INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Cluster: WED   **Area of Study:** Criminal Justice   **Program:** AA in Criminal Justice & AST in Admin of Justice   **Current Academic Year:** 2023-2024

Last Academic Year CPPR Completed: 2019   **Current Date:** 2/14/2023

NARRATIVE: INSTRUCTIONAL CPPR

PROGRAM REVIEW

The program review was conducted by lead faculty member Stacy Millich. She is the only full-time faculty member in the criminal justice program. She reviewed and analyzed program data, curriculum and program assessments.

GENERAL PROGRAM INFORMATION

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"), which requires completion of four of those nine criminal justice courses. This Comprehensive Program review document will refer to the two programs collectively as "The Criminal Justice Program" since the courses required for the AS-T are the same as required courses for the AA degree.

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 four inviduals that resigned/retired from the pool. With them comes depth and diversity as they include a federal law enforcement officer, a Captain with Paso Robles Police Department and a Captain with San Luis Obispo Police Department.

Introduction of CJ202, 204, 206, 208, 210, 213, 224 and 228 in a DE Format: Prior to the Fall of 2020, CJ226 (Investigative Report Writing) was the only course that was offered in a distance education modality. Now all of the courses in the Criminal Justice Program capitalize, to some extent, on the benefits of the DE modality. Courses have been and continue to be offered in the hybrid format, fully asynchronous and synchronously via zoom.

Curriculum Changes: All of the Course Outlines of Record have been updated since the last program review. Content has been updated to align topics and scope, update text books, include DE modality as an option for all courses, add relevant topics, remove stale or duplicative topics, update assignments.

DE Professional Development: All criminal justice faculty have been certified to teach asynchronously, having completed the Distance Education course since the last program review.

Dual Enrollment: A dual enrollment course (CJ 213) was introduced after the last program review and continues to be offered at Templeton High school.

California Mens Colony: Criminal Justice courses have been introduced at the California Mens Colony after the last program review.   They include Introduction to Criminal Justice and Community, Diversity and the Justice System.

Current faculty, including part-time faculty
- Full-time- Stacy Millich
- Part-time- Kevin Watts
- Part-time- Christopher Fitzpatrick
- Part-time-Caleb Davis
- Part-time- Brian Amoroso
- Part-time-Frank Vanecek
- Part-time-Dave Zaragosa

PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. The Criminal Justice Program helps achieve the District's Mission Statement.

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."

B. The Criminal Justice Program helps to achieve the District's Institutional Goals 1, 2 and 4 (and corresponding Institutional Objectives), as described below.

Institutional Goal No. 1: Access

The Criminal Justice Program increases student access to higher education and furthers the following Institutional Objectives:

1. Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts.
2. Increase career pathways for local high school students

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. In addition, the Criminal Justice program participates in the Promise Event and has participated in tech fair, when available. Additional thought should be given as to how outreach targeting low-income and underrepresented students, in particular can best be achieved.

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. However, a dual enrollment course has been established at Templeton high school. Obviously, this collaboration helps increase this career pathway for high school students.

Access to higher education is also being enabled through the offering of the criminal justice courses in the distance education modality.

Institutional Goal No. 2: Completion

The Criminal Justice Program Increases the number of students earning an Associates Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets.

The Criminal Justice Program helps achieve the goal of increasing the number of students earning degrees and obtaining job-oriented skills sets. 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 students 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. The latter two courses are included to ensure that students learn skills that are specific to the job of a law enforcement officer. Many students attaining this degree will go straight into the workforce as peace officers. Therefore, they need to be able to write a comprehensive and appropriate investigative report and understand procedures associated with patrol. These skills may be unnecessary for students who intend to transfer (and obtain the ADT) and go into other criminal justice related fields, like probation, parole or corrections.

Institutional Goal 4: Unit Accumulation

The Criminal Justice Program helps achieve the goal decreasing the average number of units accumulated by Cuesta College students. The Criminal Justice ADT degree can be secured by completing just 18-19 units, exclusive of other Cuesta College and CSU requirements. Moreover, the AA degree requires just 26 units. Both degrees require only those courses that are really necessary.

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.** As discussed above, the Investigative Report Writing and Patrol Procedures courses teach specific professional skills- how to write a report and techniques used on patrol. These are critical skills in law enforcement. However, in every course, in both degree patterns, necessary skill attainment is included to some extent. For example, the criminal law class, which is required for both degree patterns teaches students how to identify elements of a crime and interpretation of penal statutes, which is a critical. Coursework also includes other practical skills like learning to successfully complete a criminal investigation using forensic procedures, the constitutional parameters of acceptable law enforcement activities and how to communicate in a diverse society.

Second, students learn to **analyze and evaluate their own thinking processes and those of others.** All of the Criminal Justice program 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 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.
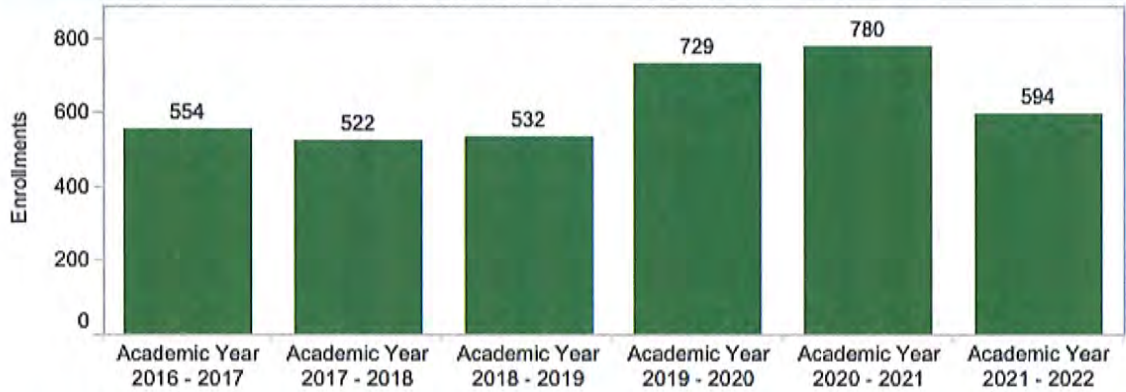
PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

A. General Enrollment

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Criminal Justice	All	All	All

Region: All

Criminal Justice Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
554	522	532	729	780	594

% Change - Overall College Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
	1.85%	2.52%	0.49%	-12.50%	-4.71%

% Change - Criminal Justice

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
	-5.78%	1.92%	37.03%	7.00%	-23.85%
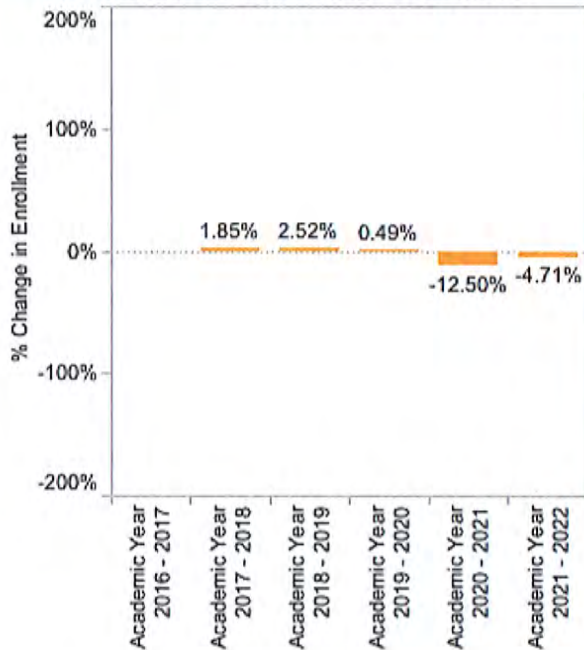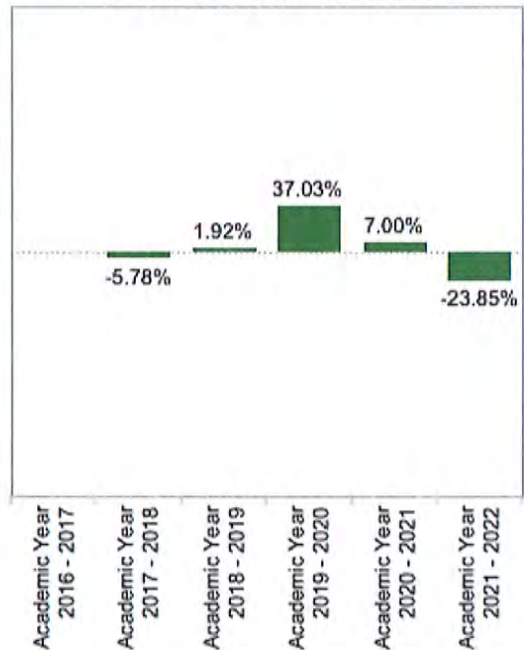
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The College had seen a slight increase in enrollment and then a decline in years 2020 to 2022. The criminal justice enrollments have been sporadic over the last four years with a 6% decline in 2017-2018, a 2% increase in 2018-2019, a 37% increase in 2019-2020, a 7 % increase in 2020- 2021 and then a 24% decline in 2021 to 2022. The enrollment trajectory of the Criminal Justice program is disconcerting. It is unreasonable to speculate about what has influenced these changes at this time. So much has happened in the last four years with respect to outside factors and corresponding curriculum changes.

In March of 2020, a shelter in place order was made in response to the Corona Virus pandemic. Accordingly, all criminal justice courses, which had been available almost exclusively in a face-to-face modality, transitioned immediately to online delivery. In the Fall of 2020 and Spring of 2021, the enrollments were still increasing despite all criminal justice courses being offered exclusively in an online modality.

In the Spring and Fall of 2021 the lead instructor was on sabbatical, which may have contributed to some of the enrollment dip seen in the 2021-2022 academic year. Moreover, there have been so many widely publicized use of excessive force deaths, protest and prosecutions that a career in law enforcement may not be a popular choice at this time.

This decline is consistent with the overall trend in industry. The Criminal Justice Advisory Committee members advise that all across the State (and Country) law enforcement agencies are having difficulties filling open positions. They have been spending a great deal of time and resources to figure out how to reverse this trend and attract people back to a career in law enforcement.

B. General Student Demand (Fill Rate)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Criminal Justice	All	All	All

Overall College Fill Rate

Academic Year	Fill Rate
Academic Year 2016 - 2017	83.71%
Academic Year 2017 - 2018	81.14%
Academic Year 2018 - 2019	83.19%
Academic Year 2019 - 2020	83.59%
Academic Year 2020 - 2021	81.07%
Academic Year 2021 - 2022	76.86%

Criminal Justice Fill Rate

Academic Year	Fill Rate
Academic Year 2016 - 2017	69.69%
Academic Year 2017 - 2018	67.79%
Academic Year 2018 - 2019	78.81%
Academic Year 2019 - 2020	99.86%
Academic Year 2020 - 2021	117.29%
Academic Year 2021 - 2022	78.16%

The College fill rate, averaged over the last four years, is 81 % and the Criminal Justice Program is at 93%. Despite this favorable five-year average, the huge dip in fill rate between 2020-2021 and 2021-2022 (from 117% to 78%) is of concern.

I took a look at the fill rates for the each of the criminal justice courses in the 2021-2022 year to see if the decline is across the board or unique to certain courses. I wondered whether it was the courses that cannot be counted toward the Administration of Justice ADT, CJ 213 and CJ226 were the ones with the lowest fill rates.

It turns out the lowest fill rates are for CJ 206 (50%) and CJ208 (42%) which are both part of the Administration of Justice ADT degree pattern. The fill rates for the courses in year 2021-2022 are as follows:

- CJ 202: 84.17%
- CJ 204: 112%
- CJ 206: 50%
- CJ 208: 42%
- CJ 210: 99%
- CJ 213: 122%
- CJ 224: 95%
- CJ 226: 52%
- CJ 228: 55%

My next question would be regarding how fill rates differ across campuses. It would be helpful to be able to see whether the fill rates on the North County Campus are significantly lower. It may be that the criminal justice program cannot sustain operating a full degree pattern on both campuses given the declining enrollments/fill rates.
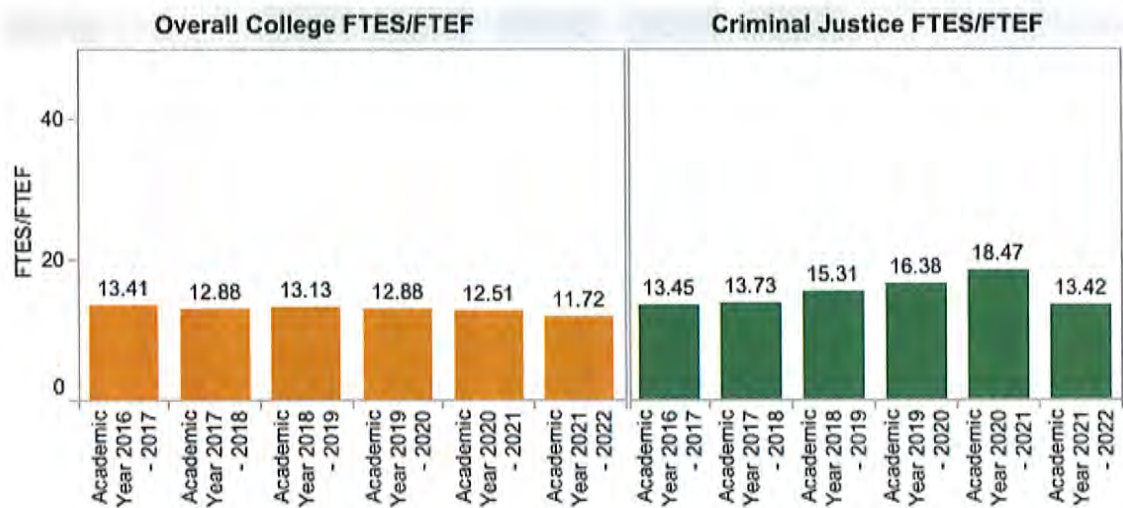
C. General Efficiency (FTES/FTEF)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Criminal Justice	All	All	All

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

The four-year efficiency average for the College is 12.56 and for the Criminal Justice Program is 15.85. The most recent College wide and Criminal Justice Program efficiency numbers are 11.72 and 13.42 respectively. With class caps set at 40 for all courses, the Criminal Justice program remains as efficient as the College wide standard despite low fill rates for some courses. It is this author's belief that efficiency could be improved by not offering the criminal justice courses at the North County campus. Because most courses are offered in the online modality, North County students could still complete most of the requisite degree course work online.

D. Student Success—Course Completion by Modality

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Criminal Justice

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Criminal Justice

Successful Course Competion by Modality Table - Criminal Justice

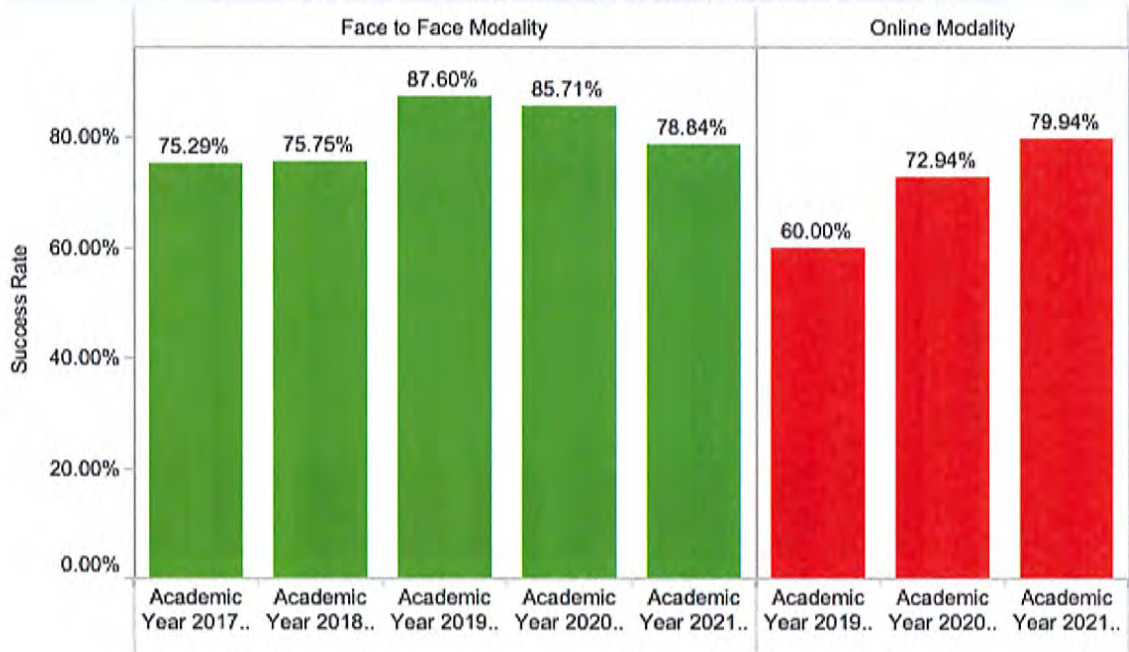|		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	75.29%	75.75%	87.60%	85.71%	78.84%
	Total Department Enrollments	522.0	532.0	689.0	106.0	241.0
Online Modality	Department Success Rate			60.00%	72.94%	79.94%
	Total Department Enrollments			40.0	674.0	353.0

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -All
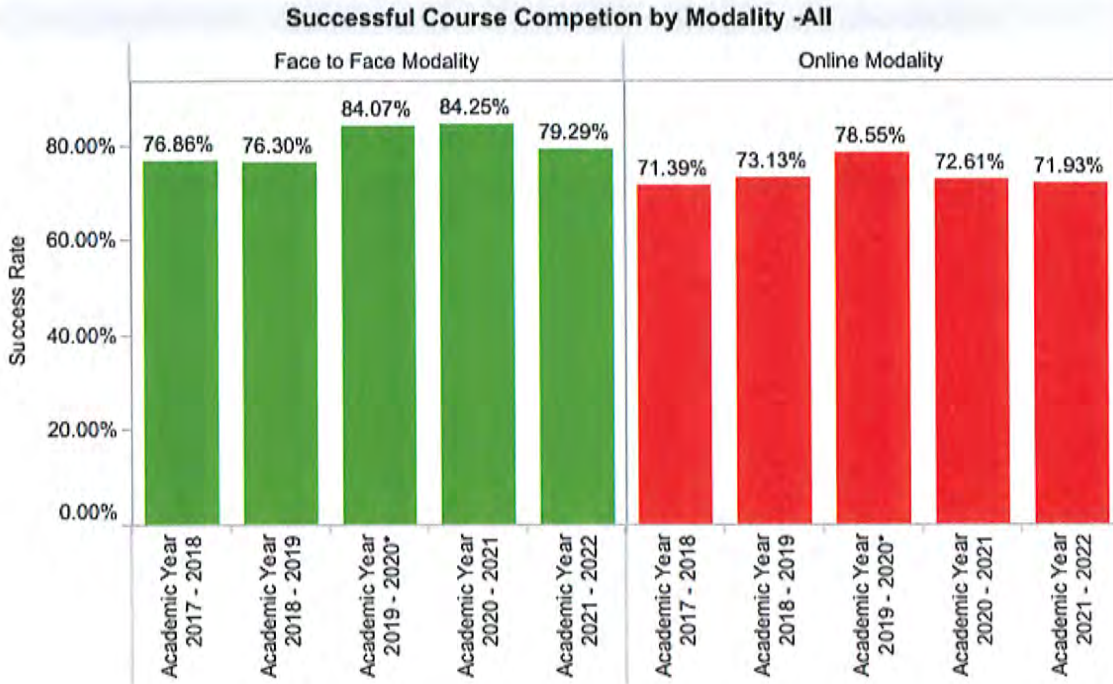

Successful Course Competion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	76.86%	76.30%	84.07%	84.25%	79.29%
	Total Department Enrollments	53,586	52,830	51,887	11,701	22,173
Online Modality	Department Success Rate	71.39%	73.13%	78.55%	72.61%	71.93%
	Total Department Enrollments	12,311	14,888	16,965	48,504	34,884

The four-year average course completion rate in the face-to-face modality is 81% for the College and is 82% for the Criminal Justice Program. The most recent College wide face to face modality success rate is 79.29% and the Criminal Justice Program is 78.84%. So, the Criminal Justice program's success rates in the face-to-face modality are almost identical to the College.

In the online modality, the three-year average is 74.36% for the College and is 70.96% for the Criminal Justice Program. The most recent College wide online modality success rate is 71.93% and the Criminal Justice Program is 79.94%.

The Criminal Justice program has only been offering online courses for three years. And the first year 2019-2020, one course (CJ226) was offered, with student enrollment of 40 students and the completion rate that year was low at 60%. The following year, there were 674 students with a completion rate of 73% and the final year 353 students and a completion rate of 80%. So, the 60% completion rate is attributable to one course (CJ226), taught by one professor and the first online course in the program. So, the likelihood is that the low completion rate of that year is an outlier.
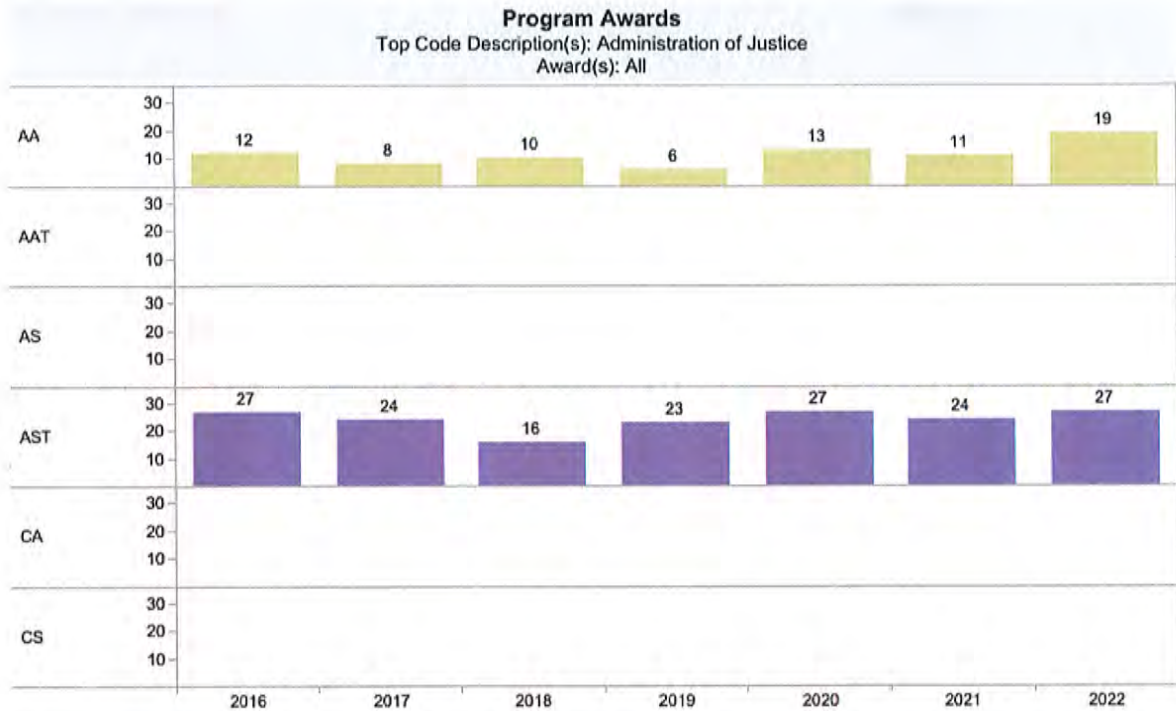
E. Degrees and Certificates Awarded

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Administration of Justice	Award Type: All	Area of Study All

Program Awards
Top Code Description(s): Administration of Justice
Award(s): All

Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AA	Criminal Justice (AA)	12	8	10	6	13	11	19
	Total	12	8	10	6	13	11	19
AST	Admin of Justice (AST)	27	24	16	23	27	24	27
	Total	27	24	16	23	27	24	27
Grand Total		39	32	26	29	40	35	46

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

In the year 2022, a total of 46 Administration of Justice/Criminal Justice degrees were awarded. 27 ADT's and 19 AA's were awarded. In the last four years, the ADT's awarded were pretty consistent with a range of 24 to 27. The AA's awarded have increased over the last four years with 6 in 2019, 13 in 2020, 11 in 2021 and 19 in 2022. The year 2022 demonstrated a substantial increase. I am not sure what caused this increase- perhaps the auto awarding of degrees was implemented at that time.

F. General Student Success – Course Completion

SLOCCCD Program Review Data: Successful Course Completion

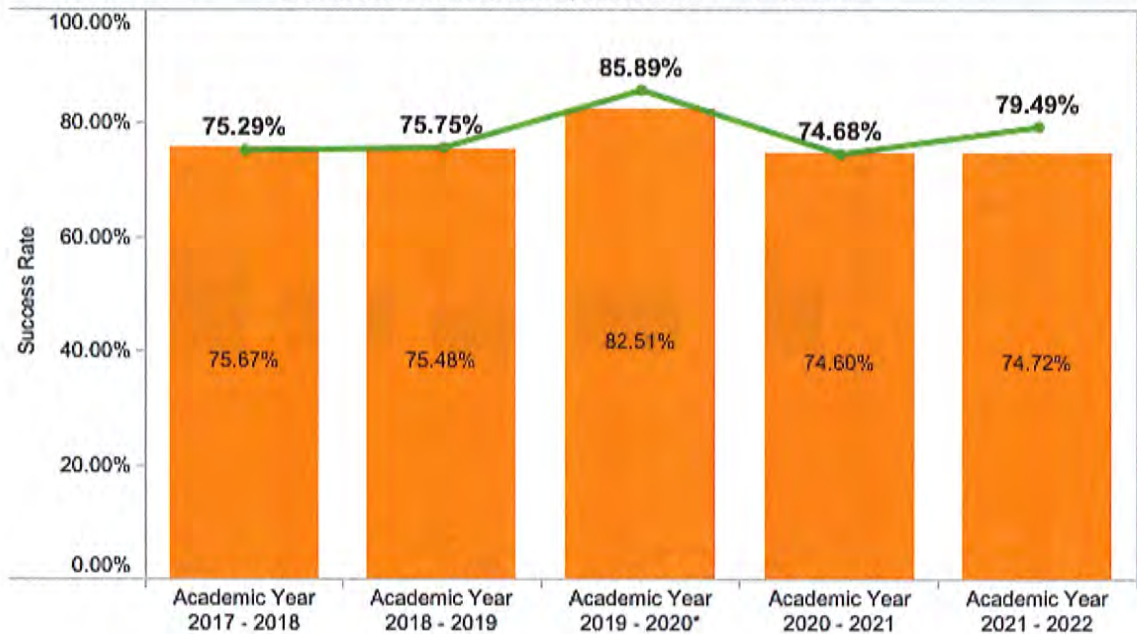**Select Department:**
Criminal Justice

COURSE
All

TERM
All

Measure Names
- ▇ Department Success Rate
- ▇ Overall College Success Rate

Successful Course Completion - Criminal Justice

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success Rate (line)	75.29%	75.75%	85.89%	74.68%	79.49%
Overall College Success Rate (bar)	75.67%	75.48%	82.51%	74.60%	74.72%

Criminal Justice Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	75.29%	75.75%	85.89%	74.68%	79.49%
Total Enrollments	522	532	729	780	594

Over the last four years, the Criminal Justice Program's successful course completion rate has exceeded the College's baseline standard. In 2018-2019, the College's baseline standard was 75.48%, the Criminal Justice Department's completion rate was 75.75%. In 2019-2020, the College's baseline standard was 82.51%, the Criminal Justice Department's completion rate was 85.89%. In 2019-2020, the College's baseline standard was 82.51%, the Criminal Justice Department's completion rate was 85.89%. In 2020-2021, the College's baseline standard was 74.60%, the Criminal Justice Department's completion rate was 74.68%. In 2021-2022, the College's baseline standard was 74.72%, the Criminal Justice Department's completion rate was 79.49%.

G. Review of the Disaggregated Student Success charts

Review of the Disaggregated Student Success Data for the past four years revealed the following performance gaps (that are greater than 1.5 %) in the Criminal Justice Program. The highlighted categories represent gaps that exceed the College wide average gap for those groups. (The referenced charts are appended following the narrative discussion below)

Student Subpopulation	Criminal Justice Dep. Performance Gap	College Performance Gap
Academically Disadvantaged	9.34%	14.01%
Aged under 20	4.18%	.84%
Not transferable English	8.35%	8.70%
Hispanic/Latino ethnicity	2.81%	3.76%
First Generation Students	4.76%	5.14%
Foster youth	15.31%	11.14%
Unknown gender students	16.42%	1.81%
Promise students	4.06%	5.89%
EOPS	6.81%	5.01%

A Criminal Justice Advisory Committee discussion regarding this data will occur at our meeting on April 13th. The hope is that Committee members will have ideas on how to bridge gaps in some of these areas- like foster youth. Many of these agencies work closely with foster youth and may have valuable insight regarding strategies or professional development (i.e., training of faculty by special workers) that would be helpful.

As for the unknown gender disparity. This is a large and troubling gap. However, it is unclear what that means. Does this mean students did not mark their gender? In which case, there is no group to target.

Following the Advisory Committee meeting, a meeting with departmental instructors will occur. The idea is to brainstorm ideas on how to narrow these gaps and encourage professional development. In addition, our meeting will also be a sharing of strategies that instructors have used to bridge these gaps.

Instructors will continue to be encouraged to get professional development around equity issues. The lead instructor attended the three-day Institute for Equity in 2017 and has attended the Faculty Equity Retreats, when available, Opening Day Equity and many flex workshops around this topic. The College can assist by making equity training available.

Successful Course Completion by Student Subpopulation

Criminal Justice Success Percent by Academically Disadvantaged

Category	Success Percent
Academically Disadvantaged	68.62%
Not Academically Disadvantaged	89.82%
Overall	77.96%

Performance Gaps

Category	Percentage Point Gap
Academically Disadvantaged	-9.34%
Not Academically Disadvantaged	11.85%
Overall	0.00%

Academic Year: Multiple values
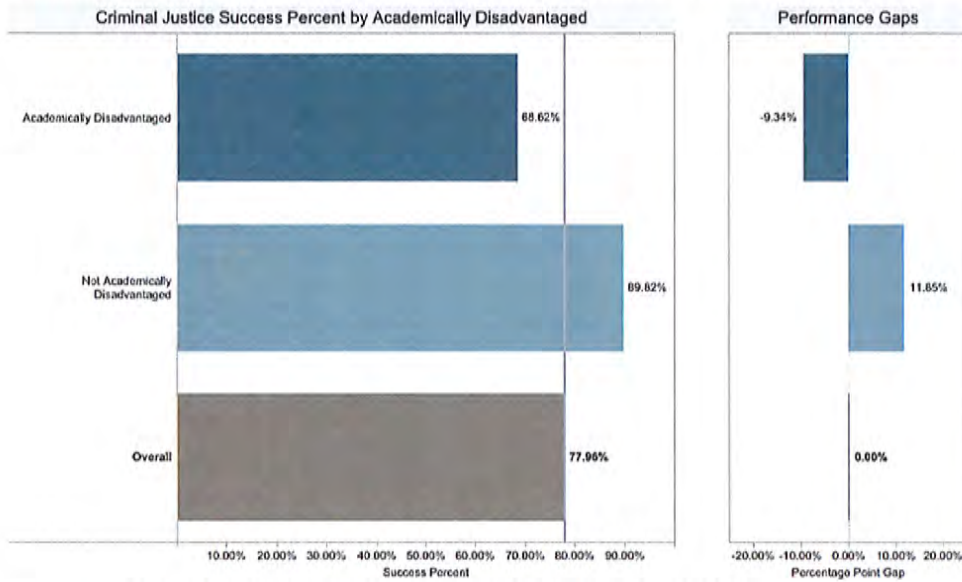Department: Criminal Justice
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Academically Disadvantag..

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

Criminal Justice Success Percent by Age Group

Age Group	Success Percent
age_20_24	81.45%
age_25_29	78.92%
age_30_34	77.27%
age_35_39	83.02%
age_40_49	86.41%
age_over_50	88.42%
age_under_20	73.78%
Overall	77.96%

Performance Gaps

Age Group	Percentage Point Gap
age_20_24	3.49%
age_25_29	0.96%
age_30_34	-0.69%
age_35_39	5.06%
age_40_49	8.45%
age_over_50	10.46%
age_under_20	-4.18%
Overall	0.00%

Academic Year: Multiple values
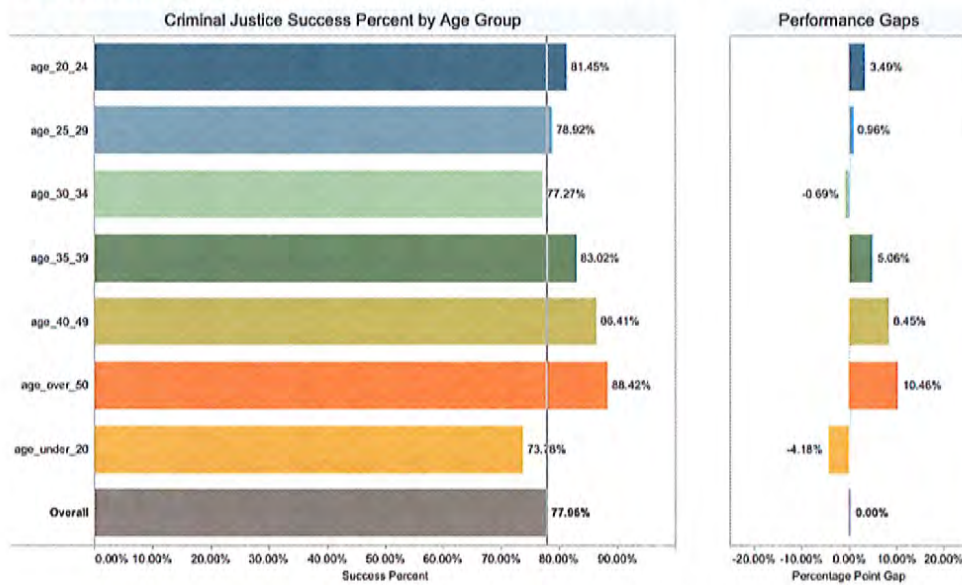Department: Criminal Justice
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Age Group

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

Criminal Justice Success Percent by English Placement

English Placement	Success Percent
Did Not Test in English	81.62%
Not Transferable English	69.61%
Transferable English	82.25%
Overall	77.96%

Performance Gaps

English Placement	Percentage Point Gap
Did Not Test in English	3.66%
Not Transferable English	-8.35%
Transferable English	4.29%
Overall	0.00%

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.
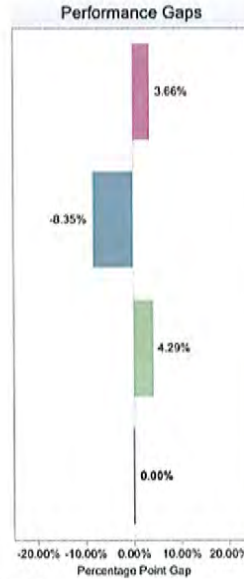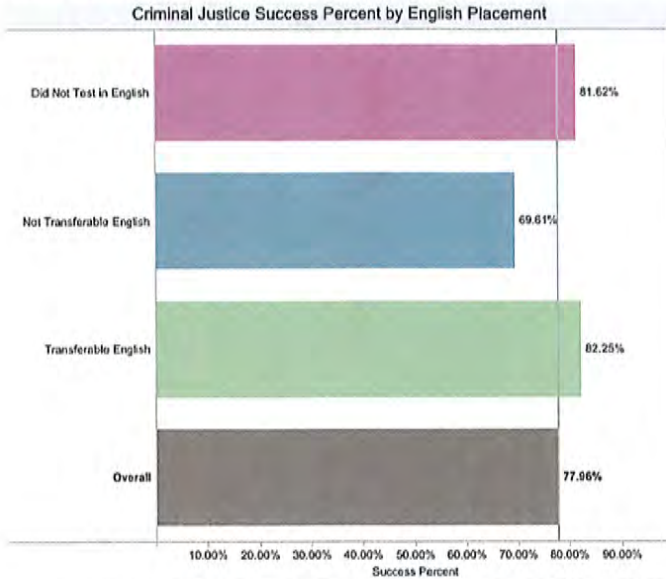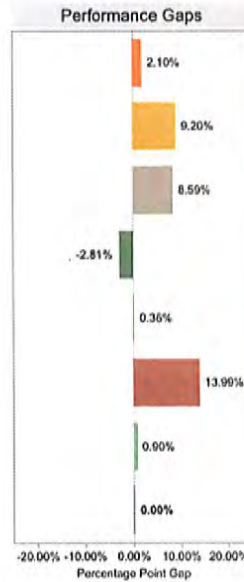
Academic Year: Multiple values

Department: Criminal Justice

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: English Placement

Successful Course Completion by Student Subpopulation

Criminal Justice Success Percent by Ethnicity

Ethnicity	Success Percent
American Indian or Alaska Native	80.00%
Asian	87.10%
Black or African American	86.49%
Hispanic / Latino	75.09%
Two or More Races	78.26%
Unknown / Non-Respondent	91.89%
White	78.80%
Overall	77.90%

Performance Gaps

Ethnicity	Percentage Point Gap
American Indian or Alaska Native	2.10%
Asian	9.20%
Black or African American	8.59%
Hispanic / Latino	-2.81%
Two or More Races	0.36%
Unknown / Non-Respondent	13.99%
White	0.90%
Overall	0.00%

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: Multiple values

Department: Criminal Justice

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Ethnicity

Successful Course Completion by Student Subpopulation

Criminal Justice Success Percent by First Generation

- First Generation: 73.20%
- Not First Generation: 80.20%
- Overall: 77.96%

Success Percent

Performance Gaps

- First Generation: -4.76%
- Not First Generation: 2.24%
- Overall: 0.00%

Percentage Point Gap

Academic Year: Multiple values
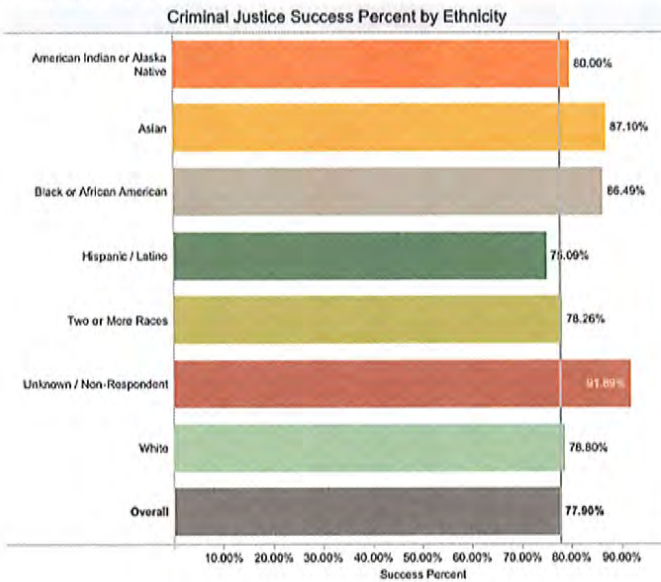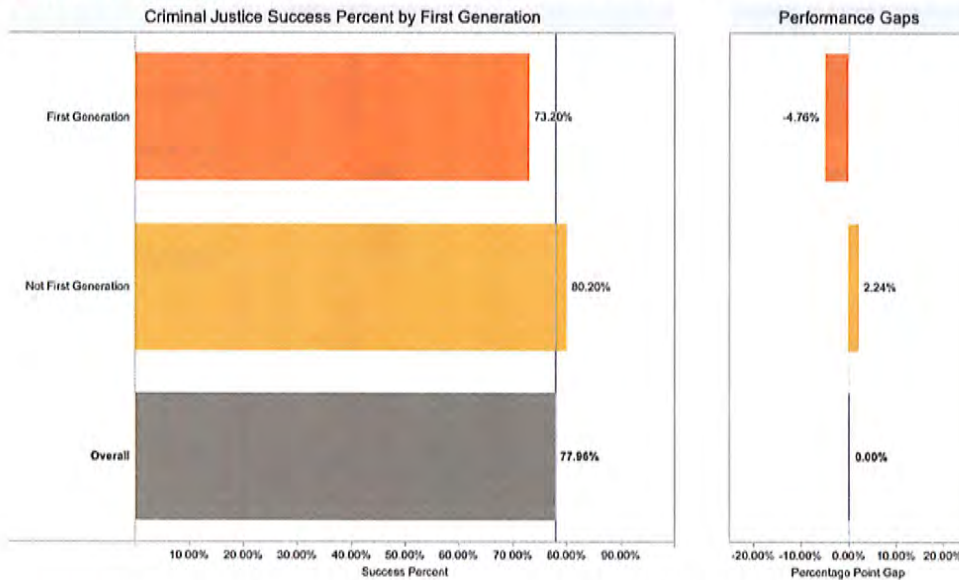
Department: Criminal Justice

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: First Generation

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

Criminal Justice Success Percent by Foster Youth

- Foster Youth: 62.65%
- Not Foster Youth: 89.33%
- Unknown/Unreported: 78.14%
- Overall: 77.96%

Success Percent

Performance Gaps

- Foster Youth: -15.31%
- Not Foster Youth: 11.37%
- Unknown/Unreported: 0.18%
- Overall: 0.00%

Percentage Point Gap

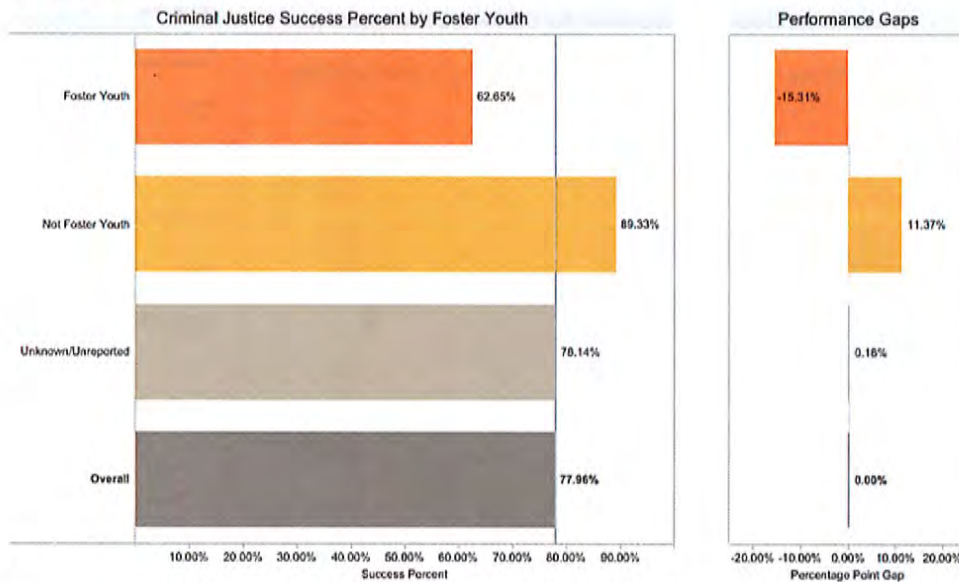Academic Year: Multiple values

Department: Criminal Justice

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Foster Youth

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

Criminal Justice Success Percent by Gender

Female	76.57%
Male	79.47%
Unknown	61.54%
Overall	77.96%

Performance Gaps

Female	-1.39%
Male	1.51%
Unknown	-16.42%
Overall	0.00%

Success Percent axis: 0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%

Percentage Point Gap axis: -20.00% -10.00% 0.00% 10.00% 20.00%

Academic Year: Multiple values
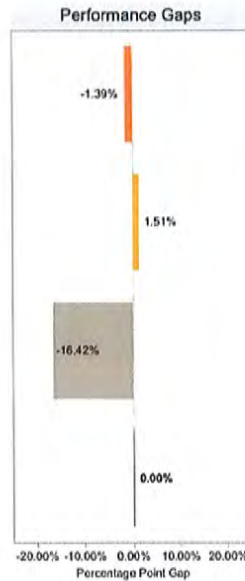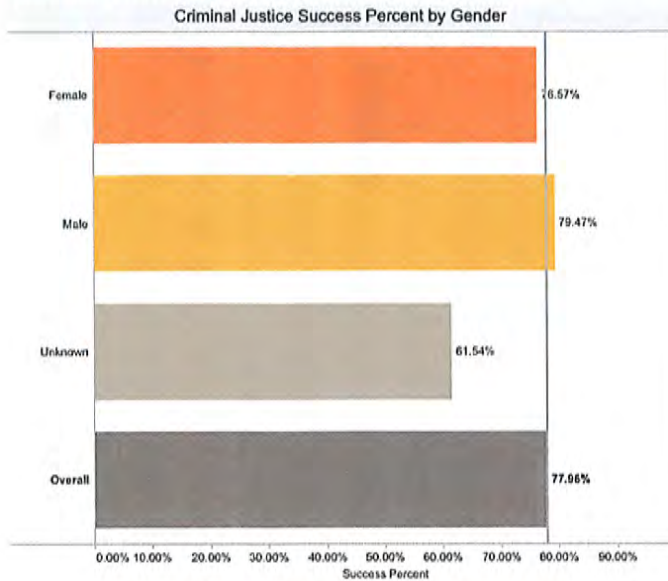Department: Criminal Justice
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Gender

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

Criminal Justice Success Percent by Promise

Not Promise	79.06%
Promise	73.00%
Overall	77.96%

Performance Gaps

Not Promise	1.09%
Promise	-4.06%
Overall	0.00%

Success Percent axis: 0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%

Percentage Point Gap axis: -20.00% -10.00% 0.00% 10.00% 20.00%

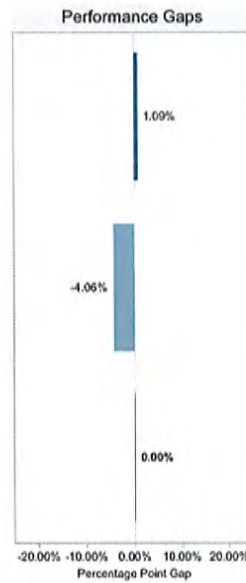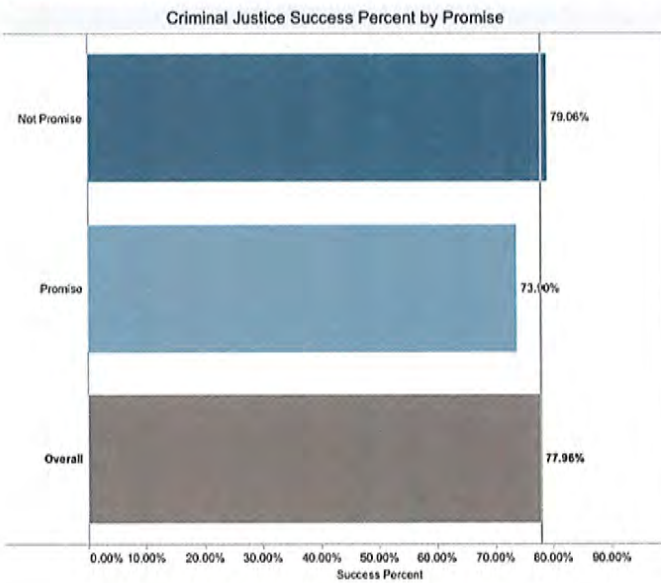Academic Year: Multiple values
Department: Criminal Justice
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Promise

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

Criminal Justice Success Percent by Eops

	Success Percent
EOPS	71.15%
Not EOPS	78.26%
Overall	77.96%

Performance Gaps

	Percentage Point Gap
EOPS	-6.81%
Not EOPS	0.30%
Overall	0.00%
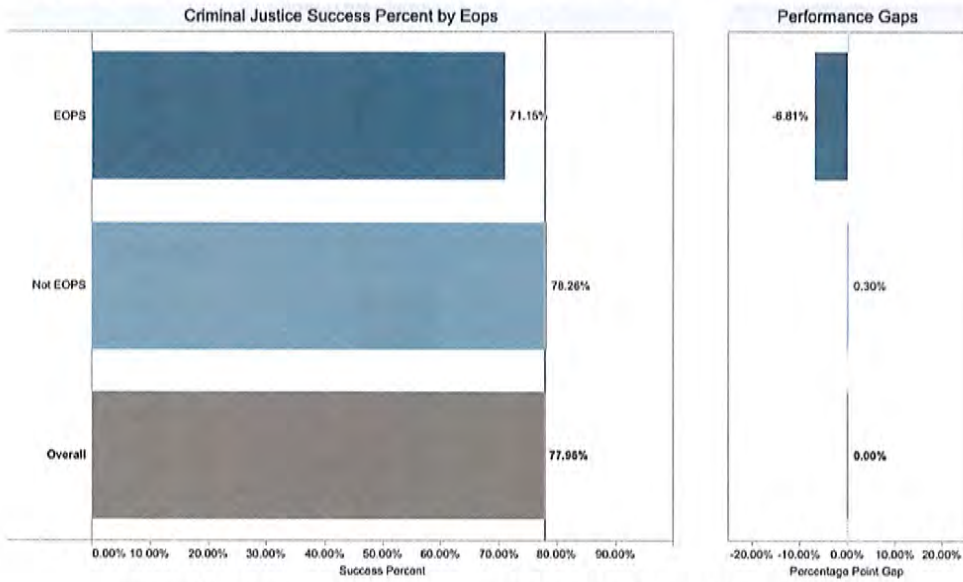
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

    a. Review the CurricUNET "Program of Study" outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
Administration of Justice ADT	Yes	No	No	NO
Criminal Justice AA	Yes	No	No	No

    b. **For all Currently Active Programs/Certificates**, review the CurricUNET "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.

Administration of Justice ADT	Yes	Unsure if AB1440 language is still accurate	Yes	12/15/2023
Criminal Justice AA	Yes	Yes	Yes	

B. Curriculum Review

The Curriculum Review Worksheet is attached hereto. Please be advised that all of the criminal justice courses just went through content updates that should be approved at the March 1, 2023 curriculum meeting. Curriculum Chair Alex Kahane and SLOA Coordinator Kelli Gottlieb advised me to fill out the worksheet as if the course were approved since they have already successfully made it through technical review and are slated for approval at the March 1, 2023 Curriculum Committee meeting.

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. The Criminal Justice Department Assessment Calendar for the next program review cycle.

Criminal Justice Department Program Assessment Calendar
Spring 2023 to Fall 2026 (4 Year Cycle)

Cycle Stage	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026
SLO Assessment	226	202	208 & 210	204	224 & 213	206 & 228	X	X
Analyze Results & Develop Plan Improvements	X	226	202	208 & 210	204	224 & 213	206 & 228	X
Plan Implementation	X	X	226	202	208 & 210	204	224 & 213	206 & 228

B. Course Assessments

The assessments were all administered but it does not appear that the results for CJ226 and CJ210, which were assessed by part-time instructors were uploaded into elumen. To avoid this in the next cycle, the lead instructor will need to double check that all assigned assessments are also added to elumen by part-time instructors.

C. PLO Summary Map by Course

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.
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		

AA_CRIM_JUST

Courses / Outcomes	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 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					

AA_CRIM_JUST

Courses / Outcomes	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 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	

Outcomes / Courses	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

Outcomes / Courses	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.
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

26 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 6, 2023

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.
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

Instructional Comprehensive Program Planning & Review
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 6, 2023

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		

D. ILO Summary Map by Course.

Course / ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
	Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
CJ193					2
CJ202			1	1	
CJ204				1	4
CJ206					7
CJ208					1
CJ210					2
CJ213					
CJ224		1		1	3
CJ226					1
CJ228					4
	1		1	3	19

Course	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
CJ193						
CJ202						1
CJ204						
CJ206			2			
CJ208			2			
CJ210			2			
CJ213			3			
CJ224						
CJ226			3			
CJ228						
			12			1

Course	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
CJ193						
CJ202			3	1		
CJ204						
CJ206						
CJ208						
CJ210						
CJ213						
CJ224				2		
CJ226						
CJ228						
			3	3		

E. Changes made at the course or program level that have resulted from SLO assessment.

Changes were made to emphasize areas in the curriculum where it was clear from the assessments that students were struggling. For example, student in the Principles and Procedures course struggle with the speedy trial concept. Accordingly, the practical application of that concept was incorporated into the lecture using a real case where a right to a speedy trial presents an issue. Additionally, in the Introduction to Criminal Justice class, students were struggling with grasping crime causation theories, which was revealed from slo assessment results. The curriculum was augmented to include theatrical examples of application of these theories to assist with student comprehension.

However, with the move to a more robust online teaching modality, assessment results may look very different going forward. It will take a full cycle of assessments to grasp the impact that a reduction in face-to-face time has on student learning.

F. Funding requests that are related to student learning outcome assessment results.

The Resource Allocation plan is attached hereto. The request to fund the Learn Engines Diablo highway was related to furthering Student Learning outcomes of the CJ210 course, which include exploring the stages in a criminal investigation and employing relevant techniques and protocol of evidence collection, preservation, and linking analysis. The Learn Engines Diablo highway software provides lessons and lab activities for students to complete online in attempting to solve a murder. It is a problem-based learning activity that compels use of forensic science methodology. This type of engagement is critical in an online investigations course. Students need to have practical experience using forensic tools so that they will be well equipped in the workforce.

The Criminal Justice Program supports efforts to achieve Institutional Goals, Objectives and Learning Outcomes. Please see the comprehensive discussion of how the program supports Institutional Goals, Objectives and Learning Outcomes in the Section IIII above.

G. **Anticipated Changes to the Criminal Justice Program:**

Changes for the Criminal Justice for the Criminal Justice Program are difficult to predict at this time. The lead instructor plans to retire effective August 2024. So, that will obviously create a critical staffing need. Maintaining a full-time instructor is critical to the program's continued success. There are too many curricular and administrative needs in this program for it to be handled by a part-time instructor.

Although these retirement plans are not certain at this time, if that happens, a new full-time faculty will also likely have thoughts about curriculum development and how to promote equity, student success persistence and retention. In that regard, in anticipation of this departure, all of the criminal justice courses just went through content updates that should be approved at the March 1, 2023 curriculum meeting as they have successfully made it through the technical review. The Course Outlines of Record should be in good shape for the next full-time faculty person.

A clear and existing challenge is the advent of online learning to the Criminal Justice program. Save one course, the entire program was taught in a face-to-face modality until the Fall of 2020. The ensuing semesters have been challenging for faculty and students as we all struggled to adapt. The impact of the switch remains to be fully realized.

Another potential challenge is that enrollment declined in the Spring 2023 semester, which is not captured in the data because it is too recent. Whether this was anomaly or the result of societal factors remains to be seen. However, local law enforcement agencies have been reporting that they have many vacancies without hopes of filling them because of a lack of applicants. They indicate that this is a statewide problem.   The most recent CTER data bears this out. According to the California Employment Development Department, **there**

are **333,780 annual job openings in the State of California** in the occupation profiles associated with Criminal/Administration of Justice. **There are 1,550 annual job openings in San Luis Obispo County.**

Just two years ago, the vacancy numbers were a fraction of those. In 2021, according to the California Employment Development Department, there were 31,270 annual job openings in the State of California in the occupation profiles associated with Criminal/Administration of Justice and 130 annual job openings in San Luis Obispo County. The same SOC codes were used.

This phenomenon may end once the negative media surrounding law enforcement dies down. So, it is important not to be too reactionary at this time.

Moreover, a trend that was clear in the Spring 2023 semester is that the fully online classes filled more quickly than the hybrid classes. Discussions will need to occur if this trend continues regarding to what extent to maintain a face-to-face presence on campus if many students prefer the online modality. It is this instructor's view that a face-to-face interaction to explore the challenges presented in the criminal justice system is very important.

END NOTES

Attached hereto are the following documents:

- Resource Allocation Plan Worksheet
- Curriculum Review Worksheet

After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 12, 2023.

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.

Instructional 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.)

John Stokes

Division Chair/Director Name	Signature	Date

Oscar Ramos

Name	Signature	Date

Stacy Millich

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

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: Faculty Prioritization Process Handbook

APPLICABLE SIGNATURES:

Oscar Ramos

Vice President/Dean	**Date**

John Stokes

Division Chair/Director/Designee	**Date**

Stacy Millich

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.