**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2015**

**Department:** 0730 – Criminal Justice

Year of Last Program Review: FY 2008-2009

Year of Next Program Review: FY 2015-2016

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

The trends, which may continue is an inconsistent completion rate with an increase in the rate of 98 FY 12-13 to 163 in FY13-14 rate. The external factors are the multiple short-term certificates being earned by the students in Advanced Job Training at the five Ohio Department of Rehabilitation and Correction Institutions. As the college service lines seem to blur because of recent changes in Ohio legislation, the department could possibly increase the number of institutions served. The types of short-term certificates would be created based on the needs of the demographics and employment in the counties served by the institution. The short-term certificates and other documentation of training at the various institutions may result in greater employment opportunities for offenders returning to their communities. Employment opportunities are determined by the variety of work in each of the 88 counties as well as the economic health of any given county.

Correction officer entry-level educational requirement is a GED/high school diploma. As the labor contract for correctional employees of the DRC contains release time and tuition reimbursement to continue education, market the certificates and degree programs for DRC employees seeking advancement within the Department. The department provided a list in order of the CJS courses that should be converted for online delivery.

Other external factors that may account for the variations are student life issues. Students express concerns about finances, family obligations, and employment. To address these concerns CJS provides outside the classroom learning experiences by using all components of ANGEL such as discussion forum, announcements, and communications as well as telephonic communications. In addition, to improve retention and completion students are encouraged to be on MAP, and if off MAP to see their academic advisor immediately to receive an updated MAP.

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

Overall success rates, in the Criminal Justice courses, indicates inconsistent completion and success rates FY 11-12 through FY 13-14. The less than sixty percent in the introduction course may be that some students may not have the reading, writing, or computer skills to succeed in a basic survey course. A reason for the steady success rates in the other criminal justice courses may be a result of the utilization of course enhancements provided through ANGEL.

Three examples document the improvement of scores in CJS 1104 “Evidence and Procedures” the increase in CJS 1105 “Criminal Law”, and the enhanced skills demonstrated in CJS 1165 “Corrections”. Case documents are provided to the students to illustrate the content of the law. The instructor uses problem based lesson plans by providing a criminal incident, which the student must explain from incident to incarceration or punishment. The realistic assignment of developing an institution from blue prints to operations seems to have enabled the students to apply theory into practice by creating the next generation of correctional institutions in CJS 1165 “Corrections”.

The improvement in CJS 2130 is that this upper level course as well is a timely topic of “Terrorism”. The current events make this course timely and interesting as the student can evaluate the effectiveness of the current responses to terrorism as well as gain a greater understanding of the importance of intelligence gathering. In the terrorism course, the students complete an extensive research project and presentation on a real terrorism incident.

CJS 2145 is also a problem based learning class. The students use either personal life experiences or case facts from local and national court cases to demonstrate the mastery in the upper level course of evaluating the needs of a client and planning to meet the needs of a client. In CJS 2145, theory is put into practice. The application of theory seems to aid the student in having greater understanding as well as retention of the content.

CJS 2295 CJS Seminar/Capstone has a 94% success rate and completion. In this course, the students work collaboratively on a community service project, a PowerPoint presentation, a Poster Board Session, and the development of their educational/professional portfolio. The collaborative nature and the diversity of the assignments enables individuals to enhance their skills in areas needing improvement and demonstrate mastery of their general education skills. Success rates for CJS 2295 and CJS 1110 may be the result of capped classes of 20 students.

The last areas are that of the Ohio Basic Peace Officers Training Academy CJS 2280 and 2281, as well as the Corrections Training Academy CJS 1197 with standardized states exam rates of 91 to 100% passing rates per the RAR data attached to this template. Sinclair Basic Academy has entry-level standards that must be met and the curriculum supports the knowledge and experience needed to demonstrate mastery of the learning outcomes as required by the Ohio Peace Officer Training Commission. It should be noted that due to the low enrollment of CJS 1181 “Private Security Training”; the department has deactivated the private security course. Training is not necessary to work security for local private security agencies. The minimal educational requirements are set at a GED or high school diploma.

The revision of the Criminal Justice Science curriculum to meet the 60-65 hours limitations will result in new articulation agreements with universities including but not limited to Ohio University, University of Dayton, University of Cincinnati, Miami University, and Franklin University. The majority of students transferring seem to select Ohio University as it enables the student to remain at the SCC campus and benefit from reduced tuition at the SCC campus and on line learning opportunities. SCC graduates attending Ohio University on the Dayton SCC campus and on line supports the State of Ohio’s initiative for community colleges to offer four-year degrees in disciplines with high employment demands and no local competition with an area university. Criminal Justice Science was not an area given consideration in the recent discussions of four-year programs.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

Efforts to provide the best Ohio Basic Peace Officer Training is documented in the passage completion rate of ninety-one percent to one-hundred percent. Students are pre-assessed for the physical training outcome required by the State. Students must be at fifteen percent of their age and gender requirements prior to admission to the academy. This has resulted in more students successfully completing the mandatory required nationally standardized criteria from Cooper Institute for the physical conditioning expected of law enforcement officers.

Minority students as well as female students remain low in the law enforcement program. This remains a national concern. Police Departments are encouraged to represent the demographics of their jurisdiction.

Professor Ross-Gray and Instructor Angela Fernandez are exceptional role models for minority students and female students. They provide mentoring to the minority students and female students. Each year it is common for Professor Ross-Gray to mentor minority students and female students. The students are engaged in Professor Ross-Gray’s campus activities, the classroom, as well as her extensive service in the community. These experiences include but are not limited to the Black Women’s Think Tank, and, she is the advisor to the students at Wright State and the University of Dayton for Zeta Phi Beta Sorority Chapters.

Professor Chambers met with Advisor Pauline McClain Jones to provide an understanding of the sequencing of the associate of applied science degrees, short-term certificates, and the associate of technical science degree. This work will be repeated, as Criminal Justice Science will join the ELCS Career Community for the upcoming academic year 15-16. Meetings with the advisors and CJS faculty will enable the delivery of consistent information to the students in an effort to assist the student in completing their programs and/or certificate in an efficient and effective manner.

Another factor that continues is that some entry-level positions for correction and law enforcement require only a high school diploma or GED. Students indicate their intention to complete their educational program upon hire with the DRC. The labor union agreement/contract for correctional personnel provides tuition reimbursement and release time if staffing of the institution permits without the risk to safety. Students “stop out” of SCC as being employed in a correctional institution results in financial security with overtime, permanent employment, and benefits. The immediate gratification of gainful employment seems to have greater appeal than the completion of a degree at the time of hire.

Short-term certificate and degree course requirements are often taught by tenured or tenure track faculty at the learning centers and correctional institutions. Distance learning enables through T lines the delivery of many courses as well as there is implementation of limited coursework through the LMS is provided at the Ohio Reformatory for Women as well as one of the male facilities. Many opportunities are provided for the student to complete certificates and programs without coming to the Dayton campus.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Develop and implement hybrid online training and academic classes | In progress  Completed  No longer applicable | CJS 2200 Human Relations, Mediation and Conflict Resolution, CJS 2295 Criminal Justice Seminar and now CJS 1101 Introduction are fully implemented as hybrid courses.  CJS 1101 Introduction is being converted for total on line instruction for spring term 2014.  CJS 1101 was fully on-line spring 2014, summer 2014, and spring 2015. |
| Develop and implement on-line distance learning opportunities in the Criminal Justice academic program, Criminal Justice Training Academy classes, and specific designated classes in the Advanced Job Training program | In progress X  Completed  No longer applicable | Fall 2013 ANGEL will be utilized at a limited number of institutions for the advanced job-training program. This learning experience will provide limited access to the world of learning using the internet.  After evaluating and assessing the success and retention rates of the  CJS 1101, the department will discuss and select additional courses to be developed for on-line presence.  The faculty provided a list of CJS courses to be presented for consideration for on line delivery including but not limited to CJS 1125 Policing and CJS 1105 Criminal Law. The status should indicate in progress. |
| Continue to pursue the concept of developing a Public Safety program that would infuse Criminal Justice with other program pathways, i.e., Fire Science, Emergency Medical Service, Mental Health, etc. | In progress  Completed  No longer applicable X | Discussions continue regarding the establishment of a Public Safety Program. Infusion of departments such as CJS, Fire Science and EMS would provide seamless training for students. Spring 2013 three female students successfully completed the first EMT course and passed their state's exam. One of the females begins her fire training in fall 2013. This student's goal is to be employed with Oakwood Public Safety.  The students participating in service learning involving the training of peace officers, firefighters, medical technicians and even local hospitals has increased student interest in possibly earning multiple degrees and/or certificates to better serve their communities.  The public safety department no longer seems applicable with the division of public safety departments into separate learning communities. Criminal Justice is joining the ELCS Career Community. This opportunity will provide exposure to sociology and social work as effective tools for law enforcement and correctional officers. |
| Develop and implement the Homeland Security short-term certificate as an on-line distance learning opportunity. | In progress X  Completed  No longer applicable | Discussions continue with OPOTC regarding DL and on line delivery of continuing education as well as required curriculum.  Homeland Security short-term certificate courses may be readily converted to on-line as the distinguished adjunct faculty teaches on line courses for another university. OPOTC does not support on line delivery of the OPOTA academy courses.  Given the current funding of Homeland Security by the Federal Government may limit the interest of students seeking the Homeland Security short-term certificate. TSA provides employment possibilities for certificate holders. |
| Continue to work with the Ohio Peace Officer Training Commission in meeting mandatory changes in the curriculum and training standards for students enrolled in the OPOTA programs | In progress  X  Completed  No longer applicable | To meet the ever-changing needs and threats, law enforcement, corrections, and security agencies require continuous education as well as new curriculum to address the new trends in the world.  Written communication continues to be a concern for many local criminal justice agencies, thus the criminal justice science courses have multiple activities and projects that require the enhancement of written and oral communication skills. These include providing information to other students in other courses regarding areas of interest and employment. The students are an excellent marketing tool to recruit their peers.  The SCC Basic Peace Officer Training Academy is poised to provide the new curriculum to address the recent concerns about the use of deadly force and other community needs/issues. Tom Roberts spoke to Professor Chambers on February 21, 2015 about education and training of current criminal justice professionals and future criminal justice employees. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department is encouraged to expand its understanding and use of assessment to document and improve student-learning outcomes. In-service for faculty as well as consultation through Learning Liaisons may prove useful in this endeavor. Particular attention to assessing student mastery of general education outcomes as well as overall learning outcomes for each program is recommended. By the time of its next review, the department should have established and documented cycles of review and improvement as part of its assessment work. | In progress X  Completed  No longer applicable | The general education outcomes and course specific outcomes detailed in the master syllabi will also be documented in course documents such as exams, lesson plans and assignments. These outcomes will also be addressed in the rubric for various assignments in many criminal justice courses.  Implementation of a new pre and post test for the CJS 1110 Interrogation, Documentation and Testimony will occur Fall 2013. The pretest is more comprehensive regarding basic written communication competencies/skills.  CJS 1110 Interrogation, Documentation, and Testimony continues to utilize the pre-test and post-test assessment of student learning. The results of the pre-test enables the faculty to emphasize areas of concern or need.  The posttest scores indicate retention of information at least for the term. Concerns about report writing are still expressed by the Basic Peace Officer Training Academy Advisory Committee and discussed in the monthly Chiefs’ meeting. Because of the continuous request for better writing by law enforcement officers and correction officers, Professor Betty Wallace and Professor Kierstin Goeller provide additional report writing instruction in the Basic Peace Officer Training Academy.  Courses CJS 1102, 1105, and 2111 are also writing intensive courses when facilitated by Professor Patzer. |
| To complement and expand its assessment work, the department will need to continue to develop data to inform its work. Although the annual data set contains a great deal of relevant information, the diverse components of the department as well as the nature of the fields served by the department necessitate additional data collection. The department is encouraged to continue the good work already begun with RAR on this endeavor. | In progress X  Completed  No longer applicable | As stated previously, the mastery of general education outcomes is in need of continuous improvement. When employers contact faculty as professional references, employers are concerned about written communications, oral communications, civility, and critical thinking skills.  Tenured, tenure track, and adjunct faculty continually attend courses provided by the CTL to enhance and improve their formative and summative assessment skills. In department meetings, data will drive the changes to curriculum and programs offered. |
| In order to move into online teaching and learning effectively, the department is encouraged to begin immediately to engage its faculty in using online course enhancements in its face-to-face courses. This initial groundwork will improve the readiness of the faculty to develop and deliver online classes. | In progress X  Completed  No longer applicable | All faculty adjunct and tenure track utilize the learning management tool/system to provide additional information and resources for traditional students. The faculty uses the multiple features such as the calendar, announcements, communication, discussion forum as well as enhances these components with media rich resources such as YouTube.  The faculty have participated in the introduction to eLearn. Faculty are encouraged to complete the online course during the spring break if teaching summer courses. Professor Patzer attended the Learn the Clean-Up Process and Tasks. Professor Chambers is attending the afternoon eLearn training on February 27, 2015. Ellis Willis and Thomas McAllister are completing eLearn on-line. |
| Ensure that the department makes maximum use of its advisory board and that the board meets often enough to remain closely connected to the department’s programs. | In progress X  Completed  No longer applicable | The training academies utilize an advisory board. This board meets twice a year, fall term and spring term. The department receives monthly information, input and insight by the attendance of the local police chiefs' meetings held monthly at Sinclair Community College in the David Ponitz Center.  The delay in forming an academic advisory board is a result of the retirements of many criminal justice directors and staff that were hired in the 70s because of the increased federal funding to fight crime and drugs.  The invitation letter and names of individuals from local law enforcement and corrections agencies were listed as well as the incorporation of Advanced Job Training personnel. Currently the Advisory Committee serving the Sinclair Basic Peace Officer Academies provide guidance for the academic courses. |
| In an effort to support the goals of area agencies to employ a diverse workforce, the department is encouraged to expand its efforts to attract and retain a diverse student population. | In progress X  Completed  No longer applicable | Professor Ross-Gray, tenured faculty at SCC and leader in many national and local organizations including but not limited to Zeta Phi Beta and the National Association of Blacks in Criminal Justice. Professor Ross-Gray continues to chair the Black Women’s Think Tank. She is the advisor to the students at Wright State and the University of Dayton for Zeta Phi Beta Sorority chapters. She is an exemplary role model for the female students and minority students.  With the hiring of Grow Your Own Instructor Angela Fernandez, the department is actively attracting and re-training diverse student population along with the efforts of Professor Ross-Gray. |
| Explore options for expansion of degree, certificate and continuing education offerings in Warren County. | In progress X  Completed  No longer applicable | Besides the hiring of adjunct faculty, the faculty and staff have an extensive network from various law enforcement, courts and corrections facilities in Warren County.  Tenure-track faculty should consider teaching at the various learning sites as well as with the purchase and implementation of DL by high definition telecast may possibly increase the exposure of the students and possible students to all faculty. |
| The private security training has long had low enrollment. Determine how to increase enrollment or consider eliminating the program. | In progress  Completed  No longer applicable X | As more and more government, agencies implement the use of private security agencies and officers to offset the costs of providing security at the courts, jails, and other government functions. Private security provides a cost savings versus the cost of correctional and sworn law enforcement personnel.  The Private Security training has been deactivated and is not being offered. Private security agencies do not require the training and require a GED or high school diploma for entry-level employment. |

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| Please respond to the following items regarding external program accreditation. N/A | |
| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: \_\_\_\_\_\_\_\_\_\_\_\_\_  **OR**  Programs in this department do not have external accreditation |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** |  |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if applicable)** |  |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5-year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING**
* **INFORMATION LITERACY**
* **COMPUTER LITERACY**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency?  (Please provide brief summary data)  **NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | | All programs | **2014-2015** | CJS 2295 | The students must prepare a video demonstrating enhanced interviewing skill, create a PowerPoint and develop a Poster Session of a research project. The students work as a team. The students also complete a Community Service Learning Project. The students submit a final portfolio of their educational accomplishments. The student work is evaluated and assessed by a committee of current and retired criminal justice professionals. The evaluators are provided a rubric on which to assess the students work for each course requirement. This course has a 94% success rate. The students select a timely topic involving criminal justice and address needs by evaluating crime statistics and recidivism rates to assess current programs or create possible programs to address a community’s needs. |
| Information Literacy | | All programs | **2014-2015** | CJS 2295 | The analysis for their research includes crime statistics and recidivism as it pertains to the students’ areas of interest. Students are aware that the works cited must be peer reviewed and provide the data from scholarly research. |
| Computer Literacy | | All programs | **2014-2015** | CJS 2295 | The PowerPoint speaks to one aspect of computer literacy. The students must produce word documents as well as utilize email to communicate with team members. Posters have included tables and excel spreadsheets created by the students to illustrate their findings. |
| Values/Citizenship/Community | | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | | All programs | **N/A** | ENG 1101 |  |
| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | | **OPTIONAL FOR FY 2014-15 No changes except the examples and events to illustrate the course content and the utilization of current world events in Criminal Justice.**  Criminal Justice courses are writing intensive. The writing intensive assignments will remain because of agency directors and police chiefs expressed concerns about the writing skills of new hires. The students are given the opportunity to use all stages of the writing process including the revision of their work until the document is without error. This is essential, as the employee is the only one able to revise a report. Supervisors may not modify reports.  Criminal Justice courses will also remain problem based learning using scenarios or real cases for the student to address from incident through corrections. Using real issues provides the opportunity for the students to resolve cases in the safety of the classroom. There will only be changes in the activity-based lessons, which are based on current events and current technology in the criminal justice profession. The Constitution and laws are dynamic and continually change. The changes to lesson plans will then be the examples utilized in class activities given current events in Criminal Justice. | | | |
| How will you determine whether those changes had an impact? | | **OPTIONAL FOR FY 2014-15**  Regarding the written communication skills, agency directors and police chiefs keep the department chairperson and the academy command staff informed of their needs. This exchange of information of needs or concerns will continue.  Externally, the chiefs and administrators in criminal justice agencies will indicate an improvement.  Internally, meaning in the classroom, faculty and students will realize a decrease in errors in the stages of their writing. The goal is that the final submission of an assignment will be without error. Students will be given opportunities to revise their assignments to improve their written communication skills. This should result in improved scores on either rubrics or the criteria guidelines for assignments. The results may not be an improved letter grade but possible points earned may increase by 3-5 points based on the final submitted assignment/document. | | | |

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Communicate and interview effectively both verbally and nonverbally with clients and the public. | SCC 1101,  CJS 1110,  CJS 2111,  CJS 2205,  CJS 2200,  CJS 2145,  SPA 1161,  CJS 1165,  CJS 2295,  ENG 1101,  ENG 1102,  COM 2206,  COM 2211,  BIS 1120,  HUM XXXX |  | CJS 1110, CJS 1145 and CJS 1165 Assessment methods are diverse as the three components are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | The students will continue to improve critical thinking and oral communication skills for their courses and their professions.  The students were able to explain and discuss the congruence or incongruence of words and actions during interviews, mediation, and interrogations.  Peer and self-assessments are used so that students improve their own skills by analyzing student work. |
| Observe behavior, listen to recitation of clients, record salient information in simple and accurate description form, and provide testimony and documentation of the same. | CJS1110,  CJS 2111,  CJS 2200,  CJS 2205,  CJS 2145,  CJS 1165,  PSY 1101,  SOC 1101,  CJS 2295 |  | CJS 1110, 2205, and 1165 Assessment methods are diverse as the three components are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | With the implementation of the media rich courtroom classroom, students will be able to investigate an incident from occurrence, investigation, court process, and correctional process. The students will be provided a rubric/checklist of responsibilities or actions for each component. This will also enable collaborative learning between the law, paralegal, and criminal justice students as mock incidents are utilized as teaching tools. |
| Identify the various agencies and their duties, located within the college service district. | CJS 1101,  CJS 1165,  CJS 2145,  CJS 2295 |  | Career research may begin in SCC 1101, becomes discipline specific in CJS 1101 and culminates with CJS 2295. | The students from the use of career coach in SCC 1101, to the scavenger hunt in CJS 1101 and the detailed research in the capstone/seminar encourages the changing needs of communities that are addressed by the three components of the criminal justice filed (law enforcement, courts, and corrections as well as the levels (federal, state, and local).  It should be noted that SCC 1101 is being eliminated in the degree programs to achieve meeting the credit hour restrictions implemented fall 2016. |
| Empathize with the client and understand the relationship of the law violator and the community. | PSY 1100,  SOC 1101,  CJS 1110,  CJS 1165,  CJS 2111,  CJS 2205,  COM 2206,  COM 2211,  CJS 2200,  CJS 2295,  BIO 1107 |  | CJS 1145, CJS 1165 and CJS 2200 provide scenarios, simulations, and real life issues for mediation and counseling. | Students learn accurately to assess a client’s issue. The students learn to be aware of the need to resolve concerns for the offender, victim, and community. The students will demonstrate the collaborative effort of the three components in balancing community safety and the needs of the offender. |
| Work effectively with the caseworker and other criminal justice professionals using various methods to diagnose and treat behavior. | MAT 1120,  MAT 1270,  CJS 1101 |  | CJS 1101 utilizes simulations and scenarios to expose the students to real or fictional cases. | Students have learned to involve all stakeholders from offender, victim, and community in working collaboratively with various components in the criminal justice system and throughout the process. Students interview criminal justice professionals, complete a shadowing of a law enforcement officer, corrections officer, and interview of an offender to observe the criminal justice process from incident to conclusion. |
| Explain the basic rights of the offender within the Ohio legal system. | CJS 1102,  CJS 1105,  CJS 1165,  CJS 2111,  CJS 1110,  CJS 2200,  CJS 2145,  CJS 2295,  CJS 2205 |  | CJS 1102 and CJS 1105 are law and case precedent instruction. To assess and evaluate student learning students are provided cases whereby they must apply all of the aspects of the law in a constitutionally correct manner from incident through corrections. | In class, activities involve students discussing case precedents and apply the legal concept to the facts as presented in the case.  Discussion should occur regarding the CJS 1102 textbook given the reading level of the criminal justice students. The current text is written in legalese and is confusing for students taking CJS 1102 their first term at SCC.  If the textbook is not the solution faculty may consider sequencing this course later in the student's educational journey such as the third or fourth semester and consider if the course should be renumbered to a 2000 level to indicate the difficulty and complexity of such an important course of knowing ones rights. |
| Explain the roles of corrections at the various levels of government and within the state as well as society. | CJS 1102,  CJS 1165,  CJS 1101,  CJS 2200,  CJS 2145,  CJS 2295 |  | CJS 1145, 1165 and 2200 Again scenarios and simulations are used to demonstrate the various correctional programs as well as the various levels of agencies as well as the private sector. | Students take a scenario and describe the various types of correctional programs and the various levels as well as private corrections in addressing the offenders’ needs and the need for community safety. |
| Explain the legal process, the justice system, and its applications within the correctional, legal and law enforcement community. | CJS 1101,  CJS 1102,  CJS 1105,  CJS 1165,  CJS 2205,  CJS 2145 |  | All courses listed  Scenario and simulation based questions and scenarios are utilized in examinations. | Students are to demonstrate the basic incident, arrest, court, and corrections at the introduction level to identifying needs or issues of the community and or offenders in the seminar course. The students propose solutions for identified issues in the capstone course. Student work is evaluated using a written rubric provided in CJS 2295. |
| Identify the social and psychological factors affecting the offender and demonstrate alternative methods of handling personal and societal choices relating to future goals for the offender. | CJS 2145,  PSY 1100,  SOC 1101,  CJS 2295,  CJS 1101 |  | CJS 2145 and 2295  Assessment methods are diverse as the three components are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | Students improve their analytical skills as well as learn to suspend judgment and appreciate the diverse and complex solutions for addressing personal and societal issues. Using a scenario, case, or simulation students must identify factors as well as have a minimum of three methods for resolving a personal or societal issue. |
| Identify and demonstrate basic patrol operations. | SCC 1101,  ENS 1119,  COM 2206,  COM 2211,  CJS 1110,  CJS 2111,  SPA 1161 |  | CJS 1165, CJS 2280 and CJS 2281  Assessment methods are diverse as the three components are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | Students in the academy as well as in the introduction course must complete a ride along or interview law enforcement personnel. The alternative interview is provided as some criminal justice academic students have criminal records that prohibit a ride along project. Students observe the requirements of law enforcement in the performance of protecting and serving. |
| Identify evidentiary items at a reported crime scene and demonstrate proper techniques for processing and preserving evidence. | CJS 1102,  CJS 1104,  CJS 1105,  MAT 1120,  MAT 1270,  CJS 2209,  CJS 2205,  CJS 1110,  CJS 2111, |  | CJS 1102, CJS 1105, and CJS 1110 simulations and scenarios to expose the students to real or fictional cases. | The student demonstrates their knowledge by taking a case, scenario, or simulation from incident through the court process. Students must demonstrate the chain of custody as well as the preservation of evidence and the documentation of the crime. |
| Determine and assess situations requiring the use of physical force and methods necessary to complete peacekeeping functions. | ENG 1101,  ENG 1102,  ENS 1119,  SOC 1101,  PSY 1100,  CJS 2209,  CJS 1101,  CJS 2200,  CJS 2111,  CJS 2205,  CJS 1110 |  | CJS 2200 and CJS 1165  Assessment methods are diverse as the three components are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | In the academic courses, assessments are limited to explanation and examples versus the kinesthetic demonstration of skills in CJS2280 and CJS 2281. The students articulate in oral or written form the various responses and intensity of response based on the elements of the incident. |
| Explain the basis for probable cause and identify the elements of crime in applying the Ohio Revised Code to real criminal acts or crime-based scenarios. | CJS 1102,  CJS 1105,  CJS 2209,  CJS 1101,  CJS 2205 |  | CJS 1102, CJS 1105, 2205 Assessment methods are diverse as the law enforcement agencies are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | Students are able to explain and provide example of probable cause as the beginning of the arrest process to the beyond a reasonable doubt in the court process for a conviction Essay exams and multiple choice tests are scenario and real case based to assess student learning. |
| Assess and prioritize methods for measuring police productivity and community response. | BIS 1120,  CJS 2111,  MAT 1120,  MAT 1270,  CJS 1125,  CJS 2295 |  | CJS 1125, 2111 and 2295Assessment methods are diverse as the law enforcement agencies are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | Given the use of Google maps and real crime statistics from local agencies, students can assess the issue or issues of an area and then provide an explanation for increased or decreased police presence in an area. The students explore additional technology that allows the human personnel to address the immediate needs. |
| Examine the current trends or topics in law enforcement and based on current intelligence and information identify possible future trends in law enforcement. | SOC 1101,  PSY 1100,  HUM XXX,  BIO 1107,  CHE 1111,  PHY 1100,  CJS 2295 |  | CJS 2295  Students conduct research as well as provide community service to be aware of the real issues in real time. They provide educational information sessions to inform of the issues and possible solutions in a CompStat style session. | Students must identify a current trend or issue involving the criminal justice system. Students demonstrate the timeline/history of the issue as well as speculate possible trends in an area. |

|  |  |
| --- | --- |
| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Changes are occurring as the faculty sequences the curriculum and reduces credit hours from 70-71 to 63-64 semester hours. CJS 2280 and 2281 will serve as a foundation of learning for an Associate’s of Technical Science Degree in Law Enforcement. |
| **How will you determine whether those changes had an impact?** | The effectiveness of the changes will be gathered from the Advisory Committee as well as from the monthly police chiefs’ meeting. |

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 | FY 13-14 |
| BPS | 0730 | Criminal Justice | CCBO.AAS | 15 | 26 | 5 | 3 | 3 | . | . |
| BPS | 0730 | Criminal Justice | CJCM.S.STC | . | . | . | . | . | 2 | 1 |
| BPS | 0730 | Criminal Justice | CJCO.AAS | . | 3 | 7 | 17 | 22 | 16 | 2 |
| BPS | 0730 | Criminal Justice | CJCO.S.AAS | . | . | . | . | . | 9 | 13 |
| BPS | 0730 | Criminal Justice | CJHS.S.STC | . | . | . | . | . | 2 | 2 |
| BPS | 0730 | Criminal Justice | CJHS.STC | . | . | . | . | 3 | 2 | . |
| BPS | 0730 | Criminal Justice | CJLE.AAS | . | 5 | 28 | 43 | 56 | 21 | 4 |
| BPS | 0730 | Criminal Justice | CJLE.S.AAS | . | . | . | . | . | 30 | 55 |
| BPS | 0730 | Criminal Justice | CJLES.S.STC | . | . | . | . | . | 5 | 68 |
| BPS | 0730 | Criminal Justice | CJLES.STC | . | 1 | 1 | . | 6 | 3 | . |
| BPS | 0730 | Criminal Justice | COR.S.STC | . | . | . | . | . | 5 | 18 |
| BPS | 0730 | Criminal Justice | COR.STC | . | . | . | 2 | 13 | 2 | . |
| BPS | 0730 | Criminal Justice | CORI.AAS | 4 | 6 | 1 | . | 1 | . | . |
| BPS | 0730 | Criminal Justice | IRSO.AAS | . | 1 | 1 | . | . | . | . |
| BPS | 0730 | Criminal Justice | POLO.AAS | 31 | 37 | 18 | 5 | 10 | 1 | . |

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** |  | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** | **FY 13-14** |
| 0730 | Criminal Justice | CJS-080 |  | . | 100.0% | . | . | . | . | . |
| 0730 | Criminal Justice | CJS-101 |  | 66.3% | 60.4% | 77.0% | 67.7% | 72.2% | . | . |
| 0730 | Criminal Justice | CJS-102 |  | 80.7% | 85.7% | 81.0% | 79.1% | 84.1% | 100.0% | . |
| 0730 | Criminal Justice | CJS-104 |  | 94.3% | 88.4% | 88.6% | 80.0% | 84.0% | . | . |
| 0730 | Criminal Justice | CJS-105 |  | 93.1% | 98.6% | 94.9% | 91.4% | 88.2% | 100.0% | . |
| 0730 | Criminal Justice | CJS-106 |  | . | 92.3% | 93.9% | 76.9% | 80.9% | 83.9% | . |
| 0730 | Criminal Justice | CJS-110 |  | 83.3% | 84.2% | 91.1% | 84.9% | 92.0% | 100.0% | . |
| 0730 | Criminal Justice | CJS-1101 |  | . | . | . | . | . | 55.9% | 59.0% |
| 0730 | Criminal Justice | CJS-1102 |  | . | . | . | . | . | 75.9% | 78.8% |
| 0730 | Criminal Justice | CJS-1104 |  | . | . | . | . | . | 81.4% | 89.1% |
| 0730 | Criminal Justice | CJS-1105 |  | . | . | . | . | . | 81.5% | 89.1% |
| 0730 | Criminal Justice | CJS-1106 |  | . | . | . | . | . | 77.9% | 80.8% |
| 0730 | Criminal Justice | CJS-111 |  | 88.5% | 84.3% | 86.9% | 87.4% | 90.9% | 100.0% | . |
| 0730 | Criminal Justice | CJS-1110 |  | . | . | . | . | . | 83.5% | 87.2% |
| 0730 | Criminal Justice | CJS-1125 |  | . | . | . | . | . | 81.4% | 84.6% |
| 0730 | Criminal Justice | CJS-1155 |  | . | . | . | . | . | 85.7% | 84.7% |
| 0730 | Criminal Justice | CJS-1165 |  | . | . | . | . | . | 71.4% | 93.3% |
| 0730 | Criminal Justice | CJS-125 |  | 80.8% | 83.0% | 87.0% | 84.5% | 88.3% | . | . |
| 0730 | Criminal Justice | CJS-130 |  | 100.0% | 87.9% | 94.1% | 78.3% | 76.9% | . | . |
| 0730 | Criminal Justice | CJS-140 |  | 85.3% | 88.2% | 77.1% | 89.9% | 84.6% | . | . |
| 0730 | Criminal Justice | CJS-145 |  | 100.0% | 95.7% | 87.2% | 72.1% | 85.7% | 83.3% | . |
| 0730 | Criminal Justice | CJS-155 |  | 91.7% | 92.0% | 80.0% | 84.2% | 90.0% | . | . |
| 0730 | Criminal Justice | CJS-165 |  | 85.2% | 90.2% | 76.6% | 81.4% | 97.3% | 50.0% | . |
| 0730 | Criminal Justice | CJS-170 |  | 78.6% | 93.1% | 86.4% | 62.9% | 91.3% | 100.0% | . |
| 0730 | Criminal Justice | CJS-200 |  | 73.9% | 81.7% | 86.2% | 79.3% | 80.2% | 85.7% | . |
| 0730 | Criminal Justice | CJS-205 |  | 77.8% | 82.6% | 83.1% | 91.7% | 94.9% | . | . |
| 0730 | Criminal Justice | CJS-209 |  | 82.1% | 74.6% | 86.4% | 88.8% | 87.8% | 95.0% | . |
| 0730 | Criminal Justice | CJS-210 |  | 93.0% | 75.8% | 82.8% | 73.9% | 89.8% | . | . |
| 0730 | Criminal Justice | CJS-2111 |  | . | . | . | . | . | 81.7% | 83.0% |
| 0730 | Criminal Justice | CJS-2130 |  | . | . | . | . | . | 73.8% | 95.8% |
| 0730 | Criminal Justice | CJS-2145 |  | . | . | . | . | . | 78.4% | 83.5% |
| 0730 | Criminal Justice | CJS-215 |  | 86.8% | 87.5% | 82.0% | 83.5% | 95.3% | . | . |
| 0730 | Criminal Justice | CJS-2200 |  | . | . | . | . | . | 84.8% | 83.2% |
| 0730 | Criminal Justice | CJS-2205 |  | . | . | . | . | . | 93.6% | 82.9% |
| 0730 | Criminal Justice | CJS-2209 |  | . | . | . | . | . | 86.9% | 89.4% |
| 0730 | Criminal Justice | CJS-226 |  | 94.1% | 84.8% | 88.9% | 80.6% | 87.5% | 100.0% | . |
| 0730 | Criminal Justice | CJS-2270 |  | . | . | . | . | . | 100.0% | 100.0% |
| 0730 | Criminal Justice | CJS-2295 |  | . | . | . | . | . | 93.6% | 94.4% |
| 0730 | Criminal Justice | CJS-2297 |  | . | . | . | . | . | . | 68.6% |
| 0730 | Criminal Justice | CJS-265 |  | . | 60.9% | 82.9% | 70.7% | 73.1% | 80.0% | . |
| 0730 | Criminal Justice | CJS-270 |  | 87.5% | 81.8% | 100.0% | 85.7% | 75.0% | 100.0% | . |
| 0730 | Criminal Justice | CJS-271 |  | 100.0% | 85.7% | . | . | . | . | . |
| 0730 | Criminal Justice | CJS-295 |  | 95.3% | 94.8% | 98.6% | 89.9% | 95.9% | 87.0% | . |
| 0730 | Criminal Justice | CJS-297 |  | 97.4% | 98.4% | 99.1% | 95.7% | 98.7% | . | . |
| 0730 | Criminal Justice | COR-102 |  | 80.0% | . | . | . | . | . | . |
| 0730 | Criminal Justice | COR-103 |  | 100.0% | . | . | . | . | . | . |
| 0730 | Criminal Justice | COR-104 |  | 100.0% | . | . | . | . | . | . |
| 0730 | Criminal Justice | COR-105 |  | 66.7% | . | . | . | . | . | . |
| 0730 | Criminal Justice | COR-190 |  | 100.0% | . | . | . | . | . | . |
| 0730 | Criminal Justice | COR-206 |  | 84.6% | . | . | . | . | . | . |
| 0730 | Criminal Justice | COR-270 |  | 100.0% | . | . | . | . | . | . |
| 0730 | Criminal Justice | COR-295 |  | 100.0% | . | . | . | . | . | . |
| 0730 | Criminal Justice | HRT-2297 |  | . | . | . | . | . | . | 71.9% |
| 0730 | Criminal Justice | LEP-101 |  | 90.0% | . | . | . | . | . | . |
| 0730 | Criminal Justice | LEP-115 |  | . | . | . | . | . | . | . |
| 0730 | Criminal Justice | LEP-190 |  | 97.1% | . | . | . | . | . | . |
| 0730 | Criminal Justice | LEP-225 |  | 50.0% | . | . | . | . | . | . |
| 0730 | Criminal Justice | LEP-280 |  | 97.1% | . | . | . | . | . | . |
| 0730 | Criminal Justice | LEP-295 |  | 100.0% | . | . | . | . | . | . |
| 0732 | Basic Police Academy | CJS-080 |  | . | . | 92.9% | 100.0% | . | . | . |
| 0732 | Basic Police Academy | CJS-1181 |  | . | . | . | . | . | 100.0% | 100.0% |
| 0732 | Basic Police Academy | CJS-1197 |  | . | . | . | . | . | . | 100.0% |
| 0732 | Basic Police Academy | CJS-197 |  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0732 | Basic Police Academy | CJS-2280 |  | . | . | . | . | . | 100.0% | 91.9% |
| 0732 | Basic Police Academy | CJS-2281 |  | . | . | . | . | . | 97.4% | 94.5% |
| 0732 | Basic Police Academy | CJS-280 |  | 100.0% | 100.0% | 98.9% | 98.8% | 97.4% | . | . |
| 0732 | Basic Police Academy | CJS-281 |  | 100.0% | 97.0% | 93.8% | 100.0% | 100.0% | . | . |