

CTE Program Review – Annual Program Update for 2021-2022

PART A

SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Criminal Justice**

Program Faculty Department Chair(s): Jim Parks

Program SAC Chair(s): Jane Ellis

Program Dean: Beth Mollenkamp

Pathway Dean:

Please highlight where your classes are offered.

Classes/Services offered at: CA / RC / SE / SY / NB / HC / WCC / Metro / CLIMB / OMIC / Other:

1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?

Competitive, based on admission criteria

Competitive due to limited capacity, based on order of application

Open entry

Other _____

SECTION 2: REFLECTING ON DATA

All data cited below can be found here: <https://www.pcc.edu/institutional-effectiveness/program-profiles/>

***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

All CJA Courses

	Online	On Site	Remote	Blended / Hybrid	Total
20-21	938	0	642	0	1601
19-20	763	542	152	125	1582
19-18	722	928	0	0	1650
18-17	642	1066	0	0	1708

2A1. Does this data suggest any questions that the SAC would like to pursue?

SAC would suggest making sure the three final classes for the AAS degree are needed to be put online for the entire CJA Degree to be completely online, for those who choose such a path. We need to continue to capitalize on remote and hybrid instruction. Additionally, remote, online and hybrid have all been successful in its delivery models. We noted huge increases in online and remote since 2019. We attribute most of this to our college wide COVID operations. This has also encouraged 6 CJA instructors to become certified online instructors, who may have been reluctant to do so.

Additionally, enrollment has remained relatively stable since 2018.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

The data is limited as it pertains to schedule, offerings and enrollment. Post-pandemic enrollment remains to be seen. We do know that our implementation of remote and online learning has been successful in increased enrollment. As to student satisfaction, we have not surveyed students with a direct question regarding CJA's method of delivery through online classes vs in person courses.

However, the data does suggest that student success can be obtained through online/remote/hybrid delivery of all courses.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

Our program also wondered about currently having a student satisfaction survey. Last year we conducted a huge race and equity satisfaction survey to students which indicated that students felt, at a rate of 95%, the method of delivery of CJA content was delivered in a fair and unbiased manner. This year we have collected teacher evaluations data and that data, *while informally* shared, indicated that they were for the most part satisfied with the CJA delivery model for the last two years. There were, however, specific classes students wanted in-person; those were Forensics, Crime Scene Photography, and Crisis Communication for Critical Incidents.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

SEE Modality Tab

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

Some classes that have on-line options have had higher success rates in the past, but when the same classes were taught online during the pandemic, the success rates increased in both remote and on-line classes. Anecdotally, instructors who first attempted the remote option appreciated the weekly lecture for connections and relationship building. Overall students embraced both modalities with much success.

Three course that we noted that may need more data were:

CJA 231 Crime Scene Photography = 57% success rate/ 19 students (hence we stopped providing this elective until we can resume face to face operations)

CJA 113 Introduction to Corrections = Three year average of online success rate 71%- 73%. As a SAC we have discussed rewriting the curriculum for this course as well as CJA 265 Community Reentry. Both classes are collaborative and instructors have agreed these two courses need a fresh look. (2B1b)

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

Criminal Justice has 2 courses with notable lower passing rates of below 77 %.

CJA 115: Intro to Jail Operations (which has since been removed from our curriculum)

CJA 114 Intro to Juvenile Justice with a 77.4% passing rate in 17-18. Since this time, a new Brightspace shell has been written and the textbook changed. The 2 years following produced passing rates at 93% and higher. Higher Passing Rates: remained the same overall with a department average of 86% as a passing rate for classes.

Three classes which stood out as with excellent sustained passing rates were:

CJA 100 Diversity in Criminal Justice 88 -92% passing rate

CJA 210 Arrest Search and Seizure 92.8 - 95% passing rate

CJA 212 Criminal Law 93-98% passing rate

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

The Criminal Justice Program has undergone an entire philosophical change as it relates to Justice Studies. We saw that our program was often misrepresented as a “police readiness” program, when in fact we represent a deep dive and introduction into the many facets of criminal justice careers and pathways. New courses that reflect 21st century policing and trends are being created and the department has several other revisions and enhanced curriculum development of courses needed for university transfers.

Over the last two years we have utilized our student support staff (AP) as an additional point when students are failing or falling behind. The Criminal Justice department used a system whereby each instructor sending out a "Notice of Concern" for the past 6 terms would also send that name to the Admin Professional and their job was to make direct contact; phone, email or Zoom conference.

The AP made direct contact with students and helped route each and every student to their needed resource; be it tutoring, mental health, financial hardship support or coaching for alternative courses. One fact our SAC has noticed with hard numbers is that more students in 2019-20 and 20-21 dropped courses amidst the pandemic. Classes with full enrollment often ended with 3 or more students dropping from the roles due to any number of life circumstances. This was not the case with face to face instruction, or previous years. As a department we remain concerned that our students have suffered the social angst brought on by the pandemic. Many students who enrolled shared their need for college financial aid as being their only source of income. We must do better as an entire college community, recognizing the harm and residual fall out this pandemic has caused our student population.

A realistic goal for our department is to gain a full time advisor. We currently share a Perkins advisor and that creates wait times sometimes up to three weeks to get an appointment. Our Admin Professional has not been given EAB access or an advising authorization which often creates a 2 step process before a student gets their questions answered. This is unacceptable. We need a full time advisor for the 1600 students enrolling in our courses.

Enrollment and % Success By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Last year our SAC conducted an equity survey of both our instructors and our curriculum. It was refreshing to see that over (95% of students enrolled felt we delivered materials and instruction in a fair and equitable manner. As politics and protests soar around us, this was a bright star of our program.

Three years passing rate averages:

Asian students: 91.8 %

Black students: 80.6%

Latinx students: 84.2%

NHOPI students: 86%

International students: 81%

White students: 87.8%

This year our department has decided to look more deeply at intersectionality and our work addressing inclusivity. The question we are asking is: As educators what tools do we provide students for building sustainable and inclusive classrooms?

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

1. We need an additional 1.0 FTE teaching position. With only one FTE for the department, the busy work and paperwork that come with this position is overwhelming. Additionally, we need another individual with current and fresh ideas from the workforce. To begin any initiative or acting on the new data, we need an additional person with time and resources to address these discrepancies.
2. We need a full time advisor for the Criminal Justice Program.
3. We value a student support position within the program. We believe that our success rate has increased for our failing or faltering students by having a solid connection and academic support by someone helping from within the program.
4. We need additional inclusivity and equity training for our instructors. We value them. Many are part-time, and, as such, we need to be paying for their time and commitment toward improvement.

2C. CTE Completions

SEE Awards Tab

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

At this time we are not tracking individual students' degree completion.

20-21' 49 students graduated

19-20' 29 students graduated

18-19' 35 students graduated

As an open program, we have created a double edged sword. It shows in our low degree completion. We want to remain an open program, where students across the college can take any of our classes. We have discussed at length becoming a closed program. Example: Allow any student to take 2 classes, then upon registering for the 3rd class the student must declare their intention for a CJA degree. Class enrollment data is hard to track with the registrar's office and within the program. If there were a method or a platform that we could use for this tracking, we would explore the closed program with much more assurances of accuracy.

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

We need to track both those students who are at 70% completions and help those individuals complete their degree. We do have that data from the student enrollment office of students who have 80 - 95% completion and those who are in our program. We should focus first on this core set and then expand to students entering our program. An orientation program is non-existent, other than a welcoming phone call, drop in advising or a Zoom meeting. Our suggestion is to formalize this process with a 1 credit course collaborated with Human Studies.

We need to do better in helping students graduate. Our numbers are not reflective of actual students graduating with other degrees at PCC, who have taken CJA courses as electives in their programs. That data is currently unavailable to us. Many students across the entire college take a class or two from our department prior to graduation with a differing AAS.

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

We struggle with PCC, as a whole, not knowing or understanding the 21st century purpose of our program. We are **not** a police readiness program, but rather a full program exposing students to the over 200 careers within Criminal Justice.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

No, we do not track graduates. We provide many job fair and career postings for our students throughout the program. Salaries have increased by 5% over the last 4 years due to a shortage of officers, advocates, and law careers. As a SAC, our outside business partners indicate that they too are in need of a more diversified workforce.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A1. Learning Assessment Reports

- X Multi Year Plan current and complete
- X 2021 Summary Data Report submitted
- X 2021 CTE Learning Assessment Report submitted

____ 2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: The criminal justice SAC is clearly at a time of transition. This year has been exceptionally difficult all across the college, and your SAC is poised to pivot to a new incarnation ("Justice Studies"). Not only that, but this is a historic time of reassessment and re-evaluation of law enforcement and its role in society, particularly its role in perpetuating systemic marginalization. It is commendable that the SAC is beginning to self-reflect on power structures and on the ways faculty may unwittingly reflect inequity.

Suggestions/Comments: However crucial an inequity conversation may be, it does not bear on student mastery of outcomes. The reviewers are looking forward to next year's assessment project and to a more detailed look at a granular approach to reassessing this outcome.

The reviewers appreciate this insight into the work your SAC is doing. It may be useful for the SAC to reach out to your assigned assessment coach about the appropriate use of indirect assessment & how to ask students directly what they learned or how they perceive instructors, as your survey does. There is some extent to which this type of assessment points students to a specific wanted answer. Clearly, the SAC will continue doing this work, so everyone will want to be informed about how to do it well.

Questions: The reviewers hope to see the question of *how student work demonstrates the stated outcome* clearly addressed as you go on with this work. What might be some possible changes to teaching that could help students achieve the outcome being assessed?

Thank you so much for your work at this exceptionally difficult time!

SAC Response: This year we have focused on one course to examine a clear and objective outcome. As stated the granular approach is needed. We will be examining the work in our required Civil Liabilities class which examines for [core ethics of the work and career](#).

This assignment examines:

The assignment involves conducting an interview with only an employed supervisor, manager or executive manager of a criminal justice agency on the topic of liability issues. Criminal justice agencies for this assignment include: city police, sheriff's department, state police, highway patrol, community and state corrections, federal corrections, federal law enforcement, and parole and probation which includes juvenile and adult officers. Non-supervisors, non-management employees and all retired and former criminal justice employees do not meet the criteria of the assignment. No points or credit will be allowed if the criteria is not followed for this interview.

The method of interview may be by telephone or video call (i.e., FaceTime, Skype, Facebook Messenger, WhatsApp, Google Duo, Viber, IMO, etc.). Due to the Coronavirus disease (COVID-19) face-to-face interviews should not be conducted. Multiple students may not interview the same person. The interview is subject to instructor verification.

Students are required to notify their instructor in the "Term Paper Comments" of the Course Information Module by Thursday of the second week as to what criminal justice agency or profession they will be doing their term paper interview on and the duty/position of the person they will interview. The instructor will respond to their post and ask follow-up questions, as needed, to facilitate success for this project. It is important for communication with both the instructor and the student in this process.

Interview Information and Term Paper Requirements

Question 1: Supervisor/Manager Interview Information

Question 2: Employee Training On Ethics

Do employees receive training on ethics? If yes, how often and why?

Question 3: Employee Training On Civil Liability

Do employees receive training on civil liability? If yes, how often and why?

Question 4: Ethical Issues OR Challenges In Your Profession

What are some of the ethical issues or challenges in your profession? Why are they an issue or challenge?

Any solutions?

Question 5: Training Topics Employees Required To Take Each Year

What training topics are employees required to take each year? Why are they required to complete this training?

Question 6: Employee Performance Evaluations

Do employees have yearly performance evaluations completed on them by their supervisors? If yes, why and for what reason?

Question 7: Agency Policy On The Use Of Force

What is your agency's policy on the use of force? Is a report required to be completed by the employee if they use force? Yes or no? Why?

Does a supervisor complete a report on the use of force used by the employee? Yes or no? Why?

What does an employee do if they witness another employee use force?

Question 8: Workforce Environment

What is your agency's policy on sexual harassment? Why?

What is your agency's policy on a hostile work environment? Why?

Question 9: Complaint Made Against An Employee

If there is a citizen, inmate, or co-worker non-criminal complaint made against one of your employees, is there an investigation? Yes or no? Why?

If there is an investigation, who does the investigation?

Is a report made?

Who reviews the report?

What are the options if the complaint is found to have occurred?

Question 10: Student Essay Only

Identify one important lesson you learned or had reaffirmed from this assignment as it relates to the course?

Your response should be specific and fully developed with an example.

You are expected to provide at least one paragraph with a minimum of five complete sentences.

Each sentence has a point value of two points.

Typing Your Report

Your report needs to be typewritten on a word document, listing your name, each page should be numbered, a 12 point style of Times New Roman font, double spaced and follow the order of questions listed for required information. Copy and number the questions as captions. See the CJA 211 Term Paper Template and your responses need to be in complete sentences and in paragraph form underneath each caption. Each paragraph should contain a minimum of five complete sentences. After you answer the question, proceed to the next question, following the same format.

To be fair, objective, and consistent, your report will be graded according to Writing 121 standards for content, clarity and sentence structure. There will be a quarter of one point subtracted for each misspelled word, composition error, and each instance where formatting requirements (e.g. no double spacing, no page number, etc.) for your paper were not followed. Each question which is fully answered with substance will receive the maximum value of points. Incomplete and undeveloped responses will lose points.

The minimum length of the paper is five pages and the maximum length of the paper is seven pages. Students are required to follow the CJA 211 Term Paper Template format for their term paper. Students needing tutoring for writing their papers are encouraged to contact PCC Writing Centers for assistance.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

Our enrollment is increasing with more students looking to become advocates within the criminal justice system by more fully understanding it. We have capitalized on this and collaborated with Paralegal for more crossover course work for students. The paralegal department, which is a closed program, in the past, has not allowed CJA students to take courses within their degree program. Additionally, our work with Communications, Psychology and Sociology have made a great fit. These core classes are the foundation for mental health and wellness. They provide fuller understanding of the social dynamics of individual differences and the need to represent the underrepresented in a more fair and equitable manner. As hiring has continued to see fewer individuals having core communication and problem solving skills. Our SAC is adamant that new hires must come with a more "robust set of essential social skills."

4B. Are there any challenges not described above that you would like to note here?

Our curricular work has increased fivefold since 2016. The curriculum truly needs updating with an eye on the future and reform of the criminal justice system. Part time staff needs to be paid more commensurate with their expertise and external positions. Their involvement with this curricular updating is critical.

Secondly, our partners have been limited in our PCC invitations to career fairs. DEA, ICE, FBI, DOJ all have been uninvited to our campuses. PCC must realize that we support a career field in criminal justice and the non recognition of our CTE career path is discriminatory. As a SAC we have been more tuned into the political climate of many of these careers, but to have an entire college say no to their presence at career fairs is unacceptable.

4C. Do you see any opportunities in the near or long term that you would like to share?

We do need to explore a closed program. In our minds taking two classes in CJA should be a choice for all PCC students. We have yet to find a way to allow for this type of tracking and "gate keeping" for a closed program.

SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to academicaffairs@pcc.edu and we can update Spaces for you.

Advisory committee roster is current as of: **April 2021**

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

Our SAC has mixed feelings. They are keenly aware that the college has been not welcoming Portland Police Bureau as our own Union sent a notice indicating their non-support of the Portland Police Bureau. We lost several members due to this statement letter, and we are rebuilding our SAC.

This writer (JE) remains frustrated with both the college's lack of understanding or curiosity of our program and our union's stance which cost us losing members of police forces across the area. These leaders were in fact the "change" leaders we need to see in policing and correction reentry.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight? We were very nimble as a SAC and as an instructional team to rise to the pandemic in our thinking and our instructional delivery. No one, no one.....said "no I won't teach" and everyone embraced technology to help students. Great empathy from all our leaders.

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

Have had a great new program dean. She is listening to us , pushing us and understanding the roadblocks and obstacles of our industry. Been very supportive.

5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

NO

