



PROGRAM REVIEW – CURRICULUM REVIEW
2015-16

Criminal Justice

Courses with CID Designation

Course Name	CID #	CID Name	COR Effective Term
CJ G140	AJ 110	Introduction to Criminal Justice	S2015
CJ G141	AJ 120	Concepts of Criminal Law	S2015

Dual Listed Courses

Course Name	Dual Listed
CJ G107	HLED G107
CJ G220	ACCT G220

List of Active Courses offered or not offered in the last 3 years

Course ID	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
CJ G005									
CJ G020									
CJ G021									
CJ G046					X				
CJ G054		X	X		X	X		X	X
CJ G055						X		X	
CJ G064		X	X		X	X		X	X
CJ G065		X	X		X	X		X	X
CJ G067									
CJ G070			X		X	X		X	X
CJ G078		X	X		X	X		X	X
CJ G079		X	X		X	X		X	X
CJ G080			X						X
CJ G090								X	X
CJ G091			X					X	
CJ G092		X	X		X	X			
CJ G095		X	X		X	X		X	X
CJ G098								X	X
CJ G099									
CJ G107		X	X		X	X	X	X	X
CJ G110			X		X	X		X	X
CJ G115			X			X			
CJ G123		X	X		X	X		X	X
CJ G128			X			X		X	X
CJ G130			X			X		X	X
CJ G137									
CJ G139									
CJ G140		X	X		X	X	X	X	X
CJ G141		X	X		X	X		X	X
CJ G146			X			X		X	X
CJ G150		X			X			X	X
CJ G151			X			X			X
CJ G152			X			X			
CJ G220		X	X		X	X		X	X



PROGRAM REVIEW – SLO ASSESSMENTS 2015-16

Criminal Justice

*Assessment status reflects assessments between Fall 2013 through Summer 2015

Assessment status for courses with active cSLOs

Course Name	# of cSLOs	# of cSLOs Assessed	Status
CJ G005	2	0	↓
CJ G020	6	0	↓
CJ G021	8	0	↓
CJ G046	17	0	↓
CJ G054	3	3	↑
CJ G055	10	0	↓
CJ G064	1	0	↓
CJ G065	1	0	↓
CJ G067	3	0	↓
CJ G078	1	0	↓
CJ G079	1	0	↓
CJ G080	5	0	↓
CJ G090	8	0	↓
CJ G091	4	2	↔
CJ G092	8	0	↓
CJ G095	10	0	↓
CJ G098	4	0	↓
CJ G099	9	0	↓
CJ G107	5	1	↔
CJ G110	4	1	↔
CJ G115	5	0	↓
CJ G123	2	1	↔
CJ G128	1	1	↑
CJ G130	7	0	↓
CJ G137	18	0	↓
CJ G139	3	0	↓
CJ G140	7	4	↔
CJ G141	9	1	↔
CJ G142	8	2	↔
CJ G146	8	0	↓
CJ G151	10	2	↔
CJ G152	4	1	↔

- ↑ Fully assessed
- ↔ Partially assessed
- ↓ No assessment

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
CJ G005	cSLO 1	Provide experienced law enforcement officers with the most current arrest and control procedures
CJ G005	cSLO 2	Update and refresh officers in areas of carotid restraint, high-risk search and handcuffing techniques, take down commands, using the weapon during an arrest and defense techniques.☐
CJ G020	cSLO 1	Review the history and theory of radar.☐
CJ G020	cSLO 2	Review the legal use of radar and its importance in court.☐
CJ G020	cSLO 3	Identify and classify the components of radar systems.☐
CJ G020	cSLO 4	Identify efficient radar applications.☐
CJ G020	cSLO 5	Study applicable laws related to radar applications.
CJ G020	cSLO 6	Prepare, calibrate, and operate the radar device.

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
		Assessment Plan:
CJ G021	cSLO 1	Review to the history of LASER (Light Amplification of Stimulated Emission of Radiation).☒
CJ G021	cSLO 2	Analyze the theory of LASER.☒
CJ G021	cSLO 3	Identify and classify the components of laser systems.☒
CJ G021	cSLO 4	Identify efficient LASER applications.☒
CJ G021	cSLO 5	Study applicable laws related to LASER applications.☒
CJ G021	cSLO 6	Demonstrate the ability to visually estimate a target vehicle's speed with an average of plus or minus 5 mph.☒
CJ G021	cSLO 7	explain the skills necessary for successful testimony in legal proceedings related to LASER Applications.☒
CJ G021	cSLO 8	Prepare, calibrate, and operate the laser device.☒
CJ G046	cSLO 1	Be introduced to the various aspects of the role of the first-line supervisor.
CJ G046	cSLO 2	Understand the need to develop effective communication skills, the art of listening and managing conflict.
CJ G046	cSLO 3	Gain knowledge and develop skills on how to make the transition from subordinate to supervisor.
CJ G046	cSLO 4	Learn how to work comfortably within a framework of flexible leadership.
CJ G046	cSLO 5	Explore what influences the behavior and performance of subordinates.
CJ G046	cSLO 6	Examine the importance of verbal and non-verbal communication skills.
CJ G046	cSLO 7	Study the scope of the supervisor's role and responsibilities in dealing with liability issues.
CJ G046	cSLO 8	Examine the importance of discussing performance problems.
CJ G046	cSLO 9	Evaluate and resolve circumstances of employee grievances.
CJ G046	cSLO 10	Address employee complaints and learn how to resolve conflicts among employees.
CJ G046	cSLO 11	Research and investigate the complex issues and the supervisor's role in the disciplinary process.
CJ G046	cSLO 12	Examine how an equitable process can improve productivity and accountability.
CJ G046	cSLO 13	Explore and understand the various tools and components of effective presentations.
CJ G046	cSLO 14	Examine and observe the analytical process and communication of policy.
CJ G046	cSLO 15	Evaluate the process of problem solving and decision making.
CJ G046	cSLO 16	Analyze the budget process, political realities, and ethical decision making.
CJ G046	cSLO 17	Become familiar and understand the values of personal and organizational role in influencing individual behavior through ethical decision making.
CJ G055	cSLO 1	Learn the physical fitness standards of the POST approved police academy.
CJ G055	cSLO 2	Recognize the importance of being prepared physically for the police academy.
CJ G055	cSLO 3	Learn the importance of maintaining proper nutrition during academy training and also in the student's personal life.
CJ G055	cSLO 4	Explain the significance of tracking the student's percentage of body fat vs. body weight.
CJ G055	cSLO 5	Identify the main principles of body composition management.
CJ G055	cSLO 6	Calculate his/her optimal target heart rate range to maximize the benefit of cardiovascular training.
CJ G055	cSLO 7	Demonstrate a basic knowledge of stretching and warm-up exercises.
CJ G055	cSLO 8	Demonstrate a basic knowledge of injury prevention and treatment.
CJ G055	cSLO 9	Develop a personal performance plan to meet a specific goal.
CJ G055	cSLO 10	Demonstrate proficiency of the physical skills necessary to enter and complete the POST approved police academy.
CJ G064	cSLO 1	After completing the Introduction to the Criminal Justice System unit of study, the student will be able to identify how the United States Constitution amendments apply to the actions and conduct of peace officers, including the Fourth Amendment.
CJ G065	cSLO 1	The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding techniques used to evaluate physical fitness.
CJ G067	cSLO 1	Identify any substantial changes in law that have occurred within the past two years.☒
CJ G067	cSLO 2	Explain the effects of new court decisions occurring within the past two years.☒
CJ G067	cSLO 3	Demonstrate understanding of new concepts or technology affecting law enforcement.☒
CJ G078	cSLO 1	Follow the guidelines and enact the procedures in the publication "Public Safety Dispatcher Course (revised July 1, 2002)" issued by the California Commission on Peace Officer Standards and Training (on file with the GWC Office of Instruction as of 10-22-04).
CJ G079	cSLO 1	Follow the guidelines and enact the procedures in the publication "Public Safety Dispatcher Course (revised July 1, 2002) issued by the California Commission on Peace Officer Standards and Training (on file with the GWC Office of Instruction as of 10-22-04).
CJ G080	cSLO 1	Have a clear understanding of the role and duties of a CTO.
CJ G080	cSLO 2	Learn techniques of training, communication techniques and adult learning theory.

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
CJ G080	cSLO 3	Become familiar with the legal aspects and liability of training.
CJ G080	cSLO 4	Assess and document the performance of a trainee and the presentation of the evaluation.
CJ G080	cSLO 5	Participate in several practical exercises, encompassing the various aspects of this course.
CJ G090	cSLO 1	Describe the direct and indirect victims of a crime.
CJ G090	cSLO 2	Describe emotional and physical reactions or behaviors that may be exhibited by victims in crisis.
CJ G090	cSLO 3	Describe techniques officers can use to help defuse a crisis situation for a victim of crime.
CJ G090	cSLO 4	Describe potentially negative attitudes that peace officers may exhibit toward victims of crime.
CJ G090	cSLO 5	Demonstrate principles of defensive tactics, to include awareness, balance, and control.
CJ G090	cSLO 6	Demonstrate procedures for handling a subject after a Carotid Restraint Control Hold has been applied.
CJ G090	cSLO 7	Demonstrate the correct positioning of handcuffs on a subject.
CJ G090	cSLO 8	Describe factors involved in retaining a peace officer's firearm.
CJ G091	cSLO 1	Describe, orally, updated or new trends and legislation concerning reserve officers.
CJ G091	cSLO 3	Demonstrate new techniques, skills and abilities for managing reserve peace officers.
CJ G092	cSLO 1	Explain the concepts and philosophy of special tactics.
CJ G092	cSLO 2	Explain the command post role and function.
CJ G092	cSLO 3	Demonstrate special weapons and tactics intelligence.
CJ G092	cSLO 4	Communicate in team and crises role simulations.
CJ G092	cSLO 5	Describe officer safety, scouting, and entry techniques.
CJ G092	cSLO 6	Simulate hostage negotiations.
CJ G092	cSLO 7	Demonstrate warrant service, chemical agents use, barricaded suspects, and rappelling.
CJ G092	cSLO 8	Demonstrate tactical and physical training.
CJ G095	cSLO 1	Examine the first line supervisor's role from several perspectives.
CJ G095	cSLO 2	Examine issues which influence police integrity and public trust.
CJ G095	cSLO 3	Examine the concept of leadership as defined for this course.
CJ G095	cSLO 4	Discuss how assertive leadership influences the behavior and performance of subordinates.
CJ G095	cSLO 5	Analyze their department's evaluation policy and system.
CJ G095	cSLO 6	Judge the complex issues relative to employee performance appraisal.
CJ G095	cSLO 7	Assess the supervisor's role in the disciplinary process.
CJ G095	cSLO 8	Compare differences between civil and criminal accountability.
CJ G095	cSLO 9	Define Community Oriented Policing and Problem Solving.
CJ G095	cSLO 10	Evaluate the supervisory role in relation to personal goals to determine future study and/or action plan.
CJ G098	cSLO 1	Summarize the primary questions that must be answered by an investigative report.
CJ G098	cSLO 2	Identify the fundamental content elements in investigative reports.
CJ G098	cSLO 3	Apply guidelines for recommended grammar used in investigative reports.
CJ G098	cSLO 4	Organize information within an investigative report for clarity and proper emphasis.
CJ G099	cSLO 1	Demonstrate understanding of the roles and responsibilities of instructors of POST curriculum.☒
CJ G099	cSLO 2	Explain the fundamentals of adult learning concepts.☒
CJ G099	cSLO 3	Learn to research and develop effective lesson planning.☒
CJ G099	cSLO 4	Study and demonstrate successful presentation skills.☒
CJ G099	cSLO 5	Study and demonstrate successful facilitation skills.☒
CJ G099	cSLO 6	Make use of a variety of learning resources and training aids.☒
CJ G099	cSLO 7	Evaluate and test learning in a comprehensive model.☒
CJ G099	cSLO 8	Demonstrate proficiency in evaluating and testing learning.☒
CJ G099	cSLO 9	Provide remediation, if necessary.☒
CJ G107	cSLO 1	Describe the accountability of using legal drugs.
CJ G107	cSLO 2	Describe the physiological and psychological effects of selected drugs.
CJ G107	cSLO 3	Describe objective symptoms of influence or intoxication.
CJ G107	cSLO 5	Describe the different categories of drugs.
CJ G110	cSLO 1	Identify the desirable attributes and responsibilities of criminal and forensic investigators.
CJ G110	cSLO 2	Specify and evaluate sources of information for criminal investigations.
CJ G110	cSLO 4	Explain the legal justifications required for conducting a search and an arrest, and the exceptions to these requirements.
CJ G115	cSLO 1	Describe similarities between organized crime and terrorist organizations.
CJ G115	cSLO 2	Explain the social theoretical backgrounds of organized criminal and terrorist groups.
CJ G115	cSLO 3	Define the origins of organized crime.

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
CJ G115	cSLO 4	Define the origins of terrorist organizations world-wide.
CJ G115	cSLO 5	Explain the impact of terrorism and organized crime in the United States.
CJ G123	cSLO 2	The student will distinguish the constitutional rights of a juvenile and an adult within the criminal justice system.
CJ G130	cSLO 1	Study the role of ethics in law enforcement.
CJ G130	cSLO 2	Review the common set of core values.
CJ G130	cSLO 3	Learn to recognize the difference between ethics and individual character.
CJ G130	cSLO 4	Analyze the basis for individual decision making.
CJ G130	cSLO 5	Learn to evaluate how these decisions relate to the development and retention of public trust
CJ G130	cSLO 6	Learn to understand and value the relationship between public trust of a law enforcement agency and the agency's ability to provide effective police services.
CJ G130	cSLO 7	Assess his/her individual character traits and how they impact his/her life.
CJ G137	cSLO 1	Examine the need for law enforcement and the community to work as partners in a mutual effort to successfully identify and solve problems.
CJ G137	cSLO 2	explore tactical communication/verbal persuasion concepts as they relate to: effective Listening skills, techniques and strategies helpful in de-escalating crisis situations, diffusing conflict, and obtaining voluntary compliance in situations involving violent/combative/uncooperative persons.
CJ G137	cSLO 3	Study an overview of the role the community plays in police accountability.
CJ G137	cSLO 4	examine the role of law enforcement in the community and the special relationship which exist between the police and the community
CJ G137	cSLO 5	consider crime prevention concepts and techniques, problem solving strategies and Techniques, and how they can be effectively applied to a variety of law enforcement situations.
CJ G137	cSLO 6	Gain information concerning the origins, nature, and evolution of prejudice, discrimination, and human rights.☐
CJ G137	cSLO 7	Distinguish and understand the difference between society's cultural stereotyping and law enforcement profiling.☐
CJ G137	cSLO 8	Gain an understanding of effective police/community contacts and techniques enhancing positive interaction with various cultural groups.☐
CJ G137	cSLO 9	Have opportunities to explore self- discovery concerning cultural contact experiences, personal prejudices, and discrimination.
CJ G137	cSLO 10	Gain an understanding of California's rapidly changing cultural composition and how the changes are impacting the delivery of law enforcement services.☐
CJ G137	cSLO 11	Learn about the benefits of cultural diversity within a law enforcement organization and within the community it serves.☐
CJ G137	cSLO 12	Show an understanding of the symptoms of stress and the psychological responses to stress as they relates to crime and the law enforcement profession.
CJ G137	cSLO 13	examine the type of information contained in the local, state, and national information Systems accessible to California law enforcement agencies and the laws relating to access and dissemination of information from those systems.☐
CJ G137	cSLO 14	develop skills for recognizing persons with a mental disorder and how to respond appropriately and effectively
CJ G137	cSLO 15	Develop skills for recognizing persons with a developmental disability and how to respond appropriately and effectively.☐
CJ G137	cSLO 16	Develop skills on recognizing persons experiencing postpartum psychosis and how to respond appropriately and effectively.☐
CJ G137	cSLO 17	Develop skills on recognizing persons with other types of physical disabilities and how to respond appropriately and effectively.
CJ G137	cSLO 18	List state and federal laws relating to persons with disabilities.☐
CJ G139	cSLO 1	Develop the knowledge and skills to respond as a public safety law enforcement officer first responder.
CJ G139	cSLO 2	Evaluate emergency medical incidents.
CJ G139	cSLO 3	Administer First Aid/CPR as described in Title 22 of the California Administrative Code Chapter 1.5 "First Aid/CPR Standards for Public Safety Personnel."
CJ G140	cSLO 5	Analyze criminal justice issues from a multicultural perspective.
CJ G140	cSLO 6	Differentiate the stages of the criminal adjudication process including juvenile justice.
CJ G140	cSLO 7	Use conclusions from scholarly research in creating informed positions on controversial issues in criminal justice, and use the APA Citation Style in written work.
CJ G141	cSLO 1	Discuss the goals and characteristics of criminal law.
CJ G141	cSLO 2	Discuss the philosophical and historical evolution of criminal law, noting the role of the judiciary in its development.
CJ G141	cSLO 3	Know the basic terminology, definitions, and theories of criminal law.

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
CJ G141	cSLO 4	Identify elements of offenses against the person, property, morals, and public welfare.
CJ G141	cSLO 5	Classify crimes according to severity.
CJ G141	cSLO 6	Explain the concept of lesser included offenses.
CJ G141	cSLO 7	Explain capacity to commit crime, causation, and culpability.
CJ G141	cSLO 8	Critically analyze various components of our system of criminal law.
CJ G142	cSLO 1	Study the following categories of crimes, identify when the applicable crime has occurred, and describe the crime by its name, elements, and classification.
CJ G142	cSLO 2	Distinguish excusable, justifiable, and criminal homicide.
CJ G142	cSLO 4	Define the term "asportation" and demonstrate an understanding of its relevancy to the crimes of kidnapping and larceny.
CJ G142	cSLO 5	Define a hate crime and evaluate whether a hate crime has occurred in a given factual scenario.
CJ G142	cSLO 7	Show an awareness of crime victims' rights and services.
CJ G142	cSLO 8	Prepare and evaluate prosecution and defense arguments in criminal prosecutions.
CJ G146	cSLO 1	Demonstrate an understanding of the various uses of police reports.
CJ G146	cSLO 2	Understand how to provide information to investigators.
CJ G146	cSLO 3	Assist officers in refreshing their memory before testifying.
CJ G146	cSLO 4	Serve as reference documents for officers testifying at preliminary hearings regarding statements made by victims, witnesses and other involved parties.
CJ G146	cSLO 5	Learn how to document events involving potential civil liability.
CJ G146	cSLO 6	Write reports that conform to accepted professional standards of quality (e.g., recording of all relevant information, use of first person, use of active voice, etc.).
CJ G146	cSLO 7	Take field notes that include the information needed to complete a crime or incident report (e.g., description of suspects, names of victims, and witnesses, etc.).
CJ G146	cSLO 8	Reduce observations and other information to clear, concise, logically organized reports that are readable and relatively free of errors.
CJ G151	cSLO 1	Explain the importance of professionalism in corrections.
CJ G151	cSLO 2	Recognize the differences in staff and inmate hierarchies within the correctional environment.
CJ G151	cSLO 3	Examine the victim's role in corrections.
CJ G151	cSLO 4	Understand the impact of restorative justice, technology, and privatization upon the corrections system.
CJ G151	cSLO 6	Understand the significance of "three strikes" laws within the correctional system.
CJ G151	cSLO 7	Examine the impact of diversion upon the corrections system (e.g. California Proposition 36).
CJ G151	cSLO 8	Explain the needs of special inmates (e.g., substance abuse, HIV/AIDS, mental health, older inmates, mothers).
CJ G151	cSLO 9	Identify the legal foundations of, and mechanisms for, obtaining prisoners' rights.
CJ G152	cSLO 2	Identify the components of an integrated and strategic supervision model for community corrections that reduces offender recidivism.
CJ G152	cSLO 3	Describe the principles of evidence-based practice used by human service professionals to achieve effective interventions.
CJ G152	cSLO 4	Perform appropriate interviewing techniques.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
CJ G054	cSLO 2 cSLO 4	2014 - 2015 (Fall 2014)	The curriculum and testing specifications are set by POST. This course is a required course for non-affiliated (sponsored a Law Enforcement Agency) recruits at the GWC Police Academy. There are often times a large number of students that start the orientation and drop out before assessment begins. These assessment results only reflect those remaining at the start of the first assessment. These results are typical in the police profession hiring processes. Faculty in this course are supervised by a full-time coordinator with much interaction through the year.
CJ G091	cSLO 2 cSLO 4	2014 - 2015 (Fall 2014)	Continue to solicit input from students as to individual needs and the needs of their respective departments. The issue selection and grouping of students was highly effective for student success.
CJ G107	cSLO 4	2014 - 2015 (Fall 2014)	We achieved ABOVE AVERAGE results for this class and the established Student Learning Outcomes. The MAJORITY of the 39 students in grading rubric section 1 failed to complete the

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			project. 97 students effectively explained the SLO #4 in this project which I would say is successful.
CJ G107	cSLO 4	2013 - 2014 (Fall 2013)	We achieved good results for this class and the established Student Learning Outcomes. The twenty-one students in grading rubric section 1 failed to complete the project. No further action appears to be required at this time. The class format, mode of instruction, level of student input and participation appears to have complimented the textbook and instructor resources.
CJ G107	cSLO 4	2013 - 2014 (Spring 2014)	We achieved DECENT results for this class and the established Student Learning Outcomes. The FIFTY students in grading rubric section 1 failed to complete the project. The LARGE CLASS FORMAT seems to have hurt the SLO's in this class. Mode of instruction, level of student input and participation stayed the same, however student success was affected. This class was doubled to 240 students from 120. 120 is appropriate.
CJ G110	cSLO 3	2013 - 2014 (Fall 2013)	The students that failed to master many of the components of SLO 3 did not turn in a final report. This class achieved a high degree of competency for SLO 3. No further changes are needed at this time.
CJ G110	cSLO 3	2013 - 2014 (Spring 2014)	The students that failed to master many of the components of SLO 3 did not turn in a final report. This class achieved a high degree of competency for SLO 3. No further changes are needed at this time.
CJ G110	cSLO 3	2014 - 2015 (Fall 2014)	We achieved VERY GOOD results for this class and the established Student Learning Outcomes. The 2 students in grading rubric section 1 failed to complete the project. 33/39 students had no major errors / omissions with simple concepts. The majority were successful with little to no instruction given during the scenario
CJ G123	cSLO 1	2013 - 2014 (Spring 2014)	This semester, in addition to the text, lectures and media presentations, we had a police officer discuss for the class the different handling of delinquent and dependent children, and a probation officer discuss action taken against delinquents. This may have improved the understanding of students, but attendance was a problem in this 7:55 am class most of the semester. Students were also warned to study the SLOs for the exams.
CJ G123	cSLO 1	2014 - 2015 (Spring 2015)	This semester, in addition to the text, lectures and media presentations, we had a police officer discuss for the class the different handling of delinquent and dependent children, and a probation officer discuss action taken against delinquents. Additionally, we discussed these distinctions at the initial class meeting and in a number of subsequent classes, as the topic became relevant to other chapter's subjects. These changes/additions appear to have solidified the concept with students.
CJ G123	cSLO 1	2013 - 2014 (Fall 2013)	We achieved outstanding results for this class and the established Student Learning Outcomes. The two students in grading rubric section 1 were remediated and demonstrated a partial understanding of the basic concepts and some understanding of complex concepts. No further action appears to be required at this time. The class format, mode of instruction, level of student input and participation appears to have complimented the textbook and instructor resources.
CJ G128	cSLO 1	2013 - 2014 (Spring 2014)	I plan to have more in class opportunities for students to work with hypotheticals and apply their critical thinking skills. I may also need to more strongly emphasize the Hearsay Rule, as we discussed presentation of evidence in the next to last regular class session, and some students may have been shutting down at that point. Additionally, this particular SLO is perhaps the most complex of the six SLOs for this course. Both of my essay questions exceeded the scope of the SLO.
CJ G128	cSLO 1	2014 - 2015 (Spring 2015)	We spent more time on Hearsay principles this semester, including watching some videos from a Police Academy course, explaining the rule and some exceptions. We also discussed the rule and its rationale in relation to a trial and hearings presented by the students. The Exclusionary Rule was the issue behind an assignment early in the semester, but an additional demonstration would benefit students. Because this was a midterm question, seven students (at the bottom of the class subsequently dropped. Both questions exceeded the scope of the SLOs.
CJ G128	cSLO 1	2014 - 2015 (Fall 2014)	I plan to have students outline these sections of the text and LD-17 materials to create a better understanding. We watched videos on spontaneous statements and dying declarations and students much better understood those hearsay exceptions. I will attempt to locate more visual examples in the future. I may also need to more strongly emphasize the Hearsay Rule, as

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			we discussed presentation of evidence in the next to last regular class session, and some students may have been shutting down at that point in the semester.
CJ G140	cSLO 1	2014 - 2015 (Spring 2015)	We achieved below average (44% of students were able to identify simple concepts with no major errors) results for this class and the established Student Learning Outcomes. The 40 (53%) students in grading rubric section 1 and 2 were remediated and demonstrated a partial understanding of the basic concepts and some understanding of complex concepts. No further action appears to be required at this time. The class format, mode of instruction, level of student input and participation appears to have complimented the textbook and instructor resources.
CJ G140	cSLO 2	2014 - 2015 (Fall 2014)	I assessed this SLO with multiple-choice questions in an online course last year with good results. I decided to assess the same SLO again in more detail with an essay, and to assess one online section and two traditional sections. I discovered that using a formative assessment style with feedback to students works great when you let them keep trying and you guide them in their learning.
CJ G140	cSLO 2	2013 - 2014 (Spring 2014)	No changes necessary for this SLO. Assessment results are good and demonstrate student learning and knowledge of the SLO. I will assess a different SLO in future sections.
CJ G140	cSLO 2	2013 - 2014 (Fall 2013)	This was a good assessment that included two multiple choice exams: one at the beginning of the course and the other at the midterm. The other aspect of the assessment was an essay based on a cumulative analysis of the entire course in the last week of the class. Good overall success rates. I will assess a different SLO in my next presentation of this course.
CJ G140	cSLO 3	2013 - 2014 (Fall 2013)	Next semester I will look further into developing the selected SLO by giving a specific assignment to assess. I will use a secondary means such as examination questions as a way to address those students not evaluated with the assignment. As was the case with this semester, some students failed to complete the assignment, which caused a failure at success. By adding the test questions all students taking the final exam will be assessed.
CJ G140	cSLO 3	2012 - 2013 (Spring 2013)	Next semester I will look further into developing the selected SLO by giving a specific assignment to assess. I will use a secondary means such as examination questions as a way to address those students not evaluated with the assignment. As was the case with this semester, some students failed to complete the assignment, which caused a failure at success. By adding the test questions all students taking the final exam will be assessed.
CJ G140	cSLO 4	2013 - 2014 (Spring 2014)	In previous sections of this course, I had used short essay assignments to assess the students' knowledge of this SLO. I also provided feedback and directed students to edit and resubmit their work until they demonstrated the SLO. I did not use that method this semester. Instead, I used traditional lecture and web-based instruction and maybe it was not as effective. I will try a blend of these methods in future instruction and compare the assessment results.
CJ G141	cSLO 9	2013 - 2014 (Spring 2014)	This method provided me with strong feedback regarding student learning of these concepts. The essay responses seem to be a good indicator of student understanding. Students worked in groups to prepare their responses, and then I facilitated a review of the assignment during the same class period. This immediate feedback was of high value to the students. The success rate was good, and in future sections I will address the areas where the students had some troubles. Overall, good results and I will assess a different SLO in future semesters.
CJ G142	cSLO 3	2013 - 2014 (Spring 2014)	A lot of planning went in to this semester's instruction to ensure student success. I discussed these SLO results with our Police Academy instructor on this topic and learned he routinely experiences the same difficulty with his students on this very same issue! He will explore this collaborative problem solving instructional method with future police academy students. An enlightening conversation and problem solving approach.
CJ G142	cSLO 3	2013 - 2014 (Fall 2013)	I will need to devote more time and discussion in this area of the course to ensure students demonstrate the SLO. I have used various methods of instruction and assessment over the past 10 years for this SLO and believe the best success is achieved when I facilitate classroom problem-solving activities. This semester I relied on written handouts to supplement my instruction but did not use problem-solving activities. Next semester I will provide many additional examples and in-class activities to ensure student success.
CJ G142	cSLO 6	2014 - 2015 (Fall 2014)	This was the first time I assessed this SLO from a broad perspective. I think it demonstrates a student's global learning of the issues involved with crimes against the public morals. Maybe I'll consider using an essay assessment of this SLO in the future to explore student learning issues.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
CJ G151	cSLO 10	2013 - 2014 (Spring 2014)	We achieved outstanding results for this class and the established Student Learning Outcomes. No further action appears to be required at this time. The class format, mode of instruction, level of student input and participation appears to have complimented the textbook and instructor resources.
CJ G151	cSLO 5	2014 - 2015 (Spring 2015)	We achieved outstanding results for this class and the established Student Learning Outcomes. No further action appears to be required at this time. The class format, mode of instruction, level of student input and participation appears to have complimented the textbook and instructor resources.
CJ G152	cSLO 1	2013 - 2014 (Spring 2014)	We achieved outstanding results for this class and the established Student Learning Outcomes. The two students in grading rubric section 1 were remediated and demonstrated a partial understanding of the basic concepts and some understanding of complex concepts. No further action appears to be required at this time. The class format, mode of instruction, level of student input and participation appears to have complimented the textbook and instructor resources.