 | 51% | 86% | 1.73 |
| Spring 2012 | 20008 | AJ100 | F2F | Full Term | Day | Marcuson | 39 | 8 | 46% | 79% | 1.84 |
| Spring 2012 | 20013 | AJ100 | F2F | Full Term | Eve | Marcuson | 35 | 3 | 60% | 91% | 2.03 |
| Fall 2012 | 10314 | AJ100 | F2F | Full Term | Day | Capeci | 38 | 3 | 74% | 92% | 3.06 |
| Fall 2012 | 10573 | AJ100 | F2F | Full Term | Day | Marcuson | 37 | 3 | 81% | 92% | 2.53 |
| Fall 2012 | 10574 | AJ100 | F2F | Full Term | Day | Marcuson | 38 | 3 | 55% | 92% | 1.71 |
| Fall 2012 | 10575 | AJ100 | F2F | Full Term | Eve | Granish | 34 | 1 | 76% | 97% | 2.91 |
| Fall 2012 | 10576 | AJ100 | F2F | Full Term | Eve | Nakamura | 29 | 1 | 66% | 97% | 1.96 |
| Fall 2012 | 10924 | AJ100 | F2F | Full Term | Day | Sanchez-Banda | 40 | 3 | 93% | 93% | 3.00 |
| Fall 2012 | 10999 | AJ100 | F2F | Full Term | Day | Myles-Wells | 35 | 5 | 63% | 86% | 2.23 |
| Fall 2012 | 11000 | AJ100 | F2F | Full Term | Eve | Clayton | 21 | 2 | 57% | 90% | 2.32 |
| Spring 2013 | 20101 | AJ100 | F2F | Full Term | Day | Myles-Wells | 36 | 8 | 67% | 78% | 2.32 |
| Spring 2013 | 20103 | AJ100 | F2F | Full Term | Day | Rodriguez | 31 | 5 | 84% | 84% | 3.12 |
| Spring 2013 | 20112 | AJ100 | F2F | Full Term | Day | Serrano | 25 | 4 | 60% | 84% | 2.62 |
| Spring 2013 | 20114 | AJ100 | F2F | Full Term | Day | Capeci | 29 | 3 | 72% | 90% | 2.12 |
| Spring 2013 | 20115 | AJ100 | F2F | Full Term | Day | Marcuson | 36 | 10 | 44% | 72% | 1.77 |
| Spring 2013 | 20116 | AJ100 | F2F | Full Term | Day | Marcuson | 33 | 2 | 58% | 94% | 1.87 |
| Spring 2013 | 20121 | AJ100 | F2F | Full Term | Eve | Clayton | 25 | 2 | 68% | 92% | 2.52 |
| Spring 2013 | 20128 | AJ100 | F2F | Full Term | Day | Sanchez-Banda | 24 | 1 | 96% | 96% | 3.17 |
| Fall 2010 | 10329 | AJ102 | F2F | Full Term | Eve | Staton | 32 | 6 | 50% | 81% | 1.65 |
| Fall 2010 | 10330 | AJ102 | F2F | Full Term | Day | Beckley | 29 | 2 | 62% | 93% | 2.04 |
| Fall 2010 | 10345 | AJ102 | OL | Full Term | Eve | Mendez | 30 | 6 | 53% | 80% | 2.00 |
| Spring 2011 | 20241 | AJ102 | F2F | Full Term | Day | Beckley | 35 | 4 | 54% | 89% | 1.90 |
| Spring 2011 | 20248 | AJ102 | F2F | Full Term | Eve | Staton | 35 | 7 | 69% | 80% | 2.39 |
| Spring 2011 | 20373 | AJ102 | OL | Full Term | Eve | Mendez | 35 | 5 | 71% | 86% | 2.50 |
| Fall 2011 | 10448 | AJ102 | F2F | Full Term | Day | Wells | 42 | -5 | 110% | 112% | 3.40 |
| Fall 2011 | 10571 | AJ102 | F2F | Full Term | Eve | Staton | 37 | 5 | 54% | 86% | 1.81 |
| Fall 2011 | 10736 | AJ102 | F2F | Full Term | Day | Wells | 33 | 6 | 79% | 82% | 3.37 |
| Spring 2012 | 20017 | AJ102 | F2F | Full Term | Eve | Staton | 35 | 6 | 77% | 83% | 2.31 |
| Spring 2012 | 20126 | AJ102 | OL | Full Term | Eve | Beckley | 26 | 11 | 35% | 58% | 1.87 |
| Fall 2012 | 10577 | AJ102 | F2F | Full Term | Day | Wells | 38 | 4 | 82% | 89% | 3.53 |

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| Fall 2012 | 10578 | AJ102 | F2F | Full Term | Eve | Madueno | 23 | 7 | 70% | 70% | 3.63 |
| Fall 2012 | 10579 | AJ102 | F2F | Full Term | Day | Capeci | 37 | 5 | 68% | 86% | 2.69 |
| Fall 2012 | 10580 | AJ102 | F2F | Full Term | Day | Beckley | 34 | 5 | 62% | 85% | 1.93 |
| Fall 2012 | 10927 | AJ102 | F2F | Full Term | Eve | Van Driessche | 21 | 4 | 52% | 81% | 1.94 |
| Spring 2013 | 20108 | AJ102 | F2F | Full Term | Eve | Madueno | 31 | 4 | 74% | 87% | 2.74 |
| Spring 2013 | 20111 | AJ102 | F2F | Full Term | Day | Rodriguez | 40 | 3 | 88% | 93% | 2.97 |
| Spring 2013 | 20113 | AJ102 | F2F | Full Term | Day | Beckley | 39 | 3 | 54% | 92% | 1.75 |
| Spring 2013 | 20120 | AJ102 | F2F | Full Term | Eve | Nakamura | 28 | 4 | 57% | 86% | 2.17 |
| Fall 2010 | 10331 | AJ104 | F2F | Full Term | Day | Marcuson | 38 | 5 | 63% | 87% | 2.00 |
| Fall 2010 | 10332 | AJ104 | F2F | Full Term | Day | Marcuson | 40 | 0 | 83% | 100% | 2.40 |
| Fall 2010 | 10333 | AJ104 | F2F | Full Term | Eve | Staton | 38 | 15 | 32% | 61% | 1.78 |
| Spring 2011 | 20238 | AJ104 | F2F | Full Term | Day | Marcuson | 36 | 5 | 44% | 86% | 1.35 |
| Spring 2011 | 20252 | AJ104 | F2F | Full Term | Day | Marcuson | 37 | 1 | 78% | 97% | 1.89 |
| Spring 2011 | 20275 | AJ104 | F2F | Full Term | Eve | Staton | 33 | 12 | 36% | 64% | 1.71 |
| Fall 2011 | 10452 | AJ104 | F2F | Full Term | Day | Marcuson | 40 | 7 | 60% | 83% | 2.45 |
| Fall 2011 | 10454 | AJ104 | F2F | Full Term | Day | Marcuson | 36 | 7 | 64% | 81% | 2.28 |
| Fall 2011 | 10831 | AJ104 | F2F | Full Term | Eve | Staton | 37 | 9 | 54% | 76% | 2.25 |
| Spring 2012 | 20007 | AJ104 | F2F | Full Term | Day | Marcuson | 36 | 3 | 67% | 92% | 2.12 |
| Spring 2012 | 20010 | AJ104 | F2F | Full Term | Day | Marcuson | 40 | 8 | 58% | 80% | 2.28 |
| Fall 2012 | 10582 | AJ104 | F2F | Full Term | Day | Rodriguez | 36 | -9 | 114% | 125% | 3.00 |
| Fall 2012 | 10583 | AJ104 | F2F | Full Term | Eve | Staton | 15 | 5 | 67% | 67% | 3.00 |
| Fall 2012 | 10584 | AJ104 | F2F | Full Term | Eve | Messick | 35 | 4 | 74% | 89% | 2.13 |
| Fall 2012 | 10925 | AJ104 | F2F | Full Term | Day | Myles-Wells | 16 | 2 | 75% | 88% | 2.43 |
| Spring 2013 | 20106 | AJ104 | F2F | Full Term | Day | Messick | 33 | 2 | 88% | 94% | 2.52 |
| Spring 2013 | 20110 | AJ104 | F2F | Full Term | Eve | Staton | 21 | 10 | 48% | 52% | 3.09 |
| Spring 2013 | 20130 | AJ104 | F2F | Full Term | Eve | Wells | 44 | 1 | 86% | 98% | 3.28 |
| Fall 2010 | 10268 | AJ106 | F2F | Full Term | Day | Wells | 41 | 2 | 88% | 95% | 3.28 |
| Fall 2010 | 10346 | AJ106 | OL | Full Term | Eve | Rodriguez | 25 | 1 | 60% | 96% | 1.92 |
| Fall 2010 | 10348 | AJ106 | F2F | Full Term | Eve | Monge | 39 | 3 | 85% | 92% | 3.08 |
| Spring 2011 | 20265 | AJ106 | F2F | Full Term | Day | Singh | 30 | 4 | 73% | 87% | 2.58 |
| Spring 2011 | 20364 | AJ106 | F2F | Full Term | Day | Serrano | 32 | 1 | 66% | 97% | 2.29 |
| Spring 2011 | 20372 | AJ106 | OL | Full Term | Eve | Rodriguez | 25 | 8 | 36% | 68% | 1.53 |
| Spring 2011 | 20835 | AJ106 | F2F | Full Term | Day | Capeci | 28 | 4 | 57% | 86% | 1.96 |
| Fall 2011 | 10441 | AJ106 | F2F | Full Term | Day | Capeci | 42 | 4 | 64% | 90% | 2.05 |
| Fall 2011 | 10570 | AJ106 | F2F | Full Term | Day | Serrano | 33 | 0 | 76% | 100% | 2.52 |
| Fall 2011 | 10737 | AJ106 | OL | Full Term | Eve | Rodriguez | 33 | -3 | 73% | 109% | 2.14 |
| Spring 2012 | 20065 | AJ106 | F2F | Full Term | Eve | Crankshaw | 33 | 0 | 97% | 100% | 3.55 |
| Spring 2012 | 20128 | AJ106 | OL | Full Term | Eve | Rodriguez | 34 | 10 | 44% | 71% | 2.04 |
| Fall 2012 | 10589 | AJ106 | F2F | Full Term | Day | Serrano | 19 | 1 | 63% | 95% | 2.50 |
| Fall 2012 | 10590 | AJ106 | F2F | Full Term | Day | Granish | 24 | 1 | 79% | 96% | 2.83 |
| Fall 2012 | 10593 | AJ106 | F2F | Full Term | Eve | Rodriguez | 22 | 0 | 95% | 100% | 3.05 |
| Fall 2012 | 10928 | AJ106 | F2F | Full Term | Eve | Van Driessche | 19 | 2 | 74% | 89% | 2.24 |
| Spring 2013 | 20100 | AJ106 | F2F | Full Term | Day | Myles-Wells | 34 | 6 | 62% | 82% | 2.14 |
| Spring 2013 | 20126 | AJ106 | F2F | Full Term | Day | Wells | 39 | 5 | 82% | 87% | 3.76 |
| Spring 2013 | 20127 | AJ106 | F2F | Full Term | Day | Tabarez | 33 | 1 | 79% | 97% | 2.94 |
| Fall 2012 | 10339 | AJ108 | F2F | Full Term | Eve | Mason | 15 | 5 | 53% | 67% | 3.10 |
| Fall 2012 | 10595 | AJ108 | F2F | Full Term | Day | Capeci | 24 | 3 | 67% | 88% | 2.33 |
| Fall 2012 | 10597 | AJ108 | F2F | Full Term | Day | Serrano | 29 | 2 | 45% | 93% | 1.74 |
| Spring 2013 | 20104 | AJ108 | F2F | Full Term | Day | Granish | 35 | 0 | 89% | 100% | 3.11 |
| Spring 2013 | 20118 | AJ108 | F2F | Full Term | Day | Capeci | 27 | -4 | 115% | 115% | 3.26 |
| Fall 2010 | 10269 | AJ110 | F2F | Full Term | Day | Wells | 55 | 2 | 89% | 96% | 3.13 |
| Fall 2010 | 10334 | AJ110 | F2F | Full Term | Eve | Messick | 33 | 3 | 82% | 91% | 3.30 |
| Fall 2010 | 10335 | AJ110 | F2F | Full Term | Eve | Madueno | 32 | 8 | 69% | 75% | 3.17 |
| Spring 2011 | 20235 | AJ110 | F2F | Full Term | Day | Messick | 33 | 5 | 70% | 85% | 2.89 |
| Spring 2011 | 20251 | AJ110 | F2F | Full Term | Eve | Madueno | 30 | 0 | 87% | 100% | 3.03 |
| Spring 2011 | 20948 | AJ110 | F2F | Full Term | Eve | Monge | 37 | 1 | 92% | 97% | 3.11 |
| Fall 2011 | 10456 | AJ110 | F2F | Full Term | Day | Messick | 38 | 1 | 97% | 97% | 3.70 |
| Fall 2011 | 10458 | AJ110 | F2F | Full Term | Day | Monge | 41 | 4 | 85% | 90% | 3.22 |
| Spring 2012 | 20018 | AJ110 | F2F | Full Term | Eve | Madueno | 31 | 3 | 84% | 90% | 3.43 |
| Spring 2012 | 20183 | AJ110 | F2F | Full Term | Day | Granish | 31 | 0 | 94% | 100% | 3.32 |
| Fall 2012 | 10307 | AJ110 | F2F | Full Term | Eve | Messick | 15 | 1 | 87% | 93% | 3.29 |
| Fall 2012 | 10342 | AJ110 | F2F | Full Term | Eve | Madueno | 24 | 6 | 54% | 75% | 2.11 |
| Fall 2012 | 10594 | AJ110 | F2F | Full Term | Day | Tabarez | 24 | 5 | 71% | 79% | 2.95 |
| Spring 2013 | 20105 | AJ110 | F2F | Full Term | Day | Granish | 37 | -7 | 114% | 119% | 3.23 |
| Spring 2013 | 20107 | AJ110 | F2F | Full Term | Eve | Crankshaw | 28 | 4 | 86% | 86% | 3.42 |
| Fall 2010 | 10270 | AJ120 | F2F | Full Term | Day | Rodriguez | 47 | 1 | 98% | 98% | 2.76 |
| Fall 2010 | 10336 | AJ120 | F2F | Full Term | Day | Singh | 26 | 3 | 69% | 88% | 2.65 |
| Fall 2010 | 10347 | AJ120 | OL | Full Term | Eve | Mendez | 25 | 10 | 36% | 60% | 1.60 |
| Spring 2011 | 20246 | AJ120 | F2F | Full Term | Day | Singh | 24 | 5 | 54% | 79% | 2.68 |
| Spring 2011 | 20266 | AJ120 | F2F | Full Term | Day | Rodriguez | 39 | 1 | 77% | 97% | 2.13 |
| Spring 2011 | 20837 | AJ120 | OL | Full Term | Eve | Mendez | 21 | 2 | 81% | 90% | 2.53 |
| Fall 2011 | 11002 | AJ120 | F2F | Full Term | Day | Wells | 42 | 8 | 76% | 81% | 3.18 |
| Fall 2011 | 11003 | AJ120 | F2F | Full Term | Eve | Rodriguez | 41 | 4 | 78% | 90% | 2.51 |
| Spring 2012 | 20031 | AJ120 | F2F | Full Term | Day | Capeci | 31 | 3 | 81% | 90% | 2.82 |
| Spring 2012 | 20247 | AJ120 | F2F | Full Term | Day | Serrano | 36 | 2 | 50% | 94% | 1.76 |
| Spring 2011 | 21024 | AJ121 | F2F | Full Term | Day | Wells | 39 | 1 | 95% | 97% | 3.89 |
| Spring 2011 | 21025 | AJ121 | F2F | Full Term | Eve | Crankshaw | 30 | 1 | 93% | 97% | 3.24 |
| Spring 2012 | 20060 | AJ121 | F2F | Full Term | Day | Wells | 39 | -9 | 118% | 123% | 3.54 |
| Fall 2012 | 10340 | AJ121 | F2F | Full Term | Eve | Mason | 31 | 4 | 74% | 87% | 2.37 |
| Spring 2013 | 20129 | AJ121 | F2F | Full Term | Eve | Van Driessche | 32 | 1 | 78% | 97% | 2.32 |
| Fall 2010 | 10338 | AJ122 | F2F | Full Term | Eve | Mason | 37 | 6 | 65% | 84% | 2.42 |
| Spring 2011 | 20232 | AJ122 | F2F | Full Term | Eve | Mason | 33 | 5 | 61% | 85% | 2.32 |
| Spring 2011 | 20300 | AJ122 | F2F | Full Term | Day | Tabarez | 38 | 3 | 71% | 92% | 2.86 |
| Spring 2012 | 20066 | AJ122 | F2F | Full Term | Eve | Mason | 35 | 3 | 86% | 91% | 3.22 |
| Fall 2010 | 10340 | AJ123 | F2F | Full Term | Eve | Flores | 37 | 3 | 62% | 92% | 2.00 |
| Fall 2010 | 10462 | AJ123 | F2F | Full Term | Day | Marcuson | 37 | 3 | 81% | 92% | 2.74 |
| Spring 2011 | 20239 | AJ123 | F2F | Full Term | Day | Marcuson | 37 | 3 | 68% | 92% | 2.12 |
| Spring 2011 | 20280 | AJ123 | F2F | Full Term | Eve | Flores | 38 | 2 | 55% | 95% | 1.64 |
| Fall 2011 | 11069 | AJ123 | F2F | Full Term | Day | Marcuson | 37 | 9 | 62% | 76% | 2.21 |
| Spring 2012 | 20009 | AJ123 | F2F | Full Term | Day | Marcuson | 39 | 2 | 77% | 95% | 2.46 |
| Fall 2010 | 10341 | AJ124 | F2F | Full Term | Eve | Flores | 36 | 3 | 67% | 92% | 2.15 |
| Spring 2011 | 20270 | AJ124 | F2F | Full Term | Eve | Flores | 35 | 2 | 46% | 94% | 1.48 |
| Spring 2011 | 20335 | AJ124 | F2F | Full Term | Day | Wells | 45 | 4 | 78% | 91% | 3.39 |
| Spring 2012 | 20033 | AJ124 | F2F | Full Term | Day | Wells | 52 | -9 | 113% | 117% | 3.70 |
| Fall 2010 | 10342 | AJ141 | F2F | Full Term | Day | Knapp | 32 | 3 | 81% | 91% | 2.41 |
| Fall 2010 | 10343 | AJ141 | F2F | Full Term | Day | Tabarez | 32 | 7 | 69% | 78% | 2.96 |
| Fall 2010 | 10351 | AJ141 | F2F | Full Term | Eve | Felix | 35 | 5 | 80% | 86% | 2.77 |
| Fall 2010 | 11135 | AJ141 | F2F | Short Term | Day | Knapp | 22 | 1 | 95% | 95% | 2.81 |
| Fall 2010 | 11136 | AJ141 | F2F | Short Term | Day | Wells | 22 | 0 | 95% | 100% | 3.82 |
| Fall 2010 | 11136 | AJ141 | F2F | Short Term | Day | Knapp | 22 | 0 | 95% | 100% | 3.82 |
| Spring 2011 | 20269 | AJ141 | F2F | Full Term | Eve | Felix | 20 | 7 | 60% | 65% | 2.62 |
| Spring 2011 | 20353 | AJ141 | F2F | Full Term | Day | Tabarez | 23 | 1 | 78% | 96% | 2.55 |
| Fall 2011 | 10455 | AJ141 | F2F | Full Term | Day | Tabarez | 22 | 0 | 100% | 100% | 3.73 |
| Fall 2011 | 10566 | AJ141 | F2F | Full Term | Eve | Felix | 13 | 0 | 100% | 100% | 3.00 |
| Spring 2012 | 20028 | AJ141 | F2F | Full Term | Eve | Felix | 13 | 0 | 100% | 100% | 3.15 |
| Spring 2012 | 20059 | AJ141 | F2F | Full Term | Day | Tabarez | 17 | 4 | 76% | 76% | 4.00 |
| Fall 2012 | 10769 | AJ141 | F2F | Full Term | Eve | Felix | 35 | 8 | 74% | 77% | 2.96 |
| Spring 2013 | 20122 | AJ141 | F2F | Full Term | Eve | Felix | 26 | 2 | 85% | 92% | 2.71 |
| Fall 2010 | 10337 | AJ142 | F2F | Full Term | Eve | Wells | 44 | 6 | 84% | 86% | 3.68 |
| Fall 2010 | 10337 | AJ142 | F2F | Full Term | Eve | Serrano | 44 | 6 | 84% | 86% | 3.68 |
| Spring 2011 | 20299 | AJ142 | F2F | Full Term | Day | Wells | 42 | 7 | 81% | 83% | 3.89 |
| Spring 2011 | 20299 | AJ142 | F2F | Full Term | Day | Capeci | 42 | 7 | 81% | 83% | 3.89 |
| Fall 2011 | 11004 | AJ142 | F2F | Full Term | Eve | Wells | 38 | 5 | 87% | 87% | 4.00 |
| Fall 2011 | 11004 | AJ142 | F2F | Full Term | Eve | Serrano | 38 | 5 | 87% | 87% | 4.00 |
| Spring 2012 | 20032 | AJ142 | F2F | Full Term | Day | Wells | 31 | 3 | 90% | 90% | 3.86 |
| Spring 2012 | 20032 | AJ142 | F2F | Full Term | Day | Capeci | 31 | 3 | 90% | 90% | 3.86 |
| Fall 2010 | 10267 | AJ144 | F2F | Full Term | Day | Wells | 22 | 2 | 91% | 91% | 3.75 |
| Fall 2010 | 10267 | AJ144 | F2F | Full Term | Day | Capeci | 22 | 2 | 91% | 91% | 3.75 |
| Spring 2011 | 20369 | AJ144 | F2F | Full Term | Eve | Wells | 31 | 0 | 100% | 100% | 4.00 |
| Spring 2011 | 20369 | AJ144 | F2F | Full Term | Eve | Serrano | 31 | 0 | 100% | 100% | 4.00 |
| Fall 2011 | 11005 | AJ144 | F2F | Full Term | Day | Wells | 22 | 0 | 100% | 100% | 4.00 |
| Fall 2011 | 11005 | AJ144 | F2F | Full Term | Day | Capeci | 22 | 0 | 100% | 100% | 4.00 |

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| Spring 2012 | 20062 | AJ144 | F2F | Full Term | Eve | Wells | 27 | 2 | 93% | 93% | 4.00 |
| Spring 2012 | 20062 | AJ144 | F2F | Full Term | Eve | Serrano | 27 | 2 | 93% | 93% | 4.00 |
| Fall 2012 | 10771 | AJ160 | F2F | Full Term | Eve | Wells | 44 | 3 | 93% | 93% | 3.83 |
| Fall 2012 | 10771 | AJ160 | F2F | Full Term | Eve | Serrano | 44 | 3 | 93% | 93% | 3.83 |
| Spring 2013 | 20123 | AJ160 | F2F | Full Term | Day | Wells | 34 | 6 | 79% | 82% | 3.86 |
| Spring 2013 | 20123 | AJ160 | F2F | Full Term | Day | Tabarez | 34 | 6 | 79% | 82% | 3.86 |
| Fall 2012 | 10774 | AJ162 | F2F | Full Term | Day | Myles-Wells | 18 | 2 | 89% | 89% | 4.00 |
| Fall 2012 | 10774 | AJ162 | F2F | Full Term | Day | Wells | 18 | 2 | 89% | 89% | 4.00 |
| Fall 2012 | 10774 | AJ162 | F2F | Full Term | Day | Tabarez | 18 | 2 | 89% | 89% | 4.00 |
| Spring 2013 | 20124 | AJ162 | F2F | Full Term | Eve | Wells | 30 | 8 | 73% | 73% | 4.00 |
| Spring 2013 | 20124 | AJ162 | F2F | Full Term | Eve | Serrano | 30 | 8 | 73% | 73% | 4.00 |
| Fall 2012 | 10763 | AJ222 | F2F | Full Term | Day | Wells | 34 | 3 | 88% | 91% | 3.65 |
| Spring 2013 | 20109 | AJ222 | F2F | Full Term | Eve | Mason | 31 | 7 | 71% | 77% | 3.38 |
| Fall 2012 | 10764 | AJ223 | F2F | Full Term | Day | Marcuson | 37 | 2 | 65% | 95% | 2.31 |
| Fall 2012 | 10765 | AJ223 | F2F | Full Term | Eve | Flores | 20 | 0 | 80% | 100% | 2.45 |
| Spring 2013 | 20117 | AJ223 | F2F | Full Term | Day | Marcuson | 35 | 4 | 66% | 89% | 2.29 |
| Fall 2012 | 10766 | AJ224 | F2F | Full Term | Day | Wells | 28 | 4 | 79% | 86% | 3.58 |
| Spring 2013 | 20125 | AJ224 | F2F | Full Term | Day | Wells | 38 | 2 | 95% | 95% | 3.81 |

The charts above are based on an across the board evaluation of the classes being offered in a face-to-face classroom environment. We have split our courses across the day as evenly as possible. We offer all of our required classes during the evening hours, to afford our working students the opportunity to enroll. The remaining classes are spread out through the mornings and afternoons. We have also seen good success with classes we have been offering in 3 hour blocks during the day and on Fridays. These classes are set up the same as an evening class, but offered during the day, usually on a Monday or Friday, and have been popular with student population. This idea was originally offered to maximize our available classroom space due to the extended day format of the Police Academy Program. The academy would occupy three or four days per week, depending upon which part was being offered that semester. The remaining days that were unfilled by the academy became available for this one day a week format. It maximizes available classroom space and is very cost effective in terms of facility expenditures such as electricity and faculty availability.

Currently, we are not offering online classes. We are in the process of qualifying three classes to be offered online in the future, but they will not be available until the next school year. We will be bringing the classes online one per semester, if qualified, beginning with the AJ-102 Introduction to Criminal Law Class. This is a required class and will facilitate distance learning and availability for our students interested in this subject.

1. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

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|  | Student Outcomes by Gender/Ethnicity |  |
|  | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Gender |  | | | | | | | | | |  | AJ | | | | | | | | | |  | Female | | | Male | | | N/A | | | | Term | # | Success | Retention | # | Success | Retention | # | Success | Retention | | Fall 2010 | 363 | 70% | 91% | 727 | 72% | 88% | 17 | 71% | 82% | | Fall 2011 | 250 | 71% | 86% | 506 | 74% | 88% | 12 | 83% | 92% | | Fall 2012 | 371 | 75% | 87% | 624 | 73% | 91% | 5 | 80% | 80% | | Spring 2011 | 393 | 69% | 89% | 761 | 68% | 89% | 18 | 89% | 100% | | Spring 2012 | 239 | 72% | 88% | 455 | 74% | 90% | 6 | 83% | 100% | | Spring 2013 | 332 | 79% | 88% | 620 | 74% | 88% | 3 | 67% | 100% | | Total | 1948 | 73% | 88% | 3693 | 72% | 89% | 61 | 80% | 92% | |  |
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| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Ethnicity | | |  | |  |  | |  |  |  | |  | |  |  | |  | |  |  |  |  |  |  | |  | | | **AJ** | **African-Am** | | | | | **Am. Ind or A.N.** | | | | **Asian** | | | | | **Filipino** | | | | | **Hispanic** | | | **Mexican, M.A.** | | | | | | Term | # | Success | | Retention | | # | Success | | Retention | # | Success | | Retention | | # | Success | | Retention | | # | Success | Retention | # | | Success | | Retention | | Fall 2010 | 3 | 67% | | 100% | | 1 | 0% | | 0% | 4 | 100% | | 100% | | 2 | 50% | | 100% | | 576 | 68% | 88% | 385 | | 75% | | 90% | | Fall 2011 | 5 | 80% | | 100% | | 1 | 0% | | 100% |  |  | |  | |  |  | |  | | 469 | 70% | 87% | 227 | | 78% | | 89% | | Fall 2012 |  |  | |  | |  |  | |  |  |  | |  | |  |  | |  | | 791 | 74% | 89% | 137 | | 72% | | 88% | | Spring 2011 | 3 | 67% | | 100% | |  |  | |  | 6 | 100% | | 100% | |  |  | |  | | 600 | 67% | 89% | 428 | | 70% | | 88% | | Spring 2012 | 1 | 100% | | 100% | | 1 | 0% | | 0% |  |  | |  | |  |  | |  | | 485 | 71% | 88% | 153 | | 80% | | 92% | | Spring 2013 | 1 | 100% | | 100% | |  |  | |  |  |  | |  | |  |  | |  | | 787 | 76% | 88% | 98 | | 74% | | 90% | | Totals | 13 | 77% | | 100% | | 3 | 0% | | 33% | 10 | 100% | | 100% | | 2 | 50% | | 100% | | 3708 | 71% | 88% | ### | | 74% | | 89% | | | |
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|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **AJ** | **Other** | | | **Other Hispanic** | | | **Pac Islander** | | | **Unknown, NR** | | | **White** | | | | Term | # | Success | Retention | # | Success | Retention | # | Success | Retention | # | Success | Retention | # | Success | Retention | | Fall 2010 | 2 | 100% | 100% | 25 | 84% | 92% |  |  |  | 50 | 76% | 96% | 59 | 75% | 85% | | Fall 2011 |  |  |  | 15 | 73% | 87% |  |  |  | 40 | 75% | 83% | 11 | 100% | 100% | | Fall 2012 |  |  |  | 11 | 55% | 100% |  |  |  | 59 | 71% | 92% | 2 | 100% | 100% | | Spring 2011 |  |  |  | 39 | 56% | 82% |  |  |  | 57 | 68% | 91% | 39 | 90% | 92% | | Spring 2012 | 1 | 100% | 100% | 16 | 69% | 94% |  |  |  | 36 | 78% | 89% | 7 | 86% | 100% | | Spring 2013 |  |  |  | 1 | 100% | 100% |  |  |  | 64 | 78% | 88% | 4 | 50% | 50% | | Totals | 3 | 100% | 100% | 107 | 67% | 89% | 0 | NA | NA | 306 | 74% | 90% | 122 | 82% | 89% | |  |
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|  | We have always been fairly consistent with regards to the diversity of our student population within the program. The numbers confirm this and demonstrate that our program is attractive to a wide variety of student groups. This is consistent with the overall population of the community and jobs within the region. |  |

1. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

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| **Program Completion** | |  |  |  |  | |  |  |  |  |  |  |  |  |
| **Number of Degrees and Certificates Awarded 2010-2011 through 2012-2013 (3 years)** | | | | | | | | |  |  |  |  |  |  |
|  | **Degrees** | | |  |  | **Awarded** | |  | **Certificates** | | | | **Awarded** |  |
|  | **A.S.** | | Administration of Justice | | | 163 | |  | Administration of Justice | | | | 33 |  |
|  | **AS-T** | | Administration of Justice for Transfer | | | 19 | |  |  |  |  |  |  |  |

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|  | **2012-2013** | | **2011-2012** | | **2010-2011** | |
|  | **Degrees** | **Certificates** | **Degrees** | **Certificates** | **Degrees** | **Certificates** |
| Administration of Justice | 63 | 13 | 54 | 10 | 35 | 5 |

As the chart illustrates, we have seen an increase in the number of Degrees and Certificates being awarded each year. This has continued in spite of the economic down turn a couple of years ago and the reduction, then increase in the number of courses being offered within the major. We are very mindful of what our students need for success and adapt our course offerings to meet that need. From posting available classes at the beginning of each semester to assist students in finding courses, to surveying our students as to what classes they need to complete their degree and offering those classes during summer/winter sessions. Our Department is committed to our students and works very hard to make each one of them successful.

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| **Administration of Justice** | | | | | | | | |
| Term | Course | Title | # of Sections | Fill Rate | Enrollment | Success | Completion | WSCH/FTEF |
| Fall 2010 | AJ100 | Intro to the Admin of Justice | 6 | 100% | 208 | 62% | 89% | 520 |
| Spring 2011 | AJ100 | Intro to the Admin of Justice | 7 | 100% | 240 | 69% | 92% | 514.29 |
| Fall 2011 | AJ100 | Intro to the Admin of Justice | 4 | 97% | 136 | 65% | 87% | 510 |
| Spring 2012 | AJ100 | Intro to the Admin of Justice | 3 | 104% | 109 | 52% | 85% | 545 |
| Fall 2012 | AJ100 | Intro to the Admin of Justice | 8 | 97% | 272 | 72% | 92% | 510 |
| Spring 2013 | AJ100 | Intro to the Admin of Justice | 8 | 85% | 239 | 67% | 85% | 448.13 |
| Fall 2010 | AJ102 | Concepts of Criminal Law | 3 | 91% | 96 | 54% | 84% | 480 |
| Spring 2011 | AJ102 | Concepts of Criminal Law | 3 | 105% | 110 | 65% | 85% | 550 |
| Fall 2011 | AJ102 | Concepts of Criminal Law | 3 | 107% | 112 | 82% | 95% | 560 |
| Spring 2012 | AJ102 | Concepts of Criminal Law | 2 | 87% | 61 | 59% | 72% | 457.5 |
| Fall 2012 | AJ102 | Concepts of Criminal Law | 5 | 87% | 153 | 68% | 84% | 459 |
| Spring 2013 | AJ102 | Concepts of Criminal Law | 4 | 99% | 138 | 69% | 90% | 517.5 |
| Fall 2010 | AJ104 | Legal Aspects of Evidence | 3 | 110% | 116 | 59% | 83% | 580 |
| Spring 2011 | AJ104 | Legal Aspects of Evidence | 3 | 101% | 106 | 54% | 83% | 530 |
| Fall 2011 | AJ104 | Legal Aspects of Evidence | 3 | 108% | 113 | 59% | 80% | 565 |
| Spring 2012 | AJ104 | Legal Aspects of Evidence | 2 | 109% | 76 | 62% | 86% | 570 |
| Fall 2012 | AJ104 | Legal Aspects of Evidence | 4 | 73% | 102 | 87% | 98% | 382.5 |
| Spring 2013 | AJ104 | Legal Aspects of Evidence | 3 | 93% | 98 | 79% | 87% | 490 |
| Fall 2010 | AJ106 | Prin & Proc of the Just System | 3 | 103% | 105 | 80% | 94% | 525 |
| Spring 2011 | AJ106 | Prin & Proc of the Just System | 4 | 82% | 115 | 59% | 85% | 431.25 |
| Fall 2011 | AJ106 | Prin & Proc of the Just System | 3 | 103% | 108 | 70% | 99% | 540 |
| Spring 2012 | AJ106 | Prin & Proc of the Just System | 2 | 96% | 67 | 70% | 85% | 502.5 |
| Fall 2012 | AJ106 | Prin & Proc of the Just System | 4 | 60% | 84 | 79% | 95% | 315 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Spring 2013 | AJ106 | Prin & Proc of the Just System | 3 | 101% | 106 | 75% | 89% | 530 |
| Fall 2012 | AJ108 | Public Safety Report Writing | 3 | 65% | 68 | 54% | 85% | 340 |
| Spring 2013 | AJ108 | Public Safety Report Writing | 2 | 89% | 62 | 100% | 106% | 465 |
| Fall 2010 | AJ110 | L.E. Community Relations | 2 | 93% | 65 | 75% | 83% | 487.5 |
| Spring 2011 | AJ110 | L.E. Community Relations | 3 | 100% | 100 | 83% | 94% | 500 |
| Fall 2011 | AJ110 | Law Enf Community Relations | 2 | 113% | 79 | 91% | 94% | 592.5 |
| Spring 2012 | AJ110 | Law Enf Community Relations | 2 | 89% | 62 | 89% | 95% | 465 |
| Fall 2012 | AJ110 | Law Enf Community Relations | 3 | 60% | 63 | 68% | 81% | 315 |
| Spring 2013 | AJ110 | Law Enf Community Relations | 2 | 93% | 65 | 102% | 105% | 487.5 |
| Fall 2010 | AJ120 | Public Safety Communications | 3 | 100% | 105 | 73% | 85% | 525 |
| Spring 2011 | AJ120 | Public Safety Communications | 3 | 84% | 88 | 70% | 91% | 440 |
| Fall 2011 | AJ120 | Public Safety Report Writing | 2 | 119% | 83 | 77% | 86% | 622.5 |
| Spring 2012 | AJ120 | Public Safety Report Writing | 2 | 96% | 67 | 64% | 93% | 502.5 |
| Spring 2011 | AJ121 | Police Field Operations | 2 | 99% | 69 | 94% | 97% | 517.5 |
| Spring 2012 | AJ121 | Law Enforcement Field Ops | 1 | 111% | 39 | 118% | 123% | 585 |
| Fall 2012 | AJ121 | Law Enforcement Field Ops | 1 | 89% | 31 | 74% | 87% | 465 |
| Spring 2013 | AJ121 | Law Enforcement Field Ops | 1 | 91% | 32 | 78% | 97% | 480 |
| Fall 2010 | AJ122 | Criminal Investigation | 1 | 106% | 37 | 65% | 84% | 555 |
| Spring 2011 | AJ122 | Criminal Investigation | 2 | 101% | 71 | 66% | 89% | 532.5 |
| Spring 2012 | AJ122 | Criminal Investigation | 1 | 100% | 35 | 86% | 91% | 525 |
| Fall 2010 | AJ123 | Juvenile Control | 2 | 106% | 74 | 72% | 92% | 555 |
| Spring 2011 | AJ123 | Juvenile Control | 2 | 107% | 75 | 61% | 93% | 562.5 |
| Fall 2011 | AJ123 | Juvenile Control | 1 | 106% | 37 | 62% | 76% | 555 |
| Spring 2012 | AJ123 | Juvenile Control | 1 | 111% | 39 | 77% | 95% | 585 |
| Fall 2010 | AJ124 | Criminology | 1 | 103% | 36 | 67% | 92% | 540 |
| Spring 2011 | AJ124 | Criminology | 2 | 114% | 80 | 64% | 93% | 600 |
| Spring 2012 | AJ124 | Criminology | 1 | 149% | 52 | 113% | 117% | 780 |
| Fall 2010 | AJ141 | Arrest and Firearms | 5 | 92% | 143 | 83% | 89% | 496.6 |
| Spring 2011 | AJ141 | Arrest and Firearms | 2 | 61% | 43 | 70% | 81% | 327.18 |
| Fall 2011 | AJ141 | Arrest and Firearms | 2 | 70% | 35 | 100% | 100% | 266.31 |
| Spring 2012 | AJ141 | Arrest and Firearms | 2 | 60% | 30 | 87% | 87% | 228.27 |
| Fall 2012 | AJ141 | Arrest and Firearms | 1 | 140% | 35 | 74% | 77% | 517.71 |
| Spring 2013 | AJ141 | Arrest and Firearms | 1 | 104% | 26 | 85% | 92% | 384.58 |
| Fall 2010 | AJ142 | Reserve Officer Level III | 1 | 126% | 44 | 84% | 86% | 656.72 |
| Spring 2011 | AJ142 | Reserve Officer Level III | 1 | 120% | 42 | 81% | 83% | 626.87 |
| Fall 2011 | AJ142 | RBC Level III | 1 | 109% | 38 | 87% | 87% | 567.16 |
| Spring 2012 | AJ142 | RBC Level III | 1 | 89% | 31 | 90% | 90% | 462.69 |
| Fall 2010 | AJ144 | Reserve Officer Level II | 1 | 63% | 22 | 91% | 91% | 330 |
| Spring 2011 | AJ144 | Reserve Officer Level II | 1 | 89% | 31 | 100% | 100% | 465 |
| Fall 2011 | AJ144 | RBC Level II | 1 | 63% | 22 | 100% | 100% | 330 |
| Spring 2012 | AJ144 | RBC Level II | 1 | 77% | 27 | 93% | 93% | 405 |
| Fall 2012 | AJ160 | RBC Level III | 1 | 126% | 44 | 93% | 93% | 656.72 |
| Spring 2013 | AJ160 | RBC Level III | 1 | 97% | 34 | 79% | 82% | 507.46 |
| Fall 2012 | AJ162 | RBC Level II | 1 | 51% | 18 | 89% | 89% | 270 |
| Spring 2013 | AJ162 | RBC Level II | 1 | 120% | 30 | 73% | 73% | 450 |
| Fall 2012 | AJ222 | Criminal Investigation | 1 | 97% | 34 | 88% | 91% | 510 |
| Spring 2013 | AJ222 | Criminal Investigation | 1 | 89% | 31 | 71% | 77% | 465 |
| Fall 2012 | AJ223 | Juvenile Control | 2 | 81% | 57 | 70% | 96% | 427.5 |
| Spring 2013 | AJ223 | Juvenile Control | 1 | 100% | 35 | 66% | 89% | 525 |
| Fall 2012 | AJ224 | Criminology | 1 | 100% | 35 | 83% | 89% | 525 |
| Spring 2013 | AJ224 | Criminology | 1 | 117% | 41 | 95% | 95% | 615 |

1. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

Just to continue to actively monitor the course selections for each semester, and adjusting as needed for the needs and size of our student population.

1. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

Since the last Program Review we have started to offer classes during the day that only meet one day a week for 3 hours. Similar to the evening class offerings, these one day a week classes fill in for openings within the schedule created by the Police Academy and maximize the use of the available classroom space. They also create an alternative to our students in their scheduling routine. The classes meet for the same amount of time they would during the week, but concentrate the lesson plan into one day presentations. This allowed more freedom to our students in scheduling their classes and in getting the classes they needed to transferring and or graduate.

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

The program is strong and very popular. We have seen an increase in the number of Degrees/Certificates being awarded and that is a direct reflection upon our efforts to make our classes available to our student population. The class offerings must be monitored to pull back, if necessary, so we don’t offer too many classes during a given semester. This is an on-going endeavor and vigilance will always be the key in keeping this program viable into the future.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.) | | | | | **INSTITUTIONAL GOAL(S)**  (Check all that apply.) |
|  | | | | |  |
| **1** | **FUTURE PROGRAM GOAL #1**  Budget Priority #1 | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:** To maintain the continued success of the program and to monitor the student enrollment to better serve the needs of our student population. | | | | | 1  2  3  4 |
| **Objective:** To continue to offer a high quality program that meets the needs of our student population. | | | | |
| **Task(s):** Monitor student enrollment and adjust as needed to changing trends, semester by semester. | | | | |
| **Timeline:** School year 2014 – 2015. | | | | |
| **EXPENSE TYPE** | | **FUNDING TYPE** | | **RESOURCE PLAN**  (Check all that apply.) | **BUDGET REQUEST** |
| One-Time  Recurring | | Categorical  Specify: | General Fund | Facilities  Marketing  Technology  Professional Development  Staffing | $ |
|  | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2** | **FUTURE PROGRAM GOAL #2**  Budget Priority #2 | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:** | | | | | 1  2  3  4 |
| **Objective:** | | | | |
| **Task(s):** | | | | |
| **Timeline:** | | | | |
| **EXPENSE TYPE** | | **FUNDING TYPE** | | **RESOURCE PLAN**  (Check all that apply.) | **BUDGET REQUEST** |
| One-Time  Recurring | | Categorical  Specify: | General Fund | Facilities  Marketing  Technology  Professional Development  Staffing | $ |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3** | **FUTURE PROGRAM GOAL #3**  Budget Priority #3 | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:** | | | | | 1  2  3  4 |
| **Objective:** | | | | |
| **Task(s):** | | | | |
| **Timeline:** | | | | |
| **EXPENSE TYPE** | | **FUNDING TYPE** | | **RESOURCE PLAN**  (Check all that apply.) | **BUDGET REQUEST** |
| One-Time  Recurring | | Categorical  Specify: | General Fund | Facilities  Marketing  Technology  Professional Development  Staffing | $ |
|  | | | | |  |
| **TOTAL BUDGET REQUEST** | | | | | $ |

1. How will your enhanced budget request improve student success?

Comments:

**III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)**

|  |  |
| --- | --- |
| **ISLO 1** | COMMUNICATION SKILLS |
| **ISLO 2** | CRITICAL THINKING SKILLS |
| **ISLO 3** | PERSONAL RESPONSIBILITY |
| **ISLO 4** | INFORMATION LITERACY |
| **ISLO 5** | GLOBAL AWARENESS |

**IV. PROGRAM LEARNING OUTCOMES (PLOs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PROGRAM LEARNING OUTCOMES**  (Describe learning outcomes.) | | | | **ISLO(S)**  [Link PLO to  appropriate ISLO(s).] |
|  |  | | |  |
| **PLO**  **1** | **PROGRAM LEARNING OUTCOME #1** | | | **ISLO(S)** |
| **Identify Program Outcome:** 1 Demonstrate knowledge and understanding of the U.S. Constitution and the subsequent  Amendments pertaining to the Justice System | | | ISLO 1  ISLO 2  ISLO 3  ISLO 4  ISLO 5 |
| **Measurable Outcome Summary:** The AJ-100 class introduces the student to the criminal justice system. We go into detail about the constitution and foundation of law in AJ-102 Introduction to Criminal Law. These two classes lay the foundational information the student will utilize throughout their Certificate/Degree pursuit. | | |
| Met | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:**  The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time. | | |
|  |  | | |  |
| **PLO**  **2** | **PROGRAM LEARNING OUTCOME #2** | | | **ISLO(S)** |
| **Identify Program Outcome:** Demonstrate knowledge and understanding of the Criminal Justice System to include  investigation of crimes, prosecution of offenders in court and incarceration of convicted  perpetrators in the Correctional System | | | ISLO 1  ISLO 2  ISLO 3  ISLO 4  ISLO 5 |
| **Measurable Outcome Summary:** As the student progresses through their academic journey, they are afforded the opportunity to take various elective courses that augment the major course of study. Among these courses is the AJ-222 Criminal Investigation, which introduces the student into the requirements of a law enforcement investigation. The AJ-106 Principles and Procedures class goes into the operation of the court system. The AJ-223 Juvenile Procedures class introduces the student into juvenile custody and rehabilitation, as well as the special relationship juvenile law has in the criminal justice arena. AJ-224 Criminology expands upon the foundation the student has been developing by bringing in Sociology and Psychology fundamentals to the understanding of the why crime occurs and its impact upon society. | | |
| Met | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time. | | |
|  |  | | |  |
| **PLO**  **3** | **PROGRAM LEARNING OUTCOME #3** | | | **ISLO(S)** |
| **Identify Program Outcome:** Demonstrate knowledge and understanding of the principles of a law enforcement report, in particular those elements of the Corpus (body) of the criminal act, the proper documentation of Witness Statements, and Evidence. | | | ISLO 1  ISLO 2  ISLO 3  ISLO 4  ISLO 5 |
| **Measurable Outcome Summary:** The AJ-108 Law Enforcement Report Writing teaches the student the legal requirements for law enforcement reports and documentation. The student incorporates the foundational knowledge obtained from their earlier courses into documenting events for legal reasons and requirements. The AJ-121 Patrol Procedures brings the student into the world of law enforcement and the utilization of those reports into a successful prosecution. The AJ-110 Community Relations class wraps the entire program together so the student can see how the partnership between the criminal justice system and the community they serve are a vital part of our society and the people who live there. | | |
| Met | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:**  The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time. | | |
|  |  | | |  |
| **\*\*\*\*\* ATTACH PLO/SLO GRID \*\*\*\*\*** | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sub** | **#** | **Course Title** | **Dept** | **Div** | **Units** | **Fall 10** | **Spring 11** | **Fall 11** | **Spring 12** | **Fall 12** | **Spring 13** |
|  |  |  |  |  |  | **Course SLOs** | **Course SLOs** | **Course SLOs** | **Course SLOs** | **Course SLOs** | **Course SLOs** |
| AJ | 100 | Intro to the Admin | PBSF | EWD | 3 |  | Done 1,2 | No Data | 1 | 2 | XXX |
| AJ | 102 | Concepts of Criminal Law | PBSF | EWD | 3 |  |  | Done 1,2,3 | XXX | XXX | 1,2,3 |
| AJ | 104 | Legal Aspects of Evidence | PBSF | EWD | 3 |  | Done 1 | XXX | Marcuson 1 | XXX | 2 |
| AJ | 106 | Prin. & Proc. of the Justice System | PBSF | EWD | 3 |  |  | ??? | Rodriguez 1 | XXX | 2 |
| AJ | 108 | Public Safety Repo | PBSF | EWD | 3 |  | Done 1 | XXX | Serrano 1 | (Serrano) 2 | XXX |
| AJ | 110 | Law Enforcement Community Relations | PBSF | EWD | 3 |  | Done 1,2,3 | XXX | 1 | 2 | XXX |
| AJ | 121 | Law Enf Field Ops | PBSF | EWD | 3 |  |  | XXX | Wells 1 | Mason 2 | XXX |
| AJ-Post | 141 | Arrest & Firearms | PBSF | EWD | 3.5 |  |  | Done 1,2,3,4,5 | XXX | (Felix) 1,2,3,4,5 | XXX |
| AJ-Post | 160 | RBC Level III | PBSF | EWD | 10 |  |  | No data | (Wells) 1-5 | XXX | (Wells) 2-10 |
| AJ-Post | 162 | RBC Level II | PBSF | EWD | 13.5 |  |  | No data | (Wells) 1-5 | (Wells) 6-10 | XXX |
| AJ-*122* | 222 | Criminal Invest. | PBSF | EWD | 3 |  | Done 1,2,3 | Not offered | Mason 1 | XXX | (Mason) 1,2,3 |
| AJ-*123* | 223 | Juvenile Control | PBSF | EWD | 3 |  | Done 1,2,3,4 | Not offered | Marcuson 1 | XXX | (Marcuson) 1,2,3 |
| AJ | 224 | Criminology | PBSF | EWD | 3 |  |  | XXX | (Wells) 1,2,3 | XXX | (Wells) 1,2,3 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Fall 13** | **Spring 14** | **Fall 14** | **Spring 15** | **Fall 15** | **Spring 16** | **Fall 16** | **Spring 17** |
| **Course SLOs** | **Course SLOs** | **Course SLOs** | **Course SLOs** | **Course SLOs** | **Course SLOs** | **Course SLOs** | **Course SLOs** |
| 1, 2, 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 | XXX |
| XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 |
| XXX | 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 |
| XXX | 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 |
| 1, 2, 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 | XXX |
| 1, 2, 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 | XXX |
| 1, 2, 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 | XXX | 1, 2, 3 | XXX |
| 1,2,3,4,5 | XXX | 1,2,3,4,5 | XXX | 1,2,3,4,5 | XXX | 1,2,3,4,5 | XXX |
| XXX | (Wells) 1-5 | XXX | (Wells) 2-10 | XXX | (Wells) 11-15 | XXX | (Wells) 1-5 |
| (Wells) 11-15 | XXX | (Wells) 1-5 | XXX | (Wells) 6-10 | XXX | (Wells) 11-15 | XXX |
| XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 |
| XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 |
| XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 |