

See program review website for detailed timeline and relevant request forms:
<https://research.gwc.cccd.edu/oir/progreview/2013/index.html>

Golden West College

INSTRUCTIONAL

PROGRAM REVIEW

Spring 2013

Program Name: Criminal Justice

Division Name: Criminal Justice and School of Nursing

Overview of Program: *(THIS DESCRIPTION WILL LIKELY BE USED ON YOUR DEPARTMENT'S WEBSITE.)*

The Golden West College Criminal Justice Training Center (CJTC) is deeply committed to Golden West College's mission of "Student Success." With an emphasis on student-centered instruction and problem-based learning, it is the Center's top priority to provide educational, vocational, and technical training that will lead to a transfer to a university, specialized employment, or career enhancement in the criminal justice profession.

The Center is committed to train peace officers and support personnel in the underlying philosophy of Community Oriented Policing, emphasizing principles of leadership, ethics, professional values, partnership development, problem-solving skills, tactical proficiency, and communication. The Center is dedicated to the success of all students so that they may demonstrate the critical skills necessary to prepare them to work cooperatively in the multifaceted communities they serve.

Our students are classified generally within the following three groups:

1. Students seeking to obtain an Associate in Arts degree, or to transfer to a state or private university to pursue a Baccalaureate degree. This group also includes students who seek specific vocational education opportunities without the intent to pursue a degree.
2. Entry-level students referred to the CJTC by a public service agency. These are students who require a specific course ranging from 4 to 966 hours to satisfy specific legal training mandates for employment.
3. Experienced students who are criminal justice professionals established in their careers. These students enroll in courses to pursue a college degree, to improve their job and promotional skills, or to satisfy a specific legal training mandate.

Program Contact Information:

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Current State of the Program**1. What noteworthy trends do you notice in your data tables?**

Here are some trends from Fall 2008 – Fall 2012.

- a. Success rates are lower in online classes than traditional classes.
 - This is also true college-wide.
- b. Success rates have increased in online classes (from low 50% to mid-upper 60% range).
 - This increase also exists college-wide (from low 60% to the mid 60% range).
- c. Success rates have dropped in traditional classes from around 80-82% to 75-76%.
 - There is an *increase* in the college-wide success rate (from high 60% to the low 70% range).
- d. Success rates according to ethnicity are higher in Criminal Justice in all areas compared to the college-wide success rates.

- e. Enrollments based on percentage of ethnicity:
 - Asian/Pacific Islander (*increase* from 11% to 14%)
 - Hispanic (no change – about 24%)
 - African American (no change – about 3 %)
 - White (*decrease* from about 42-44% to 35-39%)
- f. Certificates of Achievement awarded have dropped by 50%.
- g. Criminal Justice Major AA degrees have increased.

2. What are your analyses of the causes or reasons for those trends?

- a. Online instruction is a new learning methodology with a harder than perceived success rate.
- b. Online instruction is gaining familiarity with students and faculty and increasing success rates.
- c. Budget issues have caused increased class sizes in Criminal Justice, and reduced quality of instruction.
- d. Success rates in Criminal Justice are higher overall compared to the college-wide success rates.
- e. Greater acceptance of the Criminal Justice profession by Asian cultures has resulted in higher enrollments of Asian students.
- f. We do not offer as many sections of the police academy (RBC and SIBC).
- g. These are new majors and students have had time to take the courses to earn the degrees.

3. What does your program do well?

Quality of Instruction

We serve our students with an incredible team of two full-time and over 100 part-time instructors to meet the needs of our semester, academy, and continuing professional training students. This team includes line-level employees through executive managers who are subject matter experts in their respective areas through their vast education, training, and experience.

The CJTC is committed to the selection of quality instructors and to the continued development of its instructors. We have advocated Instructor Development training for our instructors for the past 10 years and have offered many formal, and informal, training sessions in this area. Since 2007, POST has required a 40-hour Academy Instructor Certification Course for all police academy instructors, not just the specialized instruction learning domains. This training focuses on Bloom's Taxonomy, adult learning concepts, and assessment of student learning.

High Course Success Rates

The CJTC success rates exceeded the college-wide success rate in all areas of the CJTC curriculum during the 2010-2012 academic year:

College-Wide Success Rate: low 70% range

CJTC Success Rate (weighted average of all 3 programs): 74-75%

The structured and professional environment of the CJTC programs, coupled with the quality of instruction within those programs, are among the primary factors responsible for this success.

Availability of Three Separate Criminal Justice Associate in Arts (AA) Degrees

The CJTC historically offered only one Certificate of Achievement (Criminal Justice, Law Enforcement option) in its programs. Now, through the leadership of CJTC staff, we offer four distinct AA degrees for our students: *Police Academy, Administration of Justice, and Corrections.*

The framework for three of these four majors was already in place, but the fourth AA degree (Corrections) was the result of a 2-year partnership with the Orange County Probation Department (OCPD). The CJTC and OCPD worked to prepare individual course and program curriculum, and to arrange for corrections professionals (i.e., deputy probation officers) to teach the courses in this program.

A Commitment to Student Success

The CJTC employs many strategies to maximize student success, but of special note are the methods used in the Academy Program to ensure student success in this specific type of career education training. Highlights include the **Academy Orientation** course, and the commitment to **Mentoring and Coaching** of police recruits.

Academy Orientation. A required 40-hour course for non-sponsored academy applicants. This course provides a realistic introduction to the academy environment, training expectations, and the hiring process.

One of the CJTC goals for this course is to reduce the early drop rate in the police academy due to student misperceptions, unrealistic student expectations, or lack of student aptitude or meeting the minimum qualifications to serve as a police academy recruit or police officer. The scope of this course includes a personal background history, review of criminal convictions or other disqualifying conduct, reading and writing skills test, physical agility test, medical examination, psychological evaluation, and oral interview.

Mentoring and Coaching. From the first day of the academy, the recruits are told the goal of the entire CJTC Training Staff is the success of each recruit in the academy. Recruit Training Officers (RTOs) are responsible for providing behavioral and academic counseling for recruits. This may include recommendations to rewrite assignments, work with a study group or attend remedial training through another college course. Behavioral counseling may include emphasis on discipline. Academic rules and regulations are strictly, consistently, and fairly enforced. Agency-sponsored recruits are provided with emotional and psychological services from their respective agency's Employee Assistance Program provider or the agency's psychologist. Non-agency sponsored recruits are covered by the GWC Health Service fee. Under this plan each recruit is able to confer with a clinical psychologist on staff at the GWC Health Center.

Another aspect of this section is that the CJTC has increased the communication between the RTOs and the department training coordinators of the sponsored recruits. There are weekly discussions about the progress of their respective recruits. Specific policies dealing with basic officer safety tactics are also discussed. This program has proven to be highly successful in elevating the overall confidence levels of the recruits.

A Commitment to Character

The CJTC subscribes to a "Character Counts" philosophy and the Six Pillars of Character developed by the Josephson Institute of Ethics (*Trustworthiness, Respect, Responsibility, Justice & Fairness, Caring, Civic Virtue & Citizenship*).

In this regard a special award, the "Directors Award," was established in the police academy courses. It recognizes the graduating academy recruit who, through the duration of the course best exemplified in his/her conduct, a personal commitment the Six Pillars of Character. Selection of the award recipient is through a peer nomination process, reviewed by the CJTC staff. The dean presents the award at the academy graduation, and the recipient's name is added to a perpetual plaque maintained by the CJTC and displayed in each of the academy classrooms.

The CJTC formally expanded its commitment to the character development of its students and staff beyond the curriculum of the basic academies. In 1999, the CJTC added a three-unit semester-length "Character Development" class to its course offerings. This was the first course of its kind in California police training. Motivated by the class' success and growing importance to the law enforcement profession the CJTC, took the necessary steps to add Character Development to the list of required classes for the GWC Criminal Justice Certificate of Achievement, Law Enforcement Option. A few years later, the POST adopted regulations that require elements of Leadership, Community Policing, and Ethics to be woven into each component of its police academy curriculum. The CJTC was at the forefront of ethics training within the law enforcement profession, and it continues to serve as an example to other training institutions in this area through its current development of a *Leadership and Ethics Institute*.

Leadership and Ethics Institute (LEI)

LEI is the newest component of the CJTC programs and is guided by advisory committee comprised of many criminal justice and education professionals. The role of LEI will be to serve as the conduit for collaboration between the college, police academies, law enforcement agencies, students, and POST.

LEI is the next step in a long tradition of service and leadership that the CJTC has established within the college and law enforcement communities. The CJTC has demonstrated its commitment to meeting the needs of the law enforcement and college communities through collaborative efforts for decades. The CJTC has enjoyed many successes in this regard, and here are some notable accomplishments within the past few years:

- Creation of a CJ Online AA Degree Completion Program that has enabled over 300 police officers to continue their formal education.
- Mental Health/Crisis Intervention Training for Law Enforcement First Responders through a partnership with the OC Health Care Agency that has trained over 700 law enforcement professionals.
- CJTC Department Chair serving as the Golden West College campus-wide Student Learning Outcomes and accreditation coordinator.
- Installation of 13-station interactive Force Options Simulator funded through a federal multi-year grant in excess of \$2 million and achieved through partnerships with the government and private sectors.
- Establishment of the Returning Combat Veteran's Police Academy Scholarship.
- CJTC Dean/Director Ron Lowenberg serving fourth term as a Commissioner for the CA Commission on Peace Officers Standards and Training (POST).

The CJTC incorporated the Six Pillars of Character into all of its programs over 10 years ago. Through its leadership, the CJTC built upon that foundation by creating a partnership with the CA Police Officer Association Leadership Program (CPOA), and then by adopting a stronger facilitated structure for the POST Law Enforcement Supervisor's Course. Recent POST regulations have established that Community Policing, Leadership, and Character are now *required* instructional components within every aspect of the CA police academy curriculum. LEI is the collaborative tool we'll use to broaden the scope of this concept from the academy instruction, to *lifelong* learning. LEI looks beyond the academy, and leads the college and law enforcement communities into a well-structured future with the CJTC as its foundation.

Executive Advisory Board

The CJTC operates under the advisement of an Executive Advisory Board consisting of 15 chiefs of city, county, and state law enforcement agencies. The Executive Advisory Board has taken a broad leadership role in the development of curriculum and the overall activities of the CJTC. The Board is very active in its participation of development of new and POST-mandated training.

The CJTC has developed the Specialized Investigator Basic Course (SIBC) Advisory Board made up of Directors of all state agencies that have sponsored investigators attending our 16-week SIBC course. The role is similar to that of the Executive Advisory Board but is limited to SIBC issues.

Exemplary Peace Officer Program (EPO)

The CJTC, in partnership with the Josephson Institute, has developed the Exemplary Peace Officer Program (EPO). Through this program, the academies have expanded roles in providing leadership and ethics training beyond that of any of the other police academies in California. The CJTC was first CA police academy to offer both Community Oriented Policing and Exemplary Peace Officer training to their academy

recruits.

The EPO has enhanced the overall mission of the CJTC academy in the philosophy of Community Oriented Policing, emphasizing principles of leadership, ethics, professional values, partnership development, problem solving, tactical proficiency, and communications. The academy staff assists the recruits in providing a guide to ethical decision making, discussing case studies and training through hypothetical situations on how best to handle ethical dilemmas. Ultimately, the EPO training will provide each recruit with the tools for personal and professional integrity and assist them in making ethical decisions when confronted with an ethical dilemma in the field and in their personal lives. In addition, it fosters the development of personal and professional character while emphasizing commitment, problem identification, and, most importantly, good citizenship.

A Voice on the GWC Campus

CJTC administrators, faculty, and staff serve on many college committees, projects, etc. in the spirit of shared governance such as:

- Academic Senate
- Chicano-Latino Committee
- Classified Employees Union Board
- Facilities and Planning Committee
- GWC Football Coaching Staff
- Institute for Professional Development
- Institutional Effectiveness Committee
- Instructional Planning Team
- Midterm Accreditation Report Co-chair
- Orange County Manager's Association
- Planning and Budget Committee
- President's Advisory Council
- Student Learning Outcomes Coordinator
- Various Hiring Committees
- Staff Development
- Veterans Committee

4. What are the challenges to your program.

Within your program's control.

To offer the best quality of instruction. This means that the selection of instructors reflects their expertise and must closely match the goals and expectations of the programs in which they teach. We have a dedicated cadre of instructors who have more than the required expertise and represent- in many cases-experts in their field. This also means that continued professional development is a strong underlying current in our teaching staff. Since POST mandates certain training specifications, it is imperative that instructors keep vitally current not only for class presentations but also for potential trends in their particular field of expertise. CJTC supports

instructional staff to attend POST or other professional training whenever it is offered.

- Classroom space
- Additional LDs (more academy hours)
- POST Review
- Student Retention
- Student Success
- Student-Teacher ratios
- Hiring process (more are slipping through the cracks)
- Printing less
- Instructor computer log-on (short term employees)

Beyond your program's control.

- Ron-Dean; needs help as he currently hold two dean positions; CJ and School of Nursing. Increased enrollments, economy, POST hiring guidelines, lack of full-time faculty to adequately represent the FTES for the CJ discipline. The remaining load not carried by full-time faculty is carried by part-time faculty.
- Budget
- AOT enrollment
- Funding for AOT
- Growth of AOT
- POST website disconnect to GWC information

Perhaps the most depressing aspect is the physical environment of the CJTC. Even though maintenance does an admirable job, and staff as well, it nevertheless is apparent that the offices and classrooms are in dire need of updating. It must be stated that the CJTC tries to keep instructional equipment up-to-date for the students, but other aspects of the instructional environment are not as well covered. For instance, the classrooms within the CJTC area need a cosmetic uplift.

- Carpeting (more frequent cleaning) and replacement where needed.
- Chairs (cleaning of seats and repairs to broken units)
- Tables (repairs to gliders on bottom so that tables can be more easily moved or re-arranged)
- Classroom doors (need repainting)
- Lockers for recruits (need repainting)

5. What are the opportunities for your program

Measurable Success and Opportunities

- Leadership Development Program has been part of the CJTC instruction for over 14 years and improves with each presentation of a class. The class is structured to guide the student

through the aspects of an agency's operations as it relates to a certain management level. This is achieved by having various presenters share their expertise in defining the duties and knowledge needed to attain the next step in promotion and advancement within an agency. The class emphasizes leadership qualities, ethics, and a close working relationship with a mentor. Within the various agencies in our area, quite a few management positions are held by graduates from this program. Several in fact are now teaching in the class or are heavily committed to lend their support by volunteering to act as a mentor.

- Dispatch Program is a classic example of attaining quality and marketable training within a short time frame. It is offered in two formats:
 - a) Evening class. This is geared for students who want to start a career, or want to change their career field. By offering the training a student can fulfill the mandated 120 hours of POST certified training that most agencies demand *before* a person can even apply for a dispatch position. In just 6 months, a person can acquire sufficient training to compete and enter a new career field or better his/her professional path. It has a flexible time frame since it is offered in the evenings.
 - b) Daytime class. This is for students who are currently working as a 911 dispatcher and need the 120 hours certification as mandated by POST. Offering this class provides a very valuable service to the CA law enforcement and related agencies. Since it is offered in a 3-week time format, it can also be very beneficial to students who want to get a marketable skill in a very short time frame.

Other Opportunities

- Adding the PC 832 course back into the schedule.
- Providing new and better ideas on how to teach (e.g., more technology, and less paper).
- With a new facility our In Service Training/AOT would increase as would our exposure to new agencies, which in turn would lead to new sponsorships for their recruits. Capacity would double at a minimum, which would increase both FTES and contract education.
- It seems that there are opportunities for development of newer classes or expansion and growth within the framework of current topics (e.g., developed and presented a pilot program in conjunction with POST Dispatch and Supervisor courses).
- Work closely with POST in presenting mandated instructor programs.

6. Identified areas in need of improvement

- Advertisement: academies/program information.

- Dedicated CJ classrooms for CJ semester programs. Understandably, space at the CJTC is limited and needs to serve the academies and in service students. As semester programs have been moved onto the general campus instructors have noticed a disconnect between the CJ students and academy. Prior to this, CJ students carried a quiet pride about taking courses at the CJTC and being “involved” in the atmosphere. There has been a noticeable difference in this regard. A new or larger facility would serve this area well.
- One area that comes to mind that would enhance the CJTC programs is:
 - Reinstatement of the Physical Fitness class to support students in preparing for academy admission or other fitness needs. This was an optional six-week course designed to prepare recruits for the physical demands of the police academy including the POST Physical Agility Test, injury prevention, and stress management. Instruction also included diet, nutrition, and weight control. The course also covered CJTC program expectations of its recruits, academy protocol, policies, and procedures to help ensure student success.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12*Complete a separate page for each major and/or certificate you assessed.*

Program Name: Criminal Justice: Police Academy Semester Fall Spring Year: 2011
 Program Type: Transfer GWC Major Assessed: Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	41 Learning Domains prepared by the CA Commission in Peace Officer Standards and Training (POST) for all 40 CA police academies. The LDs contain the minimum required foundational information for given subjects, which are detailed in the Training and Testing Specifications for Peace Officer Basic Courses. The TTs include hundreds of SLOs and the required instructional activities and assessments.
Step 2	What method did you use to assess the SLO?	Various methods as required by the Testing and Training Specifications as developed by POST for statewide assessment of its academy programs (see sample of LD 20 – Use of Force) such as objective examinations, scenarios, skills demonstrations.
Step 3	Describe the results of your assessment.	This was CJTC Academy Class #142 (Apr. 2-Sep 16, 2011) . 24 students were assessed over 6 months of the academy and met the minimum passing scores for the Learning Domains except: LD 2 (1 student), LD 11 (2), LD 16 (1), LD 18 (1), LD 19 (1), LD 20 (2), LD 32 (1), LD 34 (2), LD 36 (1), LD 37 (2), LD 40 (6), LD 43 (4).
Step 4	Describe your analysis of the data.	Minimum passing scores are set by POST and some are set higher by GWC in consultation with the CJTC Advisory Committee and range from 70-90%. Students are permitted to fail an individual Learning Domain but they are required to meet with the instructor for remedial instruction and reassessment. The student must meet the minimum score on the second assessment or they are terminated from the academy program. Each of the students who failed the LDs as indicated above in Step 3 (number of students in parenthesis) successfully completed their second assessments and completed the academy program.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Numerous meetings of instructors, academy staff, and program coordinators are conducted throughout the 6-month academy. There are daily written accounts of the status of academy recruits and collaboration among staff to ensure student success. CJTC staff attends quarterly meetings of all CA Police Academy Coordinators to discuss statewide training and testing issues. POST conducts a review of the entire academy curriculum and facilities every three years as part of its accreditation process. POST accreditation recommendations are incorporated into the planning and changes for the next three-year review cycle.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12*Complete a separate page for each major and/or certificate you assessed.*

Program Name: Criminal Justice: Corrections Semester Fall Spring Year: 2012
 Program Type: Transfer Major Assessed: Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	1. Describe the roles of corrections professionals within the adult and juvenile justice systems. 10. Discuss the Six Pillars of Character and how they apply to Corrections.
Step 2	What method did you use to assess the SLO?	Through course-level SLOs in two courses: CJ G150 (Intro to Corrections) and CJ G151 (Practical Aspects of Corrections). Assessment methods included a midterm examination, and several written research assignments.
Step 3	Describe the results of your assessment.	41 students were assessed on the exam through 6 embedded multiple choice questions 44 students assessed on written research essays using a 4-point evaluation rubric.
Step 4	Describe your analysis of the data.	Midterm exam (6 questions, 4 multiple choice, 2 True/False). Q1: 37 correct, 4 incorrect (90% success rate) Q2: 37 correct, 4 incorrect (90% success rate) Q3: 36 correct, 5 incorrect (87% success rate) Q4: 25 correct, 16 incorrect (61% success) Q5: 29 correct, 12 incorrect (70% success) Q6: 41 correct, 0 incorrect (100% success) After the exam, each question was reviewed and students responded orally to each question. They successfully demonstrated knowledge of the SLO. Essays. 42 students demonstrated understanding of the SLO, and 2 had only partial knowledge of the concepts.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	We achieved excellent results for this class and the established Student Learning Outcomes. The class format, mode of instruction, level of student input and participation appears to have complimented the textbook and instructor resources. No further action appears to be required at this time.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12*Complete a separate page for each major and/or certificate you assessed.*

Program Name: Criminal Justice: Administration of Justice Semester Fall Spring Year: 2011
 Program Type: Transfer Major Assessed: Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	1. Differentiate the roles of the law enforcement, courts, and corrections components of the criminal justice system. 5. Explain the legal justifications required for conducting a search and an arrest, and the exceptions to these requirements. 7. Identify the foundational requirements for the admissibility and the exclusion of evidence in a criminal court proceeding.
Step 2	What method did you use to assess the SLO?	Through the assessment of 5 course level SLOs from CJ G128 (Crim Procedure and Evidence). Essay responses on several homework assignments evaluated with a rubric, and multiple choice questions on examinations.
Step 3	Describe the results of your assessment.	32 students assessed throughout the courts. Essays 88- 100%, and examinations ranged from 35-94%.
Step 4	Describe your analysis of the data.	One topic on the final examination had two questions that were worded improperly and that caused the low results. Otherwise, the results were satisfactory. Essays based on problem solving exercises produced the best results. Students provided arguments from the perspective of the police officers, prosecutors, defense attorneys, and judges. Students had the most difficulty arguing on behalf of a criminal defendant.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	More attention to wording of questions on exams. No further action needed regarding problem-based learning. This worked well with discussion of the material in class before the homework, along with textbook and online legal resources, and instructor resources.

Program-Level Student Learning Outcomes for 2012-14*(List the 3-5 most important expected student learning outcomes to be assessed over the next two years.**Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.*

Program Name: Criminal Justice: Police Academy **Semester to be Assessed:** Fall Spring **Year:** 2014
Program Type: Transfer GWC Major Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	41 Learning Domains prepared by the CA Commission in Peace Officer Standards and Training (POST) for all 40 CA police academies. The LDs contain the minimum required foundational information for given subjects, which are detailed in the Training and Testing Specifications for Peace Officer Basic Courses. The TTs include hundreds of SLOs and the required instructional activities and assessments.
Step 2	What method did you plan to use to assess the SLO?	Various methods as required by the Testing and Training Specifications as developed by POST for statewide assessment of its academy programs (e.g., objective examinations, scenarios, skills demonstrations).
Step 3	When is the assessment going to be done and who is going to conduct it?	Assessment is conducted daily. Numerous meetings of instructors, academy staff, and program coordinators are conducted throughout the 6-month academy. There are daily written accounts of the status of academy recruits and collaboration among staff to ensure student success. CJTC staff attends quarterly meetings of all CA Police Academy Coordinators to discuss statewide training and testing issues. POST conducts a review of the entire academy curriculum and facilities every three years as part of its accreditation process. POST accreditation recommendations are incorporated into the planning and changes for the next three-year review cycle.

Program Name: Criminal Justice: Corrections **Semester to be Assessed:** Fall Spring **Year:** 2014

Program Type:

- Transfer Major
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

 Winter Summer

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	3. Identify the components of an integrated and strategic supervision model for community corrections that reduces offender recidivism.
Step 2	What method did you plan to use to assess the SLO?	Course-level SLO assessment in CJ G152 (Probation and Parole: Case Planning and Supervision).
Step 3	When is the assessment going to be done and who is going to conduct it?	Assessed by the instructor of the course during spring semesters each year when the course is offered.

Program Name:

Criminal Justice: Administration of Justice

Semester to

 Fall SpringYear:
2014

Program Type:

- Transfer Major
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

be Assessed:

 Winter Summer

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	1. Differentiate the roles of the law enforcement, courts, and corrections components of the criminal justice system.
Step 2	What method did you plan to use to assess the SLO?	Course-level SLO assessment through CJ G140 (Intro to CJ) and CJ G128 (Crim Procedure), and possibly through the elective courses of CJ G123 (Juvenile Law) and CJ G150 (Intro to Corrections).
Step 3	When is the assessment going to be done and who is going to conduct it?	The instructor of each course each times the courses are offered.

Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?

Faculty: The return of the third full-time faculty member

Management: Non requested

Classified: Non requested

Hourly: A part-time hourly person who could be called upon during unusually busy times and or for project specific requirements.

Considering your current employees, what staff development/training does your program need?

- The department staff would benefit from instruction in the Microsoft program: ACCESS. This program (database) would enhance various programs that share data base resources (scheduling for RBC and SIBC) and would alleviate duplicate or repetitive input.

Note: Complete all faculty request forms in separate files and submit with your program review report as an attachment.

Technology What improvements, changes or additions in equipment dedicated to your program are needed to function.

- Upgrade the CJTC website; make it more inviting and easier to navigate.

Equipment or Software (e.g., computers, AV, lab equipment):

- DISPATCH: Instructional console for 911 dispatch instruction. This would represent a realistic environment for the student being trained on a 911 dispatch center console. We currently offer the 120 POST certified instruction but do not have the physical supportive material that is part of this course.

Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

Facilities What improvements or changes to the facilities would you need to function adequately?

CJ needs extra space to accommodate; mirror what people see to what we do in the academy.

- Field Problems
- Simulator village
- Range Indoor (possible revenue generator)

CJ building and classroom appearance

- Windows
- Carpet
- Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation).
 - The back of the CJ building has cracks in the walls from what appears to be a sinking foundation. Doors have needed to be cut down because of doorjamb shifting.

- Ventilation in CJTC building is dusty and dirty, blowing out.
- **Health, Safety and Security**
 - CJ faculty office Room 121 contains mold, rodent feces, and structural integrity issues.

Other What changes or other additions need to be made to your program to function adequately?

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean

- (1) (1) a. Significant declines in enrollment and/or FTES over multiple years
 1 – IUA. Decreased number of sections over past 4 years, but class sizes have increased resulting in a lower success rate.
- (1) (1) b. Significant change in facility and/or availability and cost of required or necessary equipment
 1 – IUA. Reorganization of classroom facilities within the CJTC to accommodate CPT and Academy courses has resulted in no classrooms available to offer daytime semester criminal justice courses within the CJTC. Instead, the courses are offered in other classrooms throughout the campus.
- (0) (0) c. Scarcity of qualified faculty
- (0) (0) d. Incongruence of program with college mission and goals, state mandates, etc
- (0) (0) e. Significant decline in labor market
- (0) (0) f. Continued inability to make load for full-time faculty in the program
- (0) (0) g. An over-saturation of similar programs in the district and/or region
- () () h. Other _____

Program Review Check-list

- () Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- () Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel
- () Both the Dean and IUA has completed the Dean and IUA Review section.

Signatures, Individual Comments

Department Chair: Victor Quiros
Comments:

Date: 4/28/13

Division Dean: Ron Lowenberg
Comments:

Date: 4/30/13

(X) No further review necessary

() We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- ()
- ()
- ()
- ()

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

- ()
- ()
- ()
- ()
- ()

Appendices

- A. Data Sets
- B. Signed Comments
- C. Classified Position Requests
- D. Faculty Position Requests
- E. General Fund One-Time Funds Requests
- F. Curriculum Inventory
- G. SLO Inventory