### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Sandy Boyd</td>
<td>Team Member</td>
<td><a href="mailto:sandy.boyd@marin.edu">sandy.boyd@marin.edu</a></td>
<td>x7628</td>
<td></td>
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</table>

### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
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<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
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<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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### III. Vice President of Academic Affairs

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Nick Chang</td>
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### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
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</table>
Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.
AJ offers an AS degree and a career certificate. AJ offers nine courses. All nine courses are required for the certificate and degree and are offered on a 3 semester cycle so a student may complete in 3 semesters. One course was deleted (AJ 114) after the past review, leaving the discipline with the current 9 courses.

The AJ degree at CoM is based on the model curriculum proposed by the California Commission on Peace Officer Standards and Training. Changes will only occur in the CoM program if the model curriculum is modified.

II. Program Purpose
Pathway:
Transfer
Briefly describe how your program fits into the pathways you have chosen.
The general outcomes of the discipline are to provide a solid foundation of knowledge that will prepare the student for initial employment within the Criminal Justice Field.

AJ offers coursework for transfer to a 4 year college or university. All courses transfer as electives to CSU. AJ 110, 111 118 and 204 transfer as an elective to UCs.

III. Students Served
Briefly outline what students are served in your program.
Males represent about half of the students taking Administration courses, which is better than the national comparison of males and females working in AJ. (75% male) About half of the students are white which is also better than the national rate at 68%. AJ ethnicity and gender data do not show a significant change since the last program review. AJ students tend to be younger (50-60% are 18-24) than the CoM average of 31.

IV. Program History
Briefly outline the recent history of your program.
The enrollment trend in AJ was static for the five years prior to the last review, accounting for loads of 3-400 per semester, with spring attracting more students than fall. Since that time, AJ enrollment has increased dramatically, reaching a load in the high 600s.

Attachments:
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the
Educational Master Plan.
Administration-of-Justice-2009

I. Please refer to the table of estimates of how many students are in each
pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job
performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order
to successfully complete college level courses. The Basic Skills pathway includes English
as a Second Language courses offered in both credit and non-credit divisions as well as
courses in developmental mathematics and English as well as basic skills courses in
computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and
skill training necessary for career placement, career advancement and career changes or
for creative endeavors that require technical skills. Their educational goals are either
an associate degree or certificate. For some degrees/ certificates, such as Nursing, the
course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: To a great extent/ a majority of the
students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic
abilities. Students broaden their intellectual and artistic skills through participation
in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment.
Some Lifelong students may have already completed degrees and/or may be in significantly
advanced positions in their careers.

Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to
four-year institutions, universities, colleges or specialized educational institutions by
completing courses that fulfill requirements for the baccalaureate degree or admission to
specialized programs such as Nursing. In the process of completing transfer requirements,
these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear
majority
Transfer Major: To a great extent/ a majority of the students

II. What are your program’s goals for each pathway?

Basic Skills: Support and refer students who are identified as candidates who would
benefit from basic skills classes and program.
CTE: Provide rigorous, relevant curriculum taught by instructors who are experts in the industry so that students completing the program have the skills ready for the next level, whether that is the goal to directly enter the workforce, earn a certificate or Assoc. Degree or transfer for a baccalaureate degree.

Cultural Enrichment: No goals set

Lifelong Learning: No goals set

Transfer: Based on # of AJ students taking Math and English, many students intend to pursue certificates and degrees. SRJC has a robust AJ program, and many students who begin exploration and pursuit of AJ at CoM choose to transfer to SRJC for program completion.

Cultural Enrichment: No goals set

Lifelong Learning: No goals set

Transfer: Based on # of AJ students taking Math and English, many students intend to pursue certificates and degrees. SRJC has a robust AJ program, and many students who begin exploration and pursuit of AJ at CoM choose to transfer to SRJC for program completion.

III. How does your program/discipline help students meet these goals?
All students are encouraged to seek counseling, and to develop an education and career plan. Students demonstrating difficulty in succeeding are encouraged to seek support services.

IV. How do you measure your success?
Success is measured by course pass rate and program completion.

V. How do you make sure your students are able to get through your program in a timely fashion?
Last year, based on program review request and approval, 3 units per year were added to the AJ program to enable students to complete all AJ course offerings in a two year time frame.
Facilities Questionnaire
Administration-of-Justice-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

Facilities Questionnaire

AJ students at the Kentfield Campus continually complain about the facilities, including poor heat, poor ventilation, and inability to hear the lectures or focus because of the loud HVAC system. Most of the classes are now offered at IVC, and it is expected that when the modernization is complete, these complaints will be handled.
Curriculum
Administration-of-Justice-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

All courses are current.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

Courses are continually updated and held to the POST (Peace Officers Standards and Training) external content standard for AJ curriculum

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

CoM has been a part of a North Bay consortium promoting exploration of Public Safety careers with the north bay regional occupational centers.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

No new curriculum is planned.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Distance Education hybrid classes may be explored. No specifics regarding that program development have yet been determined.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

No.
Student Learning Outcomes
Administration-of-Justice-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?
   
   A.S. Degree and Certificate in Administration of Justice awarded for completing all degree requirements in the AJ program.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

   1. All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data and information. Students collect, analyze and report on data—all fundamental skill in the public safety sector. That research and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinions and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?
   
   i. Written, Oral and Visual Communication

   All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data and information. Students collect, analyze and report on data—all fundamental skill in the public safety sector. That research and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinions and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

   ii. Scientific and Quantitative Reasoning
All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data and information. Students collect, analyze and report on data—all fundamental skill in the public safety sector. That research and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinions and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

iii. Critical Thinking

All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data and information. Students collect, analyze and report on data—all fundamental skill in the public safety sector. That research and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinions and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

iv. Problem Solving

All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data and information. Students collect, analyze and report on data—all fundamental skill in the public safety sector. That research and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinions and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

v. Information Literacy

All courses required written work, research and presentation to fellow students. Out-of-class assignments included on-site research, internet research and interviews to gather data and information. Students collect, analyze and report on data—all fundamental skill in the public safety sector. That research and analysis requires interpersonal communication skills, group presentation skills and as well as technology competencies in research data on the internet and public records. Included in the research, analysis and conclusions, students much differentiate between facts, influences, opinions and assumptions to reach reason and supportable conclusions. In addition, students learn that those research, analysis and ability to reach an objectively supportable conclusion is fundamental to his/her success in the field of public safety.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
   ii. Scientific and Quantitative Reasoning
   iii. Critical Thinking
   iv. Problem Solving
v. Information Literacy

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:
   i. How often do you assess these SLOs?

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?
## Faculty Members
### Administration-of-Justice-2009

### I. Program Faculty

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<tr>
<td>Kosta</td>
<td>W.</td>
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<tr>
<td>Ravani</td>
<td>R.</td>
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#### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<td>Kosta</td>
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<tr>
<td>Ravani</td>
<td>R.</td>
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<tr>
<td>Ravani</td>
<td>R.</td>
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#### Leadership: List involvement in committees or other service

- Mr. Berberian is the elected District Attorney of Marin County
- Mr. Kosta is a retired Peace Officer with more than 30 years experience.
- Mr. Ravani is a retired police officer.
Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
## Non-Instructional Support Staff
### Administration-of-Justice-2009

### I. Current Support Staff

#### List of Support Staff

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<thead>
<tr>
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<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
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</thead>
<tbody>
<tr>
<td>Julie Oyle</td>
<td>Clerical</td>
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<td>1200 Students</td>
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**Leadership:** List involvement in committees or other service

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<th>Name</th>
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<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
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</thead>
<tbody>
<tr>
<td>Laurie Loeffler</td>
<td>Other</td>
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<td>37</td>
<td>1200 Students</td>
</tr>
</tbody>
</table>

**Leadership:** List involvement in committees or other service

"other purpose" is project management for all partnerships and workforce division

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### II. Request for additional support staff

(-clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary
Administration-of-Justice-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The greatest strengths of the discipline are the very dedicated and professional faculty. One very strong benefit of our faculty is that they teach part-time and also work in the field, which lends credibility and currency to what they bring to the students. We have a high and growing success rate and growing enrollment.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).
As we have stated in other sections, there is no need for further resources at this time; the program has grown and is maintaining its strength.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?
In the course of this program review, we have come to ascertain new possibilities for providing local in-service training in this discipline for Marin county Law Enforcement that is now being provided by SRJC and NVC.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

VI. Other concluding remarks.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

All five pathways are addressed in the Administrative Justice program. Students follow a given pathway when going through the program. Basic skills such as math, and English are key components of the Administrative Justice curriculum. There are no barriers influencing student access and success. The Administrative Justice program continually updates their curriculum to meet real world work conditions. The Administrative Justice program will be moving to newer facilities as modernization takes place over the next several years.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

The Administrative Justice program will be moving into new facilities as the modernization project continues. They will not need any specific equipment for their curriculum that is not addressed in the modernization program.

3. Please comment on the faculty and staff sections.

The Administrative Justice program has one full time instructor shared with several departments and several very knowledgeable part time instructors. These part time instructors teach classes in their area of expertise. The Administrative Justice program is running smoothly because the full time and part time instructors work cooperatively.

4. Other comments
Area Directors and Deans Comments
Administration-of-Justice-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

The Administration of Justice continues to enjoy a positive trend in enrollment.

Courses are continually updated and held to the POST (Peace Officers Standards and Training) external content standard for AJ curriculum. The pathway in this sector of "Public Safety" continues to maintain a foundation in career, certificate and degrees that remains stable.

Basic Skills: Students demonstrating need for basic skills education are referred for support and provided support during classes as advised.

CTE: Certificates in AJ are generally the first step in advancing through the program.

Cultural Enrichment?: n/a

Lifelong Learning: n/a

Transfer: Transfer for degrees in public safety careers are pursued. Student with a goal for 4 yr transfer are encouraged to seek counseling to assure requirements are met for efficient ed program while at CoM.

AJ students at the Kentfield Campus continually complain about the facilities, including poor heat, poor ventilation, and inability to hear the lectures or focus because of the loud HVAC system. Most of the classes are now offered at IVC, and it is expected that when the modernization is complete, student complaints regarding facilities will be handled.

The one class with success rates lower than the district-wide average is the class in ?Introduction to Evidence?. This class requires research and writing that presents a challenge to the academically underprepared student. With the introduction of tutoring services and learning center resources and a learning/research specialist, it is anticipated that success in this class will improve.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

No instructional equipment requests have been made for this program, and I concur. The facilities improvement underway will handle the needs for this program.

3. Please comment on the faculty and staff sections.

In the CoM AJ program, we are very fortunate to have instructors who are working in the field of the Administration of Justice.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

http://programreview.marin.edu/ADReport.jsp
revert back to general funds.
No external funds have been used to support this program.

5. Other comments
CoM's Administration of Justice continues to enjoy an excellent reputation and strong enrollment.