

PROGRAM REVIEW – CURRICULUM PACKET
2018-2019

CRIMINAL JUSTICE

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
CJ G46	x	x	x	x
CJ G54	x	x	x	x
CJ G64	x	x	x	x
CJ G65	x	x	x	x
CJ G70	x	x	x	x
CJ G78	x	x	x	x
CJ G79	x	x	x	x
CJ G80	x	x	x	x
CJ G90	x	x	x	x
CJ G91	x	x	x	
CJ G92			x	x
CJ G95	x	x	x	x
CJ G98	x	x	x	
CJ G107	x	x	x	x
CJ G110	x	x	x	x
CJ G123	x	x	x	x
CJ G128	x	x	x	x
CJ G130	x			
CJ G137	x	x	x	x
CJ G140	x	x	x	x
CJ G141	x	x	x	x
CJ G146	x	x	x	x
CJ G150	x	x	x	x
CJ G151	x	x	x	x
CJ G152				x
CJ G172		x	x	x
CJ G220	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed

Partially Assessed

No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
CJ G046	17	0 out of 17	No Assessment	↓ *
CJ G054	4	0 out of 4	No Assessment	↓ *
CJ G055	10	0 out of 10	No Assessment	↓ *
CJ G061	3	0 out of 3	No Assessment	↓ *
CJ G064	5	0 out of 5	No Assessment	↓ *
CJ G065	3	0 out of 3	No Assessment	↓ *
CJ G070	15	0 out of 15	No Assessment	↓ *
CJ G078	1	0 out of 1	No Assessment	↓ *
CJ G079	1	0 out of 1	No Assessment	↓ *
CJ G080	5	0 out of 5	No Assessment	↓ *
CJ G090	7	0 out of 7	No Assessment	↓ *
CJ G091	4	0 out of 4	No Assessment	↓ *
CJ G092	8	0 out of 8	No Assessment	↓ *
CJ G095	10	0 out of 10	No Assessment	↓ *
CJ G099	9	0 out of 9	No Assessment	↓ *
CJ G107	5	5 out of 5	Fully Assessed	↑ Spring 2019
CJ G110	4	4 out of 4	Fully Assessed	↑ Spring 2019
CJ G123	2	1 out of 2	Partially Assessed	↔ Spring 2018
CJ G128	6	6 out of 6	Fully Assessed	↑ Spring 2019
CJ G130	7	0 out of 7	No Assessment	↓ Fall 2015
CJ G137	18	3 out of 18	Partially Assessed	↔ Spring 2019
CJ G140	7	5 out of 7	Partially Assessed	↔ Spring 2019
CJ G141	9	9 out of 9	Fully Assessed	↑ Spring 2019
CJ G146	8	0 out of 8	No Assessment	↓ Spring 2018
CJ G150	5	0 out of 5	No Assessment	↓ Fall 2018
CJ G151	10	0 out of 10	No Assessment	↓ Spring 2018
CJ G152	4	0 out of 4	No Assessment	↓ Fall 2018
CJ G172	3	0 out of 3	No Assessment	↓ Spring 2019
CJ G173	2	0 out of 2	No Assessment	↓ *
CJ G220	4	2 out of 4	Partially Assessed	↔ Spring 2019

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
CJ G046	cSLO 1	Be introduced to the various aspects of the role of the first-line supervisor.
CJ G046	cSLO 10	Address employee complaints and learn how to resolve conflicts among employees.
CJ G046	cSLO 11	Research and investigate the complex issues and the supervisor's role in the disciplinary process.
CJ G046	cSLO 12	Examine how an equitable process can improve productivity and accountability.
CJ G046	cSLO 13	Explore and understand the various tools and components of effective presentations.
CJ G046	cSLO 14	Examine and observe the analytical process and communication of policy.
CJ G046	cSLO 15	Evaluate the process of problem solving and decision making.
CJ G046	cSLO 16	Analyze the budget process, political realities, and ethical decision making.
CJ G046	cSLO 17	Become familiar and understand the values of personal and organizational role in influencing individual behavior through ethical decision making.
CJ G046	cSLO 2	Understand the need to develop effective communication skills, the art of listening and managing conflict.

Course Name	cSLO Name	cSLO to Assessed
CJ G046	cSLO 3	Gain knowledge and develop skills on how to make the transition from subordinate to supervisor.
CJ G046	cSLO 4	Learn how to work comfortably within a framework of flexible leadership.
CJ G046	cSLO 5	Explore what influences the behavior and performance of subordinates.
CJ G046	cSLO 6	Examine the importance of verbal and non-verbal communication skills.
CJ G046	cSLO 7	Study the scope of the supervisor's role and responsibilities in dealing with liability issues.
CJ G046	cSLO 8	Examine the importance of discussing performance problems.
CJ G046	cSLO 9	Evaluate and resolve circumstances of employee grievances.
CJ G054	cSLO 1	Demonstrate proficient use of the English language in written communication as required in the law enforcement profession for police officers.
CJ G054	cSLO 2	Demonstrate the ability to perform the physical skills required in the law enforcement profession for police officers.
CJ G054	cSLO 3	Demonstrate that they possess the personality trait profile as required for employment as a police officer.
CJ G054	cSLO 4	Demonstrate proficient use of verbal communication skills.
CJ G055	cSLO 1	Learn the physical fitness standards of the POST approved police academy.
CJ G055	cSLO 10	Demonstrate proficiency of the physical skills necessary to enter and complete the POST approved police academy.
CJ G055	cSLO 2	Recognize the importance of being prepared physically for the police academy.
CJ G055	cSLO 3	Learn the importance of maintaining proper nutrition during academy training and also in the student's personal life.
CJ G055	cSLO 4	Explain the significance of tracking the student's percentage of body fat vs. body weight.
CJ G055	cSLO 5	Identify the main principles of body composition management.
CJ G055	cSLO 6	Calculate his/her optimal target heart rate range to maximize the benefit of cardiovascular training.
CJ G055	cSLO 7	Demonstrate a basic knowledge of stretching and warm-up exercises.
CJ G055	cSLO 8	Demonstrate a basic knowledge of injury prevention and treatment.
CJ G055	cSLO 9	Develop a personal performance plan to meet a specific goal.
CJ G061	cSLO 1	Review the training records of department personnel to ensure they are compliant with POST mandated training requirements.
CJ G061	cSLO 2	Evaluate POST training regulations and how they apply to field personnel, technology, and departmental training.
CJ G061	cSLO 3	Recognize liabilities to train department personnel in compliance with POST regulations.
CJ G064	cSLO 1	Identify how the United States Constitution amendments apply to the actions and conduct of peace officers, including the Fourth Amendment.
CJ G064	cSLO 2	Define and demonstrate basic tasks of peace officers.
CJ G064	cSLO 3	Apply appropriate provisions of federal and state law related to peace officers.
CJ G064	cSLO 4	Document complete preliminary investigations assigned to peace officers.
CJ G064	cSLO 5	Apply the physical skills needed to perform the tasks of a peace officer in the areas of driving, shooting, defensive tactics and first aid / cardio pulmonary resuscitation
CJ G065	cSLO 1	Practice techniques used to evaluate physical fitness in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity.
CJ G065	cSLO 2	Describe the effects of stress on psychological and physical demands of the body.
CJ G065	cSLO 3	Identify common injuries, diseases and conditions brought on by the physical and psychological demands of the law enforcement profession.
CJ G070	cSLO 1	Understand the first-line supervisor's role from three perspectives.
CJ G070	cSLO 10	Understand the importance of verbal/nonverbal communication skills, the art of listening, and the processing of information.
CJ G070	cSLO 11	Understand the responsibilities of the supervisor as a trainer of subordinates.

Course Name	cSLO Name	cSLO to Assessed
CJ G070	cSLO 12	Understand how to review the written documents of subordinates to ensure they are clear, concise, complete and legible.
CJ G070	cSLO 13	Understand the supervisor's responsibilities at the scene of subordinate involved incidents.
CJ G070	cSLO 14	Understand how to recognize and manage stress, the basic relief techniques and the proper use of referral services.
CJ G070	cSLO 15	Understand how to make the transition from subordinate to supervisor.
CJ G070	cSLO 2	Understand how to work comfortably within the framework of four styles of leadership.
CJ G070	cSLO 3	Understand how to gain the cooperation of subordinates through the use of realistic and fair personnel management techniques.
CJ G070	cSLO 4	Understand the complex issues relative to employee performance appraisal and how a fair system.
CJ G070	cSLO 5	Understand the process of discussing work issues with subordinates.
CJ G070	cSLO 6	Understand the complex issues and the supervisor's role in the disciplinary process.
CJ G070	cSLO 7	Understand the elements of an employee relations program and the supervisor's organizational responsibility to the program maintenance.
CJ G070	cSLO 8	Understand the analytical process, the communication of policy, the process of problem-solving/decision-making, and the budget process.
CJ G070	cSLO 9	Understand the principles of planning and organizing.
CJ G078	cSLO 1	Follow the guidelines and enact the procedures in the publication "Public Safety Dispatcher Course (revised July 1, 2002)" issued by the California Commission on Peace Officer Standards and Training (on file with the GWC Office of Instruction as of 10-22-04).
CJ G079	cSLO 1	Follow the guidelines and enact the procedures in the publication "Public Safety Dispatcher Course (revised July 1, 2002)" issued by the California Commission on Peace Officer Standards and Training (on file with the GWC Office of Instruction as of 10-22-04).
CJ G080	cSLO 1	Have a clear understanding of the role and duties of a CTO.
CJ G080	cSLO 2	Learn techniques of training, communication techniques and adult learning theory.
CJ G080	cSLO 3	Become familiar with the legal aspects and liability of training.
CJ G080	cSLO 4	Assess and document the performance of a trainee and the presentation of the evaluation.
CJ G080	cSLO 5	Participate in several practical exercises, encompassing the various aspects of this course.
CJ G090	cSLO 1	Describe the direct and indirect victims of a crime.
CJ G090	cSLO 2	Describe emotional and physical reactions or behaviors that may be exhibited by victims in crisis.
CJ G090	cSLO 3	Describe potentially negative attitudes that peace officers may exhibit toward victims of crime.
CJ G090	cSLO 4	Demonstrate principles of defensive tactics, to include awareness, balance, and control.
CJ G090	cSLO 5	Demonstrate principles of defensive tactics, to include awareness, balance, and control.
CJ G090	cSLO 7	Identify the fundamental criminal elements in investigative reports.
CJ G090	cSLO 8	Organize information within an investigative report for clarity and proper emphasis.
CJ G091	cSLO 1	Describe, orally, updated or new trends and legislation concerning reserve officers.
CJ G091	cSLO 2	Demonstrate in group studies knowledge of relevant and contemporary training needs of law enforcement reserve coordinators.
CJ G091	cSLO 3	Demonstrate new techniques, skills and abilities for managing reserve peace officers.
CJ G091	cSLO 4	Demonstrate the methods of recruitment, selection, retention, training and assignment of volunteers within a law enforcement agency.
CJ G092	cSLO 1	Explain the concepts and philosophy of special tactics.
CJ G092	cSLO 2	Explain the command post role and function.
CJ G092	cSLO 3	Demonstrate special weapons and tactics intelligence.
CJ G092	cSLO 4	Communicate in team and crises role simulations.
CJ G092	cSLO 5	Describe officer safety, scouting, and entry techniques.
CJ G092	cSLO 6	Simulate hostage negotiations.
CJ G092	cSLO 7	Demonstrate warrant service, chemical agents use, barricaded suspects, and rappelling.
CJ G092	cSLO 8	Demonstrate tactical and physical training.

Course Name	cSLO Name	cSLO to Assessed
CJ G095	cSLO 1	Examine the first line supervisor's role from several perspectives.
CJ G095	cSLO 10	Evaluate the supervisory role in relation to personal goals to determine future study and/or action plan.
CJ G095	cSLO 2	Examine issues which influence police integrity and public trust.
CJ G095	cSLO 3	Examine the concept of leadership as defined for this course.
CJ G095	cSLO 4	Discuss how assertive leadership influences the behavior and performance of subordinates.
CJ G095	cSLO 5	Analyze their department's evaluation policy and system.
CJ G095	cSLO 6	Judge the complex issues relative to employee performance appraisal.
CJ G095	cSLO 7	Assess the supervisor's role in the disciplinary process.
CJ G095	cSLO 8	Compare differences between civil and criminal accountability.
CJ G095	cSLO 9	Define Community Oriented Policing and Problem Solving.
CJ G099	cSLO 1	Demonstrate understanding of the roles and responsibilities of instructors of POST curriculum.
CJ G099	cSLO 2	Explain the fundamentals of adult learning concepts.
CJ G099	cSLO 3	Learn to research and develop effective lesson planning.
CJ G099	cSLO 4	Study and demonstrate successful presentation skills.
CJ G099	cSLO 5	Study and demonstrate successful facilitation skills.
CJ G099	cSLO 6	Make use of a variety of learning resources and training aids.
CJ G099	cSLO 7	Evaluate and test learning in a comprehensive model.
CJ G099	cSLO 8	Demonstrate proficiency in evaluating and testing learning.
CJ G099	cSLO 9	Provide remediation, if necessary.
CJ G123	cSLO 2	The student will distinguish the constitutional rights of a juvenile and an adult within the criminal justice system.
CJ G130	cSLO 1	Study the role of ethics in law enforcement.
CJ G130	cSLO 2	Review the common set of core values.
CJ G130	cSLO 3	Learn to recognize the difference between ethics and individual character.
CJ G130	cSLO 4	Analyze the basis for individual decision making.
CJ G130	cSLO 5	Learn to evaluate how these decisions relate to the development and retention of public trust
CJ G130	cSLO 6	Learn to understand and value the relationship between public trust of a law enforcement agency and the agency's ability to provide effective police services.
CJ G130	cSLO 7	Assess his/her individual character traits and how they impact his/her life.
CJ G137	cSLO 11	Learn about the benefits of cultural diversity within a law enforcement organization and within the community it serves.
CJ G137	cSLO 12	Show an understanding of the symptoms of stress and the psychological responses to stress as they relates to crime and the law enforcement profession.
CJ G137	cSLO 13	Examine the type of information contained in the local, state, and national information systems accessible to California law enforcement agencies and the laws relating to access and dissemination of information from those systems.
CJ G137	cSLO 14	Develop skills for recognizing persons with a mental disorder and how to respond appropriately and effectively.
CJ G137	cSLO 15	Develop skills for recognizing persons with a developmental disability and how to respond appropriately and effectively.
CJ G137	cSLO 16	Develop skills on recognizing persons experiencing postpartum psychosis and how to respond appropriately and effectively.
CJ G137	cSLO 17	Develop skills on recognizing persons with other types of physical disabilities and how to respond appropriately and effectively.
CJ G137	cSLO 18	List state and federal laws relating to persons with disabilities.
CJ G137	cSLO 2	Explore tactical communication/verbal persuasion concepts as they relate to: effective listening skills, techniques and strategies helpful in de-escalating crisis situations, diffusing conflict, and obtaining voluntary compliance in situations involving violent/combative/uncooperative persons.

Course Name	cSLO Name	cSLO to Assessed
CJ G137	cSLO 3	Study an overview of the role the community plays in police accountability.
CJ G137	cSLO 4	Examine the role of law enforcement in the community and the special relationship which exist between the police and the community.
CJ G137	cSLO 6	Gain information concerning the origins, nature, and evolution of prejudice, discrimination, and human rights.
CJ G137	cSLO 7	Distinguish and understand the difference between society's cultural stereotyping and law enforcement profiling.
CJ G137	cSLO 8	Gain an understanding of effective police/community contacts and techniques enhancing positive interaction with various cultural groups.
CJ G137	cSLO 9	Have opportunities to explore self- discovery concerning cultural contact experiences, personal prejudices, and discrimination.
CJ G140	cSLO 2	Describe the interrelationship of the components of the criminal justice system.
CJ G140	cSLO 3	Evaluate the criminological theories of crime causation.
CJ G146	cSLO 1	Demonstrate an understanding of the various uses of police reports.
CJ G146	cSLO 2	Understand how to provide information to investigators.
CJ G146	cSLO 3	Assist officers in refreshing their memory before testifying.
CJ G146	cSLO 4	Serve as reference documents for officers testifying at preliminary hearings regarding statements made by victims, witnesses and other involved parties.
CJ G146	cSLO 5	Learn how to document events involving potential civil liability.
CJ G146	cSLO 6	Write reports that conform to accepted professional standards of quality (e.g., recording of all relevant information, use of first person, use of active voice, etc.).
CJ G146	cSLO 7	Take field notes that include the information needed to complete a crime or incident report (e.g., description of suspects, names of victims, and witnesses, etc.).
CJ G146	cSLO 8	Reduce observations and other information to clear, concise, logically organized reports that are readable and relatively free of errors.
CJ G150	cSLO 1	Understand the evolution of corrections in the United States.
CJ G150	cSLO 2	Identify issues of managing inmates in an institution.
CJ G150	cSLO 3	Investigate the incidence of crime and the impact on prison population levels.
CJ G150	cSLO 4	Review sentencing trends, including alternatives sentencing options.
CJ G150	cSLO 5	Distinguish current probation, parole, jail, and prison programs.
CJ G151	cSLO 1	Explain the importance of professionalism in corrections.
CJ G151	cSLO 10	Understand the administrative and criminal reporting procedures within the corrections system.
CJ G151	cSLO 2	Recognize the differences in staff and inmate hierarchies within the correctional environment.
CJ G151	cSLO 3	Examine the victim's role in corrections.
CJ G151	cSLO 4	Understand the impact of restorative justice, technology, and privatization upon the corrections system.
CJ G151	cSLO 5	Identify differences in the adult and juvenile corrections systems.
CJ G151	cSLO 6	Understand the significance of "three strikes" laws within the correctional system.
CJ G151	cSLO 7	Examine the impact of diversion upon the corrections system (e.g. California Proposition 36).
CJ G151	cSLO 8	Explain the needs of special inmates (e.g., substance abuse, HIV/AIDS, mental health, older inmates, mothers).
CJ G151	cSLO 9	Identify the legal foundations of, and mechanisms for, obtaining prisoners' rights.
CJ G152	cSLO 1	Demonstrate effective use of objective-based case planning for adult and juvenile criminal offenders.
CJ G152	cSLO 2	Identify the components of an integrated and strategic supervision model for community corrections that reduces offender recidivism.
CJ G152	cSLO 3	Describe the principles of evidence-based practice used by human service professionals to achieve effective interventions.
CJ G152	cSLO 4	Perform appropriate interviewing techniques.
CJ G172	cSLO 1	Differentiate between a detention and a consensual encounter.

Course Name	cSLO Name	cSLO to Assessed
CJ G172	cSLO 2	Recognize when there is probable cause to arrest.
CJ G172	cSLO 3	Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights and later amendments.
CJ G173	cSLO 1	The student will demonstrate safe handling of a law enforcement firearm.
CJ G173	cSLO 2	The student will demonstrate the ability to accurately shoot a law enforcement firearm.
CJ G220	cSLO 3	Analyze and discuss methods of detection, prevention and prosecution of financial crimes and apply this knowledge and awareness in a workplace or business environment.
CJ G220	cSLO 4	Define and analyze the legal and auditing environment surrounding the discipline of Forensic Accounting.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
CJ G107	cSLO 1	Fall 2016	19 students failed to complete the assignment resulting in a grade of zero, failing mastery. 20% 14 students had some success grasping the Learning Outcome with minor omissions. 15% 58 students achieved mastery of the Learning Outcome. 63%
CJ G107	cSLO 1	Spring 2017	12 students achieved Mastery, 26 students indicated Great Improvement, 12 students had Some Improvement, 1 student had Little Improvement and 1 student had No Improvement.
CJ G107	cSLO 1	Spring 2017	All, except one student surveyed, stated that they had improved in their ability to describe the accountability of drug use. One student said that they had no improvement in this area. Most gave examples where they were able to see real life examples outside of class of their decision making. Class has made good progress.
CJ G107	cSLO 2	Fall 2016	79 of the 91 students evaluated correctly answered four of the four questions asked on the exam related to the FST evaluation. 86% 8 of the 91 students evaluated correctly answered two or more of the four questions asked on the exam related to the FST evaluation. 8% 4 of the 91 students evaluated correctly answered none of the four questions asked on the exam related to the FST evaluation
CJ G107	cSLO 2	Spring 2017	46 of 52 students were successful with identifying successful steps during a Field Sobriety Test 51 of 52 students indicated a measured success of 3 or better on the grading rubric.
CJ G107	cSLO 3	Spring 2018	13 students mastered SLO 3. 36 students showed "above average success" of SLO 3. 14 students showed "average knowledge" SLO 3. There were 0 students that did not have knowledge of SLO 3. 77% of students showed above average knowledge of SLO 3. This course is listed under Health and Criminal Justice.
CJ G107	cSLO 4	Fall 2015	About 1/3 of the students did not complete the assignment (26) or effectively failed the assignment (1 – due to a lack of citations for much of the included information). Most of those that did not complete the assignment have not completed many other assignments as well.
CJ G107	cSLO 4	Spring 2016	About 1/3 of the students did not complete the assignment (24). Thirteen students did not earn full credit simply because they did not complete all of the postings, however, the content was sufficient to cover the SLO in question. Most of those that did not complete the assignment did not finish the course.
CJ G107	cSLO 4	Spring 2017	For this semester, 35/54 students successfully completed the assignment with a grade of 75% or higher. The 19 students who did not successfully complete the assignment also did not submit an assignment. I believe I have done as much as

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			I can to motivate the students to turn in a written assignment within the last 1/3 of the semester, but it is possible that I could make the written assignments worth more points so that the students are forced to complete them if they want to pass the course.
CJ G107	cSLO 5	Spring 2017	All students completing the survey self-assessed at or above the "Some Improvement" level. Most students were at "Great - Mastery" improvement. Their self-assessment includes work completed in and out of class along with self reflection. Results indicate that the mode of instruction is working side by side with the SLO's for this course.
CJ G107	cSLO 5	Spring 2017	96% of the students accessed indicate that they had great improvement in this SLO or had Mastered the skill. This was also backed up by data from the Final exam where 80% of the entire class {83 students) answered 4 questions related to this SLO correctly.
CJ G107	cSLO 5	Spring 2017	The successful students embraced the process of learning the 5 Schedules of Government Drug Classification. The Five schedules are the foundations of the Criminal Justice Drug Enforcement Policy in the United States.
CJ G107	cSLO 5	Fall 2017	Students we successful in gaining knowledge of the DEA's 5 Schedules of Classification of Drugs. This information was used to analyze and interpret drug control policy. The successful student is also able to use this information to understand addiction and rehabilitation.
CJ G110	cSLO 1	Fall 2016	Incomplete assessment - ORPIE
CJ G110	cSLO 1	Spring 2018	9 Students (15%) achieved Mastery SLO 1. 40 Students (70%) achieved an above average score and mastered most skills, with minor errors/omissions of SLO 1. 7 Students (12%) had difficulty with mastery of advanced topics and no problems with grasping simple concepts of SLO1. 1 Students (1.7%) did not complete the entire assignment resulting in a failure to show competency in SLO . 49 Students (85.9%) achieved an above average success rate.
CJ G110	cSLO 2	Spring 2018	17 students established Mastery of this SLO. 33 students had great improvement in this SLO. 6 students had some improvement and 1 student felt they had no improvement. Overall, the class was successful in this Student Learning Outcome. The survey results and overall course work supported this.
CJ G110	cSLO 2	Spring 2018	17 students established Mastery of this SLO. 33 students had great improvement in this SLO. 6 students had some improvement and 1 student felt they had no improvement. Overall, the class was successful in this Student Learning Outcome. The survey results and overall course work supported this.
CJ G110	cSLO 3	Spring 2016	24 Students (57%) achieved Mastery SLO 3. 6 Students (14.2%) achieved an above average score and mastered most skills, with minor errors / omissions of SLO 3. 6 Students (14.2%) had difficulty with mastery of advanced topics and no problems with grasping simple concepts of SLO 3 6 Students (14.2%) did not complete the entire assignment resulting in a failure to show competency in SLO 3. 30 Students (71.4%) achieved an above average success rate (80% Grade).
CJ G110	cSLO 3	Spring 2016	24 Students (57%) achieved Mastery SLO 3. 6 Students (14.2%) achieved an above average score and mastered most skills, with minor errors / omissions of SLO 3. 6 Students (14.2%) had difficulty with mastery of advanced topics and no problems with grasping simple concepts of SLO 3 6 Students (14.2%) did not complete the entire assignment resulting in a failure to show competency in SLO 3. 30 Students (71.4%) achieved an above average success rate (80% Grade).
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			SLO 3. 6 Students (14.2%) had difficulty with mastery of advanced topics and no problems with grasping simple concepts of SLO 3 6 Students (14.2%) did not complete the entire assignment resulting in a failure to show competency in SLO 3. 30 Students (71.4%) achieved an above average success rate (80% Grade).
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CJ G110	cSLO 4	Spring 2018	13 students Mastered this SLO.35 students reported Great Improvement in this SLO.8 students reported some improvement and 1 student said they had no understanding.
CJ G123	cSLO 1	Spring 2017	The essay question went beyond the stated SLO, and nine of the eleven students demonstrated no major errors in the concepts presented. Most of those students exhibited understanding beyond the SLO and included some original examples of behavior that would cause juveniles to fall into one category or the other. The remaining two student partially understood the concepts, But were unable to express themselves well (not limited to this question).
CJ G128	cSLO 1	Spring 2017	Good results from students working collaboratively to solve ten problems related to this SLO with instructor facilitation and review.
CJ G128	cSLO 2	Spring 2017	Good results from collaborative work among students on 15 problems with instructor facilitation and review during class.
CJ G128	cSLO 3	Spring 2018	Activities during a sentencing and post conviction lecture with respect to probation issues affecting adults and juveniles.About half the students were able to achieve the desired outcome of 100% participation and awareness of the differences.Then, with my engaging follow up and conversation with each group, and then with the entire class, every student was able to personally vocalize the issue to my satisfaction and stimulate even more discussion with other students on related issues.
CJ G128	cSLO 4	Spring 2017	Good results from students working collaboratively to solve six problems related to this SLO with instructor facilitation and review.
CJ G128	cSLO 4	Spring 2018	4 of the 13 students were unable to adequately discuss the legal issues as they related to the SLO.Overall a 70% success rate.
CJ G128	cSLO 5	Fall 2016	The Hearsay Rule question results were quite good, with twelve of the 16 students demonstrating good understanding of the rule and its limitations (scoring 4.5 or greater). I typically expect more from students in the way of application, and grade accordingly. Even those students who scored pretty low had a fair idea of the definition of the hearsay and how it worked in court. Poor scores on this question were not unique for the last two students. The Exclusionary Rule question results were similar, but with about ten percent more students demonstrating good understanding of this rule (scoring four points or higher). The bottom three students demonstrated very little (or no) understanding of the rule. Unlike the Hearsay question, this question required critical thinking skills to even identify which legal concept was being tested. That difference made this question harder, especially for the lower tier students (who dropped the course), even though they are all told analysis of fact patterns would be required on the tests.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
CJ G128	cSLO 6	Spring 2017	Perfect results on this SLO with students working collaboratively with each other to solve two issues in class with instructor facilitation and review.
CJ G137	cSLO 1	Fall 2017	43 of the 57 students scored sufficient points to demonstrate excellent understanding of this SLO. Another eight demonstrated good understanding. 6 showed little to no understanding. We had very good results for the SLO.
CJ G137	cSLO 10	Spring 2017	23 have mastered the SLO.5 are above average, while the last 4 are average.
CJ G137	cSLO 5	Spring 2017	Fifty six of the 56 students scored sufficient points to demonstrate excellent understanding of this SLO. Another 9 demonstrated good understanding. We had very good results for this SLO.
CJ G140	cSLO 1	Spring 2017	Assessment related to the corrections component of the CJ system for this SLO.76% of students answered correctly the series of questions.This assessment blended the results from one online section and two traditional classes.The online did better overall.The traditional sections had problems with probation functions and the online did not.Maybe it was how I asked the questions.
CJ G140	cSLO 1	Spring 2018	Good results (62/71 = 87%) on homework essay assignment evaluating sentencing concepts and law enforcement and probation as it has evolved historically and up to modern day.Strong essay summaries of material covered in class to reinforce the concepts.
CJ G140	cSLO 4	Fall 2016	All students were able to effectively distinguish statistical methods and theories.I gave opportunity for students who were not successful on first attempt to revise and resubmit work based on my individual feedback to them.I did not keep records of how many students were successful on first attempt, but all were successful with this method.
CJ G140	cSLO 5	Fall 2016	27 of 29 students correctly identified the pertinent multicultural issues.This is excellent and sets the stage for the rest of the course with the comprehension of this perspective.
CJ G140	cSLO 6	Fall 2016	24/28 students demonstrated knowledge through an essay response of the difference in adult and juvenile adjudication processes.This is an acceptable level.
CJ G140	cSLO 6	Fall 2016	Short answer essay response.25 students responded.18 answered correctly (72%).5 answered partially correct (20%) and 2 answered incorrectly (8%).This was a stand-alone SLO assessment not part of a quiz or exam so I could see the level of retention of material from a lecture the previous week (and not because they studied the topic for a quiz).The results were satisfactory.
CJ G140	cSLO 7	Fall 2016	14 of 22 students successfully used APA format in their research paper.This course requires the APA paper, and has an "advisory" of English 100, but many students ignore the advisory.I provide them resources for writing papers including an example of a properly formatted APA paper and the success rate is still low.
CJ G141	cSLO 1	Fall 2016	Class discussion worked perfectly for this SLO.This method ensured 100% student participation in the discussion of the goals and characteristics and foundations concepts of criminal law.
CJ G141	cSLO 2	Fall 2016	Class discussion worked perfectly for this SLO.This method ensured 100% student participation in the discussion of the evolution of criminal law, including the judiciary.
CJ G141	cSLO 2	Spring 2017	This SLO is a main theme of the course.Students should have been well prepared to respond to this essay prompt when I assessed this SLO on the last day of the course through an essay given before the final exam.Open book format for the response.Only 3 of the 22 students were not able to satisfactorily demonstrate an understanding of this SLO (one of these students had language

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			issues - English language learner).Success rate was 19/22 = 86%.Good to see this as a confirmation of a basic theme of the course.
CJ G141	cSLO 3	Fall 2016	All students demonstrated the SLO from a personal reflection perspective and that was my intention (affective learning).This was a small class section, but the results would have been similar in a large class based on the nature of the assessment.It was not for comprehension but for internalization of the concepts and practical application of the material as a teaching tool.This was a formative assessment with the feedback I provided to the students personally and to the class as a whole.
CJ G141	cSLO 4	Fall 2016	20/25 students successfully answered the essay questions.This assessment was on the topic of crimes against persons (sex crimes). Strong result on difficult questions.This is an acceptable result.I allowed students to submit revised essays after my feedback to them on their first attempt.This 20/25 result includes some students submitting their work twice. I did not keep statistics on how many were successful on their first attempt.This assessment method was a "formative" assessment that enhanced student learning.
CJ G141	cSLO 5	Fall 2016	All students participated in the learning activity and provided individual and group input. This activity occurred at the midpoint of the semester at the start of the topic of homicide.Students had participated in this type of classroom activity several times up to this point of the semester and were familiar with the instructional methodology.
CJ G141	cSLO 6	Spring 2016	Data from two different sections.Section 1 had 72% success rate (acceptable), and Section 2 had 48% success rate (not acceptable).Something happened in Section 2 that created an ineffective learning environment (possibly covering the material too quickly).Time constraints caused for limited time on this subject matter lecture during Section 2.
CJ G141	cSLO 6	Spring 2018	6 students "mastered the skill, 20 showed "great improvement, while only 4 showed some improvement.Results were very good this semester, smart class!
CJ G141	cSLO 6	Spring 2018	6 students mastered the skill.20 students showed great improvement and 4 students showed some improvement.Very good results this semester.
CJ G141	cSLO 7	Fall 2016	Three questions on the issues of capacity and culpability to commit a crime were assessed on a midterm examination.29 students were assessed with three questions each and the results were combined.85% of the responses were successful in identifying the issues.This is an acceptable result.
CJ G141	cSLO 8	Fall 2016	Full participation and success by each student that submitted this written essay assignment.This type of assessment reinforces the classroom lecture and allows the student to further reflect on their role as a member of society as it applies to the course material.This is an affective learning formative assessment based on my interaction and feedback with the students in the classroom and my individual feedback to them privately based on their reflection essays.
CJ G141	cSLO 8	Spring 2018	Great results and quality of personal reflection written after our class discussion on the issues.Students demonstrated competency and 29 of 30 were successful.
CJ G141	cSLO 9	Spring 2017	Six of the 14 students scored sufficient points to demonstrate good understanding of t his SLO. Another six demonstrated some understanding, and the last two demonstrated very little or no understanding of t he principles. The results on t his question were not what I had wished. This question concerning defenses was perhaps not as well written as it could have been, although several students' answers were very good. Poor scores
CJ G220	cSLO 1	Fall 2015	As noted in Step 3, I am somewhat concerned as to these results.Further analysis indicates that 11 students earned an F for the course.In the prior semester, there was a high level of interest in the course discussions (the

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			assignments) which was lacking this semester, though the assignments hadn't changed.
CJ G220	cSLO 2	Fall 2016	Regardless of the perceived success with this SLO, each semester, I strive to update the course and make it relevant with current events. I will continue to do so.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
CJ G107	cSLO 1	Fall 2016	Continue to develop activities in class that can be used during the information gathering process for the Intervention paper.
CJ G107	cSLO 1	Spring 2017	Planning for this SLO was not included - ORPIE
CJ G107	cSLO 1	Spring 2017	Planning for this SLO was not included - ORPIE
CJ G107	cSLO 2	Fall 2016	We achieved good results for this class and the established Student Learning Outcomes. No further action appears to be required at this time.
CJ G107	cSLO 2	Spring 2017	We achieved good results for this class and the established Student Learning Outcomes. No further action appears to be required at this time.
CJ G107	cSLO 3	Spring 2018	We will continue the self-evaluation and questions on the exams. Possibly adding a simulated practicum with false symptoms of intoxication.
CJ G107	cSLO 4	Fall 2015	None needed. The assignment was completed successfully
CJ G107	cSLO 4	Spring 2016	None needed. The assignment was completed successfully by those students who finished out the course.
CJ G107	cSLO 4	Spring 2017	I believe this SLO is assessed adequately, and for those students who actually turn the assignment in, they are successful. This course is entirely online, and I believe this semester I did better to maintain communication with the students through weekly course emails and interaction, which led to a higher portion of the students even turning in the assignment compared with past semesters. The next step would be to make the assignment worth more points so that students are more motivated to turn it in later in the semester.
CJ G107	cSLO 5	Spring 2017	no action needed
CJ G107	cSLO 5	Spring 2017	This SLO is a big part of this course. In the next semester I plan to not only monitor this SLO but wi/I move on to" Describing the accountability of using drugs."
CJ G107	cSLO 5	Spring 2017	Moving forward it is important to weave the narrative that drugs are a very integrated part of our society and this is a subject that promotes tremendous critical thinking. Critical discussion will be based on the regulation of certain drugs and legality of other "controlled substances".
CJ G107	cSLO 5	Fall 2017	Moving forward it is important to weave the narrative that drugs are a very integrated part of our society and this is a subject that promotes tremendous critical thinking. Critical discussion will be based on the regulation of certain drugs and legality of other "controlled substances".
CJ G110	cSLO 1	Fall 2016	Incomplete assessment - ORPIE
CJ G110	cSLO 1	Spring 2018	The students that failed to master many of the components of SLO 1 either failed to answer questions correctly or did not complete the self-survey. This class achieved a high degree of competency for SLO 1. No further changes are needed at this time.
CJ G110	cSLO 2	Spring 2018	Adjust course to include different forms of adult learning theory.
CJ G110	cSLO 2	Spring 2018	The students felt that instructional methods and content assisted them in the understanding of this SLO. No changes at this time
CJ G110	cSLO 3	Spring 2016	Complete more group activity assignments.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
CJ G110	cSLO 3	Spring 2016	The students that failed to master many of the components of SLO 3 did not turn in a final report. This class achieved a high degree of competency for SLO 3. No further changes are needed at this time.
CJ G110	cSLO 3	Spring 2016	Compare this data to prior semester.
CJ G110	cSLO 3	Spring 2016	The students that failed to master many of the components of SLO 3 did not turn in a final report. This class achieved a high degree of competency for SLO 3. No further changes are needed at this time.
CJ G110	cSLO 4	Spring 2018	Continue to work toward Mastery by adding skills demonstration in a tactile manner during the semester.
CJ G123	cSLO 1	Spring 2017	A Deputy District Attorney spoke to the class this semester and thoroughly discussed delinquents. A police detective also spoke to the class concerning both dependents and delinquents, in addition to the text, lectures and media presentations. Additionally, we result of assessment and discussed these distinctions at the initial class meeting and in a number of subsequent classes, as the topic became relevant to other chapter's subject s. This seems to have been an effective strategy.
CJ G128	cSLO 1	Spring 2017	Continue with same assessment and teaching method.
CJ G128	cSLO 2	Spring 2017	Continue with same assessment and teaching method.
CJ G128	cSLO 3	Spring 2018	Maintain this effective teaching method. Gets everyone involved and engaged in the lecture, and promotes further learning. Future assessments may include formal assessment such as homework assignments, or exams.
CJ G128	cSLO 4	Spring 2017	Continue with same assessment and teaching method.
CJ G128	cSLO 4	Spring 2018	Need to review the assignment in class after the homework is done from the workbook to ensure understanding of the material.
CJ G128	cSLO 5	Fall 2016	Compare with other semester assessment results.
CJ G128	cSLO 6	Spring 2017	Continue with same assessment and teaching method.
CJ G137	cSLO 1	Fall 2017	It seems we need more focus on this. It is a diverse topic that covers many sociological areas. We have discussed was to create tactile activities to allow students to get more "hands on". The new scenario lab at the new CJTC will assist in this.
CJ G137	cSLO 10	Spring 2017	Missing step 5
CJ G137	cSLO 5	Spring 2017	We will continue to implement additional topics in the area of Community Oriented Policing as the need arises. Further, we are also addressing issues of Fair and Impartial Policing. To support growth and learning on this SLO.
CJ G140	cSLO 1	Spring 2017	I will ask an essay response on a future exam to better assess understanding instead of multiple choice to determine student learning.
CJ G140	cSLO 1	Spring 2018	These results demonstrate to me I used effective teaching methods to ensure student learning. I will assess another SLO next semester.
CJ G140	cSLO 4	Fall 2016	This was an effective, formative assessment to complement class lecture and demonstration, including a video on the topic. I assessed this SLO a couple years ago through an exam question but this method is more effective as an instructional tool rather than as a summative assessment of learning.
CJ G140	cSLO 5	Fall 2016	Continue to assess the comprehension of this SLO throughout the course.
CJ G140	cSLO 6	Fall 2016	Students achieved an acceptable rate, and I will now move on to another SLO to assess.
CJ G140	cSLO 6	Fall 2016	My previous action plan for this SLO was to move to another SLO, but I wanted to revisit this one with a different type of assessment. This assessment focused on long-term retention rather than short-term retention for assignments/exams. It worked well with a good success rate. I plan to use this similar technique in future classes to assess the impact of long-term student learning and retention of material rather than memorization of material.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
CJ G140	cSLO 7	Fall 2016	Give more attention to the English 100 advisory, and the course SLO, at the beginning of the course.
CJ G141	cSLO 1	Fall 2016	I will continue to use this assessment method for this SLO. This is an introductory lesson that serves as the foundation for the rest of the course. The success rate is impressive, but also necessary each time the course is presented.
CJ G141	cSLO 2	Fall 2016	I will continue to use this assessment method for this SLO. This is one of several introductory lessons that serve as the foundation for the rest of the course. The success rate is impressive, but also necessary each time the course is presented.
CJ G141	cSLO 2	Spring 2017	No further action needed - move on to another SLO.
CJ G141	cSLO 3	Fall 2016	This assessment method is necessary for general teaching purposes, and creates a bond for the students with the material and with the instructor that will lead to greater interest in the other parts of the course. I will continue to use this method as needed.
CJ G141	cSLO 4	Fall 2016	I will continue to use this method on other areas of the course. Formative assessment works well.
CJ G141	cSLO 5	Fall 2016	This was specifically on the issue of homicide. Students evaluated 20 scenarios and had to rank their severity as to classification of homicide, and further classification as to specific types (e.g., first-second degree murder, voluntary-involuntary-vehicular manslaughter, excusable-justifiable homicide). I will continue to use this effective method for various other types of crimes in addition to this one involving homicide.
CJ G141	cSLO 6	Spring 2016	This appears to be a one-time issue with one concept in the course based on my time management as an instructor. I will be more aware of the impact of time constraints in future courses.
CJ G141	cSLO 6	Spring 2018	Continue to monitor acceptable success on this SLO.
CJ G141	cSLO 6	Spring 2018	Continue to monitor progress.
CJ G141	cSLO 7	Fall 2016	No action necessary since this was an acceptable result. This was a formative and summative assessment. My feedback was given to them immediately on a review of exam in class after they took the exam to reinforce the course concepts.
CJ G141	cSLO 8	Fall 2016	This is an effective assessment to enhance life-long student learning, and current interest and participation in the course. I will continue this assessment as part of this course, as well as with other topics.
CJ G141	cSLO 8	Spring 2018	This is an effective assessment to enhance life-long student learning, and current personal interest and context for student participation and relevance to them in the course. I will continue using this assessment method as part of this course, and also apply it to other topics in the course.
CJ G141	cSLO 9	Spring 2017	Defenses are covered during the first half of the semester, so perhaps this question would have been better placed on the midterm. Additional emphasis could be placed on these concepts, especially during review sessions. Additionally, the question can be better written in the future.
CJ G220	cSLO 1	Fall 2015	To increase the students' attention to that aspect of the course next semester, I will be updating most of the assignments and all of the exams so that they are even better aimed at the intended integration of Forensic Accounting with the business world.
CJ G220	cSLO 2	Fall 2016	To address the high student interest in special materials, assignments will continue to be updated to take into account current events in the field and solicit analysis from the students.