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# Criminal Justice Program Review

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Portland  
Community  
College

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March 4, 2011

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## **I. Introduction**

The Criminal Justice Program's focus is to educate students within the context of Portland Community College's mission and values. We want to provide education in an atmosphere that encourages the full realization of each individual's potential. Our effort is to offer students of all ages, races cultures, economic levels and previous educational experience opportunities for personal growth and attainment of their goals. Through effective teaching and supportive student services, the Criminal Justice Department prepares students for success as individuals, members of a democratic society, and citizens of a rapidly changing world.

The Criminal Justice Department shares in the institution's fundamental values which guide us in the accomplishment of the mission and goals. We value the dignity and worth of each individual, effective teaching, open and honest communication, teamwork and cooperation, an environment that encourages the expression of original ideas and creative solutions and effective and ethical use of public funds. Along with providing a criminal justice education, the department instructs and expects each student to be able to:

Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in the workplace, community and academic pursuits.

Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

Use and understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

Demonstrate and apply knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

This program review documents what steps the Criminal Justice Department has taken over the past five years to achieve the above goals and outcomes. This process is continuously evolving through examination and analysis. In support of helping students achieve core outcomes, each criminal justice course was mapped to each outcome as follows:

Mapping Level Indicators:

0 Not Applicable.

1 Limited demonstration or application of knowledge and skills.

2 Basic demonstration and application of knowledge and skills.

3 Demonstrated comprehension and is able to apply essential knowledge and skills.

4 Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

Core Outcomes:

1 Communication.

2 Community and Environmental Responsibility.

3 Critical Thinking and Problem Solving.

4 Cultural Awareness.

5 Professional Competence.

6 Self-Reflection.

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Course	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
CJA 100	Introduction to Professions in Criminal Justice	3	1	3	1	3	1
CJA 101	Cultural Diversity for Criminal Justice Professions	4	4	4	4	4	4
CJA 111	Introduction to Criminal Justice System – Police	2	4	3	4	4	2
CJA 112	Introduction to Criminal Justice System – Courts	4	4	3	4	4	4
CJA 113	Introduction to Criminal Justice System – Corrections	4	4	4	3	4	0
CJA 210	Arrest, Search and Seizure	4	4	4	1	4	1
CJA 211	Civil and Ethical Issues for Criminal Justice Practitioners	4	4	3	1	4	4
CJA 212	Criminal Law	4	4	4	4	4	4
CJA 213	Evidence	4	4	4	1	4	3

CJA 214 Criminal Investigation	4	4	4	1	4	2
CJA 215 Forensic Science & Criminalistics	4	4	4	1	4	3
CJA 217 Interviewing & Interrogation	4	1	1	0	3	0
CJA 218 Criminal Justice Perspectives of Violence & Aggression	4	4	4	3	2	3
CJA 222 Introduction to Juvenile Process	4	3	4	4	3	1
CJA 225 Criminal Justice and the United States Constitution	4	4	4	1	3	1
CJA 228 Theory & Structure of Organized Crime	4	3	3	4	3	0
CJA 243 Narcotics & Dangerous Drugs	4	4	3	3	3	3
CJA 260 Introduction to Correctional Institutions	4	4	3	4	3	1
CJA 261 Introduction to Probation and Parole	4	4	4	1	3	1
CJA 263 Introduction to Corrections Casework	4	0	1	3	4	3
CJA 264 Introduction to Management of Public Safety	4	4	4	1	3	1
CJA 280A Cooperative Education: Criminal Justice	4	4	4	4	4	4

### **A. Access**

Over the past five years, almost all 100 level criminal justice courses are available online. A couple of 200 level corrections courses are also offered through distance education. Basic criminal justice courses are now offered at all campuses. The extended offerings have helped to increase enrollment into the program.

### **B. Student Success**

One of the program goals is to keep courses “cutting edge” – that is to continuously survey industry needs and develop curriculum to fit the needs. Students are encouraged to consult with faculty regarding their careers. Typically we tell students to contact potential employers and consult with them as to what would make them the most marketable. Several criminal justice employers have told us that four years of criminal justice studies is

not that helpful for employment. We are now advising transfer students to consider another area of study for their last two years if considering transfer to a university.

### **C. Diversity**

Diversity is particularly important in criminal justice. We recognize that departments with diverse employees are strengths to both the agency and community it serves.

### **D. Continuous Improvement**

Criminal justice curriculum is under constant review for state of the art courses that are the most needed and helpful to criminal justice agencies.

### **E. Cultivating Partnerships**

Criminal Justice contracts with the Transportation Security Administration to provide courses at their worksite. Hillsboro Police are providing an instructor for one of the courses. The Washington County Sheriff's Department has offered services as a worksite for cooperative education students. The program also has a new articulation agreement with Clark College.

### **F. Community**

Criminal Justice Staff is currently surveying criminal justice agencies for input as to what their training needs are. We hope to become a key educational resource to law enforcement to the community through serving the training needs.

## **II. Curriculum**

Curriculum revision is an ongoing process of criminal justice review to provide students with the most modern, cutting-edge courses and subject matter. At the same time, out of date certificates and courses are eliminated. The Criminal Justice Program currently offers the following degree and certificate:

### **A. Associates of Applied Science Degree in Criminal Justice**

This degree consists of 95 credits. Graduates can use the degree to seek employment or pursue further study. Many criminal justice agencies advertise openings with a minimal educational requirement of a high school diploma. An informal survey of various agencies indicates a minimal likelihood of employment unless the applicant has particular experience desirable to the department. In any event, promotions to higher ranks within the department are marginal without higher education.

#### **1. Degree Outcomes**

Prepare quality reports of investigations in a manner that communicates concise and factual information and is capable of withstanding courtroom scrutiny.

Conduct searches and seizures in a manner that complies with statutory and constitutional requirements.

Communicate with individuals using verbal and non-verbal methods that recognize diverse cultures, ethnic groups and non-traditional populations.

Carry out criminal investigations using effective and legal interrogation techniques.

Manage initial custody of adults and juveniles with an understanding of the differing procedures.

Recognize behaviors during encounters with individuals that indicate substance abuse or mental health issues.

## **B. Corrections Technician Certificate**

This certificate was developed for employment as a corrections technician which is a support position in the jail.

### **1. Certificate Outcomes**

Write clear and coherent reports using Standard English conventions of grammar and style.

Communicate with individuals using verbal and non-verbal methods that recognize diverse cultures, ethnic groups and non-traditional populations.

Use MS Office applications to create basic business documents.

Interview and communicate with clients in correctional settings while demonstrating sensitivity to their issues such as mental health and substance abuse.

Participate in the intake and release processes at both adult and juvenile facilities with an understanding of the different procedures involved.

Examples of duties conducted by corrections technicians may include:

Maintaining facility security using portable audio communications systems, video cameras, alarms systems and monitors

Operates perimeter doors from a control console

Screens visitors through a metal detector

Maintains and records inmate count

Provides information to the public, professionals, staff and other criminal justice personnel

Issues, collects and safeguards keys, handcuffs, emergency equipment, identification badges

Processes inmate mail

## Fingerprints and photographs inmates during booking

Fully trained correctional officers formerly conducted these duties resulting in higher agency costs. Sheriffs realized that trained officers would be better utilized supervising inmates. The idea was that support duties could be handled by lower paid support personnel. The Corrections Technician position was created for that purpose.

The certificate currently consists of 26 credits and includes the following courses:

- Professions in Criminal Justice
- Introduction to the Criminal Justice System – Corrections
- Introduction to Juvenile Process
- English Composition
- Cultural Diversity in Criminal Justice Professions
- Basic Computer Skills
- Introduction to Corrections Casework
- Criminal Justice Cooperative Education

Effective Fall Term 2011, a new course will be added to the curriculum: Introduction to Jail Operations which will increase the credits to 29. This course introduces jail operations including security, intake, classification and other daily procedures concerning inmates. Problems and issues facing contemporary jails are explored and possible solutions studied. The revised curriculum decision was made in consultation with the SAC and Advisory Board.

### **C. Suspension of the Juvenile Corrections Certificate**

In 1996 Community Colleges from across Oregon met at Camp Rilea with then Oregon Youth Authority Director Rick Hill. The meeting concerned the creation of a certificate containing uniform curriculum designed by the Oregon Youth Authority that would prepare graduates for employment in the entry level position of Group Life Coordinator 2. Not all of the courses could be counted toward the A.A. S. in Criminal Justice. Applicants possessing the certificate would automatically score 100 points on the initial written test thereby insuring progression to the next stage of hiring process. There were no other known employers that would give an advantage to those graduates possessing the certificate.

Within the past few years the Oregon Youth Authority modified the application process for Group Life Coordinator 2. Applicants possessing the Associate of Applied Science in Criminal Justice are now also given 100 points on the initial written test.

The Subject Area Committee met and decided that the certificate had outlived its usefulness and should be suspended given the modification in hiring procedures.

## **D. Curriculum Changes since the Last Review**

### **1. Degree Revisions**

#### **a) HPE 295 (*Health and Fitness for Life*)**

Formerly a required course, it was removed from the curriculum. Health is important for everyone but it was decided that a health course was not needed in criminal justice curriculum any more than other programs offered at PCC.

#### **b) CJA 280A (*Criminal Justice Cooperative Education*)**

This course was moved from a required course to the elective list. Some students were already employed by criminal justice agencies and didn't need the worksite experience. Others worked full time which made it difficult to add the required 90 hours of work time into their schedule.

#### **c) CJA 114 (*Introduction to Juvenile Process*)**

This course was moved from an elective to a required course. The idea that all criminal justice employees need to recognize the distinction between the adult and juveniles processes.

#### **d) WR 227 (*Technical Report Writing*)**

This course replaced WR 122 after discussing the needs of criminal justice students with the writing department.

#### **e) Political Science**

Expanded course choices from PS 203 (State and Local Government) to include PS 201 (U.S. Government: Foundation/Principles) and PS 202 (U.S. Government: Institution and Policies)

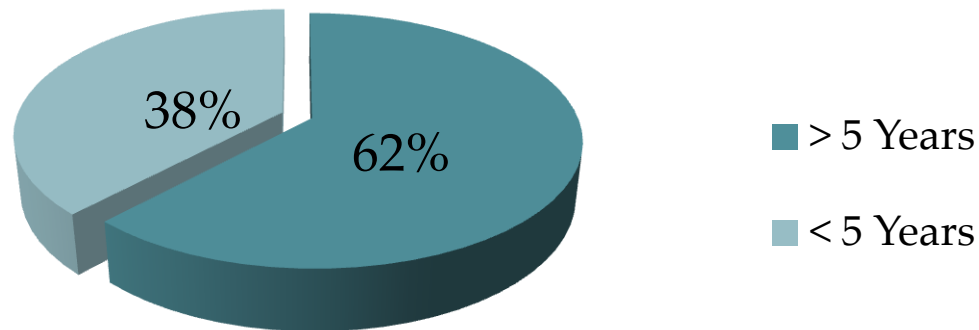
#### **f) Speech**

Removed SP 100 (Introduction to Speech Communication) from choices making SP 111 (Public Speaking) the only required speech course

## **E. New Courses**

Twelve of the thirty two criminal justice courses were developed within the last 5 years. That is 38% of the courses.

## Percentage of New Criminal Justice Courses Within Last 5 Years



### *a) CJA 115 – Introduction to Jail Operations*

Provides an overview of the role and responsibilities of the community jail and prison in preparing offenders for reentry into a lawful place within the community. Covers the steps necessary to prepare the offender for release, offender skills assessment processes, brokering employment opportunities and resources as well as other methods to support offenders while returning to positive lawful roles in the community.

### *b) CJA 116 – Juvenile Risk Assessment*

Covers fundamentals of assessing juveniles at risk of becoming involved in serious delinquent behavior. Focuses on specific types of problems such as violence, chemical dependency and sexual offending. Youth treatment programs will also be examined.

### *c) CJA 231 – Crime Scene Photography*

Introduces crime scene photography skills to aid in crime scene and evidentiary documentation, including camera operation and exposure control, proficiency in relational photos, close up photography, lighting, flash control and videography.

### *d) CJA 244 – Tactical Communications in Crisis Incidents*

Focuses on police intervention in the lives of people in the midst of an emotional or physical crisis in a manner designed to minimize or prevent violence while gaining control of the situation. Emphasized are verbal and non-verbal communication techniques and skills utilized to calm the client and gain compliance helping to lead to a successful and safe resolution.

*e) CJA 245 – Search Warrant Preparation*

Covers legal concepts in search warrant preparation and focuses on learning to draft legal documents comprised of probable cause statements and judicial orders. Particular attention is paid to strengthening legal writing and evidence gathering in preparation for warrant application.

*f) CJA 246 – Fish and Wildlife Enforcement*

Covers fish and game laws and their relation to wildlife management. Focuses on enforcement processes and techniques including investigation, fish and wildlife forensics, evidence handling, proper citation and report completion in preparation for courtroom presentation.

*g) CJA 247 – Introduction to Criminal Gangs*

Provides information on criminal street gangs and their impact on American society. Students will become familiar with general concepts related to law enforcement interaction with gangs including suppression, intervention, and educational tactics.

*h) CJA 265 – Community Reentry for Offenders*

Provides an overview of the role and responsibilities of the community jail and prison in preparing offenders for reentry into a lawful place within the community. Covers the steps necessary to prepare the offender for release, offender skills assessment processes, brokering employment opportunities and resources as well as other methods to support offenders while returning to positive lawful roles in the community.

**2. Experimental Courses**

*a) Effective Police Encounters*

Introduces a multi-disciplinary approach to managing situational encounters in policing. Issues related to contemporary law enforcement such as communication, ethics, personality, emotional intelligence, lifestyle and leadership are covered.

*b) Introduction to Homeland Security*

Introduces Homeland Security and its function of coordinating efforts to develop and implement a comprehensive national strategy to secure the nation from terrorist threats or attacks. Agencies associated with Homeland Security along with their duties and relationships are covered. Explores historical events, laws, issues, communications, critical threats and other topics related to protecting the national infrastructure.

*c) Intelligence Analysis*

Provides a foundation on the collection, analysis and dissemination of information related to threats to the nation in an attempt to facilitate informed decision-making, policies and

appropriate operational response while at the same time maintaining respect for the Constitution and privacy of the American people. Introduces security management of disasters and threats to the national infrastructure.

*d) Transportation and Border Security*

Provides an in-depth view of modern border and transportation security. Topics include security for seaports, ships, aircraft, trains, trucks, pipelines, buses, etc. Focuses on the technology needed to detect terrorists and their weapons. Covers related legal, economic, political and cultural issues.

**F. Distance Learning**

Since that last program review, several criminal justice courses are now offered online as well as in the classroom including:

- CJA 100 – Professions in Criminal Justice
- CJA 101 – Cultural Diversity for Criminal Justice Professionals
- CJA 111 – Introduction to the Criminal Justice System – Police
- CJA 112 – Introduction to the Criminal Justice System – Courts
- CJA 113 – Introduction to the Criminal Justice System – Corrections
- CJA 114 – Introduction to Juvenile Process
- CJA 260 – Introduction to Correctional Institutions
- CJA 264 – Introduction to Corrections Administration

**G. Credit for Prior Learning**

The Criminal Justice Department routinely gives non-traditional credit to students that have completed college credit at PCC for criminal justice training equivalent in both content and hours to PCC coursework. Requests are primarily received from officers who desire non-traditional credit for prior training at the Oregon Department of Public Safety and Standards Academy.

Criminal Justice staff believes it necessary to evaluate instruction received at the academy at some point if PCC is to continue to offer non-traditional credit.

**III. Cultivating Partnerships**

**A. Transportation Security Administration**

The Department of Homeland Security Transportation Safety Administration offers its employees training on a variety of job-related topics. As part of that effort, TSA established a nationwide program in conjunction with local community colleges to offer higher

education courses as part of that training. All costs related to the training are born by the TSA and all instruction is conducted at their facilities. In this instance all training is conducted at Portland International Airport.

The training is consistent and comprised of the following three courses:

1. Introduction to Homeland Security
2. Intelligence Analysis and Security Management
3. Border and Transportation Security

The Criminal Justice Department created three experimental courses. The instruction for cohort 1 began fall 2010. This group is now in term 2 with the second course. They will continue on to the spring term to complete the third course. Cohort 2 began this term (winter 2011) with the first course.

This program has been a success with no dropouts to date. The instructor, Mike Ruffner, has had discussions with criminal justice staff about creating a permanent Intelligence Analysis course to be offered as an elective.

### **B. Hillsboro Police Department**

This coming spring term, Hillsboro Police Department agreed to provide an instructor for the TSA course – Transportation and Border Security. Lieutenant Richard Goerling will instruct the course.

### **C. Articulation with Clark College**

Portland Community College and Clark College have a new articulation agreement. The arrangement allows students to complete their first year of criminal justice curriculum at Clark. The second year will be completed at PCC as Clark College no longer has a criminal justice program.

### **D. Dual Credit**

The Criminal Justice Department participates in the dual credit program. College credit is awarded to high school students who successfully complete the courses offered. Instructors meet the same educational/experience requirements that PCC instructors do.

The curriculum is offered at the following high schools:

1. **Clark County Skills Center**  
CJA 111 – Introduction to the Criminal Justice System – Police  
CJA 112 – Introduction to the Criminal Justice System – Courts

## 2. Franklin High School

CJA 100 – Introduction to Professions in Criminal Justice

CJA 111 – Introduction to the Criminal Justice System – Police

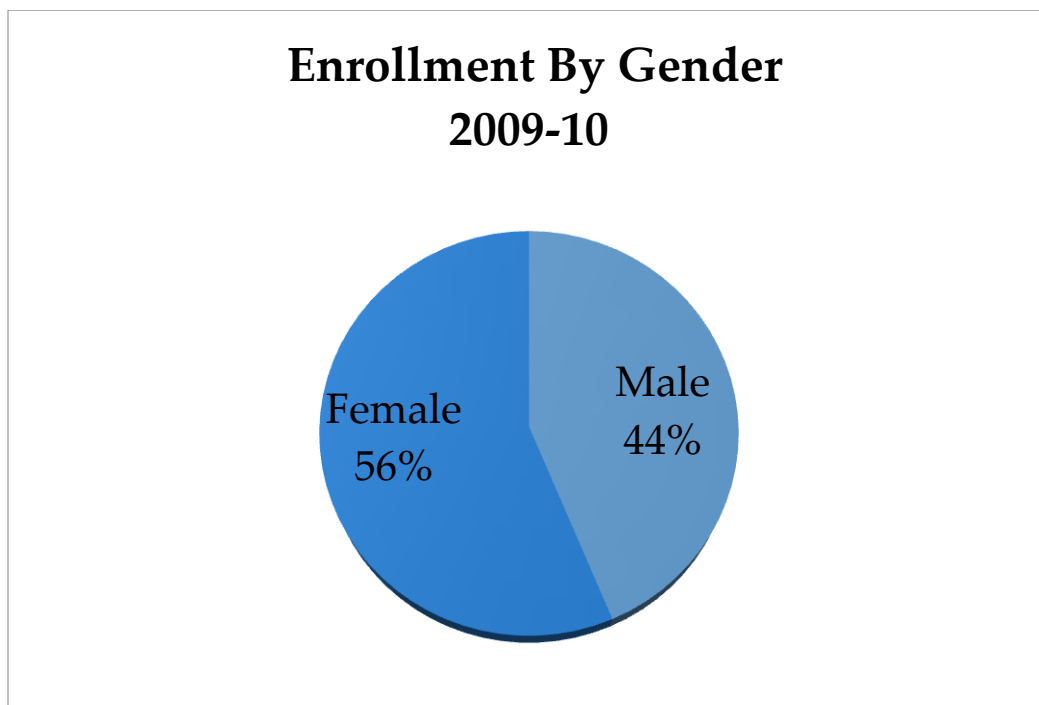
CJA 112 – Introduction to the Criminal Justice System – Courts

CJA 113 – Introduction to the Criminal Justice System – Corrections

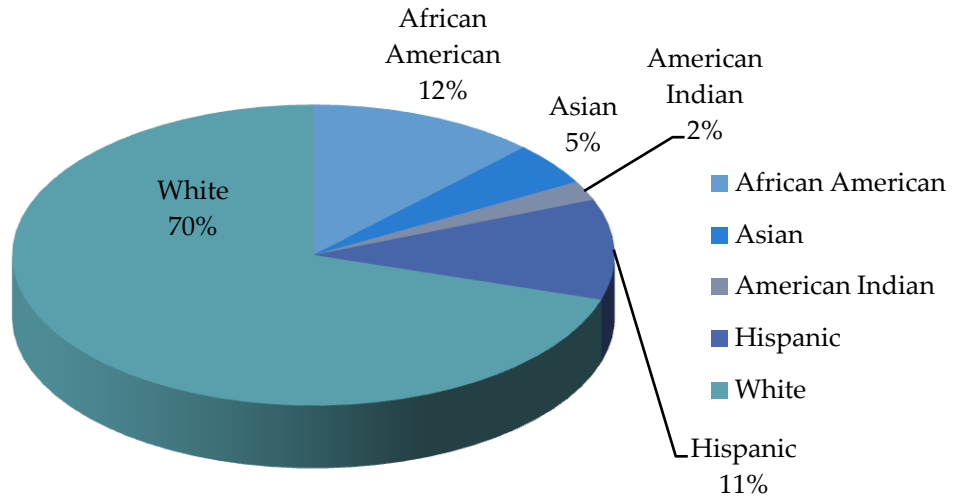
## IV. Student Needs

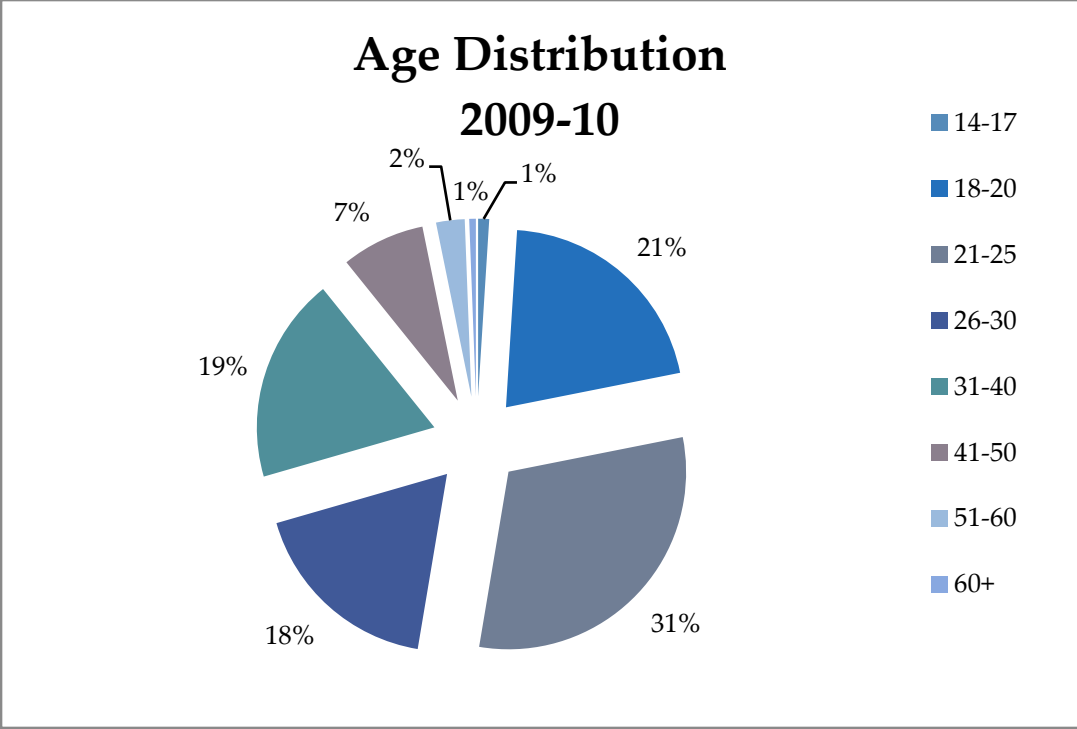
### A. Student Demographics and Enrollment

Over the past five years, enrollment has continued to increase. Student FTE increased from 113.4 in 2005-06 to 149.2 in 2009-10 – an increase of 33%. Other than enrollment, other factors such as race/ethnicity and age distribution remain fairly consistent. Enrollment by gender, race had a difference of 2% or less over the past three years.

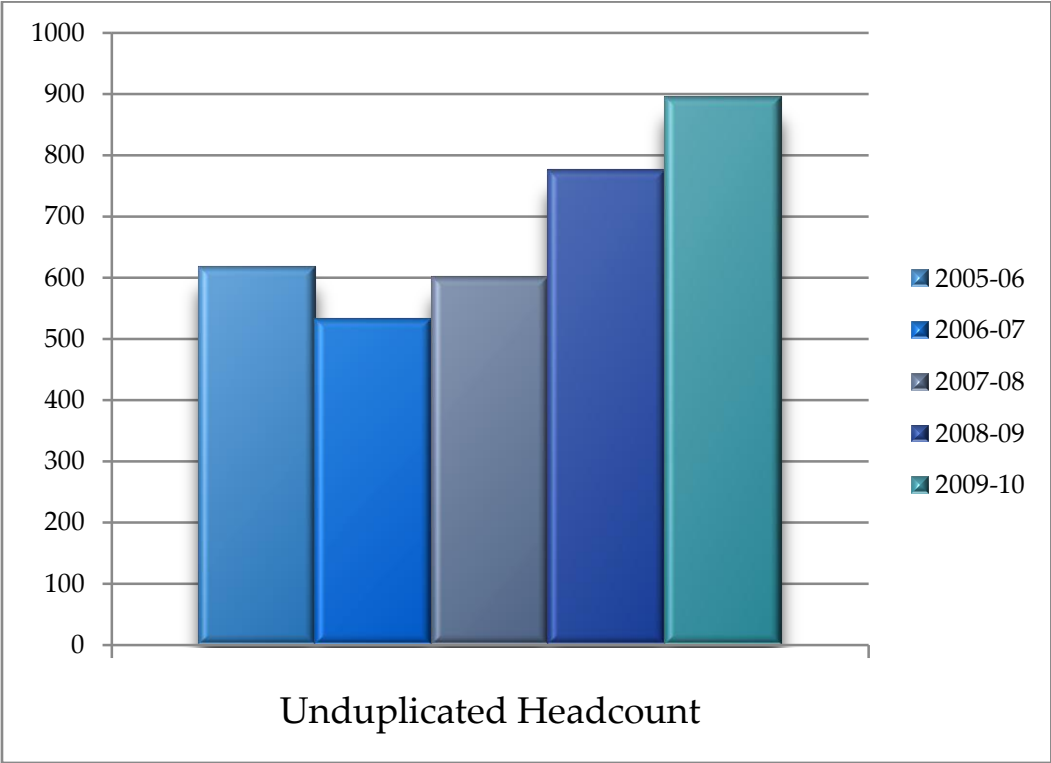


## Race/Ethnicity Distribution 2009-10





**B. Enrollment**



### **C. What are Graduates Doing?**

An informal telephone survey was conducted within the past month by new AHEL administrative assistant Sherry Hanchett. Sherry attempted to contact 79 students. Eleven phones were disconnected. 68 graduates were contacted. 65% of the 68 graduates are currently working. 2% have a job in the Criminal Justice field. 3% said the degree was needed to obtain employment.

65% are currently working

2% Job is in the Criminal Justice field

3% Degree was needed to obtain employment

65% Degree was used to further education

2 students were already in law enforcement and pursued the degree to make them eligible for promotions.

#### **1. Comments:**

13 students wanted more forensic related courses in order to get a crime scene investigator/tech position. They chose people with just science courses, over an Associate Degree in Criminal Justice.

4 students commented that not all courses transferred to a University, had to start as a sophomore.

1 Student found a University with an Articulation agreement and all courses transferred, started as a junior.

Instructors were great!

### **D. Criminal Justice Club**

The Criminal Justice Club began in 2004 and continues to be one of the most active at Portland Community College. Activities typically include having guest speakers and touring facilities and agencies. This month the club will be touring the federal penitentiary in Sheridan.

Past activities include a tour of Alcatraz funded by club activities to raise money. Two years before that we toured facilities in Clatsop County. Students were received by the Astoria Police Chief and given a tour. The next event was a tour of the jail by the Clatsop County Sheriff, Tom Bergin. The following day club members toured the Coast Guard Cutter Steadfast.

For the past five years, the department along with the Paralegal program has sponsored visits by the Oregon Supreme Court and the Oregon Court of Appeals at Cascade Campus. At the last visit over 100 students attended the Oregon Court of Appeals session.

This academic year has been active as well thanks to the club's President, Linda Le Blond. Past guest speakers include Federal Probation Officer Matt Preuitt, Forensic Handwriting Analyst Jacqueline Joseph and Multnomah County Detective James Ericksen. Club members tours Coffee Creek Correctional Facility, the Oregon Women's prison and the Multnomah County Forensics Laboratory. On March 11 the club will tour the Federal Correctional Institution in Sheridan.

## **V. Faculty**

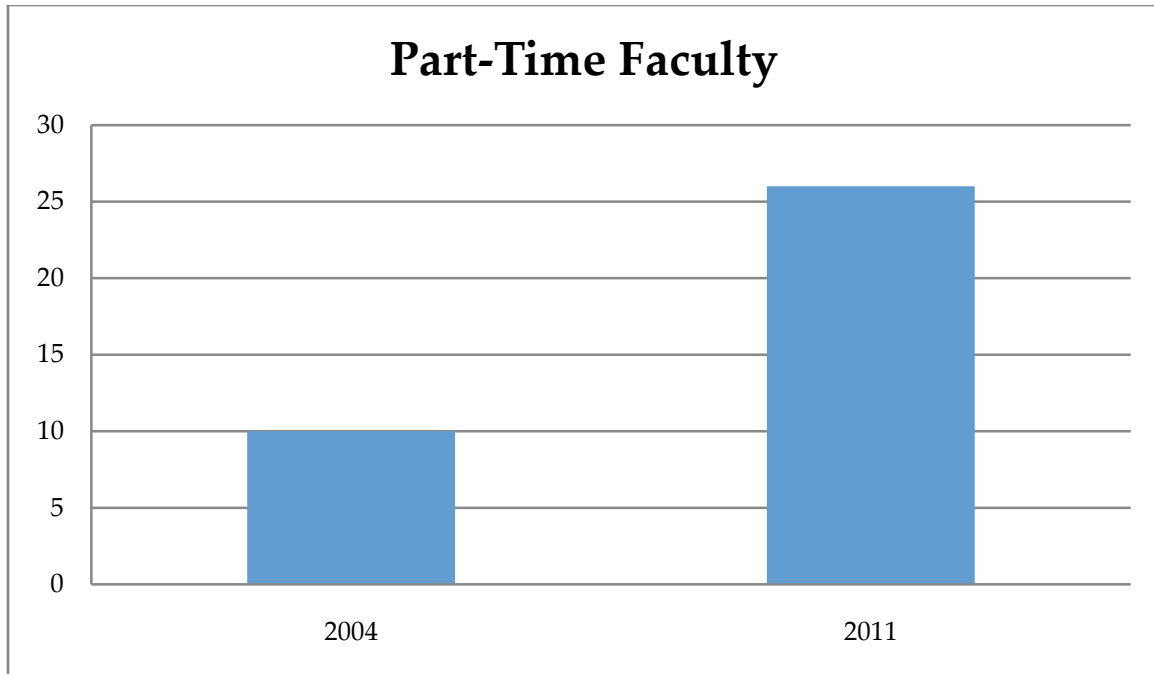
### **A. Full-Time Faculty**

The Criminal Justice Department has a highly qualified faculty that has experience as well as completed higher education. The department has two full-time faculty and 26 part-time instructors with no dedicated administrative support.

The two full time faculty members are Ken Moore and Jim Parks. They have a total of over 50 years of criminal justice experience. Ken Moore's education includes a Master of Education degree from the University of Texas at El Paso. Jim Parks' received a Juris Doctor from Lewis and Clark Law School.

### **B. Part-Time Faculty**

The part-time faculty is comprised of a diverse background as to age, race, gender, education and experience. As the number of course offerings in criminal justice has increased, so has the number of part-time faculty.



### C. Qualifications

Qualifications are based on education and experience as follows:

JD or PH.D in law and two years full time work experience in related field

OR

MA or MS in Criminal Justice, Administration of Justice or related field and three years full time work experience in related field

OR

BA or BS in Criminal Justice, Administration of Justice or related field and four years of full time work experience in related field

OR

Ten years of full time work experience in Criminal Justice, Administration of Justice or related field.

## VI. Facilities and Support

### A. Space Needs

At the present time, the Criminal Justice (CJ) Department does not have enough classroom space, a large enough Crime Scene Room, a Mock Courtroom, a laboratory room, enough adjunct professor work space and adequate equipment storage in the Public Service

Education Building (PSEB). The CJ Dept. currently has the first scheduling choice for room selection on 1 ½ rooms in PSEB. CJ fully utilizes PSEB Room 100 and only has access to Room 103 from noon through the evening.

The Crime Scene (Room 104) was originally planned as a regular larger room that would accommodate a class to do scenario based training, however, as the last bond measure progressed in the PSEB most of the space was lost to other rooms. The current Crime Scene room will only accommodate 3-4 students. CJ has one small storage area in this room for securing valuable equipment.

The CJ Dept. now proposes a multi-purpose classroom-Laboratory which would encompass an actual classroom for at least 24 students, a working laboratory for Forensic Science and Criminalistics classes, a Crime Scene room for scenario based training and a Mock Courtroom for legal training. The program would like to expand the forensic training into soft and hard science areas and add DNA profiling. The DNA profiling would require additional pieces of equipment.

## **B. Outside Classroom Resources**

CJ students are frequently using the library for Lexis Nexus legal case studies, research and study time. Additionally, students are attending various courts for class assignments and interviewing full time law enforcement and corrections officers. Students obtaining the Corrections Technician certificate are completing a 90 hour Cooperative Education course (CJA 280A) at a correctional facility. There are also students that participate in a ride-along with a police agency.

## **C. Administrative Support**

When the Criminal Justice Department was part of the Arts & Professions Division, CJ had some administrative help through the division office, however, at the present time we none. Administrative support is needed for the CJ Dept. There are approximately 450 students that have a declared major in criminal justice. The enrollment figures reflect that there are approximately 750 or more students who are actually majoring in criminal justice. There are a number of students that are working on dual degrees. The two full time instructors spend a great deal of time counseling new and current students, along with Michelle Butler, the Perkins Advisor for the five programs in the PSEB. The Chairman and Co-Chairman also manage over 33 courses with 27 adjunct professions. Due to the variety of job categories in the criminal justice field numerous adjuncts are needed that possess the specific job skills for the specific courses. The Chair and Co-Chair seek out those instructors and liaison with the criminal justice community. It is noted that most of the adjunct professions have a full time job in criminal justice and are usually teaching during the evening and occasionally during

the day. Other adjuncts have retired from a CJ agency and teach during the day and evening.

#### **D. Students with Disabilities**

There are some students within the CJ field that have disabilities. The CJ Department has been able to adequately accommodate those students who have first worked with the Office for Students with Disabilities. There are several criminal justice jobs, i.e. police and corrections that have extensive physical requirements for employment that preclude some students from being hired, however, the criminal justice field has in excess of 40 job categories and most of them do not have the strict physical requirements. In addition, there are students that are not seeking a job that encompasses carry a badge and gun, as well as, making arrests. The CJ field has many job categories for these students.

#### **E. Scheduling**

The majority of the Criminal Justice classes are 3 credit courses that are scheduled to meet once per week during a quarter. There are several courses that are taught over 4 weekends. The class sizes are usually set at 24 students and expanded to more than 24 when the classroom size will accommodate more students. There are two courses such as Forensic Science and Criminalistics and Crime Scene Photography that are limited to 16 students due to the available of specialized equipment needs. Classes are scheduled during the morning, afternoon and evening hours. All required courses are taught during the Fall, Winter and Spring during the day, afternoon and evening to accommodate both the day and evening students. Most of the CJ elective courses are also taught in the same manner. Most of the courses are taught on the Cascade campus in the various classroom buildings. There are a number of introductory courses being taught at Sylvania, Rock Creek and Southeast Center. Eventually, there will be courses taught at Newberg. Due to the lack of classroom space some classes have had to be moved to the Climb Center and some classes have had to be cancelled.

The CJ Department currently has 5 introductory classes and one 200 level course class being taught On-Line. Additional courses are presently being developed.

The style of teaching includes lecture, discussion, group projects, independent research, assignments outside of the college, and the use of multi-media presentations. Several courses incorporate aspects of scenario based training.

## VII. Appendix 1 – Criminal Justice Statistics

### A. Student Full Time Equivalent

COLLEGEWIDE TABLES (Excl Campus 6): Full Time Equivalent (Student FTE) Enrollment and % Change	2005-06	Percent Change: 04-05 to 05-06	2006-07	Percent Change: 05-06 to 06-07	2007-08	Percent Change: 06-07 to 07-08	2008-09	Percent Change: 07-08 to 08-09	2009-10	Percent Change: 08-09 to 09-10
	Total	%	Total	%	Total	%	Total	%	Total	%
	Collegewide, Excl Campus 6	113.4	2.1	100.0	-11.8	110.1	10.1	129.5	17.6	149.2

### B. Unduplicated Headcount

COLLEGEWIDE TABLES (Excl Campus 6): Unduplicated Headcount Enrollment and % Change	2005-06	Percent Change: 04-05 to 05-06	2006-07	Percent Change: 05-06 to 06-07	2007-08	Percent Change: 06-07 to 07-08	2008-09	Percent Change: 07-08 to 08-09	2009-10	Percent Change: 08-09 to 09-10
	Total	%	Total	%	Total	%	Total	%	Total	%
	Collegewide, Excl Campus 6	617	-6.2	531	-13.9	600	13.0	775	29.2	895

### C. Gender Distribution

COLLEGEWIDE TABLES (Excl Campus 6): Gender Distribution			Female	Male
		N	%	%
Collegewide, Excl Campus 6				
	2007-2008	580	57.1	42.9
	2008-2009	754	55.8	44.2
	2009-2010	875	56.3	43.7

**D. Race/Ethnicity Distribution**

COLLEGEWIDE TABLES (Excl Campus 6): Race/Ethnicity Distribution		Total	African American	Asian/Pacific Islander	American Indian/Alaska Native	Hispanic	White Non-Hispanic
		N	%	%	%	%	%
		Collegewide, Excl Campus 6					
	2007-2008	515	14.8	5.0	1.6	9.7	68.9
	2008-2009	665	12.8	4.8	2.0	12.2	68.3
	2009-2010	674	12.3	4.6	2.1	10.8	70.2

**E. Age Distribution**

COLLEGEWIDE TABLES (Excl Campus 6): Age Distribution			14-17	18-20	21-25	26-30	31-40	41-50	51-60	60+
		N	%	%	%	%	%	%	%	%
		Collegewide, Excl Campus 6								
	2007-2008	600	0.7	22.0	32.5	16.8	16.3	8.0	3.3	0.3
	2008-2009	775	1.5	22.3	30.8	16.4	17.9	8.0	2.7	0.3
	2009-2010	895	1.0	20.9	30.8	17.9	18.7	7.6	2.6	0.6

**F. Degree versus Non-Degree Seeking Students**

COLLEGEWIDE TABLES (Excl Campus 6): Percent Distribution of Students who Indicate they are Degree-Seeking or Non-Degree-Seeking		All	Degree Seeking	Non-Degree Seeking
		N	%	%
		Collegewide, Excl Campus 6		
	2007-2008	600	95.3	4.7
	2008-2009	775	93.2	6.8
	2009-2010	895	95.4	4.6

### G. Percent Distribution by Enrollment

Full Time / Half Time / Part-Time

COLLEGEWIDE TABLES (Excl Campus 6): Percent Distribution of Students in the Subject Area who are Enrolled Full-, Half-, or Part-Time at PCC (in this or other subject areas): Fall Term Only			Full Time	Half Time	Part Time
			%	%	%
			Collegewide, Excl Campus 6		
	Fall	2007-2008	47.3	42.1	10.6
		2008-2009	45.3	41.7	13.0
		2009-2010	48.0	42.3	9.7

### H. Grades by Course

COLLEGEWIDE TABLES (Excl Campus 6): Grades (Credit Courses Only) for 2009-10, by Course	Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit
	N	%	%	%	%	%	%	%	%
	CJA 100	315	67.9	9.8	1.6	1.3	.	14.3	4.8
CJA 101	234	54.7	26.5	9.4	2.1	.	3.0	3.0	1.3
CJA 111	272	53.7	25.0	8.8	2.9	.	6.3	2.6	0.7
CJA 112	141	36.9	33.3	14.9	5.7	1.4	6.4	1.4	.
CJA 113	242	65.7	18.6	5.4	0.4	0.4	5.4	4.1	.
CJA 114	149	56.4	16.8	8.7	5.4	.	8.7	2.7	1.3
CJA 115	48	62.5	18.8	4.2	.	2.1	10.4	2.1	.
CJA 210	78	44.9	41.0	12.8	.	.	.	1.3	.
CJA 211	69	47.8	36.2	10.1	.	1.4	2.9	.	1.4
CJA 212	61	42.6	31.1	18.0	1.6	.	6.6	.	.
CJA 213	21	38.1	38.1	14.3	4.8	.	.	.	4.8
CJA 214	35	57.1	28.6	11.4	.	.	.	2.9	.
CJA 215	54	75.9	5.6	7.4	1.9	3.7	.	5.6	.
CJA 217	12	75.0	16.7	.	.	.	8.3	.	.
CJA 225	62	40.3	24.2	27.4	3.2	.	3.2	1.6	.
CJA 228	30	53.3	40.0	6.7	.	.	.	.	.
CJA 230	61	63.9	23.0	11.5	.	.	.	.	1.6
CJA 243	75	74.7	20.0	4.0	.	.	.	.	1.3
CJA 244	51	23.5	47.1	25.5	.	.	.	3.9	.
CJA 247	18	44.4	38.9	5.6	.	.	5.6	5.6	.

(Continued)

COLLEGEWIDE TABLES (Excl Campus 6): Grades (Credit Courses Only) for 2009-10, by Course	Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit
	N	%	%	%	%	%	%	%	%
	CJA 260	34	64.7	17.6	2.9	.	.	8.8	2.9
CJA 263	33	87.9	6.1	.	.	.	.	3.0	3.0
CJA 264	18	44.4	38.9	.	5.6	.	11.1	.	.
CJA 280A	29	86.2	.	13.8	.	.	.	.	.
CJA 299B	17	35.3	17.6	17.6	11.8	.	11.8	5.9	.
CJA 299C	15	20.0	53.3	20.0	.	.	.	6.7	.
CJA 299D	23	30.4	47.8	8.7	.	.	4.3	.	8.7

### I. Student Full Time Equivalent Enrollment

CAMPUS TABLES: Full Time Equivalent (Student FTE) Enrollment and % Change	2005-06	Percent Change: 04-05 to 05-06	2006-07	Percent Change: 05-06 to 06-07	2007-08	Percent Change: 06-07 to 07-08	2008-09	Percent Change: 07-08 to 08-09	2009-10	Percent Change: 08-09 to 09-10
	Total	%	Total	%	Total	%	Total	%	Total	%
	Cascade	113.4	2.1	100.0	-11.8	110.1	10.1	129.5	17.6	149.2

## J. Enrollment by Course

CAMPUS TABLES: Enrollment (Seats Taken), by Course		2007-08			2008-09			2009-10		
		06-07 to 07-08	Percent Change: 06-07 to 07-08	07-08 to 08-09	Percent Change: 07-08 to 08-09	08-09 to 09-10	Percent Change: 08-09 to 09-10			
		Total	Change	%	Total	Change	%	Total	Change	%
CJA 100	Cascade	269	43	19.0	364	95	35.3	315	-49	-13.5
CJA 101	Cascade	147	33	28.9	155	8	5.4	234	79	51.0
CJA 111	Cascade	157	24	18.0	200	43	27.4	272	72	36.0
CJA 112	Cascade	121	-19	-13.6	139	18	14.9	141	2	1.4
CJA 113	Cascade	139	-3	-2.1	191	52	37.4	242	51	26.7
CJA 114	Cascade	.	.	.	53	.	.	149	96	181.1
CJA 115	Cascade	.	.	.	.	.	.	48	.	.
CJA 210	Cascade	71	6	9.2	71	0	0.0	78	7	9.9
CJA 211	Cascade	55	10	22.2	75	20	36.4	69	-6	-8.0
CJA 212	Cascade	70	16	29.6	53	-17	-24.3	61	8	15.1
CJA 213	Cascade	39	8	25.8	52	13	33.3	21	-31	-59.6
CJA 214	Cascade	18	-38	-67.9	61	43	238.9	35	-26	-42.6
CJA 215	Cascade	33	-4	-10.8	27	-6	-18.2	54	27	100.0
CJA 217	Cascade	38	1	2.7	37	-1	-2.6	12	-25	-67.6

(Continued)

CAMPUS TABLES: Enrollment (Seats Taken), by Course		2007-08	06-07 to 07-08	Percent Change: 06-07 to 07-08	2008-09	07-08 to 08-09	Percent Change: 07-08 to 08-09	2009-10	08-09 to 09-10	Percent Change: 08-09 to 09-10
		Total	Change	%	Total	Change	%	Total	Change	%
CJA 218	Cascade	21	.	.	.	.	.	.	.	.
CJA 222	Cascade	109	-29	-21.0	60	-49	-45.0	.	.	.
CJA 225	Cascade	84	31	58.5	66	-18	-21.4	62	-4	-6.1
CJA 228	Cascade	16	-26	-61.9	50	34	212.5	30	-20	-40.0
CJA 230	Cascade	48	.	.	58	10	20.8	61	3	5.2
CJA 243	Cascade	59	-6	-9.2	69	10	16.9	75	6	8.7
CJA 244	Cascade	41	.	.	17	-24	-58.5	51	34	200.0
CJA 245	Cascade	.	.	.	37	.	.	.	.	.
CJA 247	Cascade	.	.	.	.	.	.	18	.	.
CJA 260	Cascade	16	.	.	19	3	18.8	34	15	78.9
CJA 261	Cascade	18	.	.	.	.	.	.	.	.
CJA 262	Cascade	12	-2	-14.3	.	.	.	.	.	.
CJA 263	Cascade	23	-9	-28.1	36	13	56.5	33	-3	-8.3
CJA 264	Cascade	.	.	.	.	.	.	18	.	.
CJA 279	Cascade	.	.	.	.	.	.	.	.	.
CJA 280A	Cascade	15	-7	-31.8	21	6	40.0	29	8	38.1
CJA 280B	Cascade	.	.	.	.	.	.	.	.	.
CJA 299B	Cascade	.	.	.	.	.	.	17	.	.
CJA 299C	Cascade	.	.	.	.	.	.	15	.	.
CJA 299D	Cascade	.	.	.	.	.	.	23	.	.

CAMPUS TABLES: Enrollment (Seats Taken), by Course		2007-08			2008-09			2009-10		
		06-07 to 07-08	Percent Change: 06-07 to 07-08	07-08 to 08-09	Percent Change: 07-08 to 08-09	08-09 to 09-10	Percent Change: 08-09 to 09-10			
		Total	Change	%	Total	Change	%	Total	Change	%
CJA 218	Cascade	21	.	.	.	.	.	.	.	.
CJA 222	Cascade	109	-29	-21.0	60	-49	-45.0	.	.	.
CJA 225	Cascade	84	31	58.5	66	-18	-21.4	62	-4	-6.1
CJA 228	Cascade	16	-26	-61.9	50	34	212.5	30	-20	-40.0
CJA 230	Cascade	48	.	.	58	10	20.8	61	3	5.2
CJA 243	Cascade	59	-6	-9.2	69	10	16.9	75	6	8.7
CJA 244	Cascade	41	.	.	17	-24	-58.5	51	34	200.0
CJA 245	Cascade	.	.	.	37	.	.	.	.	.
CJA 247	Cascade	.	.	.	.	.	.	18	.	.
CJA 260	Cascade	16	.	.	19	3	18.8	34	15	78.9
CJA 261	Cascade	18	.	.	.	.	.	.	.	.
CJA 262	Cascade	12	-2	-14.3	.	.	.	.	.	.
CJA 263	Cascade	23	-9	-28.1	36	13	56.5	33	-3	-8.3
CJA 264	Cascade	.	.	.	.	.	.	18	.	.
CJA 279	Cascade	.	.	.	.	.	.	.	.	.
CJA 280A	Cascade	15	-7	-31.8	21	6	40.0	29	8	38.1
CJA 280B	Cascade	.	.	.	.	.	.	.	.	.
CJA 299B	Cascade	.	.	.	.	.	.	17	.	.
CJA 299C	Cascade	.	.	.	.	.	.	15	.	.
CJA 299D	Cascade	.	.	.	.	.	.	23	.	.

## K. Full-Time Enrollment by Course

CAMPUS TABLES: Full-Time Equivalent (Student FTE) Enrollment, by Course		2007-08			2008-09			2009-10		
		Total	06-07 to 07-08 Change	Percent Change: 06-07 to 07-08 %	Total	07-08 to 08-09 Change	Percent Change: 07-08 to 08-09 %	Total	08-09 to 09-10 Change	Percent Change: 08-09 to 09-10 %
		CJA 100	Cascade	17.9	3.1	20.7	23.9	6.0	33.7	20.6
CJA 101	Cascade	9.8	2.1	27.4	10.2	0.4	4.0	15.3	5.1	50.5
CJA 111	Cascade	10.4	1.5	17.0	13.3	2.9	27.5	17.8	4.5	33.9
CJA 112	Cascade	8.1	-1.1	-11.5	9.0	0.9	11.3	9.2	0.1	1.3
CJA 113	Cascade	9.3	-0.1	-1.4	12.6	3.4	36.2	15.8	3.2	25.4
CJA 114	Cascade	.	.	.	3.4	.	.	9.8	6.3	184.9
CJA 115	Cascade	.	.	.	.	.	.	3.1	.	.
CJA 210	Cascade	4.6	0.2	5.4	4.8	0.2	4.0	5.1	0.4	7.4
CJA 211	Cascade	3.7	0.7	21.7	5.0	1.3	36.0	4.6	-0.4	-8.9
CJA 212	Cascade	4.5	1.0	27.0	3.4	-1.2	-25.8	3.8	0.5	14.2
CJA 213	Cascade	2.6	0.5	24.6	3.5	0.9	34.1	1.4	-2.1	-60.9
CJA 214	Cascade	1.2	-2.6	-69.0	3.8	2.6	225.2	2.4	-1.4	-37.6
CJA 215	Cascade	2.1	-0.4	-15.6	1.7	-0.4	-20.1	3.5	1.8	108.4
CJA 217	Cascade	2.6	0.1	2.6	2.4	-0.1	-4.4	0.8	-1.6	-65.4
CJA 218	Cascade	1.4	.	.	.	.	.	.	.	.
CJA 222	Cascade	7.0	-1.9	-20.9	4.1	-3.0	-42.0	.	.	.
CJA 225	Cascade	5.4	1.8	50.4	4.3	-1.1	-20.3	4.0	-0.2	-5.7
CJA 228	Cascade	1.0	-1.7	-61.9	3.2	2.2	212.5	2.0	-1.2	-38.0
CJA 230	Cascade	4.3	.	.	5.1	0.9	20.4	5.4	0.3	5.8
CJA 243	Cascade	3.9	-0.4	-9.1	4.6	0.6	16.4	5.0	0.4	9.3
CJA 244	Cascade	2.8	.	.	1.2	-1.6	-57.0	3.3	2.1	177.4

(Continued)

CAMPUS TABLES: Full-Time Equivalent (Student FTE) Enrollment, by Course		2007-08	06-07 to 07-08	Percent Change: 06-07 to 07-08	2008-09	07-08 to 08-09	Percent Change: 07-08 to 08-09	2009-10	08-09 to 09-10	Percent Change: 08-09 to 09-10
		CJA 245	Cascade	.	.	.	2.2	.	.	.
CJA 247	Cascade	.	.	.	.	.	1.2	.	.	.
CJA 260	Cascade	1.0	.	.	1.2	0.2	18.8	2.3	1.1	86.6
CJA 261	Cascade	1.3	.	.	.	.	.	.	.	.
CJA 262	Cascade	0.8	-0.2	-21.4	.	.	.	.	.	.
CJA 263	Cascade	1.5	-0.6	-28.4	2.4	0.9	56.5	2.2	-0.2	-7.6
CJA 264	Cascade	.	.	.	.	.	.	1.2	.	.
CJA 279	Cascade	.	.	.	.	.	.	.	.	.
CJA 280A	Cascade	3.0	-1.3	-31.0	4.2	1.2	40.2	5.8	1.6	37.6
CJA 280B	Cascade	.	.	.	.	.	.	.	.	.
CJA 299B	Cascade	.	.	.	.	.	.	1.2	.	.
CJA 299C	Cascade	.	.	.	.	.	.	1.0	.	.
CJA 299D	Cascade	.	.	.	.	.	.	1.5	.	.

## L. Gender Distribution

CAMPUS TABLES: Gender Distribution		N	Female	Male
			%	%
Collegewide, Excl Campus 6	2007-2008	580	57.1	42.9
	2008-2009	754	55.8	44.2
	2009-2010	875	56.3	43.7
	Cascade	2007-2008	580	57.1
	2008-2009	754	55.8	44.2
	2009-2010	875	56.3	43.7

## M. Race/Ethnicity Distribution

CAMPUS TABLES: Race/Ethnicity Distribution		Total	African American	Asian/Pacific Islander	American Indian/Alaska Native	Hispanic	White Non-Hispanic
		N	%	%	%	%	%
Collegewide, Excl Campus 6							
	2007-2008	515	14.8	5.0	1.6	9.7	68.9
	2008-2009	665	12.8	4.8	2.0	12.2	68.3
	2009-2010	674	12.3	4.6	2.1	10.8	70.2
Cascade	2007-2008	515	14.8	5.0	1.6	9.7	68.9
	2008-2009	665	12.8	4.8	2.0	12.2	68.3
	2009-2010	674	12.3	4.6	2.1	10.8	70.2

## N. Age Distribution

CAMPUS TABLES: Age Distribution			14-17	18-20	21-25	26-30	31-40	41-50	51-60	60+
		N	%	%	%	%	%	%	%	%
Collegewide, Excl Campus 6										
	2007-2008	600	0.7	22.0	32.5	16.8	16.3	8.0	3.3	0.3
	2008-2009	775	1.5	22.3	30.8	16.4	17.9	8.0	2.7	0.3
	2009-2010	895	1.0	20.9	30.8	17.9	18.7	7.6	2.6	0.6
Cascade	2007-2008	600	0.7	22.0	32.5	16.8	16.3	8.0	3.3	0.3
	2008-2009	775	1.5	22.3	30.8	16.4	17.9	8.0	2.7	0.3
	2009-2010	895	1.0	20.9	30.8	17.9	18.7	7.6	2.6	0.6

O. Degree versus Non-Degree Seeking Students

CAMPUS TABLES: Percent Distribution of Students who Indicate they are Degree-Seeking or Non-Degree-Seeking		All	Degree Seeking	Non-Degree Seeking
		N	%	%
Collegewide, Excl Campus 6	2007-2008	600	95.3	4.7
	2008-2009	775	93.2	6.8
	2009-2010	895	95.4	4.6
	Cascade	2007-2008	600	95.3
	2008-2009	775	93.2	6.8
	2009-2010	895	95.4	4.6

P. Campus Enrollment at Cascade

CAMPUS TABLES: Percent Distribution of Students in the Subject Area who are Enrolled Full-, Half-, or Part-Time at PCC (in this or other subject areas): Fall Term Only			Full Time	Half Time	Part Time
			%	%	%
Cascade	Fall	2007-2008	47.3	42.1	10.6
		2008-2009	45.3	41.7	13.0
		2009-2010	48.0	42.3	9.7

**Q. Distribution of Students by Residential Area**

<b>CAMPUS TABLES: Percent Distribution of Students by the Area in which they Reside</b>	Academic Year	
	2008-2009	2009-2010
	Campus	Campus
	Cascade	Cascade
	%	%
Upper North/Northeast Portland	13.9	11.7
Inner City/Holladay Park	7.0	6.3
Central East County	10.5	8.9
Southeast Portland	9.4	10.2
Lake Oswego/SW Portland	4.8	5.3
Downtown/Inner NW/Inner SW Portland	2.3	2.7
Outer SW Portland/Beaverton	5.7	7.2
Aloha/Farmington	12.8	12.0

(Continued)

<b>CAMPUS TABLES: Percent Distribution of Students by the Area in which they Reside</b>	Academic Year	
	2008-2009	2009-2010
	Campus	Campus
	Cascade	Cascade
	%	%
Tigard/Tualatin/King City	5.9	8.9
Hillsboro/Forest Grove	11.2	11.2
Yamhill County/Sherwood	2.3	2.8
Rock Creek/West District	0.5	0.6
Columbia County/Hwy 30 Corridor	2.1	2.7
Outer Northwest/St. Johns	4.5	4.5
Washington State	7.1	5.3
All	100.0	100.0

## R. Grades

CAMPUS TABLES: Grades (Credit Courses Only), Three Year History		Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit
		N	%	%	%	%	%	%	%	%
Collegewide, Excl Campus 6										
	2007-2008	1,619	55.8	22.7	6.5	0.9	0.1	9.2	3.6	1.2
	2008-2009	1,911	58.2	21.3	7.2	1.6	0.2	7.4	2.9	1.2
	2009-2010	2,197	56.5	23.2	8.9	1.9	0.3	5.8	2.7	0.7

(Continued)

CAMPUS TABLES: Grades (Credit Courses Only), Three Year History		Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit
		N	%	%	%	%	%	%	%	%
Cascade	2007-2008	1,619	55.8	22.7	6.5	0.9	0.1	9.2	3.6	1.2
	2008-2009	1,911	58.2	21.3	7.2	1.6	0.2	7.4	2.9	1.2
	2009-2010	2,197	56.5	23.2	8.9	1.9	0.3	5.8	2.7	0.7

S. Grades by Course

CAMPUS TABLES: Grades (Credit Courses Only) for 2009-10, by Course		Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit
		N	%	%	%	%	%	%	%	%
CJA 100	Cascade	315	67.9	9.8	1.6	1.3	.	14.3	4.8	0.3
CJA 101	Cascade	234	54.7	26.5	9.4	2.1	.	3.0	3.0	1.3
CJA 111	Cascade	272	53.7	25.0	8.8	2.9	.	6.3	2.6	0.7
CJA 112	Cascade	141	36.9	33.3	14.9	5.7	1.4	6.4	1.4	.
CJA 113	Cascade	242	65.7	18.6	5.4	0.4	0.4	5.4	4.1	.
CJA 114	Cascade	149	56.4	16.8	8.7	5.4	.	8.7	2.7	1.3
CJA 115	Cascade	48	62.5	18.8	4.2	.	2.1	10.4	2.1	.
CJA 210	Cascade	78	44.9	41.0	12.8	.	.	.	1.3	.
CJA 211	Cascade	69	47.8	36.2	10.1	.	1.4	2.9	.	1.4
CJA 212	Cascade	61	42.6	31.1	18.0	1.6	.	6.6	.	.
CJA 213	Cascade	21	38.1	38.1	14.3	4.8	.	.	.	4.8
CJA 214	Cascade	35	57.1	28.6	11.4	.	.	.	2.9	.
CJA 215	Cascade	54	75.9	5.6	7.4	1.9	3.7	.	5.6	.

(Continued)

CAMPUS TABLES: Grades (Credit Courses Only) for 2009-10, by Course		Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit
		N	%	%	%	%	%	%	%	%
		CJA 217	Cascade	12	75.0	16.7	.	.	.	8.3
CJA 225	Cascade	62	40.3	24.2	27.4	3.2	.	3.2	1.6	.
CJA 228	Cascade	30	53.3	40.0	6.7	.	.	.	.	.
CJA 230	Cascade	61	63.9	23.0	11.5	.	.	.	.	1.6
CJA 243	Cascade	75	74.7	20.0	4.0	.	.	.	.	1.3
CJA 244	Cascade	51	23.5	47.1	25.5	.	.	.	3.9	.
CJA 247	Cascade	18	44.4	38.9	5.6	.	.	5.6	5.6	.
CJA 260	Cascade	34	64.7	17.6	2.9	.	.	8.8	2.9	2.9
CJA 263	Cascade	33	87.9	6.1	.	.	.	.	3.0	3.0
CJA 264	Cascade	18	44.4	38.9	.	5.6	.	11.1	.	.
CJA 280A	Cascade	29	86.2	.	13.8	.	.	.	.	.
CJA 299B	Cascade	17	35.3	17.6	17.6	11.8	.	11.8	5.9	.
CJA 299C	Cascade	15	20.0	53.3	20.0	.	.	.	6.7	.
CJA 299D	Cascade	23	30.4	47.8	8.7	.	.	4.3	.	8.7

## VIII. Appendix 2 – Clark College Articulation

### ARTICULATION / TRANSFER- AGREEMENT

#### CLARK COLLEGE and PORTLAND COMMUNITY COLLEGE

#### For the Associate of Applied Science in Criminal Justice

##### 1. Purpose

It is recognized that Clark College offers courses capable of being used to satisfy criminal justice degree or certificate requirements at Portland Community College. The purpose of this articulation agreement is to facilitate those Clark College students who will transfer to Portland Community College to complete a criminal justice related degree or certificate. This facilitation will be accomplished by providing seamless course transfer between the colleges as well as the occasional offering of a Portland Community College criminal justice course in the Clark College Education District.

## **2. The Articulation Agreement**

Clark College and Portland Community College each formally recognize the professional integrity and academic stature of the other. Both institutions view the other as active educational collaborators, committed to providing greater educational opportunities and services for students transferring between institutions. Each institution, furthermore, is dedicated to serving students from all walks of life, regardless of race, ethnicity, religion, sex, disability, color, age, marital status, national origin or other non-merit factors.

## **3. Equivalent Courses**

Portland Community College recognizes the Clark College courses listed on Exhibit A in this document as equivalent and will accept them provided the student's grade for each course being transferred is "C-" or better. Courses with grades of "D" or "F" will not transfer.

All required courses listed in Exhibit A must be completed despite credit differences. All credits will be counted for articulated criminal justice elective courses.

Course equivalencies contained in Exhibit A may be amended from time to time due to accreditation, regulatory requirements, program changes and other factors. Portland Community College will give notice as far in advance as reasonably possible of any curriculum or other changes so that Clark College students may adjust their courses of study as necessary.

## **4. Criminal Justice Instruction in Clark College's Educational District**

It is agreed that occasionally Portland Community College may offer any criminal justice course in the Clark College Educational District that is not available at Clark College.

## **5. Longevity of the Agreement**

This articulation agreement between Clark College and Portland Community College is valid for three academic years, and is subject to reevaluation by both colleges for continuance. Specific program content will be reviewed and updated as needed, with each partner assuming responsibility for informing the other of curricular revisions that would impact this agreement. Students who transfer to Portland Community College will be held to the graduation requirements for PCC.

## **6. Disputes Arising Under the Terms of the Agreement**

Any disputes arising under this agreement will be resolved by the institution to which credits are being transferred.

## **7. Promotion**



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Christine Chairsell, PhD      Date

Vice-President

Academic & Student Affairs

Portland Community College

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Date

Chief Academic Officer

Clark College



**EXHIBIT A**

Associate of Applied Science in Criminal Justice Degree (95 credits)  
Course Equivalencies - Clark College and Portland Community College

Required Courses

Portland Community College

1. CJA 100 – Criminal Justice Professions (3)  
Justice (5)
2. CJA 101 – Cultural Diversity for C.J. Professionals (3)
3. CJA 111 – C.J. System – Police (3)
4. CJA 112 – C.J. System – Courts (3)
5. CJA 113 – C.J. System – Corrections (3)
6. CJA 114 – Intro. to Juvenile Process
7. CJA 210 – Arrest, Search and Seizure (3)
8. CJA 211 – Civil Liability and Ethical Issues (3)
9. CJA 212 – Criminal Law (3)
10. CJA 225 – C.J. and the U.S. Constitution (3)
11. CJA 230 – Police Report Writing (4)
12. CJA 243 – Narcotics and Dangerous Drugs (3)
13. CAS 133 – Basic Computer Skills (4)
14. PS 201 – U.S. Gov't: Foundations and Principles (4)  
or  
PS 202 – U.S. Gov't: Institutions and Policies (4)  
Politics (5)  
or  
PS 203 – State and Local Gov't (4)
15. PSY 201 or 201A – General Psychology (4)
16. PSY 239 – Abnormal Psychology (4)  
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17. SOC 206 – Social Problems (4)
18. SP 111 – Public Speaking (4)
19. WR 121 – English Composition (4)  
(5)
20. WR 227 – Technical Report Writing (4)  
Writing (5)

Clark College

1. CJ& 101 – Introduction to Criminal

Courses 2 through 13 to be completed at  
Portland Community College

Course 14 - choose 1 of 3 at PCC

or

1 of 2 at Clark College

14. POLS 111 – Amer. Nat'l Gov't and

or

- POLS 131 – State and Local Gov't (5)

15. PSYC& 100 – General Psychology (5)

16. ----- Complete PSY 239 at PCC-----

17. SOC&201 – Social Problems (5)

18. CMST&220- Public Speaking (5)

19. ENGL& 101 – English Composition I

20. ENGL 135 – Intro. to Technical

Criminal Justice Electives – 18 Credits

The following Clark College courses are transferable to Portland Community College as criminal justice electives.

1. CJ& 105 – Introduction to Corrections (3)
2. FSCI 101 – Survey of Forensic Science (3)
3. SOC 230 – Domestic Violence (5)
4. SOC 240 – Criminology (5)

#### Math Competency Skill

- Portland Community College - MTH 63 (Intro. Algebra Part III) or MTH 65 (Intro. Algebra Part II)
- Clark College Math 090 (Elementary Algebra) or 093 (Algebra III)

#### 8 Additional General Education Credits

Eight additional credits of General Education are also required, with at least one course in Science, Math or Computer Science (Refer to the PCC catalog for details)