

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019

Cluster: WED

Program: AA in Criminal Justice & AST in Admin of Justice

Current Academic Year: 2018-2019 **Last Academic Year CPPR Completed:** 2014

Current Date: 2/19/19

NARRATIVE: INSTRUCTIONAL CPPR

I. GENERAL PROGRAM INFORMATION

A. Brief history of the program

The Cuesta College Criminal Justice Program is designed to prepare students for careers in law enforcement, investigations, corrections, private security, law and juvenile justice. Careers in criminal justice offer individuals a rewarding opportunity to serve the public, safeguard constitutional rights and actively meet the needs of the community. Criminal justice students study the activities and operations of law enforcement agencies, the courts and correctional agencies. The public and social policy implications associated with operating the criminal justice system are also explored.

There are two criminal justice degrees available in this program. There is an Associate in Arts in Criminal Justice ("AA"), which requires nine criminal justice courses or the Associate in Science in Administration of Justice for Transfer degree ("AS-T"). The AS-T is designed to prepare students for transfer into the California State University (CSU) to complete a baccalaureate degree in Administration of Justice or a similar major.

B. Include significant changes/improvements since the last Program Review

The significant changes since last program review include the following:

Infusion of new part-time faculty: Since the last program review, four new criminal justice faculty have been hired into the part-time pool. They replaced three individuals that resigned/retired from the pool. With them comes depth and diversity as they include a retired assistant district attorney, retired and active law enforcement and a retired parole officer.

Improved educational resources: Improved educational resources include the ongoing replacement of dated audio visual materials for current and timely ones. In addition, grant funding was secured to purchase a MILO Range Simulator, which provides the student with a "close as possible" experience involving use of force, discretion, and investigative report writing.

Introduce CJ226 in DE Format: CJ226 Report Writing is being offered in a distance education modality for the first time in Fall 2019. It is the first course in the program to be offered in this format. This major change will make the course more accessible to active law enforcement

personnel that may be interested in sharpening their report writing skills but have work schedules that are incompatible with a face to face format.

C. List current faculty, including part-time faculty

- Full-time- Stacy Millich
- Part-time- Lee Cunningham
- Part-time- Christopher Fitzpatrick
- Part-time-Gary Joralemon
- Part-time-Timothy Neumann
- Part-time-Steve Tolley
- Part-time-Frank Vanecek
- Part-time-Dave Zaragosa

D. Describe how the Program Review was conducted and who was involved

Program review was conducted by the only full-time faculty person, Stacy Millich. She had a meeting with part-time instructors a month in advance and discussed the Program with them. She reviewed the last APPW and CPPR and considered implications and significant changes. She drafted this document.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

- A. The Criminal Justice Program addresses or helps to achieve the [District's Mission Statement](#), in the following ways:

The Cuesta College Mission Statement states that:

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

The Criminal Justice Program helps to achieve the inclusivity and engagement pieces of the Mission Statement by offering curriculum that encourages students to consider the impact of the criminal justice system on disenfranchised, underserved and minority populations. This is a component of all courses that are offered. For example, in the Introduction to Criminal Justice course, which is required course for all students, the disproportionate impact of implementation of the death penalty on people of color is discussed. Moreover, the Community, Diversity and the Justice System course is devoted entirely to exploring issues of diversity in the justice system. Accordingly, the course catalog description is as follows: "Explores the complex relationships between the community and the justice system. Examines the role that race, ethnicity, gender, sexual orientation, social class and culture play in the administration of justice. Presents the challenges of administering justice within a diverse multicultural population and imparts cultural knowledge, awareness and competence."

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Please see the discussion regarding Institutional Goal No. 1, which is equally applicable here.

- B. The Criminal Justice Program helps to achieve the [District's Institutional Goals and Objectives](#), in the following ways:

Institutional Goal No. 1: Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

This goal is supported by two Institutional Objectives:

1. Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs
2. Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued

The Criminal Justice Program helps achieve the goal of increasing the rates of completion for degrees, certificates and transfer readiness. It likewise increases student success in career technical education. In this regard, students have two degree options available to them.

For those students who wish to transfer, an AD-T is available to them. This degree is specifically designed to facilitate transfer to a CSU campus. Specifically, if a student completes an “associate degree for transfer”, the CSU guarantees admission with junior status and grants a student priority admission to his or her local CSU campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the CSU campus to which the student is admitted. Completion rates are accelerated because the degree requires two core criminal justice classes: Introduction to Criminal Justice and Concepts of Criminal Law and allows the student to choose two additional courses from the following list: Principles and Procedures of the Justice System, Legal Aspects of Evidence, Principles of Investigation, Community, Diversity and the Justice System and Introduction to Corrections.

For those students who wish to join the workforce, an AA degree is available. This degree has nine criminal justice courses that includes all of the above listed courses and also requires completion of the Investigative Report Writing and Patrol Procedures courses.

In addition, the Program has been enhanced to promote students’ success and completion with enhanced hands on learning opportunities provided by the Milo, range simulator, referenced above. The simulator will facilitate student learning and completion by increasing feasibility of engaging in hands on activities during class. The simulator is equipped with a laser shooting pistol and laser emitting pepper spray canister. The system uses a laptop computer and screen to display graphics and interactive video scenarios for student learning relating to: Using lethal and non-lethal weapons; Applying a Use of Force Continuum; Exercising discretion and sound decision making; Conducting crime scene investigations; Drafting Investigative reports; Role playing and Responding to verbal commands. The Simulator has benefitted the students and enhanced their educational experience. The video scenarios provide a valuable tool in illustrating concepts through real world examples and demonstrating law enforcement tactics and techniques.

This enhanced learning opportunity also serves to “Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.” The activities around the Milo simulator give students the opportunity to get real time feedback on their performance in a safe setting. The criminal justice instructors also collaborate at instructor meetings and discuss strategies to engage and nurture students.

Institutional Goal No. 2: Increase student access to higher education.

The Criminal Justice program helps achieve the goal on increasing student access to higher education through outreach efforts, exploration of dual enrollment opportunities and distance education offerings.

Outreach efforts include the following activities by the criminal justice instructors: promotion of an internship opportunity with the San Luis Obispo County Probation Department, membership

in the San Luis Obispo County Bar Association, membership in the Women Lawyers Association, continued participation in community and student outreach events, close contacts with law enforcement and the criminal justice instructors working in law enforcement.

The Criminal Justice Program Advisory Committee also facilitates a strong bond with local criminal justice agencies. The Committee consists of industry representatives from the district attorney's office, local law enforcement, corrections, and probation. These individuals provide advice and insight on how the program can best serve the needs of the criminal justice system. In addition, they are active in reviewing and providing suggestions to improve curriculum.

Efforts were made to establish dual enrollment courses in the Program. The challenge is that the high school teachers do not have the necessary Minimum Qualifications to teach the criminal justice courses. Moreover, retired law enforcement officers have been advised that accepting employment at the high school threatens the calculations for their PERS retirement. Follow up regarding whether this information is accurate is necessary.

Access to higher education is also being enabled through the offering of the CJ226 course as a distance education course. It is the first course in the program to be offered in this format. It is a major change as the course will be more accessible to active law enforcement personnel that may be interested in sharpening their report writing skills. It is anticipated that Legal Aspects of Evidence will be offered in a DE modality, as well.

C. The Criminal Justice program helps students achieve [Institutional Learning Outcomes](#).

The Program helps to achieve many of Cuesta's Institutional Learning Outcomes.

First, criminal justice students are taught **the professional skills necessary for successful employment**. Students must learn how to identify elements of a crime and interpretation of penal statutes, which is a critical. They also must choose two of five courses that teach them: to successfully complete a criminal investigation course, the constitutional parameters of acceptable law enforcement activities and to communicate in a diverse society,

Second, students learn to **analyze and evaluate their own thinking processes and those of others**. All of the Administration of Justice courses require students to analyze and evaluate their thinking processes and those of others. Almost without exception, criminal justice issues are subject to debate. For example, in the Introduction to Criminal justice class, which is mandatory, a student's views on the nation's drug policies are challenged. Students are asked to consider whether substance abuse is better handled as a public health as opposed to a criminal justice issue. This analysis requires students to challenge their own thinking on the subject and those of others.

Third, students learn to **communicate and interpret complex information in a clear, ethical, and logical manner**. Each of the criminal justice courses teach students to communicate and interpret complex information in a clear manner to varying degrees. For example, in the

criminal procedure course, students must provide a written and oral interpretation of seminal United States Supreme court cases. Students are required to discern salient facts, court holdings and rationale for complex cases.

Fourth, students study **diverse groups and cultures through studying the world's languages, societies, and histories** in the Community, Diversity and the Justice System course. Students improve their cultural competency by exploring the roles that race, ethnicity, gender, sexual orientation, social class and culture in the administration of justice. Topics include cross cultural communication, racial profiling, inequality, discrimination, inequitable exercise of discretion, and the overrepresentation of minorities in the criminal justice system. Students also explore their own biases through individual and group activities that require reflection on one's biases.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

[General Enrollment](#)

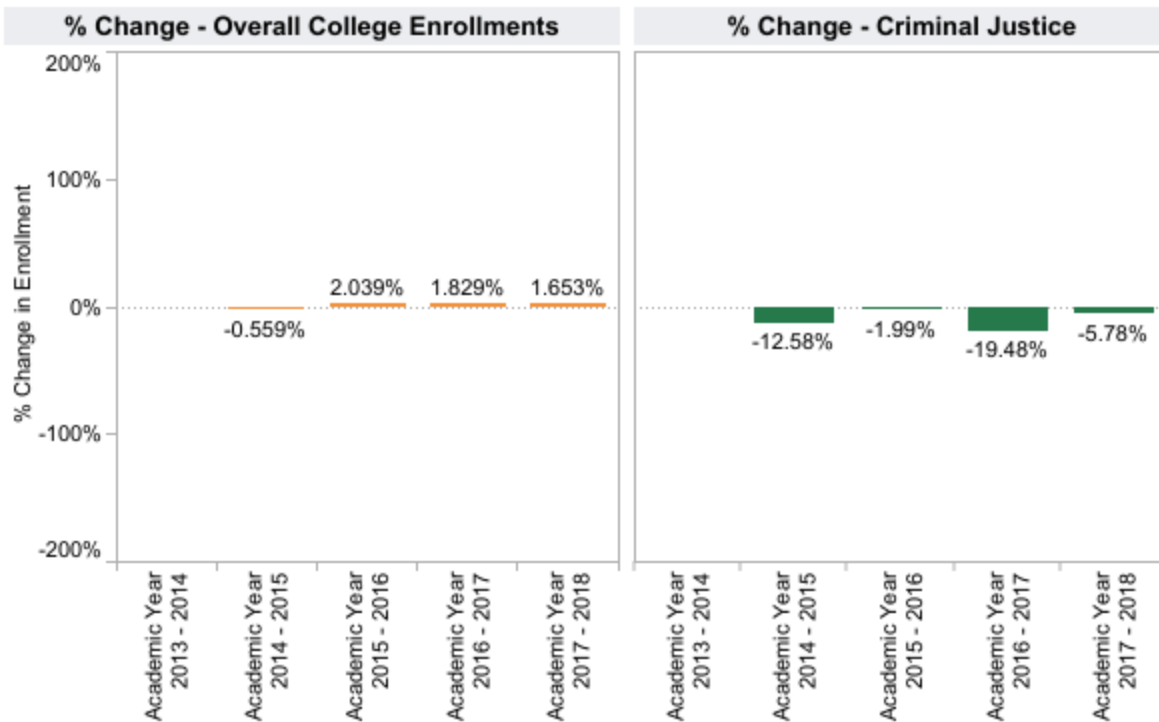
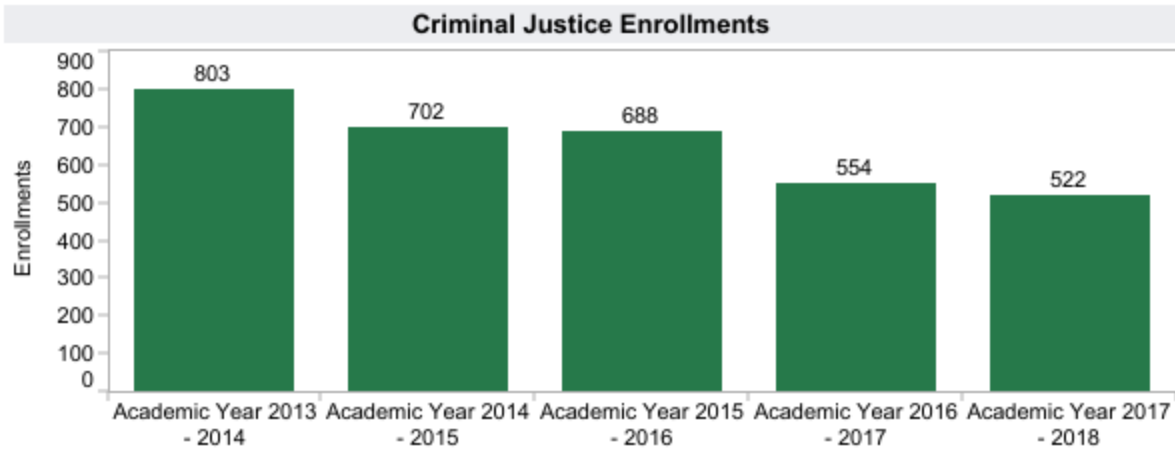
SLOCCCD Program Review Data - Enrollment

Department:
Criminal Justice

Course:
All

Dual Enrollment:
All

Prison:
All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Insert

The College has seen a slight increase in enrollment over the last five years while the criminal justice enrollments have declined significantly. This decline obviously greatly exceeds the College wide average. However, the College's increase is largely attributable to distance education, dual enrollment and California Men's Colony offerings. The criminal justice program will be offering its

first DE course in the Fall of 2019 and is planning to add one more in the Spring of 2020. Unfortunately, dual enrollment is not a viable option because, as discussed above, high school instructors do not have the minimum qualifications needed and the PERS retirement calculation issue makes employing retired law enforcement to teach those courses untenable. Moreover, the lead instructor inquired about offering criminal justice courses at CMC but prison administrators do not wish to run criminal justice courses there.

[General Student Demand \(Fill Rate\)](#)

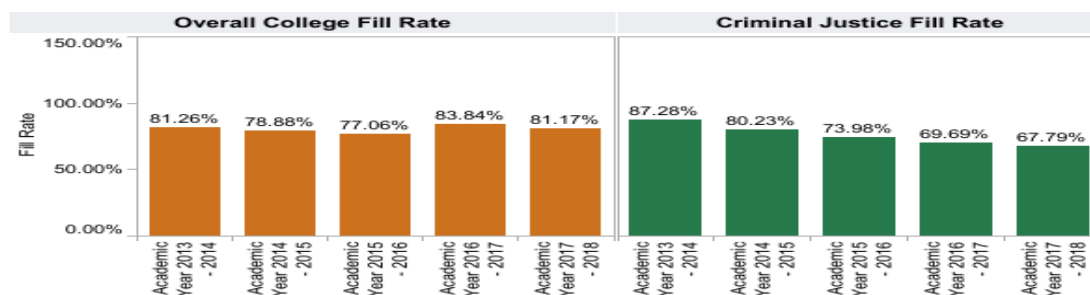
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Criminal Justice

Course:
All

Dual Enrollment:
All

Prison
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The College has a five-year average fill rate of 80% and the Criminal Justice Program is at 76%. Unfortunately, the Criminal Justice Program has seen a steady decline in fill rate over the five-year period. However, the fill rates vary widely between courses. So, the lower fill rate courses need to be targeted for improvement. In that regard, the five-year average fill rate for the Program courses are as follows:

- CJ 202: 87%
- CJ 204: 70%
- CJ 206: 83%
- CJ 208: 89%
- CJ 210: 88%
- CJ 213: 61%
- CJ 224: 72%
- CJ 226: 39%
- CJ 228: 76%

CJ226, the investigative report writing course, has the worst five-year average of 39%. Accordingly, it is the first course that will be offered in a DE modality in the Fall of 2019. It is hoped that current law enforcement officers will enroll as investigative report writing skills are an integral and critical part of the job that many struggle with according to the Criminal Justice Advisory Committee.

CJ213, the patrol procedures course, also has a troubling average of 61%. Filling this course is a challenge because, like the CJ226 course, it cannot be counted toward the Administration of Justice ADT. It is required for the AA, however. A proposal to eliminate this course from the degree requirements was not well received by criminal justice faculty and the Criminal Justice Advisory Committee. Their view is that it is a critical course for law enforcement officers. Moreover, offering it online is not a viable option because, in their opinion, face to face instruction is required to effectively teach the critical concepts. Accordingly, none of the criminal justice instructors are interested in teaching it online.

General Efficiency (FTES/FTEF)

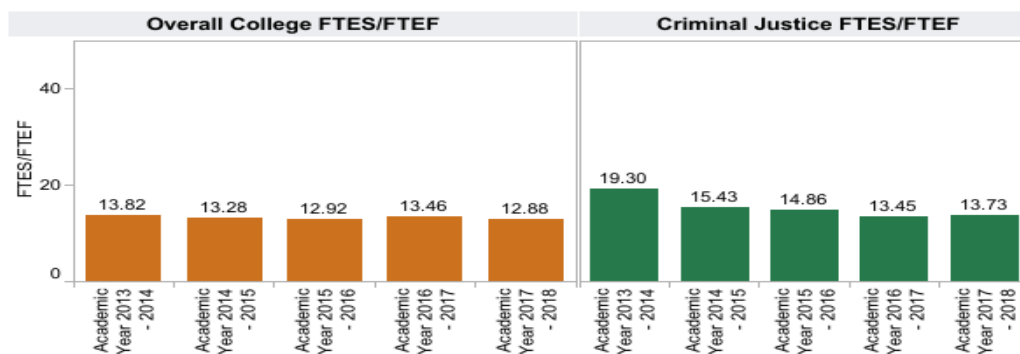
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Criminal Justice

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The five-year efficiency average for the College is 13.27 and for the Criminal Justice Program is 15.35. The most recent College wide and Criminal Justice Program efficiency numbers are 12.88 and 13.73 respectively. With class caps set at 40 for all courses except for CJ210 (which has 25), the Criminal Justice program remains as efficient as the College wide standard despite low fill rates for some courses. The Criminal Justice Program efficiency metric will also likely improve when the fill rates of the CJ226 course are improved by offering the course online.

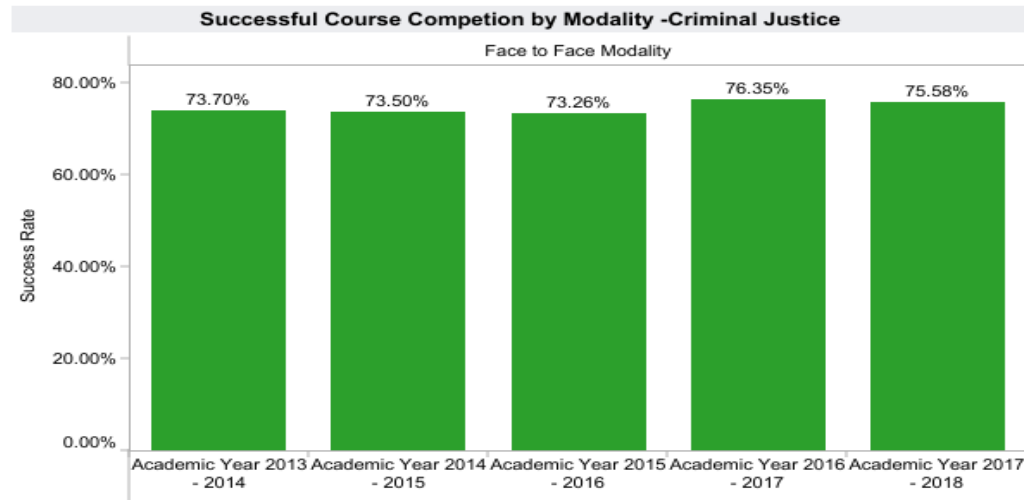
Student Success—Course Modality

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Criminal Justice

Course:
All

Legend:
■ Face to Face Modality



Successful Course Completion by Modality Table - Criminal Justice						
Face to Face Modality	Department Success Rate	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
		73.70%	73.50%	73.26%	76.35%	75.58%
		Total Department Enrollments	806.0	702.0	688.0	554.0

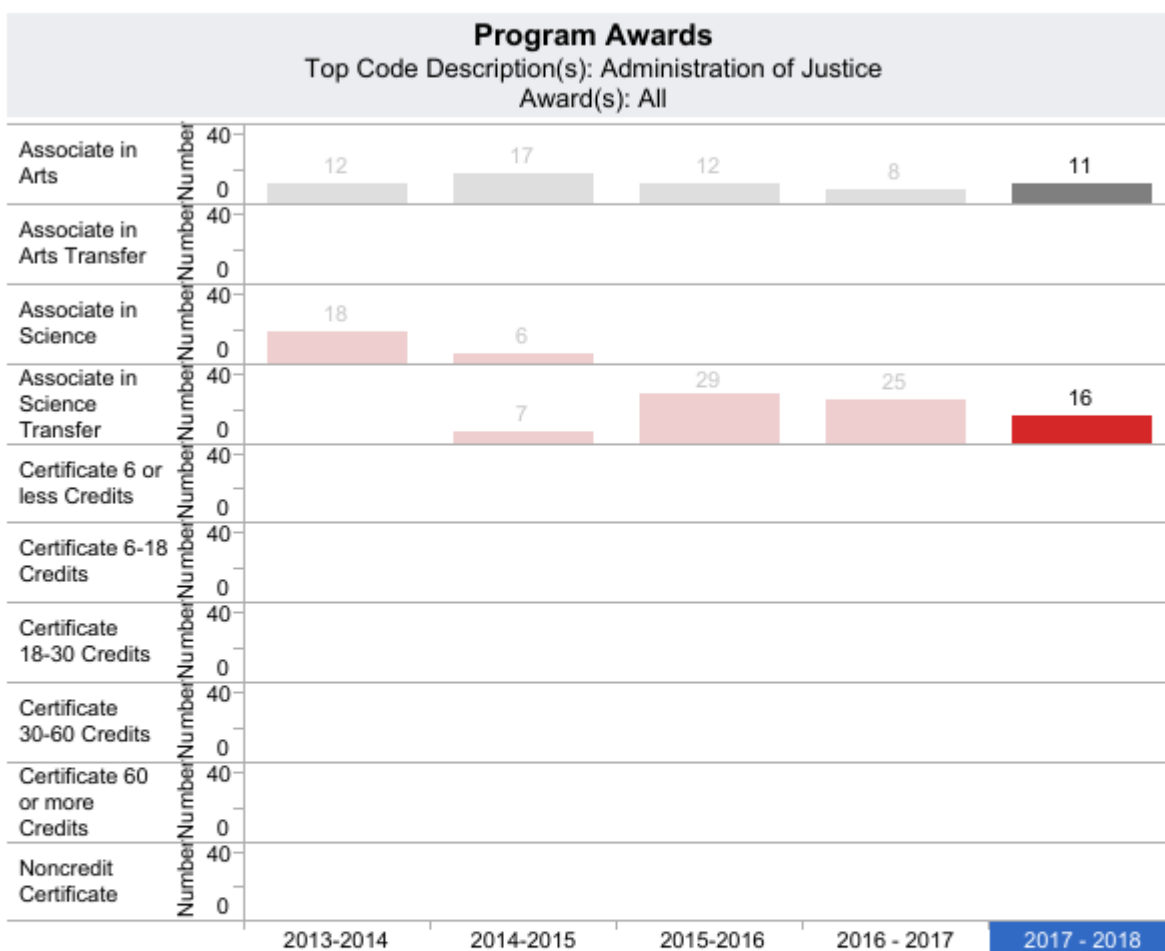
The five-year average course completion rate in the face to face modality is 75% for the College and is 74% for the Criminal Justice Program. The most recent College wide face to face modality success rate is 76.88 and the Criminal Justice Program is slightly lower at 75.58%. There are no DE classes offered so the success rates in that modality are not compared.

Degrees and Certificates Awarded (Insert Data Chart)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Administration of Justice

Award Type:
All



Program Awards Table						
Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Arts	Criminal Justice (AA)	12	17	12	8	11
	Total	12	17	12	8	11
Associate in Science	Admin of Justice (AST)	18	6			
	Total	18	6			
Associate in Science	Admin of Justice (AST)		7	29	25	16

Program Awards: The number of degrees and certificates awarded by program type

A total of 27 Administration of Justice/Criminal Justice degrees were awarded. 16 ADT's and 11 AA's were awarded.

General Student Success – Course Completion

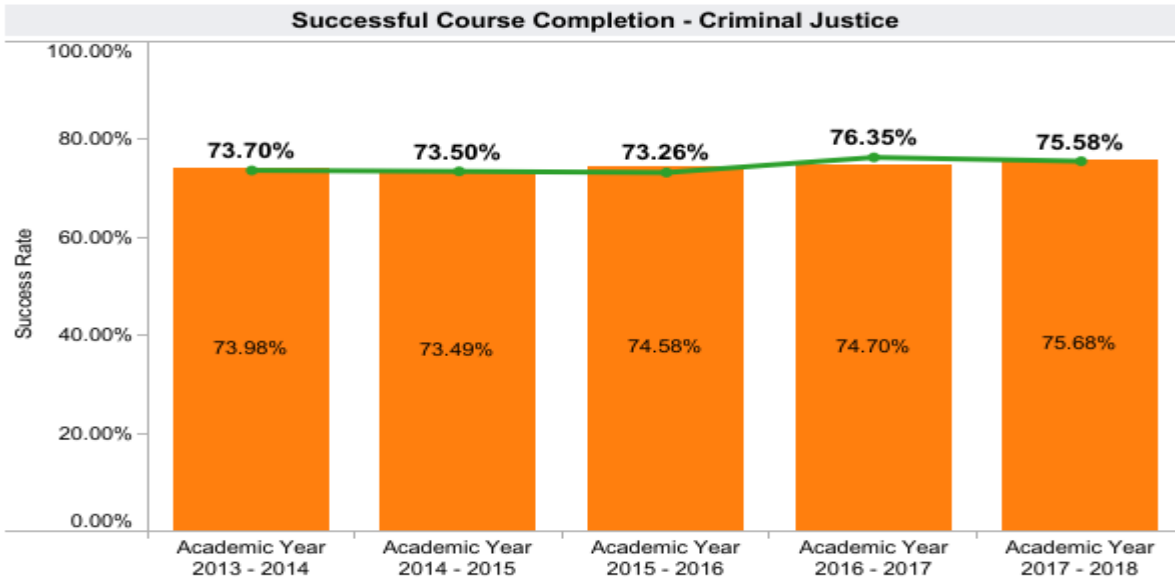
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Criminal Justice

COURSE
All

Measure Names

- Department Success Rate
- Overall College Success Rate



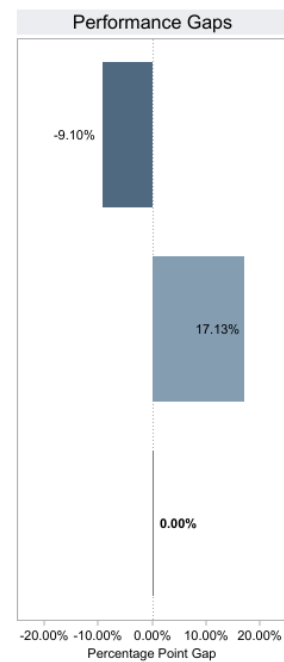
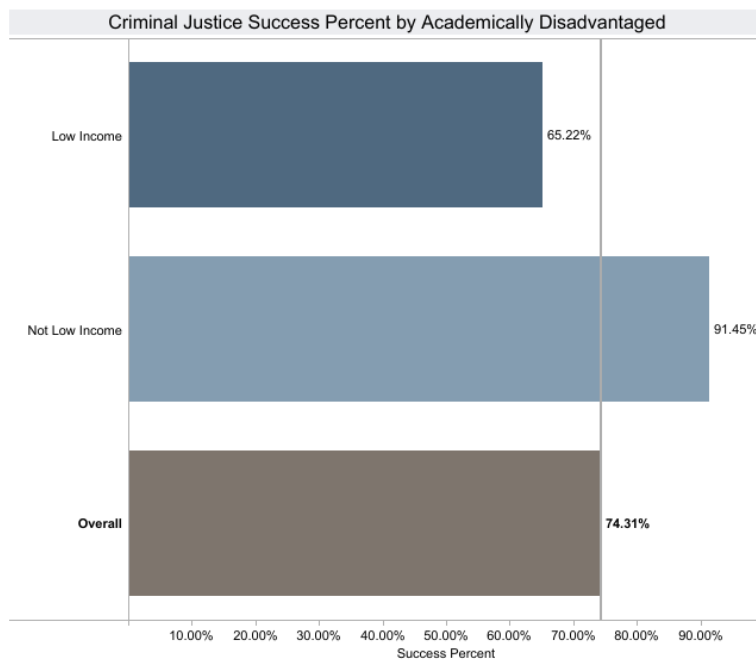
Criminal Justice Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	73.70%	73.50%	73.26%	76.35%	75.58%
Total Enrollments	806	702	688	554	522

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The Criminal Justice Program's successful course completion rate is right on par with the overall College success rate over the five-year period. The most recent academic year the Criminal Justice Program rate is .10 lower than the College Success rate.

Successful Course Completion by Student Subpopulation



Academic Year:
All

Department:
Criminal Justice

Region:
All

Enroll Status:
All

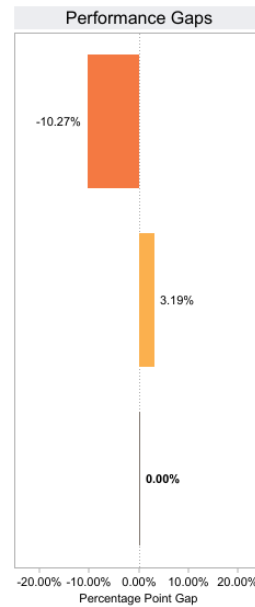
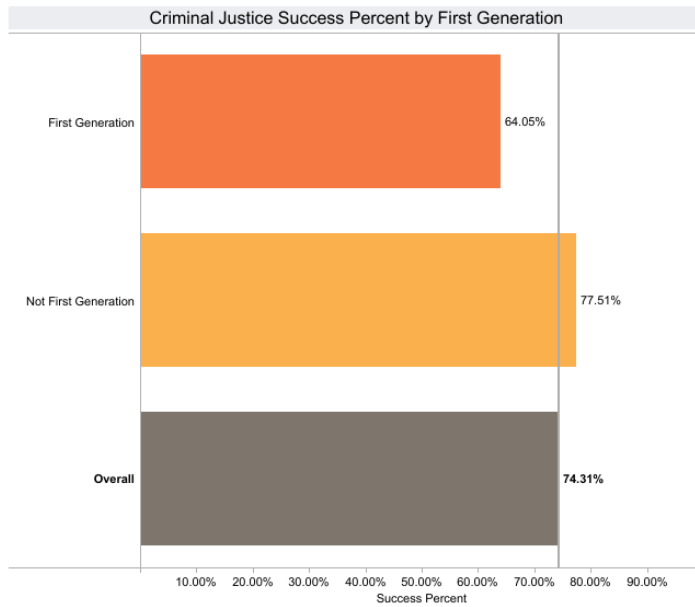
Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
Academically Disadvantag..

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation



Academic Year:
All

Department:
Criminal Justice

Region:
All

Enroll Status:
All

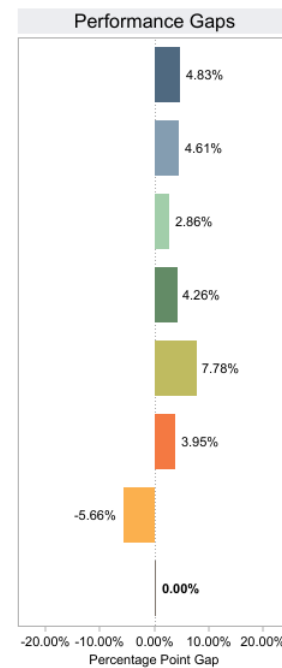
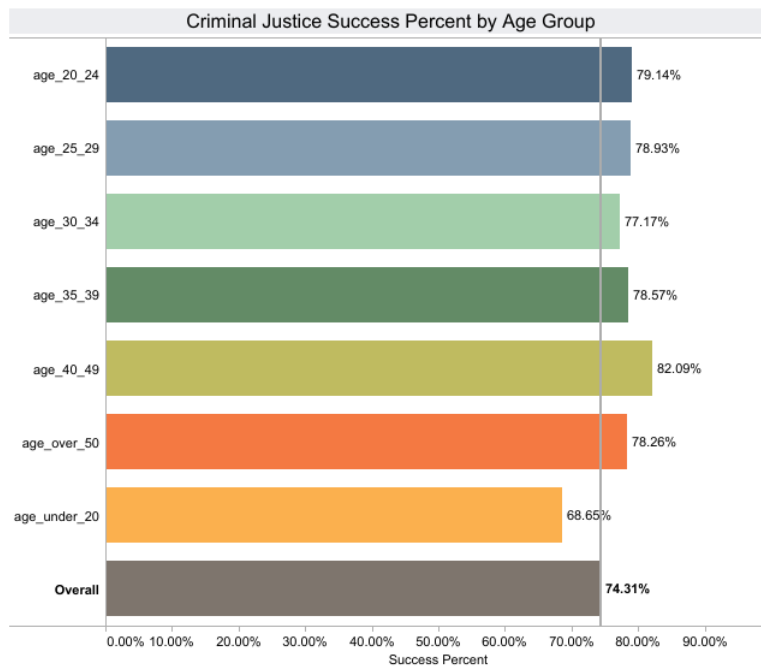
Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
First Generation

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation



Academic Year:
All

Department:
Criminal Justice

Region:
All

Enroll Status:
All

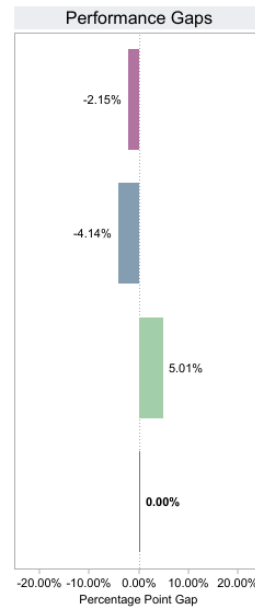
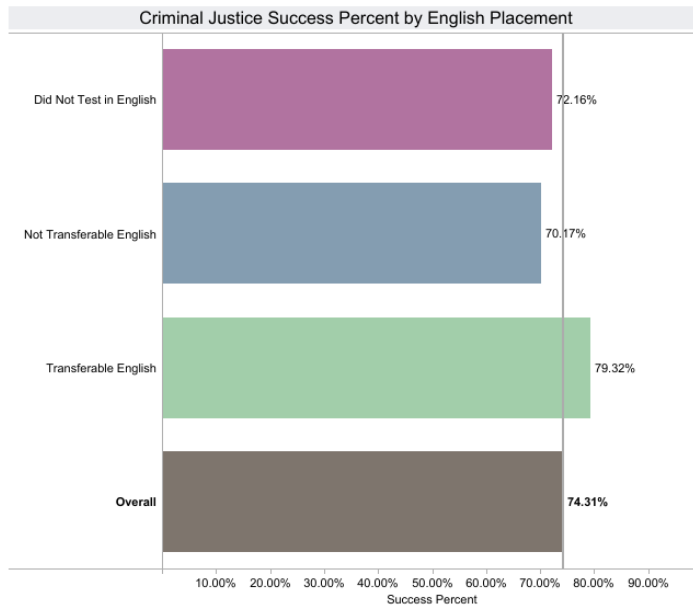
Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
Age Group

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Criminal Justice

Region:
All

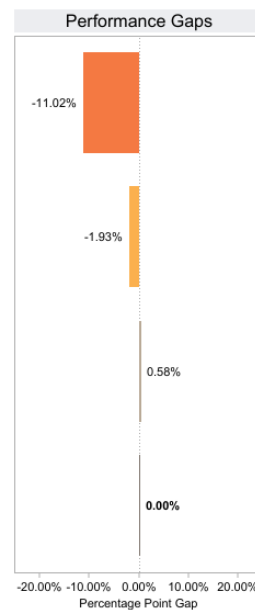
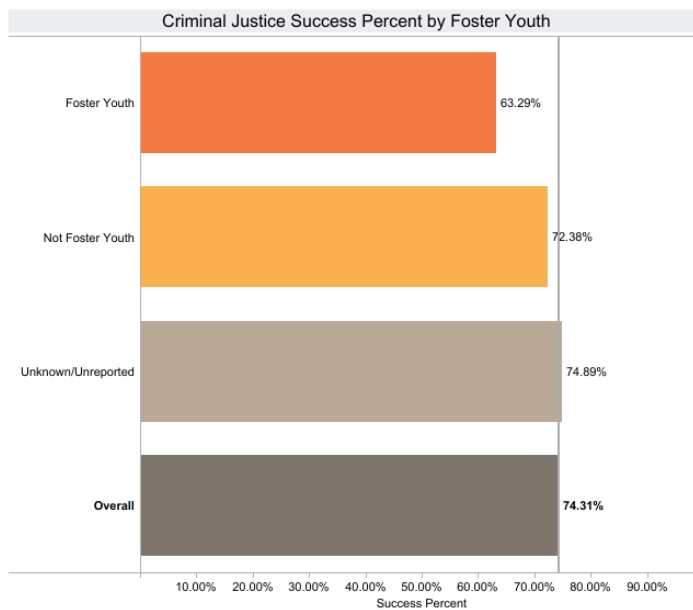
Enroll Status:
All

Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
English Placement

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Criminal Justice

Region:
All

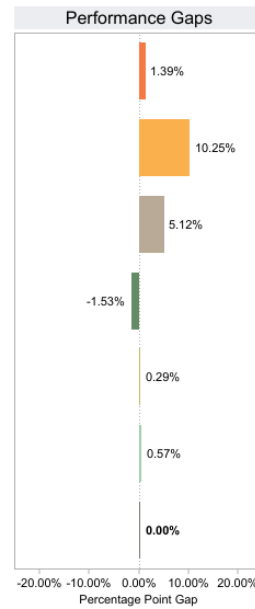
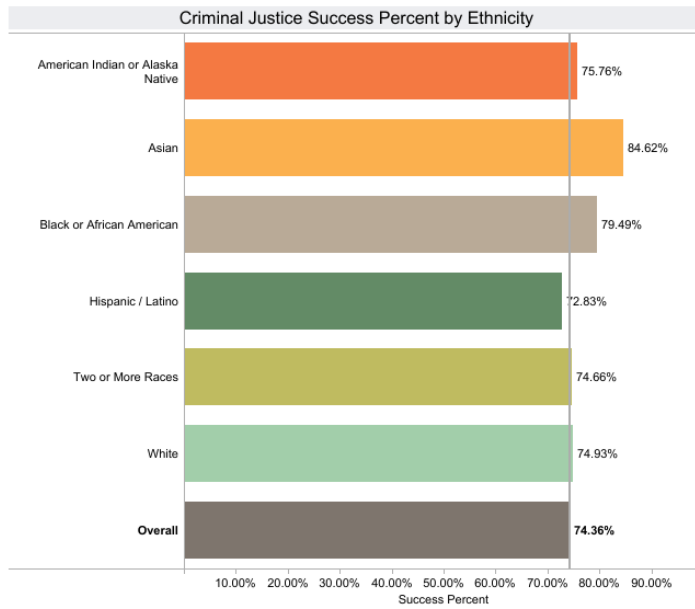
Enroll Status:
All

Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
Foster Youth

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Criminal Justice

Region:
All

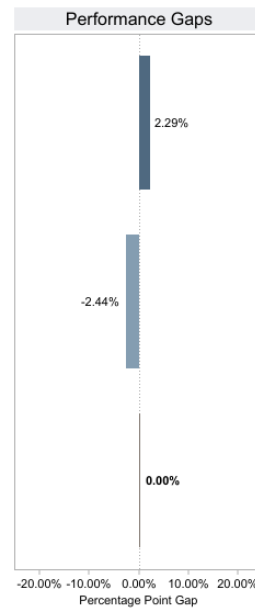
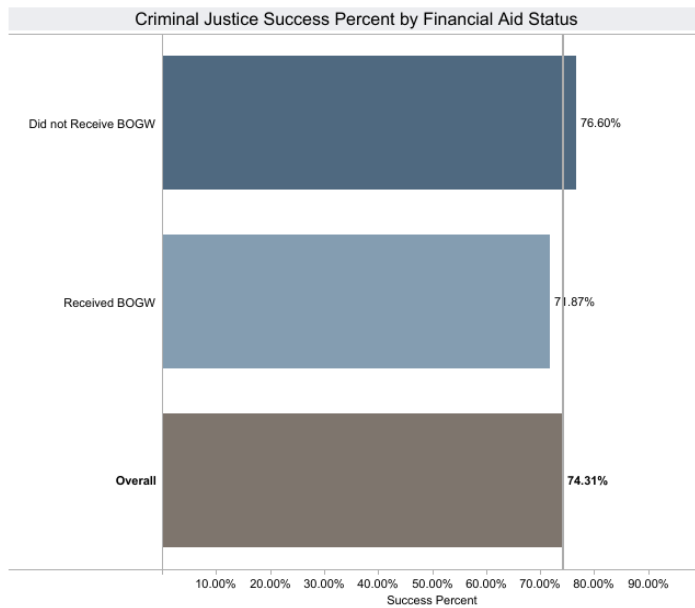
Enroll Status:
All

Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
Ethnicity

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Criminal Justice

Region:
All

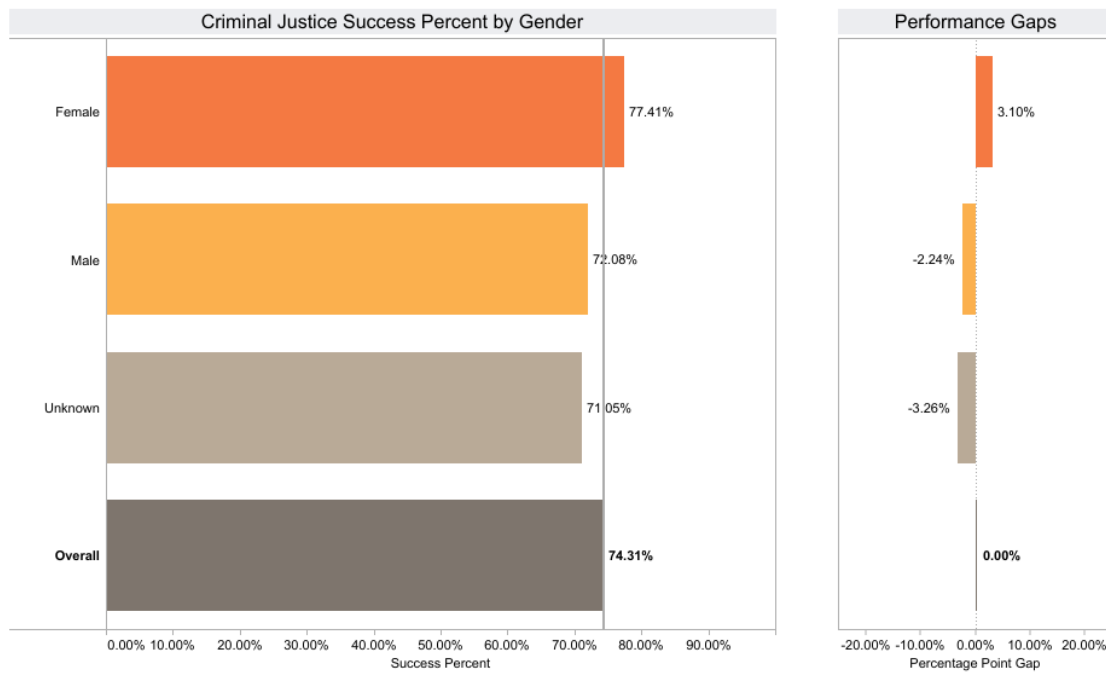
Enroll Status:
All

Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
Financial Aid Status

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Criminal Justice

Region:
All

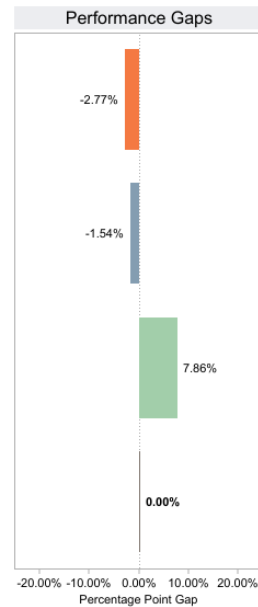
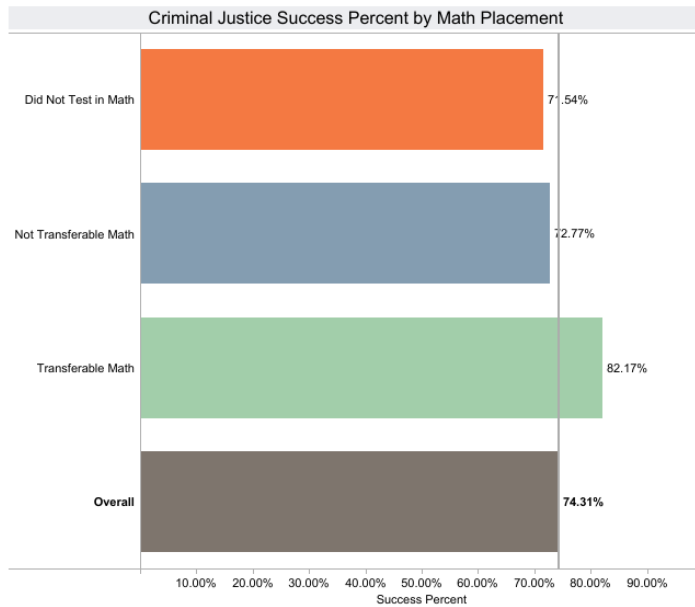
Enroll Status:
All

Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
Gender

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Criminal Justice

Region:
All

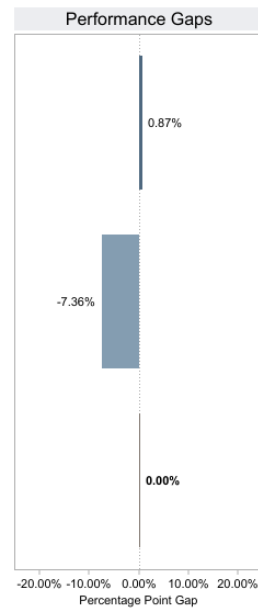
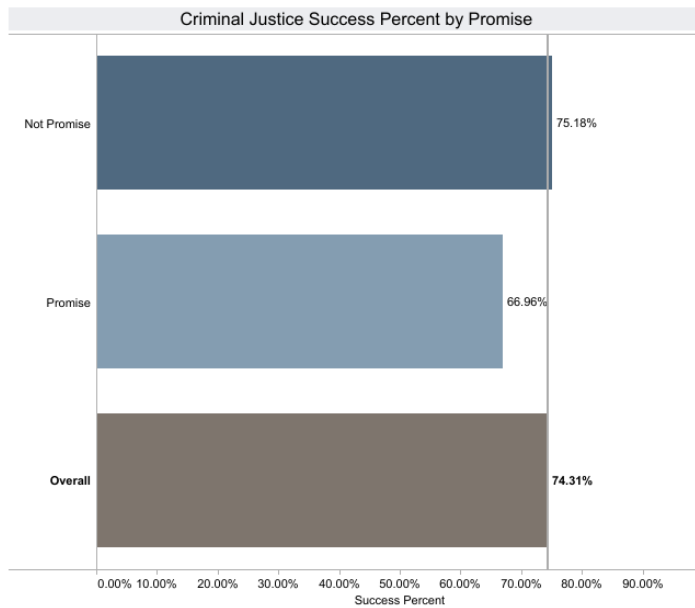
Enroll Status:
All

Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
Math Placement

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Criminal Justice

Region:
All

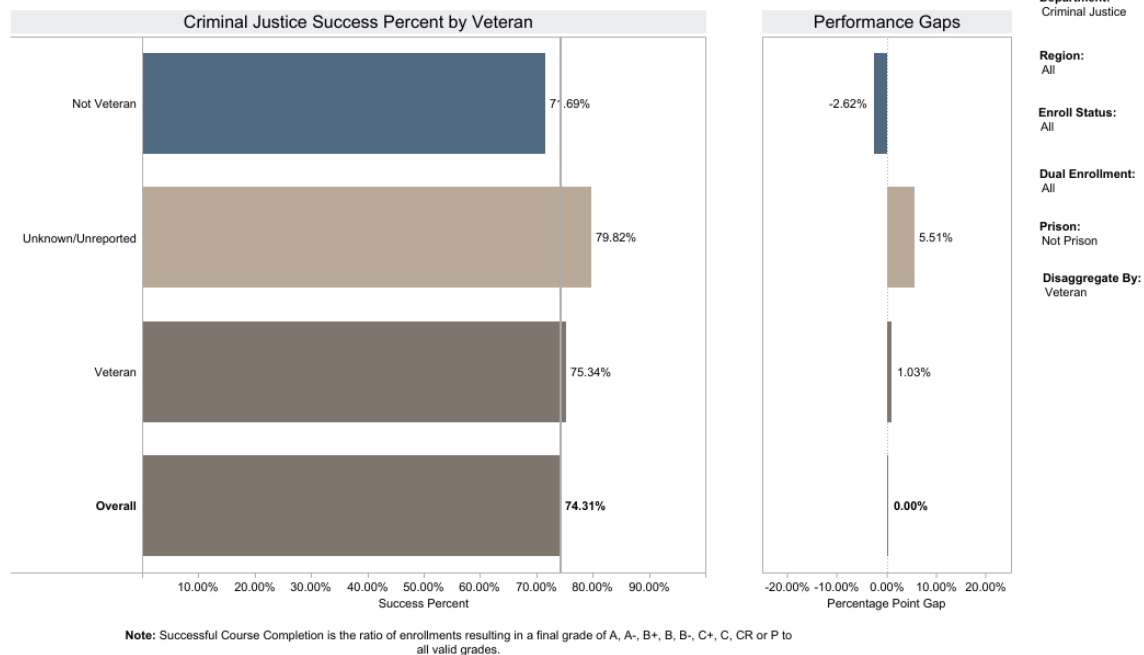
Enroll Status:
All

Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
Promise

Successful Course Completion by Student Subpopulation



Review of the Disaggregated Student Success Data revealed the following performance gaps:

Low Income Students: 9.10%
 First Generation Students: 10.27%
 Students under the age of 20: 5.66%
 Not transferable English: 4.14%
 Did not test in English: 2.15%
 Foster youth: 11.02%
 Hispanic/Latino ethnicity: 1.53%
 Received BOGW: 2.44%
 Male students: 2.24%
 Unknown gender students: 3.26%
 Not transferable math: 1.54%
 Did not test in math: 2.77%
 Promise students: 7.36%
 Not Veterans: 2.62%

IV. CURRICULUM REVIEW

CURRICULUM REVIEW GUIDE and WORKSHEET Courses and Programs

Current Review Date 2/21/19

Reviewer: Stacy Millich

1. Courses

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
CJ202	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
CJ204	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
CJ206	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
CJ208	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
CJ210	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
CJ213	yes / no	no / yes: date	no / yes: date 10/3/14	no / yes: date	no / yes: date
CJ224	yes / no	no / yes: date	no / yes: date 2/5/14	no / yes: date	no / yes: date
CJ226	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
CJ228	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

2. Course Review

Course Number	CJ 202	CJ 204	CJ 206	CJ 208
1. Effective term listed on COR	Date: Spring 2014	Date: Spring 2014	Date: Spring 2013	Date: Spring 2013
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

Course Number	CJ 210	CJ 213	CJ 224	CJ 226
1. Effective term listed on COR	Date: Fall 2014	Date: Spring 2015	Date: Fall 2014	Date: Fall 2011
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²

8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹

Course Number	CJ 228			
1. Effective term listed on COR	Date: Fall 2012	Date:	Date:	Date:
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹

3. Programs

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
AA Criminal Justice	yes / no	no / yes: date	no / yes: date	no / yes: date
AST Administration of Justice	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date

4. Program Review

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Administration of Justice: Associate of Science for Transfer	yes / no*	yes / no*	yes / no**
Criminal Justice: Associate in Arts	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

5. Five-Year Cycle Calendar

COURSES

Course Number	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
CJ 202		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
CJ 204		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
CJ 208		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
CJ 210		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
CJ 213		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
CJ 224		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
CJ 226		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
CJ 228		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
CJ 206		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify

cm revised 11/08/16

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

Criminal Justice Department Program Revised Assessment Calendar Revised Spring 2016 (4 Year Cycle)

Cycle Stage	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
SLO Assessment	X	CJ202 & 210	CJ213 & 224	CJ 204, 206 & 228	CJ 208 & 226	
Analyze Results & Develop Plan Improvements	X	X	CJ202, & 210	CJ213 &224	CJ204 206 & 228	CJ208 & 226
Plan Implementation	X	X	X	CJ202 & 210	CJ213 & 224	CJ 204 206 & 228

Cycle Stage	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SLO Assessment	X	CJ202, & 210	CJ 213 & 224	CJ 204, 206 & 228	CJ208 & 226	CJ213 & 224	
Analyze Results & Develop Plan Improvements	X	X	CJ202 & 210	CJ 213 & 224	CJ204 206, & 228	CJ208 & 226	
Plan Implementation	CJ208 &226	X		CJ202 & 210	CJ 213 & 224	CJ204, 206 & 228	CJ208 & 226

All assessments in elumen have been completed.

Below please find the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

ILO/PLO Summary Map by Course/Context

Selected Outcomes: AA_CRIM_JUST

Course Group: Courses for Criminal Justice

Courses	Outcomes	AA_CRIM_JUST			
		Author a complete and accurate investigative report.	Describe the application of criminal laws in California	Describe the application of the rules of criminal procedure and evidence in the administration of justice.	Identify ethical and multicultural issues related to the criminal justice system.
CJ193					
Demonstrate knowledge of technical vocabulary appropriate to subject matter of the course					
Describe important criminal justice issues as they relate to the special topic.					
CJ202					
Identify the major components of the criminal justice system			X	X	
Describe and apply the major criminological theories that explain crime causation and criminality					
Identify the processes by which a criminal case progresses from investigation to appeal		X	X	X	
Identify the Amendments to the United States Constitution that have the greatest impact on the criminal justice system		X	X	X	
CJ204					
Identify key stages of the criminal justice process.			X	X	
Identify the key rights (right to a speedy trial, due process and counsel) provided to a criminal defendant		X	X		

Courses	Outcomes	AA_CRIM_JUST			
		Author a complete and accurate investigative report.	Describe the application of criminal laws in California	Describe the application of the rules of criminal procedure and evidence in the administration of justice.	Identify ethical and multicultural issues related to the criminal justice system.
Identify and apply the 4th Amendment's prohibition on unreasonable searches and seizures.	X	X	X		
Describe the import of the Miranda decision	X	X	X		
Identify the procedure and constitutional basis for incompetency proceedings in a criminal case		X	X	X	
CJ206					
Identify sources of criminal law		X			
Demonstrate an understanding of the principles of actus reus (act or failure to act) and mens rea (intent)		X			
Identify the elements of offenses against person, property and public welfare	X	X			
Apply facts to law to determine whether a criminal law violation has occurred	X	X			
CJ208					
Differentiate between different types of evidence			X		
Describe key rules of evidence	X	X	X		
Describe proper identification procedures	X	X	X		
CJ210					

Courses	Outcomes	AA_CRIM_JUST				
		Author a complete and accurate investigative report.	Describe the application of criminal laws in California	Describe the application of the rules of criminal procedure and evidence in the administration of justice.	Identify ethical and multicultural issues related to the criminal justice system.	Identify the objectives and components of the correctional system including types of post release supervision.
	Describe key issues that pose the potential for conflict between diverse communities and the police, courts and corrections.				X	
	Describe the communication challenges presented in the administration of justice in a multicultural society.	X			X	
	Describe strategies that can be employed to ensure the fair administration of justice in a multicultural society.	X			X	
CJ226						
	Prepare accurate and complete investigative notes and reports	X				
	Develop a professional, grammatically correct and ethical investigative report.	X				
	Explain the meaning of legal terms commonly used in preparing investigative reports	X				
	Describe the importance of including "Brady" information in investigative reports	X	X	X		
CJ228						
	Describe the historical development of corrections					X
	Describe the principles and primary objectives of community corrections				X	X
	Identify the central challenges and legal issues raised in operating correctional institutions	X			X	X

Courses	Outcomes	AA_CRIM_JUST				
		Author a complete and accurate investigative report.	Describe the application of criminal laws in California	Describe the application of the rules of criminal procedure and evidence in the administration of justice.	Identify ethical and multicultural issues related to the criminal justice system.	Identify the objectives and components of the correctional system including types of post release supervision.
Identify the central differences between juvenile and adult corrections		X	X			X

Courses		Outcomes	AA_CRIM_JUST		
			Identify the objectives and components of the criminal justice system.	State the procedures which ensure effective police operations.	Understand and apply the basic principles of a criminal investigation.
CJ193					
Demonstrate knowledge of technical vocabulary appropriate to subject matter of the course					
Describe important criminal justice issues as they relate to the special topic.					
CJ202					
Identify the major components of the criminal justice system		X			
Describe and apply the major criminological theories that explain crime causation and criminality		X			
Identify the processes by which a criminal case progresses from investigation to appeal		X	X		
Identify the Amendments to the United States Constitution that have the greatest impact on the criminal justice system		X			
CJ204					
Identify key stages of the criminal justice process.		X			
Identify the key rights (right to a speedy trial, due process and counsel) provided to a criminal defendant		X			
Identify and apply the 4th Amendment's prohibition on unreasonable searches and seizures.				X	
Describe the import of the Miranda decision				X	

Courses	Outcomes	AA_CRIM_JUST		
		Identify the objectives and components of the criminal justice system.	State the procedures which ensure effective police operations.	Understand and apply the basic principles of a criminal investigation.
Identify the procedure and constitutional basis for incompetency proceedings in a criminal case				
CJ206				
Identify sources of criminal law				
Demonstrate an understanding of the principles of actus reus (act or failure to act) and mens rea (intent)				
Identify the elements of offenses against person, property and public welfare			X	X
Apply facts to law to determine whether a criminal law violation has occurred			X	X
CJ208				
Differentiate between different types of evidence				X
Describe key rules of evidence				X
Describe proper identification procedures				X
CJ210				
Describe and explain the following sequential stages in a criminal investigation: reporting of a crime, initial investigation, case screening, follow-up investigation, case preparation and prosecution	X			X
Distinguish the relevant techniques and protocol of evidence collection, preservation, and linking analysis				X

Courses	Outcomes	AA_CRIM_JUST		
		Identify the objectives and components of the criminal justice system.	State the procedures which ensure effective police operations.	Understand and apply the basic principles of a criminal investigation.
	Recognize ethical principles in an investigation and explain how they relate to a criminal investigation			X
	Examine the concept of probable cause, elements of a crime, interviewing & interrogations, evidence integrity and their importance in the process of an investigation			X
	CJ213			
	Describe patrol operations, functions and objectives.	X	X	
	Describe appropriate emergency response procedures.		X	
	Describe proper police responses to crime, disorder, and quality of life calls.		X	
	CJ224			
	Explain the history and evolution of multiculturalism in the United States.	X		
	Describe key issues that pose the potential for conflict between diverse communities and the police, courts and corrections.			X
	Describe the communication challenges presented in the administration of justice in a multicultural society.		X	
	Describe strategies that can be employed to ensure the fair administration of justice in a multicultural society.		X	X
	CJ226			
	Prepare accurate and complete investigative notes and reports		X	X

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Courses	Outcomes	AA_CRIM_JUST		
		Identify the objectives and components of the criminal justice system.	State the procedures which ensure effective police operations.	Understand and apply the basic principles of a criminal investigation.
	Develop a professional, grammatically correct and ethical investigative report.		X	
	Explain the meaning of legal terms commonly used in preparing investigative reports		X	X
	Describe the importance of including "Brady" information in investigative reports		X	X
	CJ228			
	Describe the historical development of corrections	X		
	Describe the principles and primary objectives of community corrections	X		
	Identify the central challenges and legal issues raised in operating correctional institutions			
	Identify the central differences between juvenile and adult corrections	X		

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Courses	Outcomes	AA_CRIM_JUST			
		Author a complete and accurate investigative report.	Describe the application of criminal laws in California	Describe the application of the rules of criminal procedure and evidence in the administration of justice.	Identify ethical and multicultural issues related to the criminal justice system.
Describe and explain the following sequential stages in a criminal investigation: reporting of a crime, initial investigation, case screening, follow-up investigation, case preparation and prosecution					
Distinguish the relevant techniques and protocol of evidence collection, preservation, and linking analysis			X		
Recognize ethical principles in an investigation and explain how they relate to a criminal investigation	X				
Examine the concept of probable cause, elements of a crime, interviewing & interrogations, evidence integrity and their importance in the process of an investigation	X		X		
CJ213					
Describe patrol operations, functions and objectives.					
Describe appropriate emergency response procedures.					
Describe proper police responses to crime, disorder, and quality of life calls.					
CJ224					
Explain the history and evolution of multiculturalism in the United States.				X	

VI. PROGRAM DEVELOPMENT

Curriculum and scheduling

Curriculum changes over the next cycle will likely include:

- Update Text books in Course Outlines of Record for all courses with an eye toward Online Educational Resources.
- Revise CJ 208 Course Outline of Record to remove references to the 4th Amendment
- Review CJ210 Course Outline of Record lab/lecture hours
- Migrate more classes to the DE modality- starting with CJ226 and then CJ208
- Explore dual enrollment opportunities

Scheduling changes over the next cycle will likely be determined in large part by the implementation of guided pathways. Block scheduling is already being utilized for CJ courses but schedule adjustments may be necessary when viewed in conjunction with other courses on the suggested pathways.

Support services to promote success, persistence and retention

The early alert system and other guided pathways student success strategies are welcomed. It is also important to look at the two degrees offered and see if there is a way to maximize completion rates under the Student-Centered Funding Formula. These activities will surely occur during the next cycle.

Facilities needs

The facilities themselves are adequate. There is no reason to think that a larger classroom would be required in the next five years. However, the technology (computer audio visual, smart board etc.) in room 4114 are completely unacceptable. There are times when the computer does not speak to the smart board and no image is sent to the screen. There are other times when the screen goes completely black during lectures. It is extremely unprofessional. There have been ongoing instructional emergencies where computer services is able to patch the problems but to actually resolve the issues, an upgrade of all components is required.

Staffing needs/projections

The Department is well staffed and absent resignations there will not likely be any new staffing needs in this review cycle.

Increased Funding strategies

The lead instructor has been acting as Academic Senate President for the last two years, and accordingly, has not been available to do as much outreach as in years past. A return to more

marketing and outreach activities will hopefully help to increase with declining enrollments. Moreover, increased DE offerings and continuing to explore dual enrollments possibilities may help with this, as well.

As indicated above, a review of the degrees with a Student-Centered Funding Formula lens may also help to increase funding.

VII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.