

"We Guarantee Quality and Excellence"

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

INSTRUCTIONAL PROGRAM THREE YEAR REVIEW


Academic Program

Criminal Justice

Period of Three Year Review

Fall 2009 to Summer 2012

Completed By:


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Program Instructor(s)

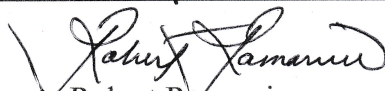
Date: 4/2/14

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Program Review Narrative Summary

The narrative summary should include the following:

- **Summary of the academic program purpose**

Criminal Justice is the study of theories, concepts, statutes, law, procedures, and methodologies governing the criminal justice system and its subsystems. This program explores the historical development of criminal law and the criminal justice system, and its contemporary application in juvenile and adult crime.

The program is designed to meet the lower division college/university transfer, job entry, or promotion requirement depending on a student's need. Also, the program is designed to prepare students for job positions such as a law enforcement officer, criminal investigation detective, corrections officer, and other careers within the Ministry of Justice, Judicial Branch, and other agencies within the Criminal Justice System. Students may obtain an Associate of Science degree in Criminal Justice or a Certificate of Completion in Law Enforcement.

- **The relationship of the program to the college Mission Statement**

College Mission Statement:

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

Program Description:

The Criminal Justice Program is designed to equip students with employability skills/knowledge, or for the pursuit of a higher education in the field of Criminal Justice.

The Criminal Justice program supports the PCC Mission statement. The program helps meet the **technical and academic** needs of students by providing students the opportunity to acquire various technical knowledge in the field as well as gain experience and skills that would help them succeed in the field. Additionally, qualified faculty oversee program courses geared specifically toward program majors ensuring that students receive the necessary skills and knowledge to enable them to find employment after graduation or pursue higher education in the field. The program helps meet the **cultural and social** needs of students in the field by exposing them to the culture of criminal justice as well as giving them the opportunity to work with other students and professionals in the field. The Criminal Justice program helps meet the **economic** needs of students by providing them the opportunity to learn necessary skills and knowledge needed to find employment after graduation or pursue higher education in the field.

Additionally, the program **promotes learning opportunities for students and communities by promoting learning opportunities and developing personal excellence** by hiring qualified faculty to teach courses and oversee the program. Furthermore, students are given the opportunity to work with other students as well as professionals in the field. Such activities promote learning opportunities for students and communities as well as develop personal excellence.

- Summary of Program Data

a. Figure 1 – Student Status

	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012	Average
Enrollment	30	14	2	14	10	0	34	21	0	18
Pass/Credit	87%	93%	100%	57%	100%	0%	71%	90%	0%	86%
Fail/No Credit	13%	7%	0%	43%	0%	0%	21%	10%	0%	13%
Audit	0%	0%	0%	0%	0%	0%	8%	0%	0%	1%
Withdraw	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Figure 1 above shows student enrollment in all CJ courses each semester from Fall 2009 to Summer 2012. Figure 1 also shows the number of students who passed, failed, audited, or withdrew. A great number of the students pass the CJ courses. A very small number of students have audited CJ courses and only occurred during Fall 2011. No students withdrew during the period of this review (Fall 2009 to Summer 2012).

Overall, as a result of the data shown in Figure 1, majority of the students enrolled in CJ courses successfully complete the courses.

Evidently, student enrollment have decreased and increased throughout this review period partly due to the Ministry of Justice (MOJ) Cohort participants entering and leaving the program; some not completing and graduating before leaving. Reasons behind early leavers is still unclear, however, a majority of the MOJ Cohort participants have asserted difficulties in managing their full time law enforcement jobs, especially the patrol officers, while continuing and completing the CJ program. Also, these participants have mentioned that the high service demands versus shortage of law enforcement officers have led to longer duty shifts (around 12 to 16 hours shifts) including “graveyard” shifts which results in less or no sleep, and becomes a factor in poor performance in courses and consequently, leaving the program early.

b. Figure 2 – Number of Graduates

	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012
AS/AA	0	0	2	1	0	0	0	2	0
AAS	0	0	0	0	0	0	0	0	0
CA	0	0	0	0	0	0	0	0	0

Figure 2 above shows the number of CJ Program students who successfully completed the program and graduated with Associate of Science degrees in CJ. A small number of students have successfully completed and graduated from the CJ Program during this review period. A very small number of students choose to major in CJ which is one of the reasons for the small number of graduates. Additionally, those factors mentioned in the Figure 1 Summary results in the small number of graduates from the MOJ cohort.

Even though the CJ Program graduates small numbers of students, the need to have educated and well trained Criminal Justice System agents and officers is still high. As such, continued support and encouragement for students to pursue degrees in CJ, and ultimately careers in the CJ field, should remain.

c. Figure 3 – Class Information

	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012	Average
Under 10 Students	100%	100%	100%	100%	100%	0%	60%	100%	0%	94%
10 – 19 Students	0%	0%	0%	0%	4%	0%	40%	0%	0%	6%
20 – 29 Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
30 or more Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL CLASSES	8	6	1	7	7	0	5	5	0	6

Figure 3 above shows the average class size of CJ courses per semester from Fall 2009 to Summer 2012. Majority of the CJ courses have class sizes under ten students, usually between one to seven students per course. Small class sizes are the result of few students majoring in CJ.

Spring 2011 and Fall 2011 shows class sizes that have student enrollees between ten to nineteen. Those increase in class sizes are due to the new MOJ cohort students entering the CJ program. Majority of the MOJ cohort students enter the program during Fall semester.

d. Figure 4 – Course Offering Information

	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012	Average
Total Prog/Dept Classes Taught	8	6	1	7	7	0	5	5	0	6
Total Lecture ONLY Classes	75%	83%	0%	57%	86%	0%	80%	60%	0%	100%
Total Lab ONLY Classes	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total Lecture and Lab Classes	25%	17%	0%	29%	14%	0%	20%	20%	0%	0%
Total Online Classes	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Figure 4 above shows the average class size of CJ courses per semester from Fall 2009 to Summer 2012. Majority of the CJ courses have class sizes under ten students, usually between one to seven students per course. Small class sizes are the result of few students majoring in CJ.

e. Figure 5 – Faculty Information

	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012
Full Time Faculty	1	1	0	1	1	0	1	1	0
Part Time Faculty	1	1	1	2	1	0	1	2	0
TOTAL FACULTY	2	2	1	3	2	0	2	3	0

Figure 5 above shows the number of fulltime and part time faculty teaching CJ courses per semester from Fall 2009 to Summer 2012. Currently, the CJ program has only one fulltime faculty who teaches and is also the Chairperson of the CJ Program. The College employs a part time faculty to assist in teaching CJ courses. The above table shows that for several semesters, the total number of faculty is 3. This is because the Internship coordinator is counted as a part time faculty.

f. Table 1 – Faculty to Class Size Ratio Information

Ratio	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012
Full Time Faculty (F : S)	1:14	1:9	0:0	1:8	1:5	0:0	1:26	1:9	0:0
Part Time Faculty (F : S)	1:16	1:5	1:2	2:6	1:5	0:0	1:8	2:12	0:0

The table above illustrates the ratio of faculty to class size. Ratio of faculty to class size ranges from as low as 1 faculty to 2 students (1:2) per class to as high as 1 faculty to 26 students (1:26) per class. However, it is important to note that the numbers do not represent the ratio of faculty to students but rather faculty to class size as some students are enrolled in more than one CJ course.

- **Summary of Student Learning and Curriculum**

There are a total of 16 CJ courses offered here at the College. All 16 courses have CLOs. The course outlines and documentations for all 16 courses are up to date. Additionally, all course CLOs have been aligned with PLOs and ILOs in the mapping template. Signature assignments used in course assessments have also been identified.

- **Summary of Course Assessment Data**

- a. How has assessment of course-level student learning outcomes led to improvement in program-level student learning?

All CJ course assessments indicate that no changes are needed. Program faculty will continue to assess courses and changes will be made, when necessary, to improve and promote student learning.

- b. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

PLOs are continuously being assessed using program course CLOs. Because all CJ course assessments indicate that no changes are needed, no changes have been made to the program. Program faculty will continue to assess courses and the program and changes will be made, when necessary, to improve and promote student learning.

- Summary of Evaluation of Previous Goals/Activities from Previous Cycle (Figure 5)
 - a. List actions identified in your last program review or in any other related college plan(s).
 1. Prepare students with basic skills for entry into college/university criminal justice programs or other related fields and for job positions that address crime and justice issues and/or problems. **Status: Ongoing**
 2. Prepare students through education and physical training to expand the understanding of, and reaction to, incidents and issues associated with crime and the administration of justice. **Status: Ongoing**
 3. Provide students with the knowledge and understanding of the organizations and functions of the criminal justice system – law enforcement, courts, and corrections. **Status: Ongoing**
 4. Provide students with an understanding of the theoretical approaches and knowledge regarding the issues of crime and justice. **Status: Ongoing**
 5. Provide students with the knowledge and understanding of the causes of crime, the processing of criminal cases, and the function of law as a crucial part of the criminal justice system. **Status: Ongoing**
 - b. What measurable outcomes were achieved due to the actions completed?
 - All actions are continuously being achieved. Such achievement is evident in course assessments.
 - c. Evaluate the success of the completed actions. Did the completed actions lead to improvement of student learning?
 - All actions are continuously being achieved. Such achievement is evident in course assessments as well as student status or success rates (refer to figure 1).
 - d. What modifications do you plan to make to the program to improve student learning?
 - At the moment, no changes are in the planning. However, program faculty will continue to assess courses and the program in its entirety and changes will be made, when necessary, to improve and promote student learning.
 - e. Update major changes/accomplishments since the last review.

- Vocational/Technical Education Week
 - The CJ program continues to participate in the annual Vocational/Technical Education Week to help promote the program to potential students. This event allows the CJ program to invite community partners from various government agencies as well as students in the field to promote the program.
- Graduates
 - The CJ program continues to graduate students, many of whom are working for the Ministry of Justice while a few are currently pursuing higher degrees in the field.
- Cohort
 - In a collaborative effort with the Ministry of Justice, cohorts of law enforcement officers continue to enroll into the CJ program as a part of professional development and training as well as pursue degrees in the field.
- Summary of Program Major Strengths
 1. Core academic courses
 - The CJ program offers core academic courses that provide students the opportunity to gain the knowledge and skills necessary to find employment after graduation or pursue higher education in the field.
 2. Community partners
 - The CJ program has established a partnership with the Ministry of Justice of the Republic of Palau for the purpose of offering educational advancement and training to current Bureau of Public Safety (BPS) law enforcement officers and personnel. This is a collaborative effort to encourage current BPS personnel to acquire Associate of Science Degree in the field.
 - The CJ program has established a good relationship with the Palau Bar Association to include the CJ students in activities such as the Moot Court, Judiciary Awareness Week, and other activities to allow students the learning experience of the functions and duties of the Palau Judiciary and its personnel.
 3. Internship opportunities
 - The Ministry of Justice of the Republic of Palau and some private law firms continue to provide training stations for internship participants in support of the program.
 4. Experienced faculty
 - Current CJ faculty hold Criminal Justice degree, Administration of Justice degree, and Political Science degree.
- Recommendations for Improvements
 - a. Does the student assessment data and/or any other college plan indicate overall program needs that may require support from the institution? Define these observed needs supported by assessment data and/or any other college plan.
 - All CJ course assessments indicate that no changes are needed. Program faculty will continue to assess courses and the program and changes will be made when necessary to improve and promote student learning.

- Summary of Action Plans
 - Review and update course outlines, CLOs, and other documentations.
 - This plan ensures that all course outlines are up to date and that they are aligned with the CLOs, PLOs, and ILOs. This plan does not require any additional resources.
 - Note: All CJ outlines are up to date. Course outlines and other documentations will continue to be reviewed and revised, if necessary, therefore this plan is ongoing.
 - Review and update program documentations.
 - This plan ensures that all program documentations are up to date including the PLOs and that they are aligned with the ILOs. This plan does not require any additional resources.
 - Note: All CJ program documentations are up to date. Program documentations will continue to be reviewed and revised, if necessary, therefore this plan is ongoing.
 - Professional development.
 - This plan ensures that CJ faculty are up to date with concepts, procedures, and laws in the field. Implementation of this action will require some funding and the timeline remains ongoing.
 - Recruitment of students into the CJ program.
 - The program continues to partake in activities that can be used as recruitment tools to encourage students to go in to the field. Such activities may include letter writing to appropriate government agencies, presentation by program faculty and students, participation in the annual Vocational/Technical Education Week, and dissemination of brochures. This plan is ongoing and may require some resources to help support such activities.
 - Purchase equipment for self defense classes
 - Currently, the program is experiencing a shortage of equipments to support ongoing self defense classes. To ensure a safe environment for students as well as promote student learning, it is imperative that the program acquire adequate equipments. This plan will require funding from the College and the timeline is set for Spring 2015.
- Summary of Resource Request (if any)

All resource requests should be tied to at least one of the following:

 - An institutional learning outcome
 - A program learning outcome
 - A course learning outcome
 - Other college plans
 - a. What ILO, PLO and/or CLO does this resource request address?
 - Professional development.
 - This resource request addresses all CJ program courses' CLOs, PLOs, and ILOs.

- Recruitment of students into the CJ program.
 - This resource request addresses all CJ program courses' CLOs, PLOs, and ILOs.
 - Purchase equipment for self defense classes.
 - This resource request addresses CLOs 1, 2, 3, 4, and 5 of CJ100, CLOs 1, 2, 3, and 4 of CJ101, PLO 2, and ILOs 1, 2, 4, and 5.
- b. What will be the anticipated outcome if resource request is granted?
- Professional development
 - Gain updated information and knowledge regarding the field which will support teaching.
 - Recruitment of students into the CJ program.
 - Recruited students who successfully complete the program will become contributing members of society. Such contributions include filling vacant positions in the Criminal Justice System. Additionally, a number of students enrolling into the program are already professionals in the field. Enrolling into the program is a form of professional development for them and will help them become better law enforcement personnel.
 - Purchase equipment for self defense classes.
 - Students and faculty will be able to successfully demonstrate various self defense techniques and movements in a safe and suitable environment.
- c. Describe the resource request in detail.
- Professional development
 - College needs to continue to support and encourage CJ faculty to participate in professional development and training in CJ related topics. This is necessary to ensure that CJ faculty are up to date with concepts, procedures, and laws in the field. Professional development needed are in the areas of:
 - Teaching methods
 - On the field training in areas such as law enforcement, criminal investigation, criminal law and procedures, crime scene search, evidence collection, and court procedures.
 - Regional conferences and workshops in the field to allow program faculty to meet and collaborate with other educators in the field.
 - Recruitment of students into the CJ program
 - College needs to continue to support and encourage CJ faculty and students to participate in various activities that can be used as recruitment tools for the program. Such activities include:
 - Participating in the annual Vocational/Technical Education Week.
 - Meeting with community partners such as the Bureau of Public Safety and other agencies under the Ministry of Justice and the Judiciary.
 - Presentations at local high schools.
 - Development and dissemination of brochures.

- Purchase equipment for self defense classes.
 - College needs to acquire adequate equipment to support the self defense classes. Such equipments include:
 - Appropriate floor mats
 - Appropriate self defense apparel
 - Gloves
 - And other equipments that may promote and support student learning.

*Note: Other college plans may include the 15-Year Institutional Master Plan, the 5 Year Technology Plan, or other plans such as an approved academic department plan or committee plan.

Appendix A: Program Review Assessment Data

1.0 Program Data

Figure 1. Number of Students Enrolled, Pass/Credit, Fail/No Credit, Audit and Withdraw

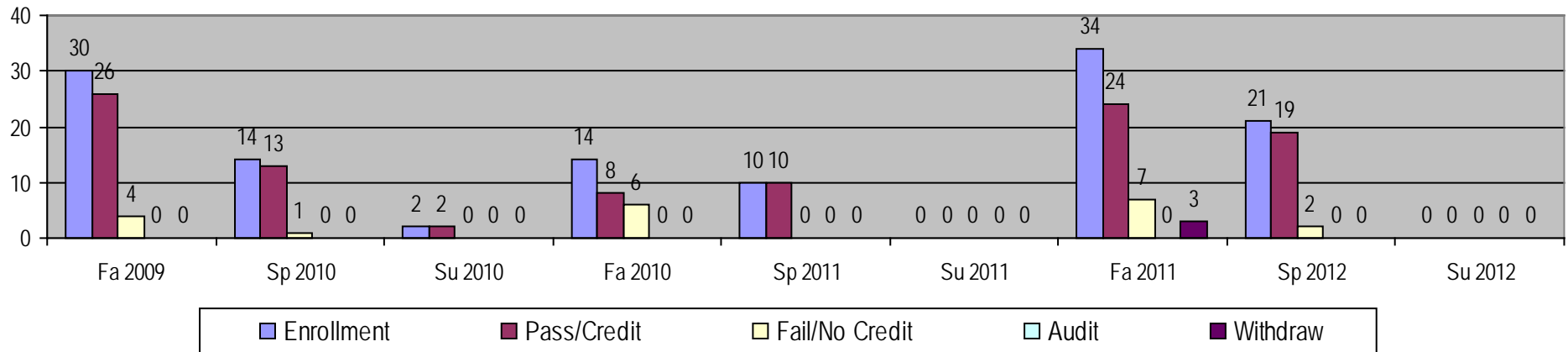


Figure 2. Number of Graduates

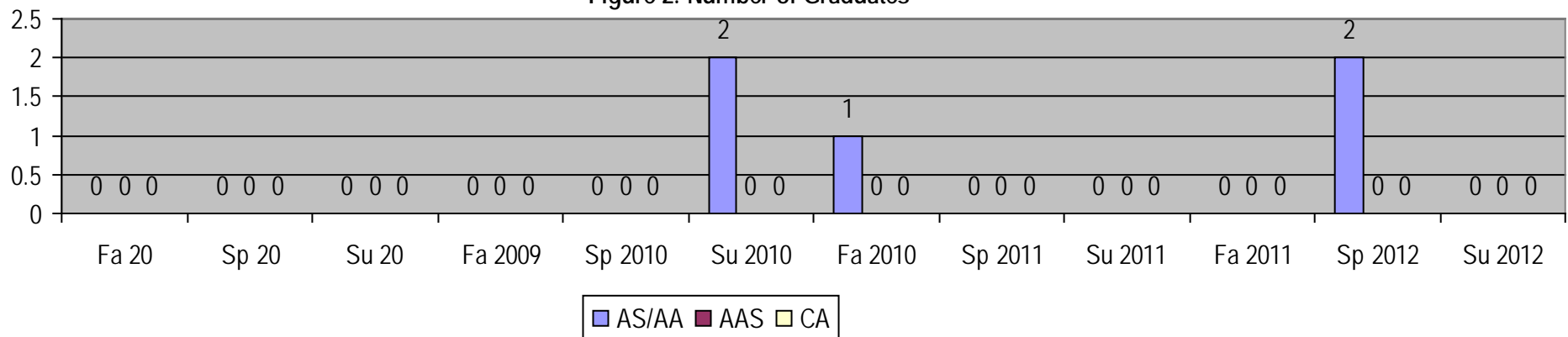


Figure 3. Number of Classes Based on Student Enrollment

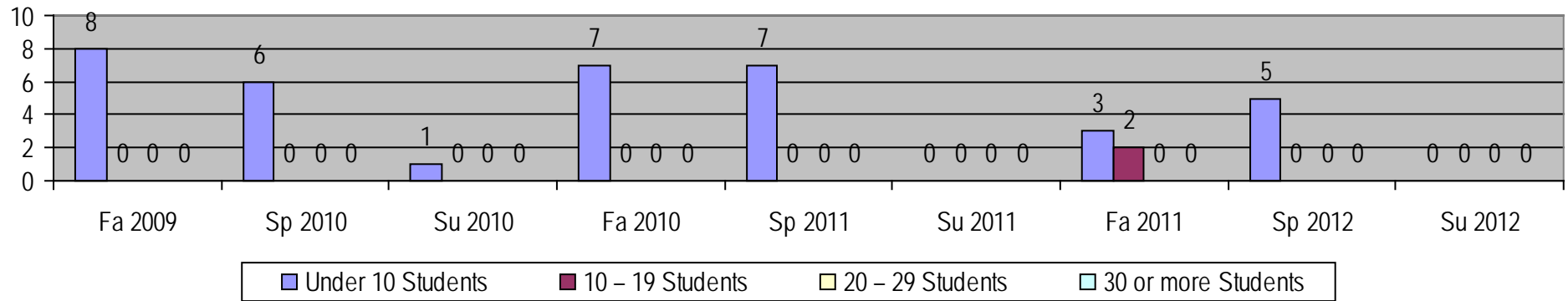


Figure 4. Class Offering

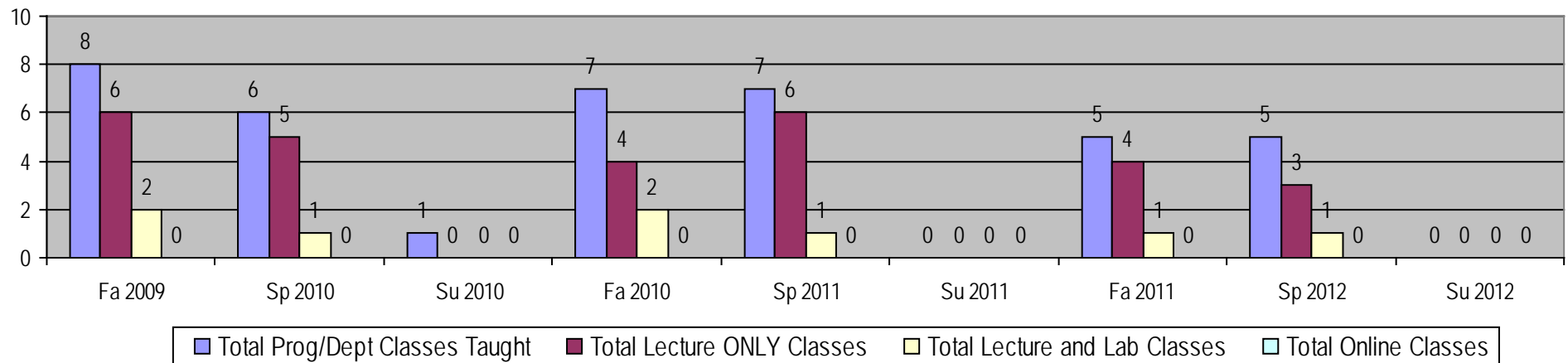
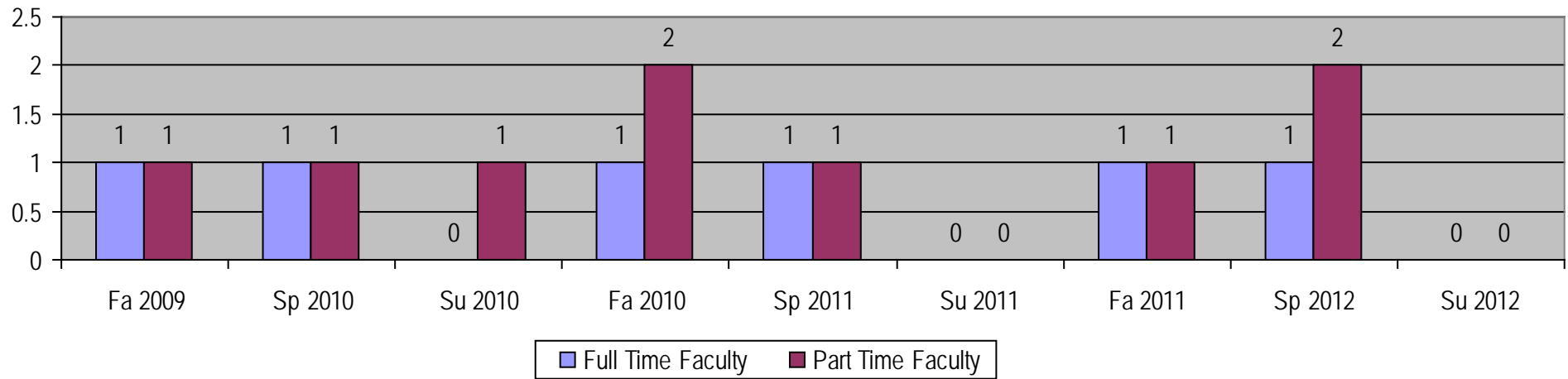


Figure 5. Faculty Head Count



NOTE: Full Time Faculty refers to full time faculty in the program/department. A Part Time Faculty includes adjuncts as well as Full Time Faculty that are teaching courses not within their program/department. These Full Time Faculty are assisting other programs outside of their own, therefore, are considered Part Time Faculty.

Table 1. Faculty to Class Size Ratio (program headcount).

Ratio	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012
Full Time Faculty (F : S)	1:14	1:9	0:0	1:8	1:5	0:0	1:26	1:9	0:0
Part Time Faculty (F : S)	1:16	1:5	1:2	2:6	1:5	0:0	1:8	2:12	0:0

2.0 Student Learning and Curriculum

How many program courses are there? (refer to catalog)	% of courses with Identified CLOs	% of course outlines updated	% of courses whose Textbooks are updated (outline reflects change)	% of PLOs aligned with ILOs
17	100%	100%	100%	100%

3.0 Course Assessment Data

Year 1: School Year 2009-2010 (FA09-SU10)

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2009	CJ111	CLO 1 to 5—PLO1 CLO 1, 2, 4, 5—PLO3	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	CJ113	CLO 1 to 5—PLO1 CLO 1, 4—PLO3 CLO 3—PLO4 CLO 2, 5—PLO5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	CJ211	CLO 1 to 5—PLO1 CLO 1, 4, 5—PLO3 CLO 1 to 3—PLO5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	CJ212	CLO 1 to 10—PLO1 CLO 2, 9—PLO3 CLO 8—PLO4 CLO 1 to 7, 10—PLO5	A total of 80% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
Spring 2010	*No courses were assessed.		
Summer 2010	*No courses were assessed.		

*During Year1, course assessments using CLOs were still a developing process. As a result, some courses offered were not assessed as documentations were undergoing modifications.

Year 2: School Year 2010-2011 (FA10-SU11)

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2010	CJ122	CLO 1 to 6—PLO1 CLO 3, 5, 6—PLO3 CLO 2 to 6—PLO4 CLO 1 to 4—PLO5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
Spring 2011	CJ112	CLO 1 to 4—PLO1 CLO 2—PLO4 CLO 2, 3—PLO5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	CJ115	CLO 1 to 6—PLO1 CLO 5—PLO2 CLO 1—PLO3 CLO 2—PLO4	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.

		CLO 3, 5, 6—PLO5	
	CJ211	CLO 1 to 5—PLO1 CLO 1, 4, 5—PLO3 CLO 1 to 3—PLO5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	CJ212	CLO 1 to 10—PLO1 CLO 2, 9—PLO3 CLO 8—PLO4 CLO 1 to 7, 10—PLO5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
Summer 2011	*No courses offered.		

Year 3: School Year 2011-2012 (FA11-SU12)

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2011	CJ111	CLO 1 to 5—PLO1 CLO 1, 2, 4, 5—PLO3	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	CJ113	CLO 1 to 5—PLO1 CLO 1, 4—PLO3 CLO 3—PLO4 CLO 2, 5—PLO5	A total of 80% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	CJ222	CLO 1 to 10—PLO1 CLO 1 to 4, 7, 8—PLO3 CLO 1 to 3, 5, 7, 9, 10—PLO4 CLO 3, 5 to 7—PLO5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	CJ223	CLO 1 to 6—PLO1 CLO 1 to 6—PLO3 CLO 4—PLO4 CLO 1—PLO5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
Spring 2012	CJ112	CLO 1 to 4—PLO1 CLO 2—PLO4 CLO 2, 3—PLO5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	CJ115	CLO 1 to 6—PLO1 CLO 5—PLO2 CLO 1—PLO3 CLO 2—PLO4 CLO 3, 5, 6—PLO5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
Summer 2012	*No courses offered.		

4.0 Program Learning Outcomes (PLOs) Assessment

List PLOs	Proficiency Level	Results of Assessments
CJ PLO #1	CJ 111--CLO 1-5—100% CJ 112--CLO 1-4—100% CJ 113--CLO 1-5—90%	97.8% of the students reached proficiency level for PLO #1. No action is needed. Courses will continue to be assessed and

	CJ 115--CLO 1-6—100% CJ 120--CLO 1-8—Not Assessed CJ 121--CLO 1-5—Not Assessed CJ 122--CLO 1-6—100% CJ 211--CLO 1-5—100% CJ 212--CLO 1-10—90% CJ 221--CLO 1-8—Not Assessed CJ 222--CLO 1-10—100% CJ 223--CLO 1-6—100% CJ 224--CLO 1-4—Not Assessed	<p>modifications will be made when necessary.</p> <p>Note that the courses indicated as “Not Assessed” were not assessed during the period from Fall 2009 to Summer 2012. Presently, all CJ courses are being assessed when offered to ensure that necessary modifications are made to improve student learning.</p>
CJ PLO #2	CJ 100--CLO 1-5—Not Assessed CJ 101--CLO 1-5—Not Assessed CJ 109--CLO 1-4—Not Assessed CJ 115--CLO 5—100% CJ 224--CLO 3—Not Assessed	<p>100% of the students reached proficiency level for PLO #2. No action is needed. Courses will continue to be assessed and modifications will be made when necessary.</p> <p>Note that the courses indicated as “Not Assessed” were not assessed during the period from Fall 2009 to Summer 2012. Presently, all CJ courses are being assessed when offered to ensure that necessary modifications are made to improve student learning.</p>
CJ PLO #3	CJ 111--CLO 1-2, 4, 5—100% CJ 113--CLO 1, 4—90% CJ 115--CLO 1—100% CJ 120--CLO 1, 3-6—Not Assessed CJ 121--CLO 1-2, 5—Not Assessed CJ 122--CLO 3, 5 -6—100% CJ 211--CLO 1, 4-5—100% CJ 212--CLO 2, 9—90% CJ 221--CLO 2—Not Assessed CJ 222--CLO 1-4, 7-8—100% CJ 223--CLO 1-6—100% CJ 224--CLO 2-4—Not Assessed	<p>97.5% of the students reached proficiency level for PLO #1. No action is needed. Courses will continue to be assessed and modifications will be made when necessary.</p> <p>Note that the courses indicated as “Not Assessed” were not assessed during the period from Fall 2009 to Summer 2012. Presently, all CJ courses are being assessed when offered to ensure that necessary modifications are made to improve student learning.</p>
CJ PLO #4	CJ 112--CLO 2—100% CJ 113--CLO 3—90% CJ 115--CLO 2—100% CJ 120--CLO 2, 6, 8—Not Assessed CJ 121--CLO 5—Not Assessed CJ 122--CLO 2-6—100% CJ 212--CLO 8—90% CJ 221--CLO 2, 8—Not Assessed CJ 222--CLO 1-3, 5, 7, 9-10—100% CJ 223--CLO 4—100% CJ 224--CLO 1, 4—Not Assessed	<p>97.1% of the students reached proficiency level for PLO #1. No action is needed. Courses will continue to be assessed and modifications will be made when necessary.</p> <p>Note that the courses indicated as “Not Assessed” were not assessed during the period from Fall 2009 to Summer 2012. Presently, all CJ courses are being assessed when offered to ensure that necessary modifications are made to improve student learning.</p>

CJ PLO #5	CJ 112--CLO 2, 3—100% CJ 113--CLO 2, 5—90% CJ 115--CLO 3, 5, 6—100% CJ 120--CLO 1, 8—Not Assessed CJ 121--CLO 2-4—Not Assessed CJ 122--CLO 1-4—100% CJ 211--CLO 1-3—100% CJ 212--CLO 1-7, 10—90% CJ 221--CLO 1, 3-7—Not Assessed CJ 222--CLO 3, 5, 6-7—100% CJ 223--CLO 1—100% CJ 224--CLO 2—Not Assessed	97.5% of the students reached proficiency level for PLO #1. No action is needed. Courses will continue to be assessed and modifications will be made when necessary. Note that the courses indicated as “Not Assessed” were not assessed during the period from Fall 2009 to Summer 2012. Presently, all CJ courses are being assessed when offered to ensure that necessary modifications are made to improve student learning.
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5.0 Evaluation of Previous Program Review Action Plans

Indicate the status of the previous program review action plans

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Remarks
Prepare students with basic skills for entry into college/university criminal justice programs or other related fields and for job positions that address crime and justice issues and/or problems.	Ongoing	Program faculty continue to help prepare students for entry into college/university or for employment after graduation in the field.
Prepare students through education and physical training to expand the understanding of, and reaction to, incidents and issues associated with crime and the administration of justice.	Ongoing	Program faculty continue to help prepare students through education and physical training to help them succeed in the field.
Provide students with the knowledge and understanding of the organizations and functions of the criminal justice system – law enforcement, courts, and corrections.	Ongoing	Program faculty continue to provide students with the knowledge and understanding of criminal justice system to help them succeed in the field.
Provide students with an understanding of the theoretical approaches and knowledge regarding the issues of crime and justice.	Ongoing	Program faculty continue to provide students with an understanding of the theoretical approaches and knowledge regarding the issues of crime and justice.
Provide students with the knowledge and understanding of the causes of crime, the processing of criminal cases, and the function of law as a crucial part of the criminal justice	Ongoing	Program faculty continue to provide students with the knowledge and understanding of the causes of crime, the processing of

system.		criminal cases, and the function of law as a crucial part of the criminal justice system.
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6.0 Action Plans

Based on this program review results, describe the program action plan for the next three (3) academic years. Include necessary resources.

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, PLO, ILO)	Needed Resources (if any)	Timeline
Review and update course outlines, CLOs, and other documentations.	This plan ensures that all course outlines are up to date and that they are aligned with the CLOs, PLOs, and ILOs. This plan addresses all CJ program courses' CLOs, PLOs, and ILOs.	This plan does not require any additional resources.	Ongoing
Review and update program documentations.	This plan ensures that all program documentations are up to date including the PLOs and that they are aligned with the ILOs. This plan addresses all CJ program courses' CLOs, PLOs, and ILOs.	This plan does not require any additional resources.	Ongoing
Professional development.	This plan ensures that CJ faculty are up to date with concepts in the field. This plan addresses all CJ program courses' CLOs, PLOs, and ILOs.	Implementation of this action will require some funding.	Ongoing
Recruitment of students into the CJ program.	This plan will help increase student enrollment in the program. This plan addresses all CJ program courses' CLOs, PLOs, and ILOs.	Implementation of this action will require some funding.	Ongoing
Purchase equipment for self defense classes	Currently, the program is experiencing a shortage of equipments to support ongoing self defense classes. To ensure a safe environment for students as well as promote student learning, it is imperative that the program acquire adequate equipments. This plan addresses CLOs 1, 2, 3, 4, and	Implementation of this action will require funding.	Fall 2014

	5 of CJ100, CLOs 1, 2, 3, and 4 of CJ101, PLO 2, and ILOs 1, 2, 4, and 5.		
Search for online bachelor's degree program for CJ graduates.	<p>This plan will provide CJ graduates who are unable to travel abroad to continue their education in the field.</p> <p>This plan addresses all CJ program courses' CLOs, PLOs, and ILOs.</p>	This plan does not require any additional resources.	Ongoing

7.0 Resource Requests

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel	None	None	None needed at this time.
Facilities	Renovate currently used classroom or relocate to a different room.	\$10,000	<p>Room 47A, the classroom being used for self-defense courses, needs an air condition. Also, renovation and remodeling of the room may be necessary to support courses.</p> <p>Urur 1, the classroom being used for lecture type classes, has a very unpleasant odor. Renovation of the room may be necessary to get rid of the odor.</p>
Equipment	Furnish the self defense classroom with adequate equipment.	\$5,000	<p>The self defense classroom is in need of new equipment as most of what are being used are worn out. Such equipment needed include:</p> <ul style="list-style-type: none"> • Storage cabinet for equipment. • Shelving with dividers for students to store their personal belongings. • New self defense floor mats. • New punching bag.
Supplies	Regular office supplies.	\$100 per semester	To support teaching, CJ faculty members need standard office supplies such as pens, markers, papers, notepads, staples, paperclips, and tape.
Software	None	None	None needed at this time.
Training	<p>Professional development in the areas of:</p> <ul style="list-style-type: none"> • Investigative work • Law enforcement techniques • Law enforcement and community relations training • Traffic and traffic 	\$7,500	Professional development in the areas of CJ will help program faculty keep up to date with new methods and concepts in the field. Additionally, trainings and workshops on teaching methods will allow faculty members to explore other teaching techniques that may improve student learning.

	control training <ul style="list-style-type: none"> • DUI detection training • Teaching methods 		
Other	None	None	None
Total	All resource requests.	Approximately \$23,400 for 3 years (until the next CJ program review).	College's continuous effort to support students, ongoing CJ courses, and the CJ program.

Appendix B: Criminal Justice Program Learning Outcomes

Criminal Justice (CJ) Program Learning Outcomes (PLOs)

Direction: During the program experience, the program learning outcomes (PLOs) will be assessed through the use of signature assignments of course learning outcomes which are aligned with the PLOs. A grading scale will be used to determine the students' proficiency levels of each PLO using specifically aligned assignments. The numerical rating of 5,4,3,2, and 1 are not intended to represent the traditional school grading system of A,B,C,D and F. The descriptions associated with each of the numbers focused on the level of student performance for each of the program learning outcomes listed below.

Rating Scale:

- 5 – Excellent
- 4 – Above average
- 3 – Average
- 2 – Below average
- 1 – Unacceptable

PLO #1

Numerical Value	Students will demonstrate the knowledge and ability to effectively and clearly apply the basic skills of writing, reading, and speaking in the criminal justice field.
5	<ol style="list-style-type: none">1. Explain the functions of the three sub-systems within the Criminal Justice system.2. Discuss theories and practices within the field of law enforcement and the definition of crime.3. Demonstrate the ability to describe the organization and operation of law enforcement systems, effective police operations, and the critical issues for law enforcement personnel.4. Describe the key problems within the Criminal Justice System and discuss their impact on community relations.5. Demonstrate interview and note taking skills to elicit relevant facts of a crime.6. Exhibit appropriate skills in communication, observation, investigation, and evaluation needed in law enforcement situations. <ul style="list-style-type: none">▪ Complete all tasks with 90%-100% accuracy.
4	<ul style="list-style-type: none">▪ Complete all tasks with 80%-89% accuracy.
3	<ul style="list-style-type: none">▪ Complete all tasks with 70%-79% accuracy.
2	<ul style="list-style-type: none">▪ Complete all tasks with 65%-69% accuracy.
1	<ul style="list-style-type: none">▪ Complete all tasks with 64% or below accuracy.

PLO # 2

Numerical Value	Students will demonstrate the ability to practice self-defense and maintain standard police department physical training requirements.
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5	<ol style="list-style-type: none"> 1. Demonstrate defensive and offensive strikes. 2. Apply the proper use of meditation. 3. Meet the rigorous training standards set forth in the police academy. 4. Combine physical strength with mental attitude to overcome obstacles. <ul style="list-style-type: none"> ▪ Complete all tasks with 90%-100% accuracy.
4	<ul style="list-style-type: none"> ▪ Complete all tasks with 80%-89% accuracy.
3	<ul style="list-style-type: none"> ▪ Complete all tasks with 70%-79% accuracy.
2	<ul style="list-style-type: none"> ▪ Complete all tasks with 65%-69% accuracy.
1	<ul style="list-style-type: none"> ▪ Complete all tasks with 64% or below accuracy.

PLO # 3

Numerical Value	Students will demonstrate an understanding of, and ability in identifying the components of the criminal justice system, its organizations, developments, and functions.
5	<ol style="list-style-type: none"> 1. Discuss the history, background, source of authority and source of power of law enforcement agencies. 2. Explain the concepts of criminal law, its purpose, administration, and application. 3. Identify crimes against the person, property and habitation, the public, parties, and inchoate offenses. 4. Discuss the history and development of rules of evidence and discuss court processes. 5. Describe the organization of a police records division and the criminal records and information system. <ul style="list-style-type: none"> ▪ Complete all tasks with 90%-100% accuracy.
4	<ul style="list-style-type: none"> ▪ Complete all tasks with 80%-89% accuracy.
3	<ul style="list-style-type: none"> ▪ Complete all tasks with 70%-79% accuracy.
2	<ul style="list-style-type: none"> ▪ Complete all tasks with 65%-69% accuracy.
1	<ul style="list-style-type: none"> ▪ Complete all tasks with 64% or below accuracy.

PLO # 4

Numerical Value	Students will demonstrate the knowledge and understanding of the importance of ethical conduct and theoretical approaches in the accomplishment of justice. Also, demonstrate an understanding of, and reaction to, issues associated with crime and the administration of justice.
5	<ol style="list-style-type: none"> 1. Explain the rules of the road, traffic laws and enforcement, various vehicle stops and arrest and search procedures. 2. Explain the fundamentals of investigation and the desirable characteristics for an investigator. 3. Demonstrate good note taking and report writing. 4. Explain the importance of case preparation and court demeanor to the outcome of the trial. 5. Explain appropriate professional standards in law enforcement ethics and the use of legal knowledge to interpret and apply laws. <ul style="list-style-type: none"> ▪ Complete all tasks with 90%-100% accuracy.

4	▪ Complete all tasks with 80%-89% accuracy.
3	▪ Complete all tasks with 70%-79% accuracy.
2	▪ Complete all tasks with 65%-69% accuracy.
1	▪ Complete all tasks with 64% or below accuracy.

PLO # 5

Numerical Value	Students will demonstrate the ability to identify crime causation, the aspects of a crime, and the essential supporting evidence. In addition, students will demonstrate the ability to explain the function of law, both procedural law and substantive law, as crucial elements in the criminal justice system.
5	<ol style="list-style-type: none"> 1. Explain the major criminological theories of crime causation including classical and contemporary theories. 2. Demonstrate an understanding of the social, economic, and cultural aspects that influence the development of criminological theory and its application to criminal behaviors. 3. Discuss the court system in terms of constitutional issues and historical precedents. 4. Demonstrate an understanding of the function of each step of the criminal justice system and the key decisions that are made at each step. 5. Explain the preparation of a case to court, the seizure and preservation of evidence, and statements. ▪ Complete all tasks with 90%-100% accuracy.
4	▪ Complete all tasks with 80%-89% accuracy.
3	▪ Complete all tasks with 70%-79% accuracy.
2	▪ Complete all tasks with 65%-69% accuracy.
1	▪ Complete all tasks with 64% or below accuracy.

Appendix C: Criminal Justice Program Map

COURSE	PLO 1 Students will demonstrate the knowledge and ability to effectively and clearly apply the basic skills of writing, reading, and speaking in the criminal justice field.	PLO 2 Students will demonstrate the ability to practice self-defense and maintain standard police department physical training requirements.	PLO 3 Students will demonstrate an understanding of, and ability in identifying the components of the criminal justice system, its organizations, developments, and functions.	PLO 4 Students will demonstrate the knowledge and understanding of the importance of ethical conduct and theoretical approaches in the accomplishment of justice. Also, demonstrate an understanding of, and reaction to, issues associated with crime and the administration of justice.	PLO 5 Students will demonstrate the ability to identify crime causation, the aspects of a crime, and the essential supporting evidence. In addition, students will demonstrate the ability to explain the function of law, both procedural law and substantive law, as crucial elements in the criminal justice system.	Institutional Learning Outcomes (ILOs)
CJ 100		CLO 1-5				ILOs 1,2,4,5
CJ 101		CLO 1-5				ILOs 1,2,4,5
CJ 109		CLO 1-4				ILOs 1,2,4,5
CJ 111	CLO 1-5		CLO 1-2, 4, 5			ILOs 1-5
CJ 112	CLO 1-4			CLO 2	CLO 2, 3	ILOs 1-5
CJ 113	CLO 1-5		CLO 1, 4	CLO 3	CLO 2, 5	ILOs 1-5
CJ 115	CLO 1-6	CLO 5	CLO 1	CLO 2	CLO 3, 5, 6	ILOs 1-5
CJ 120	CLO 1-8		CLO 1, 3-6	CLO 2, 6, 8	CLO 1, 8	ILOs 1-5
CJ 121	CLO 1-5		CLO 1-2, 5	CLO 5	CLO 2-4	ILOs 1-5
CJ 122	CLO 1-6		CLO 3, 5 -6	CLO 2-6	CLO 1-4	ILOs 1-5
CJ 211	CLO 1-5		CLO 1, 4-5		CLO 1-3	ILOs 1-5
CJ 212	CLO 1-10		CLO 2, 9	CLO 8	CLO 1-7, 10	ILOs 1-5
CJ 221	CLO 1-8		CLO 2	CLO 2, 8	CLO 1, 3-7	ILOs 1-5
CJ 222	CLO 1-10		CLO 1-4, 7-8	CLO 1-3, 5, 7, 9-10	CLO 3, 5, 6-7	ILOs 1-5
CJ 223	CLO 1-6		CLO 1-6	CLO 4	CLO 1	ILOs 1-5
CJ 224	CLO 1-4	CLO 3	CLO 2-4	CLO 1, 4	CLO 2	ILOs 1-5
						ILOs 1-5
						ILOs 1-5
						ILOs 1-5
						ILOs 1-5

Appendix D: Signature Assignments List

Course Number:	Course Title:	Semester Credit:	Signature Assignments:
CJ 100	Introduction to Self-Defense	1	<ul style="list-style-type: none"> • Classroom observation • Course demonstration and application Exam
CJ 101	Advanced Self-Defense	1	<ul style="list-style-type: none"> • Classroom observation • Course demonstration and application Exam
CJ 109	Physical Fitness & Training	2	<ul style="list-style-type: none"> • Midterm and Final physical evaluation to assess performance of pushups, situps, and run.
CJ 111	Introduction to Criminal Justice Administration	3	<ul style="list-style-type: none"> • Midterm Exam • Final Exam
CJ 112	Introduction to Criminological Theory	3	<ul style="list-style-type: none"> • Midterm Exam • Final Exam
CJ 113	Juvenile Control & Juvenile Justice Administration	3	<ul style="list-style-type: none"> • Midterm Exam • Final Exam
CJ 115	Police Patrol Operations	3	<ul style="list-style-type: none"> • Midterm Exam • Final Exam
CJ 120	Introduction to Law Enforcement	3	<ul style="list-style-type: none"> • Tests • Midterm Exam • Final Exam
CJ 121	Introduction to Corrections & Correctional Administration	3	<ul style="list-style-type: none"> • Midterm Exam • Final Exam
CJ 122	Police & Community Relations	3	<ul style="list-style-type: none"> • Tests • Final Exam
CJ 211	Criminal Law & Criminal Procedures	3	<ul style="list-style-type: none"> • Tests • Midterm Exam • Final Exam
CJ 212	Legal Aspects of Evidence	3	<ul style="list-style-type: none"> • Midterm Exam • Final Exam
CJ 221	Police Report Writing	3	<ul style="list-style-type: none"> • Interview class exercise • Midterm interview exercise • Class exercises • Assignments • Four report writing exercises
CJ 222	Introduction to Criminal Investigation	3	<ul style="list-style-type: none"> • Tests • Midterm Exam • Final Exam
CJ 223	Traffic Control & Traffic Accident Investigation	3	<ul style="list-style-type: none"> • Tests • Final Exam
CJ 224	Internship	4	<ul style="list-style-type: none"> • Internship rating sheet