

APR Instructional Criminal Justice 2022-23 Latest Version

Annual program review for criminal justice reviewing the 2022-23 Academic Year

APR Instructional

Annual Course Student Learning Outcome Data : Version by **Bangs, Michael** on **12/14/2023 23:25**

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
CRJ101 - Introduction to Criminal Justice		
1. Outline and defend the legal detention process. (Active from Fall 2019)	70.00%	82.54%
2. Prepare for and conduct a simulated course case. (Active from Fall 2019)	70.00%	97.06%
3. Investigate and appraise a simulated crime scene. (Active from Fall 2019)	70.00%	0.00%
CRJ102 - Criminal Law		
1. Research various issues regarding crimes and/or defenses, apply the appropriate statutes, and discuss relevant constitutional principles. (Active from Summer 2019)	70.00%	85.00%
2. Given a hypothetical set of facts, analyze the situation, identify any crime(s) committed, and ascertain any potential defenses. (Active from Summer 2019)	70.00%	85.00%
3. Select a U.S. Supreme Court case, read and analyze it, and draft a case brief according to a commonly-accepted brief format. (Active from Summer 2019)	70.00%	85.00%
CRJ103 - Introduction to Evidence		
1. Given a hypothetical set of facts, ascertain whether or not a statement is hearsay, and if it is, determine whether or not it is admissible as evidence. (Active from Summer 2019)	70.00%	95.45%
2. Ascertain the attorney/client communications and work product covered by attorney/client privilege. (Active from Summer 2019)	70.00%	90.91%
3. Analyze a U.S. Supreme Court case and ascertain the issue. (Active from Summer 2019)	70.00%	90.91%
CRJ104 - Criminal Court Process		
1. Identify and describe the stages in the criminal process. (Active from Fall 2019)	70.00%	100.00%
3. Describe the history and application of the exclusionary rule in shaping criminal procedure. (Active from Fall 2019)	70.00%	100.00%
CRJ104 - Criminal Court Process		
2. Identify and critically analyze the concept of due process of law and its application to the right to counsel, bail, and jury trial. (Active from Summer 2020)	70.00%	100.00%
CRJ105 - Cultural Diversity in Criminal Justice		
1. Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society. (Active from Fall 2019)	70.00%	0.00%
2. Identify and explain key issues that pose potential conflict between diverse communities and the courts, police, and corrections. (Active from Fall 2019)	70.00%	0.00%
3. Identify and describe the strategies for the administration of justice in a multicultural society. (Active from Fall 2019)	70.00%	0.00%
CRJ108 - Juvenile Law and Procedures		
1. Describe individual roles and responsibilities within the juvenile justice system. (Active from Fall 2015)	70.00%	83.33%
2. Recommend effective strategies to resolve a given juvenile justice issue. (Active from Fall 2015)	70.00%	66.67%

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
3. Recognize and apply the appropriate criminological theory to a juvenile justice scenario. (Active from Fall 2015)	70.00%	83.33%
CRJ110 - Introduction to Corrections		
1. Considering the diverse needs of the correctional client, such as age, gender, education, race, ethnicity, social and economic factors, apply legal requirements for housing, supervision, and care of clients. (Active from Summer 2019)	70.00%	100.00%
2. Considering the needs of the community and diverse correctional clients, strategize alternatives to correction and rationalize their global impact of the community. (Active from Summer 2019)	70.00%	100.00%
3. Considering a hypothetical set of facts regarding the conviction of a criminal defendant, defend the application of sentencing and law and apply the appropriate sentencing range. (Active from Summer 2019)	70.00%	100.00%
4. Considering the evolving history of punishment, diagram correctional subsystems within the criminal justice system. (Active from Summer 2019)	70.00%	100.00%
CRJ112 - Introduction to Investigation		
1. Analyze and compile data for use in formal reporting of investigations when presented with the basic techniques of note taking. (Active from Fall 2015)	70.00%	93.33%
2. Demonstrate basic investigative proficiencies by synthesizing and reducing a simulated crime to reportable elements. (Active from Fall 2015)	70.00%	100.00%
3. Demonstrate the basic steps of interviewing using non-verbal observation and communication. (Active from Fall 2015)	70.00%	100.00%
4. Compose a comprehensive crime report demonstrating basic writing skills and using required reporting format. (Active from Fall 2015)	70.00%	92.31%
CRJ156 - Law Enforcement Gang Training		
1. Analyze how gangs impact communities and law enforcement. (Active from Summer 2020)	70.00%	0.00%
2. Analyze how law enforcement is responding to gang issues. (Active from Summer 2020)	70.00%	0.00%
CRJ191AF - ST: Law Enforcement Seminar		
1. Recognize targeted items in common theft and fraud investigations. (Active from Summer 2022)	70.00%	0.00%
2. Identify gang trends and identifiers and, investigation protocols and controversies within forensic mental health. (Active from Summer 2022)	70.00%	0.00%

APR Questions Tableau : Version by Deeds, Brad on 01/31/2024 02:12

Using the Data Provided (<https://10az.online.tableau.com/#!/site/lccc/views/ProgramReview/LTCCProgramReviewSummary?iid=1>) please provide the number of students (headcount) that are served by the discipline.

175 in 2022/23

Using the Data Provided (<https://10az.online.tableau.com/#!/site/lccc/views/ProgramReview/Demographics?iid=1>), identify the populations served by the discipline. Are there any inconsistencies? Does the Population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

The program is consistently serving 36-39% Hispanic/Latinx students, which is higher than the college (district) average, and fulfilling the goals of the department to support diverse Criminal Justice graduates and law enforcement personnel that better reflect the community's demographics. Between 38-46% of students are White Non-Hispanic, and over the last 4 years 55-75% of students have been female-identifying.

Using student success data (<https://10az.online.tableau.com/#!/site/lccc/views/ProgramReview/SuccessRatesOverall?iid=1>), identify any trends in successful completion of courses.

Are there particular courses (<https://10az.online.tableau.com/#!/site/lccc/views/ProgramReview/SuccessRatesbyCourse?iid=1>) students are struggling in?

Are there any demographics that are less likely to complete certain courses in the discipline?

What steps need to be taken to support students and the department in meeting its equity obligations?

There is a slight equity gap in success rates for Hispanic/Latinx students vs White/Non-Hispanic, which was discussed in the recent Criminal Justice Advisory Committee meeting, with suggestions of connecting students to various college resources and supports, including the Equity program and others. The suggestion was for instructors to highlight support programs available through the college to enable all students the opportunity to succeed and complete the program.

Are there any courses lacking Title V Updates?

If so, how many and why?

(Please check your courses in eLumen for the most recent list of courses that require updates.)

Part-time academic faculty have been contacted on the few remaining courses in the program requiring Title V updates and are currently working through them.

Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

Criminal Justice is 90+% online, and students from across the state and country are enrolling in the courses. As per adjunct faculty input approximately one course per year is scheduled face to face, albeit with lower numbers, in an effort to create a cohesive student cohort and to allow local law enforcement agencies to come and recruit future applicants for open positions.

Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

Retention and success rates were slightly higher for the one face-to-face course offered in 2022/23 than the rest of the distance education offerings, but the N is fairly small.

Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

All courses are taught by adjunct faculty.

Are staffing levels adequate to fulfill the purpose of the program?

Yes there are currently sufficient adjunct faculty in the discipline to cover instructional needs.

What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

Most faculty are highly experienced law enforcement personnel in their day jobs (or previous careers), and thus have gone through extensive training. CRJ adjuncts have also recently participated in @ONE trainings through the state and participated in LTCC-sponsored professional development.

Where applicable, outline and explain any budget shortfalls for this discipline.

n/a

If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

n/a

Using the SLO Data above, are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

A review of the SLO data shows that students are generally performing at expected levels.

What are the major strengths of your department?

Highly experienced faculty with years of relevant experience in the field, plus dedication to the college and program.

In what ways could your department improve to better meet the needs of the College and support student success?

Assist with connecting students to open positions at local law enforcement agencies, help to crosswalk current police officer and custody personnel training with current LTCC coursework for potential Credit for Prior Learning.

What are the biggest challenges your department may face in making these improvements?

Instructor capacity, many adjunct faculty are from outside the area so can be difficult to connect with SLTPD, EDSO, CHP, etc.

Identify any other questions, comments, suggestions, or concerns you may have.

n/a

Dean Review : Version by **Deeds, Brad** on **01/31/2024 02:12**

Brad Deeds