



CRIMINAL JUSTICE

2016 Program Review
Portland Community College

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2016 Criminal Justice Program Overview

Educational Objectives

The Criminal Justice Program's focus is to educate students within the context of Portland Community College's mission and values. We aim 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 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. Whether attaining the Criminal Justice Degree and/or Corrections Technician Certificate, students are expected 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. We focus on writing clear and coherent reports using standard English conventions of grammar and style and the use MS Office applications to create basic business documents. Instruction includes the preparation of quality reports of investigations in a manner that communicates concise and factual information and is capable of withstanding courtroom scrutiny.
- Included in communication is an 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. Communicate with individuals using verbal and non-verbal methods that recognize diverse cultures, ethnic groups and non-traditional populations. It's important that professionals communicate with individuals using verbal and non-verbal methods that recognize diverse cultures, ethnic groups and non-traditional populations.
- Apply scientific, cultural and political perspectives to 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.
- Carry out criminal investigations using effective and legal interrogation techniques. This includes:
 - Conducting searches and seizures in a manner that complies with statutory and constitutional requirements.

- Managing initial custody of adults and juveniles with an understanding of the differing procedures.
- Recognizing behaviors during encounters with individuals that indicate substance abuse or mental health issues.
- Interviewing and communicating with clients in various settings while demonstrating sensitivity to their issues such as mental health and substance abuse.
- Demonstrate and apply knowledge, skills and attitudes necessary to enter and succeed in a criminal justice field. That includes the ability to assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

The program goals and objectives have remained fairly constant. They are a reflection of the skills and abilities that many or most criminal justice agencies desire according to employers. Law-enforcement strives for training and methods that result in best practices for achieving positive community outcomes. Curriculum undergoes continuous revision with recommendations and approval of the SAC. There is no expectation that basic goals and objectives will change over the next 5 years. What may change, however, is the evolution of curriculum to maintain best practices.

Modifications Resulting from SAC Recommendations and Administrative Responses

2011 Administrative Response Suggestions/Observations with Department Responses – See Page 22

- [There are] no enrolments in CJA 279 or 280B. Are these slated for inactivation? Similarly, Appendix J shows no enrollments in CJA 261 or 262 since 2007-08. Are these slated for inactivation? Are any others to be inactivated?

Response: The SAC continues to evaluate and revise courses. No action has yet been taken on CJA 279 or CJA 280B. CJA 261 and CJA 262 are now taught at least once annually. Courses will be reviewed as time permits.

- Consider carefully the number of credits in the degree, keeping in mind that the closer you are to 90, rather than 108, the sooner students can graduate, the sooner students can go to work, the sooner graduates can earn a living in their chosen field, and the smaller will be their debt, assuming they were financial aid.

Response: The number of credits in the degree has been revised from 95 to 91. Graduates are encouraged to self-reflect in CJA 100 (Professions in Criminal Justice) as to whether the criminal justice program is a good fit to meet their career goals. We urge students not to incur needless debt and to withdraw from the program if past or current issues may prevent employment.

- With increasingly stringent Financial Aid rules coming soon, tracking of graduates and near completers will become more critical. We will be required to track them to jobs and/or higher education so anything the program can do to help Institutional Effectiveness track them will be appreciated.

Response: The process for tracking students post graduation is still evolving. We note that some seek employment directly after graduation while others transition to a university. A few students enroll just for one or two courses simply to gain information.

- More classroom and/or lab space: Continue to work with your Division Dean and the campus bond manager on space needs, which may be gained through the construction of the New Academic Building.

Response: Classroom and other space needs are still developing

- More administrative assistant help: Changes in support are in process, but continue to work with your Division Dean with regards to changes in Instructional Administrative Support in the AHELS Division.

Response: More Instructional Administrative Support is still evolving

SAC Recommendations

The SAC worked to evaluate the curriculum for the purposes of maintaining contemporary curriculum and avoiding duplication of material. Over the years we recognized the importance of social behavior in relation to criminal justice. We began incorporating additional curriculum related to social issues directly into criminal justice courses.

Social problems have always been an issue but recently there seems to be an upswing related to police. Allegations of racism, bias, prejudice and excessive force by police tops the news daily. Over the past years, local police and other government agencies together have paid millions of dollars in judgments and settlements for constitutional rights violations. For example, Portland was recently investigated by the Department of Justice regarding police use of force when responding to those experiencing mental health issues. The investigation resulted in an agreement between the city and DOJ calling for the monitoring of the Portland Police. Mental health response and the use of force is not just a local issue, but a problem across the nation.

The Criminal Justice Program continues to seek best practices in an attempt maintain cohesiveness and justice throughout the community. Several years ago, Cultural Diversity for Police Professionals (CJA 101) was added the core curriculum. We continue to incorporate social problem topics into criminal justice

courses. Besides the addition of the Human Trafficking course mentioned above, the Tactical Communications in Crisis Incidents course (CJA 244) has transitioned from an elective to core curriculum. This course focuses on communicating with those having a mental health breakdown. One of the course outcomes is to provide law-enforcement with as many tools and options in an attempt to prevent having to use deadly force. Criminal Justice & The U.S. Constitution (CJA 225) curriculum was adjusted to emphasize the importance of equal protection. Instruction on workplace and employment discrimination was expanded so that more time is devoted to those topics.

Outcomes and Assessment

Course-Level Outcomes

The benefit of being a single-campus SAC helps with collaboration and shared vision in regards to developing course-level learning outcomes. Many courses have narrow topics and outcomes are initially vetted by area experts. We work as a group to develop outcomes and determine the assessability of each before submitting to the curriculum committee.

After course-level outcomes are established, each instructor for the course is briefed on the content and what's expected with outcome assessment. Examples of assessment methods are discussed, but each instructor is free to select their own style.

Examples of changes from traditional assessments include:

- Portfolios – used in CJA 100 (Criminal Justice Professions). Students are graded on an employment portfolio which they build containing information used for employment applications. Students are expected to keep the information updated.
- Scenario-based Training – Some CJA 112 (Introduction to Criminal Courts) instructors use mock trials as an alternate method to traditional assessment.
- Role Playing - CJA 244 (Tactical Communications) Students are graded through role-playing exercises involving actors portraying people having mental health breakdowns. CJA 210 (Arrest, Search & Seizure) uses role-playing for stops and arrests.

College Core Outcomes

Mapping Level Indicators:

Core Outcomes:

0 Not Applicable.

Communication.

Limited demonstration or application of knowledge and skills.	Community and Environmental Responsibility.
Basic demonstration and application of knowledge and skills.	Critical Thinking and Problem Solving. Cultural Awareness.
Demonstrated comprehension and is able to apply essential knowledge and skills.	Professional Competence.
Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.	Self-Reflection.

CJA Course	Title	CO 1	CO 2	CO 3	CO 4	CO 5	CO 6
100	Professions in Criminal Justice	3	1	3	1	3	1
101	Cultural Diversity for CJ Professionals	4	4	4	4	4	4
111	Police	2	4	3	4	4	2
112	Courts	4	4	3	4	4	2
113	Corrections	4	4	4	3	4	2
114	Juvenile Process	3	3	3	3	4	2

210	Arrest, Search & Seizure	3	3	3	4	4	2
211	Civil Liability	3	4	3	2	4	3
212	Criminal Law	3	3	3	2	3	2
225	Constitutional Law	2	3	3	3	4	3
230	Police Report Writing	4	4	3	2	4	3
243	Narcotics & Dangerous Drugs	2	3	3	2	3	4
244	Tactical Communication in Crisis Incidents	4	4	4	4	4	4

Degree and Certificate Outcomes

Toward the end of studies for the degree, students must complete CJA 230 (Police Report Writing). Throughout the course, students combine knowledge previously gained through core curriculum along with writing skills to complete a mock investigation along with a 50 to 60-page report to be used by a prosecutor. This final assessment results in a product that some students present to prospective employers as a sample of their knowledge and writing ability.

CJA 230 (Police Report Writing) continues to result in a quality final assessment project. Initially students had to complete WR 122 prior to enrolling. Organizational skills seemed to be lacking when assembling the final report. To assist with organization, the program substituted WR 227 (Technical Report Writing) for WR 122. It was apparent right away that the modification helped with project organization. We receive feedback from past students on an ongoing basis that their writing skills have increased as a result of completing the criminal justice program.

Other Curricular Issues

Distance Learning

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

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

CJA 265 – Community Reentry for Offenders

Classroom and Distance Learning Success

There is a difference in general between passing rates of on-campus and distance learning courses as indicated below. The SAC has not yet discussed possible reasons for the difference.

Fall 2014 – Spring 2015

		On Campus		Distance Learning	
		Enrollments	Pass %	Enrollments	Pass %
CJA	100	118	79.7%	136	73.5%
CJA	101	17	100.0%	138	76.8%
CJA	111	107	73.8%	120	83.3%
CJA	112	97	84.5%	26	80.8%
CJA	113	51	88.2%	71	73.2%
CJA	114	45	82.2%	44	59.1%
CJA	260		NA	23	87.0%

CJA	264		NA	22	77.3%
CJA	265		NA	23	82.6%

Termination of Agreement with Transportation Safety Administration

The Criminal Justice Department entered a partnership with the Transportation Security Administration at Portland Airport in 2010. This was in response to a TSA nationwide program in conjunction with local community colleges to offer the following three higher education criminal justice related courses to TSA employees:

- Introduction to Homeland Security
- Intelligence Analysis and Security Management
- Border and Transportation Security

It soon became apparent that a substantial number of employees were not prepared academically for the required coursework. Specifically, some instructors found that students in general lacked the writing ability and skill to prepare written assignments and assessments at college level. PCC met with TSA in an attempt to incorporate a writing prerequisite into the curriculum. Unfortunately, there were restrictions on the curriculum that TSA would provide. In consultation with the Subject Area Committee and Division Dean, it was decided not to renew the contract with TSA.

Community-based learning

Criminal Justice offers cooperative education. It was part of the core curriculum but moved to an elective as the program had a number of students who were already employed but coming back to college to increase their skills and knowledge for advancement. Cooperative education was not useful in those situations. Those students looking for employment are encouraged to use cooperative education as one of the electives. At this time there are no plans to expand community-based learning in the program.

Dual Credit at the Clark County Skills Center

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 Clark County Skills Center in Vancouver, Washington participates in the dual credit program. The following courses are offered:

- CJA 100 – 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

The Skills Center is visited at least once and sometimes twice annually to review their program. Each time at least two hours are spent observing the instruction and practice. We would like to expand our visits to the Skills Center to review instruction and assessment.

Oregon Coast Community College

OCCC is accredited through PCC. One of their few CTE programs is criminal justice. Courses are taught by one full-time instructor. We think it important to maintain a connection and review their instruction and assessments as we do for PCC instruction.

Course Evaluations by the SAC

Evaluations are scanned at the end of each term. Student responses are usually consistent for each instructor. Occasionally there is an anomaly in the responses. When this happens I follow up with the instructor and a couple of students who were in the course.

Most student feedback occurs personally during the term before finals. The Criminal Justice Program has not developed SAC-specific questions as of this time.

Needs of Students and the Community

Criminal justice student demographics and populations served have remained fairly consistent over the past 10 years except for gender. In 2005 the percentage of females to males was about 51%. In 2010 the collegewide tables indicated an increase of females to 56%. The 2015 tables indicate another increase to 62.7% female enrollment.

It is common for criminal justice courses to have at least one disabled student enrolled in each course. In recent years, it seems PCC has expanded the types of accommodations granted to students. There have been no major discussions at the SAC level other than to make sure that accommodations by Disability Services are followed.

Student Memory Aids are somewhat challenging since they are new. Apparently instructors are supposed to decide whether to approve a memory aid. There is some concern about the consequences of denial.

Composition, Qualifications and Development of Faculty

The high quality of the criminal justice program is noted throughout the Portland Metro Area. A major reason is because we have a diverse faculty pool bringing years of experience to the program. It's well noted among the students that faculty are able to relate professional experiences to topics that are being covered. According to students, this instruction method helps students retain information.

The criminal justice program has 17 adjunct faculty instructing this term. Of those, four are minorities and three are female. That equates into roughly 24% minority staff and 18% females.

There have been no changes in the minimum instructor qualifications since the last review. In practicality however, there have been so many applicants seeking employment that we have been able to employ those that have education and experience while having a diverse faculty pool.

Faculty professional development activities have decreased over the past 3 years due to funding cuts. We look for no or low cost seminars and meetings to keep on par with contemporary criminal justice issues and practices.

Facilities and Academic Support

Student Success and Facilities

There's plenty of research indicating that academic support and sufficient facilities do have an impact on student success. Classrooms, technology and equipment are important factors to assist student learning. It's clear that many types of learning styles exist. Instructional delivery of content in various formats reinforces traditional lecture and may assist some students suffering from physical impairments.

Libraries are an important information resource for students. Research assignments in various courses give students increased opportunities to find specific material that may not be on the Internet. Students are sometimes given assignments that must be completed in Cascade's law library or some other location that contains sufficient resources. Lexis Nexis Academic is available to all PCC students to conduct timely research in law specific areas. The following are requested enhancements that we believe would increase student success:

Classroom Space

Criminal justice gets preference on two rooms and sometimes has to hold class in another building. A number of criminal justice students are employed during the day and attend classes during the evening. Courses are scheduled so that all students are accommodated. Roughly 50% of instruction is during the evening. Classroom space is still at a premium for evening courses. Often one class is scheduled in Jackson Hall if three classes begin at 6:00pm. This term we were fortunate to get the third criminal justice course moved back to PSEB due to cancellation of another program's course.

Crime Scene Room

Initially the program was to have a crime scene room. Because of last minute changes when we moved in, the program was given a large closet which also serves as a storage room.

Mock Courtroom

We initially requested before moving in to PSEB one room that could easily be converted into a mock courtroom. We're hoping that this will eventually come to fruition.

Insights on Students' Use of Services

The SAC believes that PCC services such as advising, counseling, disability services and others are generally utilized by criminal justice students. I invite Michelle Butler, the Perkins Advisor, to the first class of each of my courses to introduce students. The Department Chair and Co-Chair have an open door policy for advising beyond our office hours. A number of students receive advising during and outside of office hours.

Advisory Committee and Employer Needs

The Advisory Committee is composed of professionals and experts who guide the curriculum. At least once each year, the committee discusses the curriculum in relation to serving employer needs. We keep courses "cutting edge" – that is to continuously survey industry needs and develop curriculum to fit those needs. Students are encouraged to consult with faculty regarding their careers because some faculty either serve as employers or have been employers.

As with the rest of PCC, enrollment has continued to decline over the past five years. Fewer electives are offered each term because of this. As an open program, there is not a selection criterion to screen students. We welcome students from other programs interested in one specific course. The Paralegal Program permits students to count a few criminal justice courses as electives. Our program does the same for paralegal.

Employment and Salary

Criminal Justice studies can lead to several entry-level jobs. Many graduates are interested in law-enforcement or corrections. Projected employment according to the Bureau of Labor Statistics indicate an upward trend in employment. California Department of Corrections is in the process of hiring 7000 corrections officers over the next three years. Locally, both corrections and police are looking for employees. The Bureau of Labor projects that employment of police will continue to rise although the job outlook is slower than average.

The median pay across the U.S. is also indicated in the second chart below. Criminal justice employees on the west coast and Alaska average higher salaries than many other locations throughout the United States.

Employment projections data for police and detectives, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24	
				Percent	Numeric
Police and detectives	—	806,400	839,500	4	33,100
Detectives and criminal investigators	33-3021	116,700	115,300	-1	-1,400
Fish and game wardens	33-3031	6,200	6,300	2	100
Police and sheriff's patrol officers	33-3051	680,000	714,200	5	34,200
Transit and railroad police	33-3052	3,600	3,700	4	100

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Summary

Quick Facts: Police and Detectives	
2014 Median Pay ?	\$58,630 per year \$28.19 per hour
Typical Entry-Level Education ?	See How to Become One
Work Experience in a Related Occupation ?	See How to Become One
On-the-job Training ?	Moderate-term on-the-job training
Number of Jobs, 2014 ?	806,400
Job Outlook, 2014-24 ?	4% (Slower than average)
Employment Change, 2014-24 ?	33,100

Recommendations

- Add an Academic Professional to criminal justice staff – Currently the program has two full-time faculty members and about 30 part-time instructors. Administrative support is needed given the number of students and adjuncts. With the looming retirement of one of the full-time members, a smooth transition could be made by hiring an academic professional now. This person would replace the second full-time staff and fill the administrative support.
- A third classroom would be useful for evening courses. Currently a third class must be placed in another building such as Jackson Hall unless another program cancels one of their courses.

AGENDA with Minutes
Subject Area Committee (SAC) In-Service

Advisory Board/Staff Meeting – October 29, 2014

- I. Welcome and Introductions
 -
- II. SAC Pay Stipend for SAC Meeting
 - Complete Section 1 on the Stipend form: Section 1: ID = Your G# and your name and
 - to be reimbursed for parking, put your name on the parking receipt and give it to
 - Ken Moore. A signed parking Imprest form will be returned to your mail slot.
 -
- III. Criminal Justice Drop-Box The CJ Dept. has a new Drop-Box located next to PSEB, Room 121. You can have students drop off papers and tests after hours and those documents will be put in your Mail Slot in the Instructor's Workroom.
 -
- IV. For the Winter Quarter starting 1/5/15, NO SHOWS (NS) should be posted by the end of the 1st week of classes. A student can still be added to the class no later than the 2nd Tuesday. The Winter term will be posted on Friday 10/31/14 and Registration will be begin on Tuesday, 11/18/14.
 -
- V. Enrollment – The College continues to experience lower enrollment. The CJ Dept. is monitoring this trend and is currently having to offer fewer elective CJ courses per quarter.
 -
- VI. Instructor Attendance/ Outside of class projects and Hybrid Courses.
 -
 - It was discussed that Academic Policy and Standards C103, as well as, the Northwest Council on Colleges and Universities (NWCCU), requires 30-36 hours of contact hours for a 3 credit class and expects that 60 hours of outside reading and projects be accomplished by students. Instructors should commit to an entire term and only use substitutes in emergency/ illness situations. In most cases an outside class project should not take the place of a class. If an Instructor is ill and cannot be at a particular class, they should notify Jim Parks and Ken Moore. A class notification will be posted.
 -
 - Courses that have actual class meetings, as well as, a Distance Learning aspect of the course, need to be listed as Hybrid courses in the college schedule.

-
- VII. Utilizing the PCC Print Center
 - Instructors should consider using the Print Center for Large volume projects. The Account Number for Criminal Justice is 1000-C40306-21.
 -
- VIII. Use of a Second Copy Machine. If the copy machine in the Instructor's workroom is occupied or not working, there is another copy machine in Cascade Hall first floor next to PSEB, the Code for the door is 1290.
-
- IX. Other Topics and Future Topics that the Advisory Board should be discussing.

VI. Other Topics and Future Topics that the Advisory Board should be discussing.

Tony Shaver, Instructor – Criminal Justice with the Clark County Skills Center discussed the Dual Credit system used. He draws students from 14 different high schools. The students are able to obtain four criminal justice courses through the system for high school and college credit.

The new course CJA 250 (Human Trafficking) was introduced. It will be taught by Multnomah County Assistant District Attorney Ujufusa and will include presentation by the ADA, Psychologists, Sociologists, etc.

AGENDA

Subject Area Committee (SAC) In-Service

Advisory Board/Staff Meeting – April 28, 2015

1. Welcome and Introductions

Administrative Matters

2. SAC Pay Stipends for SAC Meeting Section 1 on the Stipend form with your G# and your name. Return the forms to Ken Moore
3. Reminder: The Criminal Justice Drop Box is located next to PSEB 121/122. Your students can drop off papers and tests after hours and those documents will be put in your Mail Slot in the Instructor's Workroom
4. Summer Quarter- the Summer Quarter courses will be posted on 5/1/15 and registration will begin on 5/19/15. Summer classes will begin on 6/22/15.
5. Reminder: A Second Copy Machine is located in Cascade Hall across the street from the Public Service Education Building and Code for the door is 1290.
6. Enrollment - The college continues to experience lower enrollment that has leveled off, however, this trend has made it necessary for the CJ Dept. to offer fewer Criminal Justice electives each quarter.
7. As of Fall 2015, the C.J. degree will no longer require Sociology 206 and will be requiring five C.J. electives. This make the total hours required for the AAS-CJ degree from 92 hours to 91 hours.
8. New Instructor: Sgt. Mike Leader, Hillsboro Police Dept. will be teaching CJA 230 (Police Report Writing) in the Summer Quarter

Major Topics

9. PCC is presently going through re-accreditation through the Northwest Commission on Colleges and Universities. In regards to that accreditation Jim Parks discuss In-Class Time and Out-of-Class Time for our courses.
10. Discussion of a possible new Capstone Course
This course would be designed to assist students in the Hiring Process and include topics such as: Orals Boards, Physical Agility requirements, preparing Background Investigation documents, and other employment requirements. It would be a required course for the degree.
The Advisory Board should make suggestions to determine the number of hours for this course and the content to be included.

11. Other Topics and Future Topics that the Advisory Board should be discussing

Criminal Justice Department
Portland Community College

AGENDA

Subject Area Committee (SAC) In-Service

Advisory Board/Staff meeting – October 27, 2015

1. Welcome and Introductions

2. Reporting Students of Concern – Nikki Barone
Coordinator/Student Conduct

Office of the Dean of Students
3. Risk Managements Techniques with Students – Aaron Olson

4. SAC Pay Stipends for SAC Meeting – New Electronic Procedure

5. Discussion on past and current applicants and new hires for various Criminal Justice agencies.
 - a. Good qualities you have observed.
 - b. Areas of expertise that you believe are needed and should be addressed by the PCC Criminal Justice Program.

6. Further Discussions regarding a final Capstone course prior to graduation
 - a. Written Tests
 - b. Oral Boards
 - c. Portfolio preparation for Background Investigations
 - d. Etc.

Administrative Response to 2011 Program Review

Criminal Justice 22 May 2011

The Criminal Justice Program Review was presented in the Winter of 2011. We thank you for your efforts to create, maintain, improve, and expand this high quality program. Those efforts aptly serve the public and various organizations in the criminal justice field. We thank you for your continued efforts to make this program something about which the college in general and you in particular can take great pride.

You are complimented on your report and presentation, including hearing from part-time faculty members so critical to the success of the program and its students. Those not involved in day- to-day operations associated with criminal justice have a much more complete picture of what is involved, including the broad array of careers available to our graduates.

This response is in four parts: 1) Commendations, 2) Suggestions/Observations, 3) Response to Recommendations made by the SAC and 4) Closing comments.

Commendations

- Creating the Correction Technician Career Pathway Certificate, which included an arduous adverse impact process involving a local private career college
- Developing numerous new courses to stay respond to changing needs in the field • Adding WR 227 to strengthen the technical writing ability of program graduates
- Providing for credit for prior learning through the use of the College's Non-Traditional Credit program, primarily for those having been awarded certificates through the Oregon Department of Public Safety Standards and Training
- Cultivating partnerships with the Transportation Security Administration, including developing courses for inclusion in a certificate designed to support TSA workers
- Supporting opportunities for high school students to earn credit through the College's dual credit program

Expanding Distance Learning opportunities • Nurturing partnerships with other PCC programs, including those in the Emergency Services

- Articulating with Clark College through its Sociology program to allow Clark County students an opportunity for education in Criminal Justice

Suggestions/Observations

- Appendix J shows no enrolments in CJA 279 or 280B. Are these slated for inactivation? Similarly, Appendix J shows no enrollments in CJA 261 or 262 since 2007-08. Are these slated for inactivation? Are any others to be inactivated?
- Consider carefully the number of credits in the degree, keeping in mind that the closer you are to 90, rather than 108, the sooner students can graduate, the sooner students can go to work, the sooner graduates can earn a living in their chosen field, and the smaller will be their debt, assuming they were are financial aid.
- With increasingly stringent Financial Aid rules coming soon, tracking of graduates and near completers will become more critical. We will be required to track them to jobs and/or higher education so anything the program can do to help Institutional Effectiveness track them will be appreciated.

Administrative Response to the SAC's Recommendations

CJA recommendations came from follow-up correspondence after the Program Review presentation. Administrative responses to these are found in italics below.

- More classroom and/or lab space: Continue to work with your Division Dean and the campus bond manager on space needs, which may be gained through the construction of the New Academic Building.
- More administrative assistant help: Changes in support are in process, but continue to work with your Division Dean with regards to changes in Instructional Administrative Support in the AHELS Division.

Closing Comments

We thank you for your efforts to continuously improve services provided to your students and for preparing a very thoughtful and well organized written Program Review report and presentation. You deserve to take great pride in the Criminal Justice program.

Administrative Response submitted by Scott Huff on behalf of the Deans of Instruction:

Birgitte Ryslinge, Rock Creek

Jeff Triplett, Sylvania

Julie Kopet, Extended Learning Scott Huff, Cascade

ARTICULATION AGREEMENT

CLARK COLLEGE and PORTLAND COMMUNITY COLLEGE For the Associate of Applied Science in Criminal Justice Degree For Academic Years 2014-15 through 2016-17

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 "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.

Criminal Justice Instruction in the Clark College Education 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.

Longevity of the Agreement

The 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 Portland Community College.

Disputes Arising Under the Terms of the Agreement

The institution to which the credits are being transferred will resolve any disputes arising under this agreement.

Promotion

Each institution may refer to this agreement in its respective literature, including websites, provided that it does not violate the business standards or other policy or requirements of an accrediting or regulatory body.

Commitment

The parties pledge to pursue this collaboration with all good faith, acknowledging that any obligations under this agreement will, of course, be conditioned upon all accreditation and regulatory approvals and requirements, and that this agreement will be modified to comply with the same if necessary.

Merger

This agreement constitutes the entire agreement between the parties. No waiver, consent, modification or change of terms of this agreement shall bind either party unless in writing and signed by both parties. Such waiver, consent, modification or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, agreements, or representations, oral or

written, not specified herein regarding this agreement.

Exhibit A

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

Required Courses

Portland Community College	Clark College
CJA 100-Criminal Justice Professions (3)	CJ& 101- Introduction to Criminal Justice (5)
PS 201 -U.S. Government: Foundations and Principles (4) or PS 202 -U.S. Government: Institutions and Policies (4) or PS 203 -State and Local Government (4)	POLS 111-American National Government and Politics (5) or POLS 131- State and Local Government (5)
PSY 201 or PSY 201A - General Psychology (4)	PSYC& 100-General Psychology (5)
SOC 206 - Social Problems (4)	SOC& 201 - Social Problems (5)
COMM 111-Public Speaking (4)	CMST& 220 - Public Speaking (5)
WR 121-English Composition (4)	ENGL& 101-English Composition (5)
WR 227 - Technical Report Writing (4)	ENGL 135-Introduction to Technical Writing (5)

Criminal Justice Elective Courses

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

PCC - MTH 63 (Intro. Algebra) or Clark College Math 90 (Elementary Algebra)

COLLEGEWIDE TABLES (Excl Campus 6 & HS dual credit): Full Time Equivalent (Student FTE) Enrollment and % Change	2010-11	Percent Change: 09-10 to 10-11	2011-12	Percent Change: 10-11 to 11-12	2012-13	Percent Change: 11-12 to 12-13	2013-14	Percent Change: 12-13 to 13-14	2014-15	Percent Change: 13-14 to 14-15
	Total	%	Total	%	Total	%	Total	%	Total	%
Collegewide, Excl Campus 6	171.4	14.8	197.0	14.9	171.6	-12.9	157.6	-8.1	129.9	-17.6

Collegewide Tables

COLLEGEWIDE TABLES (Excl Campus 6 & HS dual credit): Unduplicated Headcount Enrollment and % Change	2010-11	Percent Change: 09-10 to 10-11	2011-12	Percent Change: 10-11 to 11-12	2012-13	Percent Change: 11-12 to 12-13	2013-14	Percent Change: 12-13 to 13-14	2014-15	Percent Change: 13-14 to 14-15
	Total	%	Total	%	Total	%	Total	%	Total	%
Collegewide, Excl Campus 6	933	4.2	1,058	13.4	897	-15.2	848	-5.5	740	-12.7

COLLEGEWIDE TABLES (Excl Campus 6 & HS dual credit): Gender Distribution			Female	Male
		N	%	%
Collegewide, Excl Campus 6				
	2012-2013	890	58.0	42.0
	2013-2014	843	61.8	38.2
	2014-2015	732	62.7	37.3

COLLEGEWIDE TABLES (Excl Campus 6 & HS dual credit): Race/Ethnicity Distribution		Total	Foreign National	Multi-Racial	African American	Pacific Islander	Asian	American Indian/Alaska Native	Hispanic	White Non-Hispanic
		N	%	%	%	%	%	%	%	%
Collegewide, Excl Campus 6										
	2012-2013	833	0.5	4.9	10.2	0.7	3.8	1.4	12.7	65.7
	2013-2014	796	0.4	6.5	9.7	1.0	3.0	1.5	12.6	65.3
	2014-2015	707	0.1	5.9	10.6	1.0	3.7	1.1	15.1	62.4

COLLEGEWIDE TABLES (Excl Campus 6 & HS dual credit): Age Distribution			14-17	18-20	21-25	26-30	31-40	41-50	51-60	61+
		N	%	%	%	%	%	%	%	%
Collegewide, Excl Campus 6										
	2012-2013	896	1.5	19.5	26.7	20.4	19.2	8.9	3.1	0.7
	2013-2014	846	0.9	20.4	30.7	17.7	19.4	6.9	3.3	0.6
	2014-2015	740	2.0	21.4	30.5	17.2	16.4	8.1	3.8	0.7

COLLEGEWIDE TABLES (Excl Campus 6 & HS dual credit): 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				
	2012-2013	897	96.9	3.1
	2013-2014	848	97.4	2.6
	2014-2015	740	98.2	1.8

COLLEGEWIDE TABLES (Excl Campus 6 & HS dual credit): Percent Distribution of Students in the Subject Area who are Enrolled Full-, Half-, or Part-Time at PCC in Credit Courses (in this or other subject areas): Fall Term Only			Full Time Credit Courseload	Half Time Credit Courseload	Part Time Credit Courseload
			%	%	%
Collegewide, Excl Campus 6					
	Fall	2012-2013	51.7	41.3	7.0
		2013-2014	47.9	46.5	5.5
		2014-2015	45.0	49.4	5.6

COLLEGEWIDE TABLES (Excl Campus 6 & HS dual credit): Grades (Credit Courses Only) for 2014-15, by Course	Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit
	N	%	%	%	%	%	%	%	%
CJA 100	302	58.9	11.3	6.0	3.3	0.3	12.3	7.9	.
CJA 101	180	39.4	29.4	10.0	3.3	0.6	8.9	7.8	0.6
CJA 111	247	35.2	31.2	10.9	3.2	1.2	12.6	5.7	.
CJA 112	147	36.7	27.2	16.3	6.1	.	8.2	5.4	.
CJA 113	142	40.8	26.8	9.9	1.4	1.4	9.2	7.7	2.8
CJA 114	111	47.7	16.2	6.3	5.4	.	17.1	7.2	.
CJA 115	53	52.8	20.8	5.7	3.8	.	5.7	11.3	.
CJA 117	16	18.8	31.3	25.0	12.5	.	6.3	6.3	.
CJA 210	70	22.9	32.9	25.7	10.0	1.4	4.3	2.9	.
CJA 211	61	19.7	52.5	24.6	.	.	.	3.3	.
CJA 212	72	52.8	30.6	4.2	5.6	1.4	2.8	2.8	.
CJA 213	14	42.9	42.9	.	.	.	14.3	.	.
CJA 214	16	62.5	12.5	6.3	6.3	.	.	12.5	.
CJA 215	19	84.2	10.5	.	.	.	5.3	.	.
CJA 217	22	50.0	31.8	13.6	.	4.5	.	.	.
CJA 225	64	20.3	40.6	26.6	7.8	.	1.6	3.1	.
CJA 228	27	88.9	7.4	.	.	.	.	3.7	.
CJA 230	55	67.3	20.0	7.3	.	.	3.6	1.8	.
CJA 231	13	46.2	15.4	23.1	.	.	.	15.4	.
CJA 233	18	33.3	38.9	11.1	.	.	5.6	5.6	5.6

COLLEGEWIDE TABLES (Excl Campus 6 & HS dual credit): Grades (Credit Courses Only) for 2014-15, by Course	Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit
	N	%	%	%	%	%	%	%	%
	CJA 243	49	71.4	20.4	6.1	.	2.0	.	.
CJA 244	83	38.6	36.1	18.1	1.2	1.2	1.2	3.6	.
CJA 247	18	61.1	22.2	.	.	.	11.1	5.6	.
CJA 250	16	62.5	31.3	.	.	.	.	.	6.3
CJA 260	23	69.6	17.4	.	4.3	.	4.3	4.3	.
CJA 263	30	43.3	26.7	20.0	.	.	3.3	6.7	.
CJA 264	22	40.9	22.7	13.6	.	.	9.1	13.6	.
CJA 265	23	52.2	21.7	8.7	4.3	.	4.3	8.7	.
CJA 280A	7	.	.	.	.	57.1	.	.	42.9

CAMPUS TABLES: Full Time Equivalent (Student FTE) Enrollment and % Change	2010-11	Percent Change: 09-10 to 10-11	2011-12	Percent Change: 10-11 to 11-12	2012-13	Percent Change: 11-12 to 12-13	2013-14	Percent Change: 12-13 to 13-14	2014-15	Percent Change: 13-14 to 14-15
	Total	%	Total	%	Total	%	Total	%	Total	%
	Cascade	171.4	14.8	197.0	14.9	171.6	-12.9	157.6	-8.1	129.9	-17.6

CAMPUS TABLES: Full-Time Equivalent (Student FTE) Enrollment, by Course		2012-13	11-12 to 12-13	Percent Change: 11-12 to 12-13	2013-14	12-13 to 13-14	Percent Change: 12-13 to 13-14	2014-15	13-14 to 14-15	Percent Change: 13-14 to 14-15
		Total	Change	%	Total	Change	%	Total	Change	%
CJA 100	Cascade	20.0	0.2	1.2	21.3	1.3	6.5	20.1	-1.2	-5.8
CJA 101	Cascade	14.7	-4.6	-23.7	13.4	-1.3	-8.6	11.9	-1.5	-11.4
CJA 111	Cascade	15.9	-4.1	-20.7	14.8	-1.1	-6.6	16.5	1.7	11.2
CJA 112	Cascade	14.7	1.5	11.7	13.0	-1.7	-11.5	9.7	-3.3	-25.5
CJA 113	Cascade	14.0	-7.8	-35.7	13.0	-1.0	-7.0	9.4	-3.6	-27.7
CJA 114	Cascade	16.5	0.4	2.7	14.8	-1.7	-10.0	7.4	-7.4	-49.8
CJA 115	Cascade	5.8	-0.2	-3.1	4.6	-1.2	-20.2	3.5	-1.1	-24.2
CJA 116	Cascade	1.2	-0.7	-36.4	.	.	.	.	.	.
CJA 117	Cascade	4.3	0.4	10.5	1.7	-2.6	-60.8	1.1	-0.6	-32.8
CJA 210	Cascade	5.6	-0.3	-5.7	4.8	-0.8	-14.6	4.6	-0.2	-3.9
CJA 211	Cascade	5.3	0.2	4.9	4.8	-0.5	-9.8	4.1	-0.7	-14.7
CJA 212	Cascade	5.1	0.4	7.4	6.1	0.9	18.3	4.8	-1.3	-20.7
CJA 213	Cascade	.	.	.	1.6	.	.	1.0	-0.6	-36.4
CJA 214	Cascade	2.0	-1.5	-43.1	1.4	-0.6	-32.3	1.0	-0.3	-23.8
CJA 215	Cascade	5.0	0.6	12.7	2.5	-2.5	-49.2	1.3	-1.2	-47.3
CJA 217	Cascade	2.6	-0.1	-2.9	2.2	-0.3	-12.6	1.4	-0.8	-36.7
CJA 222	Cascade	.	.	.	.	.	.	.	.	.
CJA 225	Cascade	4.8	-1.0	-17.9	4.7	-0.1	-2.3	4.2	-0.4	-9.6
CJA 228	Cascade	.	.	.	.	.	.	1.7	.	.
CJA 230	Cascade	5.4	1.4	34.6	5.8	0.4	8.1	4.9	-1.0	-16.6
CJA 231	Cascade	0.6	-0.8	-57.1	1.0	0.5	77.8	0.8	-0.2	-18.8
CJA 232	Cascade	.	.	.	0.5	.	.	.	.	.

CAMPUS TABLES: Full-Time Equivalent (Student FTE) Enrollment, by Course		2012-13			2013-14			2014-15		
		11-12 to 12-13	Percent Change: 11-12 to 12-13	12-13 to 13-14	Percent Change: 12-13 to 13-14	13-14 to 14-15	Percent Change: 13-14 to 14-15			
		Total	Change	%	Total	Change	%	Total	Change	%
CJA 299G	Cascade	.	.	.	.	.	.	.	.	.
CJA 299H	Cascade	.	.	.	.	.	.	.	.	.
CJA 299I	Cascade	.	.	.	.	.	.	.	.	.

CAMPUS TABLES: Unduplicated Headcount Enrollment and % Change	2010-11	Percent Change: 09-10 to 10-11	2011-12	Percent Change: 10-11 to 11-12	2012-13	Percent Change: 11-12 to 12-13	2013-14	Percent Change: 12-13 to 13-14	2014-15	Percent Change: 13-14 to 14-15
	Total	%	Total	%	Total	%	Total	%	Total	%
Cascade	933	4.2	1,058	13.4	897	-15.2	848	-5.5	740	-12.7

CAMPUS TABLES: Enrollment (Seats Taken), by Course		2012-13			2013-14			2014-15		
		11-12 to 12-13	Percent Change: 11-12 to 12-13	12-13 to 13-14	Percent Change: 12-13 to 13-14	13-14 to 14-15	Percent Change: 13-14 to 14-15			
		Total	Change	%	Total	Change	%	Total	Change	%
CJA 100	Cascade	299	3	1.0	319	20	6.7	302	-17	-5.3
CJA 101	Cascade	224	-66	-22.8	201	-23	-10.3	180	-21	-10.4
CJA 111	Cascade	240	-63	-20.8	225	-15	-6.3	247	22	9.8
CJA 112	Cascade	222	22	11.0	195	-27	-12.2	147	-48	-24.6
CJA 113	Cascade	211	-116	-35.5	195	-16	-7.6	142	-53	-27.2
CJA 114	Cascade	249	7	2.9	223	-26	-10.4	111	-112	-50.2
CJA 115	Cascade	88	-2	-2.2	69	-19	-21.6	53	-16	-23.2
CJA 116	Cascade	17	-11	-39.3	.	.	.	.	.	.

CAMPUS TABLES: Enrollment (Seats Taken), by Course		2012-13			2013-14			2014-15		
		11-12 to 12-13	Percent Change: 11-12 to 12-13	Total	12-13 to 13-14	Percent Change: 12-13 to 13-14	Total	13-14 to 14-15	Percent Change: 13-14 to 14-15	Total
		Total	Change	%	Total	Change	%	Total	Change	%
CJA 117	Cascade	65	5	8.3	26	-39	-60.0	16	-10	-38.5
CJA 210	Cascade	85	-5	-5.6	72	-13	-15.3	70	-2	-2.8
CJA 211	Cascade	80	4	5.3	72	-8	-10.0	61	-11	-15.3
CJA 212	Cascade	77	5	6.9	92	15	19.5	72	-20	-21.7
CJA 213	Cascade	.	.	.	22	.	.	14	-8	-36.4
CJA 214	Cascade	31	-22	-41.5	21	-10	-32.3	16	-5	-23.8
CJA 215	Cascade	78	11	16.4	41	-37	-47.4	19	-22	-53.7
CJA 217	Cascade	38	-1	-2.6	33	-5	-13.2	22	-11	-33.3
CJA 222	Cascade	.	.	.	.	.	.	.	.	.
CJA 225	Cascade	73	-15	-17.0	70	-3	-4.1	64	-6	-8.6
CJA 228	Cascade	.	.	.	.	.	.	27	.	.
CJA 230	Cascade	61	16	35.6	66	5	8.2	55	-11	-16.7
CJA 231	Cascade	9	-11	-55.0	16	7	77.8	13	-3	-18.8
CJA 232	Cascade	.	.	.	7	.	.	.	.	.
CJA 233	Cascade	21	.	.	.	.	.	18	.	.
CJA 234	Cascade	.	.	.	14	.	.	.	.	.
CJA 243	Cascade	79	0	0.0	76	-3	-3.8	49	-27	-35.5
CJA 244	Cascade	84	-2	-2.3	54	-30	-35.7	83	29	53.7
CJA 245	Cascade	.	.	.	9	.	.	.	.	.
CJA 246	Cascade	11	-5	-31.3	17	6	54.5	.	.	.
CJA 247	Cascade	14	-11	-44.0	24	10	71.4	18	-6	-25.0
CJA 248	Cascade	13	.	.	.	.	.	.	.	.
CJA 250	Cascade	.	.	.	.	.	.	16	.	.

CAMPUS TABLES: Gender Distribution			Female	Male
		N	%	%
Collegewide, Excl Campus 6				
	2012-2013	890	58.0	42.0
	2013-2014	843	61.8	38.2
	2014-2015	732	62.7	37.3
Cascade	2012-2013	890	58.0	42.0
	2013-2014	843	61.8	38.2
	2014-2015	732	62.7	37.3

CAMPUS TABLES: Race/Ethnicity Distribution		Total	Foreign National	Multi-Racial	African American	Pacific Islander	Asian	American Indian/Alaska Native	Hispanic	White Non-Hispanic
		N	%	%	%	%	%	%	%	%
Collegewide, Excl Campus 6										
	2012-2013	833	0.5	4.9	10.2	0.7	3.8	1.4	12.7	65.7
	2013-2014	796	0.4	6.5	9.7	1.0	3.0	1.5	12.6	65.3
	2014-2015	707	0.1	5.9	10.6	1.0	3.7	1.1	15.1	62.4
Cascade	2012-2013	833	0.5	4.9	10.2	0.7	3.8	1.4	12.7	65.7
	2013-2014	796	0.4	6.5	9.7	1.0	3.0	1.5	12.6	65.3
	2014-2015	707	0.1	5.9	10.6	1.0	3.7	1.1	15.1	62.4

CAMPUS TABLES: Age Distribution			14-17	18-20	21-25	26-30	31-40	41-50	51-60	61+
		N	%	%	%	%	%	%	%	%
Collegewide, Excl Campus 6										
	2012-2013	896	1.5	19.5	26.7	20.4	19.2	8.9	3.1	0.7
	2013-2014	846	0.9	20.4	30.7	17.7	19.4	6.9	3.3	0.6
	2014-2015	740	2.0	21.4	30.5	17.2	16.4	8.1	3.8	0.7
Cascade	2012-2013	896	1.5	19.5	26.7	20.4	19.2	8.9	3.1	0.7
	2013-2014	846	0.9	20.4	30.7	17.7	19.4	6.9	3.3	0.6
	2014-2015	740	2.0	21.4	30.5	17.2	16.4	8.1	3.8	0.7

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				
	2012-2013	897	96.9	3.1
	2013-2014	848	97.4	2.6
	2014-2015	740	98.2	1.8
Cascade	2012-2013	897	96.9	3.1
	2013-2014	848	97.4	2.6
	2014-2015	740	98.2	1.8

CAMPUS TABLES: Percent Distribution of Students in the Subject Area who are Enrolled Full-, Half-, or Part-Time at PCC in Credit Courses (in this or other subject areas): Fall Term Only			Full Time Credit Courseload	Half Time Credit Courseload	Part Time Credit Courseload
			%	%	%
Cascade					
	Fall	2012-2013	51.7	41.3	7.0
		2013-2014	47.9	46.5	5.5
		2014-2015	45.0	49.4	5.6

CAMPUS TABLES: Percent Distribution of Students by the Area in which they Reside	Academic Year	
	2013-2014	2014-2015
	Campus	Campus
	Cascade	Cascade
	%	%
Upper North/Northeast Portland	9.4	9.3
Inner City/Holladay Park	3.1	3.6
Central East County	7.5	7.2
Southeast Portland	7.3	5.7
Lake Oswego/SW Portland	4.0	3.2
Downtown/Inner NW/Inner SW Portland	2.5	2.7
Outer SW Portland/Beaverton	5.5	5.1
Aloha/Farmington	7.9	9.2
Tigard/Tualatin/King City	7.0	8.2

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CAMPUS TABLES: Percent Distribution of Students by the Area in which they Reside	Academic Year	
	2013-2014	2014-2015
	Campus	Campus
	Cascade	Cascade
	%	%
Hillsboro/Forest Grove	8.8	8.5
Yamhill County/Sherwood	3.1	3.4
Rock Creek/West District	0.5	0.8
Columbia County/Hwy 30 Corridor	2.1	2.2
Outer Northwest/St. Johns	3.9	2.7
Other Oregon	21.3	19.6
Washington State	5.5	8.0
Other/Unknown	0.5	0.5
All	100.0	100.0

CAMPUS TABLES: Grades (Credit Courses Only), History	Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit	
	N	%	%	%	%	%	%	%	%	
Collegewide, Excl Campus 6										
	2012-2013	2,544	49.9	22.0	9.1	2.8	0.7	8.5	6.4	0.5
	2013-2014	2,325	45.1	23.3	10.3	2.9	1.0	9.9	7.3	0.2
	2014-2015	1,920	45.1	25.5	10.9	3.4	0.8	7.9	5.9	0.5

CAMPUS TABLES: Grades (Credit Courses Only), History		Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit
		N	%	%	%	%	%	%	%	%
		Cascade	2012-2013	2,544	49.9	22.0	9.1	2.8	0.7	8.5	6.4	0.5
	2013-2014	2,325	45.1	23.3	10.3	2.9	1.0	9.9	7.3	0.2
	2014-2015	1,920	45.1	25.5	10.9	3.4	0.8	7.9	5.9	0.5

CAMPUS TABLES: Grades (Credit Courses Only) for 2014-15, by Course		Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit
		N	%	%	%	%	%	%	%	%
		CJA 100	Cascade	302	58.9	11.3	6.0	3.3	0.3	12.3	7.9	.
CJA 101	Cascade	180	39.4	29.4	10.0	3.3	0.6	8.9	7.8	0.6
CJA 111	Cascade	247	35.2	31.2	10.9	3.2	1.2	12.6	5.7	.
CJA 112	Cascade	147	36.7	27.2	16.3	6.1	.	8.2	5.4	.
CJA 113	Cascade	142	40.8	26.8	9.9	1.4	1.4	9.2	7.7	2.8
CJA 114	Cascade	111	47.7	16.2	6.3	5.4	.	17.1	7.2	.
CJA 115	Cascade	53	52.8	20.8	5.7	3.8	.	5.7	11.3	.
CJA 117	Cascade	16	18.8	31.3	25.0	12.5	.	6.3	6.3	.
CJA 210	Cascade	70	22.9	32.9	25.7	10.0	1.4	4.3	2.9	.
CJA 211	Cascade	61	19.7	52.5	24.6	.	.	.	3.3	.
CJA 212	Cascade	72	52.8	30.6	4.2	5.6	1.4	2.8	2.8	.
CJA 213	Cascade	14	42.9	42.9	.	.	.	14.3	.	.
CJA 214	Cascade	16	62.5	12.5	6.3	6.3	.	.	12.5	.
CJA 215	Cascade	19	84.2	10.5	.	.	.	5.3	.	.

CAMPUS TABLES: Grades (Credit Courses Only) for 2014-15, by Course		Total	A	B	C	D	P	F/NP	W	Other/Incomp/Audit
		N	%	%	%	%	%	%	%	%
		CJA 217	Cascade	22	50.0	31.8	13.6	.	4.5	.
CJA 225	Cascade	64	20.3	40.6	26.6	7.8	.	1.6	3.1	.
CJA 228	Cascade	27	88.9	7.4	.	.	.	.	3.7	.
CJA 230	Cascade	55	67.3	20.0	7.3	.	.	3.6	1.8	.
CJA 231	Cascade	13	46.2	15.4	23.1	.	.	.	15.4	.
CJA 233	Cascade	18	33.3	38.9	11.1	.	.	5.6	5.6	5.6
CJA 243	Cascade	49	71.4	20.4	6.1	.	2.0	.	.	.
CJA 244	Cascade	83	38.6	36.1	18.1	1.2	1.2	1.2	3.6	.
CJA 247	Cascade	18	61.1	22.2	.	.	.	11.1	5.6	.
CJA 250	Cascade	16	62.5	31.3	.	.	.	.	.	6.3
CJA 260	Cascade	23	69.6	17.4	.	4.3	.	4.3	4.3	.
CJA 263	Cascade	30	43.3	26.7	20.0	.	.	3.3	6.7	.
CJA 264	Cascade	22	40.9	22.7	13.6	.	.	9.1	13.6	.
CJA 265	Cascade	23	52.2	21.7	8.7	4.3	.	4.3	8.7	.
CJA 280A	Cascade	7	.	.	.	.	57.1	.	.	42.9