

Administration of Justice

LASSEN COMMUNITY COLLEGE

Nancy Bengoa-Beterbide, Administration of Justice Instructor

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Administration of Justice

SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

The Lassen Community College District and the Lassen Community College Administration of Justice Program comply with California Education Code, Section 78016 that requires every career technical education or occupational training program offered by a community college district be reviewed every two years.

Description/Evaluation:

The Administration of Justice Program affords students the opportunity to explore and enhance their personal, vocational, and educational goals and develop knowledge and skills through a logical, sequenced, coherent, and rigorous body of course work designed to meet the needs of students who:

- Are contemplating or plan seeking employment with public and/or private agencies concerned with policing/law enforcement, probation/parole, crime prevention, treatment, rehabilitation and research
- Are employed by a law enforcement or correctional agency and seek to obtain education for professional career enhancement, incentive pay or promotion
- Desire to obtain a background in administration of justice in preparation for the study of law, forensic counseling, and non-profit community relations
- Are interested in expanding their knowledge and understanding of the criminal justice system and the administration of justice

The Administration of Justice Program directly addresses the mission of the college by meeting the quality and course content set by the State of California Higher Education systems. The college mission statement cites providing outstanding degree and certificate

programs in lower division arts and sciences and in vocational fields, basic skills instruction, student support services, adult non-credit education, and community service as major areas of emphasis. The Administration of Justice Program supports the college mission in the following ways:

Transfer Education

Courses such as AJ 10, Criminology and AJ 20 Criminal Law meet A.S. degree requirements as well as Social Science requirements for transfer. Most of the undergraduate courses in the Administration of Justice program are transferable to the California State University system. Currently, we offer an Associate in Science Degree in Administration of Justice for Transfer.

Vocational Education/Workforce Development

The Administration of Justice Program courses provide quality, yearly in-service training and vocational preparation for those who are currently employed in the criminal justice system. It also provides students who are looking for a future in either of these vocations, and the needed training and education necessary to enhance their employment opportunities.

Associate degrees and certificate programs

Currently, the Administration of Justice Department offers an A.S. degree in Administration of Justice for Transfer, an A.A. degree in Administration of Justice, a Certificate of Achievement in Administration of Justice and a Certificate of Accomplishment in Administration of Justice Reserve Officer III - Safety and Security Personnel.

Regarding Basic Skills Education and serving students both on campus and in out-reach areas and its effort to build intellectual growth, human perspective and economic potential, the Administration of Justice Program is committed to supporting the mission and staff of the college, and will continue to encourage students to take advantage of services and opportunities offered through Lassen Community College.

Program Goals/Objectives

1. Provide students with the opportunity to meet the Administration of Justice core courses and general education course requirements so they may:
 - ✚ Obtain the Associate in Science in Administration of Justice for Transfer
 - ✚ Obtain the Associate of Arts in Administration of Justice or Certificate of Achievement in Administration of Justice

2. Expose students to the most comprehensive introduction to the field of law enforcement and corrections by providing foundational education through courses that are academically rigorous and content appropriate
3. Offer continuing education classes that serve the needs of law enforcement, corrections, and other related criminal justice careers
4. Continually explore ways to improve, enhance and expand the Administration of Justice degree program and the relationships with community agencies dedicated to providing criminal justice services
5. Deliver a comprehensive law enforcement program that commands agency respect statewide and contributes significant FTES to Lassen Community College
6. Plan, operate and market the Administration of Justice Program as a strategic unit of Lassen Community College to successfully achieve the Lassen College mission, goals and objectives
7. Support and implement other general educational learning programs at Lassen Community College

The goals of the Department align and support one or more of the current Institutional Strategic Goals.

**Table I
Institutional Strategic Goals**

Institutional Effectiveness	Learning Opportunities	Resource Management	Student Success
1,2,3,4,5,7	1,2,3,6,7	3,4,5,6,7	1,2,3,4,5,6,7

The Departments Program Student Learning Outcomes (SLOs) for each degree and certificate are as follows:

Associate in Science in Administration of Justice for Transfer-

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.

Associate in Arts in Administration of Justice; and the Administration of Justice Certificate of Achievement

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
4. Be academically prepared to obtain an entry-level or mid-level position with the Criminal Justice System.

Certificate of Accomplishment – Administration of Justice Reserve Officer III – Safety and Security Personnel –

1. Demonstrate the ability to pass the required state exam for Administration of Justice Reserve Officer III and become certified with the State of California

All Program Student learning Outcomes link to the Institutional Student Learning Outcomes in one or more ways. Presented below are the Institutional Level Student Learning Outcomes and their connection to the Program Level Student Learning Outcomes.

Institutional Student Learning Outcomes

Communication Skills – Administration of Justice students are required to be able to effectively communicate both verbally and in writing. Program faculty requires students to prepare written reports, conduct research and make oral/written presentations, employing logic and argument to support conclusions. These are real world requirements, and as police officers they must be effective communicators to obtain accurate factual information for reports and later courtroom testimony.

Critical Thinking – These skills are essential for effective performance in the criminal justice field. Students in Administration of Justice courses are taught problem solving skills, from legal issues, human relations issues, to investigatory issues. Preliminary and follow-up criminal investigators must be able to sort through facts gleaned from crime scenes and from witness statements, and through the process of inductive and deductive reasoning, and arrive at investigative conclusions. Successful students will apply these skills in real-time job related situations.

Life Long Learning – Students enrolled in Administration of Justice courses are continually encouraged to engage in self-awareness. Self-awareness includes recognition of an individual's personality. Students identify their strengths and weaknesses, their likes and dislikes. Developing self-awareness helps students to recognize when they are stressed or under pressure. It is often a prerequisite for effective communication and interpersonal relations.

Through the use of books, periodicals, library resources, and internet resources, students will learn how to research issues and evaluate validity of information. Through the use of wireless communication devices, personal computers, the internet, and electronic criminal justice data base files, students will be able to access information quickly from distant sources, input data, and complete paperless correspondence/reports at the completion of the program.

Criminal justice related computerized and communication systems are highly restrictive authorizing only individuals having Department of Justice authorization access to these systems. Students are taught about the systems, their use and capabilities but for obvious reasons are not permitted access to the actual systems.

Personal/Interpersonal Responsibility – Administration of Justice students are instructed on ethical decision making in problem solving and are expected to exhibit ethical values and take personal responsibility in course work attempted. Faculty with many years of experience maintain professional contacts with industry representatives and are able to channel motivated and qualified students into jobs in which classroom theory can be applied in real world situations. Moreover, students are encouraged to challenge themselves by competing in selection processes for positions in the criminal justice field and often receive personal mentoring from faculty members.

Students completing core courses can identify various prejudices towards racial or ethnic groups and how they affect professional law enforcement. Students are made aware of cultural problems and their effect upon the community, religion, educational level and occupations.

The Administration of Justice program continues to concentrate on developing and presenting course materials in conjunction with our college's institutional goals and values.

This allows students to learn through a dialog of academic freedom emphasizing the importance of integrity, trust, and respect, and illustrating the importance of team work.

Institutional SLO to Program SLO to Course SLO & Assessment Methods Mapping

In the boxes below we have listed the Institutional Student Learning Outcomes. The numbers in the second box refers to the Program Student Learning Outcome levels and the courses and numbers in the third box refers to the class and the Course Student Levels practiced for each. Assessment method refers to the methods used to determine each.

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method
Communication-Ability to listen and read with comprehension and the ability to write and speak effectively.	1,2,3	AJ 9	Ability to follow oral and written instructions.
		AJ 10	
		AJ 11	
		AJ 12	Ability to pass exams and complete a research paper.
		AJ 13	
		AJ 14	
		AJ 20	
		AJ 23	
		AJ 24	
		AJ 35	
		AJ 37	
		AJ 48.02	
		AJ 48.03	
		AJ 48.20	
		AJ 48.71	
		AJ 52A	
		AJ 52B	
		AJ 52 BR	
		AJ 52 C	
AJ 56			

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method
Critical Thinking-ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.	1,2,3	AJ 20	Students will analyze and apply case law, fundamentals of investigation, judicial decisions, and interpretation of individual rights, through exams, research papers, and applicable course scenarios.
		AJ 23	
		AJ 24	
		AJ 35	
		AJ 48.03	
		AJ 48.20	
		AJ 48.71	
		AJ 52A	
		AJ 52C	

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method
Life Long Learning – ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.	1,2,3	All Administration of Justice courses requires the development of life-long learning skills.	Students will be required to conduct research in many areas of criminal justice through the use of technology.

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method
Personal/Interpersonal Responsibility – ability to develop and apply strategies to set realistic goals for personal, educational, career and community development; ability to cooperate with others in a collaborative environment for	1,2,3	AJ 9	Students will identify their strengths & weaknesses, develop techniques to improve listening & communication skills, develop career paths, and successfully interact with the public and co-workers through the use
		AJ 14	
		AJ 20	
		AJ 23	
		AJ 24	

accomplishment of goals;
ability to interact
successfully with other
cultures.

AJ 35
AJ 48.02
AJ 48.03
AJ 48.20
AJ 48.71
AJ 49
AJ 52A
AJ 52B
AJ 52BR

of exams, role playing,
administering interest
inventories and written
scenarios.

Evaluation

Description/Evaluation:

No SLO Assessment summary was provided by the Office of Institutional Effectiveness and Research for this IPR review period. As this writer is not very computer literate I had a terrible time attempting to access WEAVE. I spent at least three hours trying to access SLO reports for this review. Because SLO data for all AJ courses was not provided by Office of Institutional Effectiveness & Research, the only SLO assessment results that are reviewed in this section are the correspondence courses taught by the faculty completing the program review. I have not included any on-campus courses in the graphs listed below.

In the spring of 2013, agreement was reached between Administration and the Lassen College Faculty Association, that it was faculty's obligation to develop, assess, and report SLO's beginning fall 2013. Also, in the Fall 2013, WEAVE online was implemented and faculty were able to collect, analyze, revise, and report on course and program level SLO's.

The Department has been actively engaged in SLO assessment and continues to support SLO assessment at all levels. All courses and programs within the Department have developed SLO's and can be mapped to the District's institutional SLO's. During this program review a majority of courses taught within the Department had substantial revisions to their course level SLO's to provide better and more meaningful measures. Most were made to better align transfer level courses to state wide transfer model curriculum (TMC) in the new AS-T in Administration of Justice.

Several meetings were held with our former Director of Institutional Effectiveness, Dr. Aeron Zentner, regarding SLOs. The AJ Department worked closely with Dr. Zentner to improve course student learning outcomes and in developing more meaningful assessment

methods. Lassen Community College was extremely fortunate to have Dr. Zentner as part of its administration. Dr. Zentner's IPR data was extremely easy to interpret and apply towards the IPR review period. Faculty and staff look forward to receiving research data that is accurate and insightful, and assists us with student success.

The Administration of Justice Program has continued to update its program goals and Program Student Learning Outcomes to support the Institutional Strategic Goals and its Mission, as well as the Institutional Student Learning Outcomes. Several new Administration of Justice courses were added to the core curriculum during this IPR period. Student Learning Outcomes were carefully modified to support the Mission and Institutional Strategic Goals.

In (Appendix 1) you will find the Weave online SLO assessment results for fall 2013 through spring 2015. Although, by contract, faculty are required to measure at least one SLO for every class taught each semester, the Administration of Justice Program makes an effort to measure several or all SLOs in each course. As the graphs below indicate course SLOs have been very successful overall.

Fall 2013	SLO#1	SLO#2	SLO#3	SLO#4	SLO#5	SLO#6
AJ 12	92%	92%	84%	100%	N/A	N/A
AJ 20	100%	93%	100%	87%	N/A	N/A
AJ 21	100%	100%	100%	N/A	N/A	N/A
CORS 10A	90%	90%	90%	80%	N/A	N/A
CORS 10B	100%	92%	92%	N/A	N/A	N/A

Spring 2014	SLO#1	SLO#2	SLO#3	SLO#4	SLO#5	SLO#6
AJ 10	92%	93%	N/A	N/A	N/A	N/A
AJ 14	93%	93%	93%	93%	93%	N/A
AJ 23	94%	94%	Not Assessed	N/A	N/A	N/A
AJ 24	100%	100%	Not Assessed	N/A	N/A	N/A
CORS 11	100%	100%	N/A	N/A	N/A	N/A

Fall 2014	SLO#1	SLO#2	SLO#3	SLO#4	SLO#5	SLO#6
AJ 12	92%	92%	84%	100%	N/A	N/A
AJ 14	93%	93%	93%	93%	93%	N/A
AJ 23	100%	93%	100%	87%	N/A	N/A
AJ 24	100%	100%	Not Assessed	N/A	N/A	N/A
CORS 10A	No data	found in	WEAVE			

Spring 2015	SLO#1	SLO#2	SLO#3	SLO#4	SLO#5	SLO#6	SLO#7	SLO#8	SLO#9 SLO#10
AJ 10	92%	93%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AJ 11	No data	Found	in	WEAVE					
AJ 13	86%	91%	82%	82%		95%			
AJ 23	94%	94%	Not Assessed	Not Assessed	Not Assessed	N/A	N/A	N/A	N/AN
AJ 35	93%	96%	100%	93%	93%				

A couple of concerns did arise when evaluating the data. In fall 2014, there was no data recorded in WEAVE for CORS 10A. This author went back through her emails, however, I believe the data was recorded in "Survey Monkey" for that semester, so I am unsure as to why is it missing. It was reported.

In Spring 2015, WEAVE had no assessment data for AJ 11 Youth Gangs in America, AJ 13 Narcotics Investigation & Identification and AJ 35 Investigative Techniques (actually there is an outcome of 47% but I have no idea where that data came from). In reviewing my emails to Aeron Zentner, I made copies of the data I forwarded to him. I have included them with the WEAVE assessments. AJ 11 is a new class and perhaps this is the reason it has never been input into WEAVE.

In spring 2015, the Administration of Justice Program submitted a request for proposal for Carl Perkins funds for the purpose of creating marketing materials for the AJ

Correspondence Program. An allocation of \$1500 was granted. Lori Collier designed posters, postcards, and brochures. The materials were mailed out to numerous CDC& R Institutions to their IST offices. (Appendix 2)

Prior Recommendations for 2014 IPR:

#1 - AJ Department should work closely with the Director of Institutional Effectiveness in order to improve SLO assessment.

The Administration of Justice program worked very closely with Dr. Zentner to improve SLO development and assessment. He was extremely helpful in all areas of Student Learning Outcomes.

#2 - Follow-up on face-to-face AJ courses to ensure adjunct faculty are completing SLO assessments.

Although adjunct faculty SLO assessments were not part of this IPR program review (this information was not provided by the Office of Institutional Effectiveness and Research), I did see SLO completed assessments for on-campus courses in WEAVE.

Planning Agenda:

#1. Continue to change or modify Program Goals and Program Student Learning Outcomes to support any changes made to Institutional Strategic Goals and its Mission as well as the Institutional Student Learning Outcomes.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

The following graphs highlight the degrees and certificates conferred across the Departments instructional programs.

Degrees and Certificates for Administration of Justice

Administration of Justice	2014-2015	2013-2014	2012-2013	2011-2012
AA Administration of Justice	6	2	6	9
AS Administration of for Transfer	5	4	2	0
Admin. Of Justice Certificate of Achievement	6	2	8	6
Totals	17	8	16	15

Degrees and Certificates for Correctional Science

Correctional Science	2014-2015	2013-2014	2012-2013	2011-2012
AS Correctional Science	3	0	5	4
Correctional Science Certificate of Achievement	3	0	6	2
Totals	6	0	11	6

Total Degrees and Certificates for Administration of Justice/Correctional Science

2014-2015	2013-2014	2012-2013	2011-2012
23	8	27	21

The following tables highlight the Departments retention and success rates.

Department Wide Retention Rates

Retention	2014-2015	2013-2014	2012-2013	2011-2012
Campus	Data was not made available	Data was not made available	88%*	92%*
AJ	85%	82%	85%	92%
CORS	100%	100%	100%	89%

*Data was provided in the last IPR report.

Department Wide Success Rates

Success	2014-2015	2013-2014	2012-2013	2011-2012
Campus	Data was not made available	Data was not made available	71%*	74%*
AJ	79%	78%	76%	84%
CORS	73%	82%	96%	83%

*Data was provided in the last IPR report

The Administration of Justice Program continues a consistent success rate. However, success rates have dropped in the CORS 10A course (AJ 9). This is a result of two factors. In 2014-2015 there was a change in the textbook. I believe this book impacted the rigor of the course and required students to achieve a higher level of academic achievement. The second factor that impacted this success rate was due to the instructor contacting students

in the middle of the semester who were behind in turning in their assignments. Approximately six students assured the instructor they would be completing the course and were therefore not dropped. Four students failed to complete all of the required work and received a failing grade for the course.

On the positive side, the AS Administration of Justice for Transfer rates have increased significantly during the last two years of this review period.

Prior Recommendations for IPR 2014:

#1 – Meet with Counselors, the Work Experience Coordinator, the Division Chair, and adjunct faculty to assess the situation and implement strategies to increase enrollments.

✚ **Meet with Counselors to encourage enrollment. Meet specifically with Veterans Counselor.**

Several discussions have taken place with counselors to discuss student enrollment. The Correspondence AJ Instructor carefully reviews her courses to determine when a new section needs to be added. She has met on several occasions with the Veterans Counselor to review their enrollment. Veterans are placed in a semester long course in order to receive their veteran's benefits. The enrollment is increased as necessary to accommodate these students.

✚ **Meet with the Work Experience Coordinator to develop a brochure for Administration of Justice and Work Experience to share with Correctional institutions and law enforcement.**

In the spring of 2015, Carl Perkins funds were allocated to develop brochures, posters, and postcards to send to various IST offices at CDC&R. We have enrolled several students from outside the area based on these recruitment materials.

✚ **Meet with the Division Chair to develop a 2-year Plan for a face-to-face program on campus Administration of Justice Program. In addition, we need to be offering our AJ 52A course every semester.**

In the summer of 2014, the Correspondence AJ Instructor worked with her Division Chair to develop two year plans or the AJ Correspondence Program and two year programs for face-to-face courses. These will be discussed later under the "Curriculum" section of this IPR.

✚ **Revise and update the Administration of Justice Associate in Arts Degree so it is more current. This degree has not been revised since its inception in 1991.**

In spring of 2014, a revised Administration of Justice degree was taken and approved by the Curriculum and Academic Standards Committee.

✚ **Begin offering Administration of Justice courses on-line**

During this IPR period no AJ courses have been offered on-line. The plan is to offer a minimum of one AJ course on-line in spring 2017 utilizing CANVAS.

✚ **Meet with adjunct faculty to discuss strategies to increase enrollment**

Several discussions with an adjunct faculty member have taken place to offer Patrol Procedures on-line in fall 2016.

Planning Agenda:

1. Continue to revise and update lecture notes and exams in the AJ 9 course to better prepare students to successfully complete this course.
2. No longer allow students the opportunity to catch up on homework. If a student is not current with their assignments on the last day to drop, they are to be dropped from the course. Students behind in their assignments will be provided a letter in their return homework warning them of this drop.

B. Student Learning Outcome Assessment

This section has already been addressed under “Academic Planning”.

C. Student Evaluation Summary

There are two sections reviewed for the “Student Evaluation Summary”. One section will discuss the nineteen students who responded to the survey provided by the **Office of Institutional Effectiveness and Research** (Appendix 3) and the second section will provide a discussion and summary of the “Correspondence Student Evaluations” given to each student for each correspondence course they are enrolled in during this IPR review period.

Description/Evaluation:

A summary of the surveys provided by the Office of Institutional Effectiveness are as follows:

Courses reviewed

Answer Choices	Responses
AJ 10 Criminology	31.58%
AJ 11 Youth Gangs in America	26.32%
AJ 13 Narcotic Invest. & Identification	15.79%
AJ 14 Juvenile Procedures	0.00%
AJ 23 Criminal Evidence	21.05%
AJ 35 Investigative Techniques	21.05%

What is your educational goal?

Answer Choices	Responses	
Transfer to a 4-year institution	21.05%	4
AA/AS	68.42%	13
Certificate of Achievement	5.26%	1
Certificate of Completion	5.26%	1
Certificate of Accomplishment	5.26%	1
Job Requirement	5.26%	1
Continuing Education	21.05%	4
Personal Development	10.53%	2
Transfer to another Community college	5.26%	1

Why are you taking this course?

Answer Choices	Responses	
Core Requirement	31.58%	6
Elective for degree/certificate	10.53%	2
General ed or for degree or transfer	15.79%	3
Job Requirement	5.26%	1
Continuing ed	26.32%	5
Personal Development	21.05%	4
Other	10.53%	2

Did the catalog clearly explain the order.....?

Answer Choices	Responses	
Yes	78.95%	15
No	21.05%	4

Was the cost for this course/program, beyond registration and books clearly identified in the catalog?

Answer Choices	Responses	
Yes	78.95%	15
No	21.05%	4

Did Instructors use the required textbooks?

Answer Choices	Responses	
Yes	100%	19
No	0%	
N/A	0%	

Did the Scheduling for the course meet your needs?

Answer Choices	Responses	
Current schedule met my needs	94.74%	18
Needed short term	5.26%	1

Could be improved to better meet the needs of the LC student.

RESPONSES

1. Correspondence courses are very beneficial to me because I heavy work/school schedule.
2. I don't think any improvements are needed. Worked great for me.
3. Although I didn't bring it to the instructor's attention, I noticed quite a few of my answers on my scantron exams were marked wrong when they were correct. I did ask for the correct answers on a few test to double check. So my suggestion would be to make sure tests are read and corrected properly.
4. This course met my needs wonderfully.
5. This course is fine the way it is.
6. This course was good.
7. This course was good.
8. This course is good.

Provide any additional comments on the course or program.

RESPONSES

1. The lecture notes along with the course text were extremely helpful. I am going into the nursing field and felt it helpful to learn something's in the AJ curriculum in case I work at the prison. The information in the course was very helpful in that endeavor.
2. This course was helpful, but there is more gangs that are coming up that are not mentioned in this course.
3. This course was good.
4. This course was good, thank you.
5. This course is good, thank you.

Description/Evaluation

The student evaluations provided by the Institutional Effectiveness & Research Office reflect the majority of students are satisfied with the Administration of Justice Program. Almost 70% of all students enrolled are seeking their AA Degree in Administration of Justice. Twenty one percent indicate they are transferring to a 4-year institution. However, the student evaluation does not indicate whether these students are seeking a degree in a criminal justice field. I also question whether the categories of job requirement, continuing education, and personal development are confusing to a student. Perhaps a definition in each of these categories should be included. One hundred percent of the students believed the course content compared with the catalog/schedule description. Two students did not

understand the order in which the courses should be taken. Perhaps the catalog should state that two year plans are available in the Counseling Office. One hundred percent of the students agreed that the instructors utilized the textbook in their courses.

The correspondence program does provide each student in each course a “Student Evaluation Form”. These evaluations are collected each semester from the students. This evaluation form provides greater insight from students enrolled in correspondence courses see (Appendix 4). In (Appendix 5) are tally sheets for each course evaluated by students through the IPR review period. The following is a summary of all the student evaluations in total for all courses during this IPR period:

Correspondence Course Student Evaluations Summary Beginning Spring 2012 through Spring 2016

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	489	72	6		
2. Syllabus provided clear time lines.	504	63			
3. Instructor kept me informed of progress.	446	109	6	1	2
4. Instructor gave me feedback on assignments.	456	108	10	1	
5. Textbook rating.	288	186	63	18	2
6. Packet materials rating.	374	168	23	2	
7. Mailing turn-around time.	316	196	49	6	1
8. Overall rating of correspondence experience.	388	157	14	2	1
9. Will take another correspondence class.	517 yes		44 no		15 maybes
10. Were lecture notes helpful.	296	134	28	2	1
Educational Goal		Lib/Studies	HS/Drug	AJ/CORS	None
		14	22	422	105
Correspondence Courses Completed		First Course	Two-Five		Six Plus
		113	268		183

Student comments can be found at the end of each semester's course evaluation summary in (Appendix 4). It should also be noted that the totals may not add up to the total number of students surveyed. This is because some students may have failed to answer one or more of the questions.

All Student Evaluations have been collected and filed in a binder by semester and are available for review upon request. (This is the first program review they have not been included in the Appendix of the IPR for the purpose of saving the cost of duplication.)

Prior Recommendations for 2014 IPR:

#1 – The Department recommends a review of the generalized student evaluation document for changes to better capture the perspectives and perceptions of Department specific students.

The student evaluations provided by the Office of Institutional Effectiveness and Research did reflect changes in the evaluation instrument. These changes were very positive in comparison to the one used during the last IPR period.

#2 – Continue to provide Student Evaluations in the correspondence packets for the evaluating the effectiveness of the AJ Correspondence Program.

Correspondence Student Evaluations have been continually utilized throughout this IPR period and continue to be utilized in future IPR reviews.

Planning Agenda:

There are no recommendations for student evaluation surveys.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

During this review period the Department has four active programs of study (Appendix 6) (defined as an organized sequence of courses leading to a defined objective, a degree, certificate, or transfer to another institution of higher learning).

- 🚦 Associate of Science – Administration of Justice for Transfer
- 🚦 Associate of Arts – Administration of Justice
- 🚦 Certificate of Achievement – Administration of Justice
- 🚦 Certificate of Accomplishment – Administration of Justice Reserve Officer Training III – Safety and Security Personnel

The Student Learning Outcomes for the Associate of Science – Administration of Justice for Transfer are:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.

The Student Learning Outcomes for the Associate in Arts in Administration of Justice and Administration of Justice Certificate of Achievement are;

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
4. Be academically prepared to obtain an entry-level or mid-level position with the Criminal Justice System.

The Student Learning Outcomes for the Certificate of Accomplishment – Administration of Justice Reserve Officer III – Safety and Security Personnel are:

1. Demonstrate the ability to pass the required state exam for Administration of Justice Reserve Officer III and become certified with the State of California.

The campus has not had a face-to-face program in many years. A meeting with the Division Chair during the summer of 2013 to review the needs of a face-to-face on campus

program and to develop two-year plans for the Administration of Justice Program was held. During the summer the following two-year plans were designed:

- ✚ Associate in Science Degree in Administration of Justice for Transfer (Correspondence)
- ✚ Associate in Science Degree in Administration of Justice for Transfer (Face-to-Face)
- ✚ Associate in Arts in Administration of Justice (Correspondence)
- ✚ Associate in Arts in Administration of Justice (Face-to-Face)
- ✚ Certificate of Achievement in Administration of Justice (Correspondence)
- ✚ Certificate of Achievement in Administration of Justice (Face-to-Face)
- ✚ Certificate of Accomplishment: Administration of Justice Reserve Officer Training III – Safety and Security Personnel (There is no two year plan at this time.)

The Administration of Justice degree was revised and updated in spring 2014. The substantial revisions that were made were primarily to meet TMC requirements and major preparation requirements for an entering junior at receiving four-year institutions. (e.g. CSU System and UC System). Courses added to the core curriculum were AJ 9 Introduction to Correctional Science; AJ 14 Juvenile Procedures; and AJ 35 Investigative Techniques. In addition, AJ 13 Narcotics Investigation & Identification has been added to the “required electives”. A new course, AJ 11 Youth Gangs of America, was developed and approved by curriculum and added to the “required electives”.

The Associate in Science for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major generally at a CSU campus. Students completing these degrees (AA-T) are guaranteed admissions to the CSU system, but not to a particular campus or major. There are few, if any, Administration of Justice students who transfer to the UC system. Students seeking transfer to the UC system are generally more interested in fields of Forensic medicine or Biological Forensic sciences. In any case, core classes in Administration of Justice would be evaluated on an individual basis regarding course acceptance within each UC system.

Administration of Justice courses such as AJ 10 Criminology and AJ 20 Criminal Law meet a CSU Social Science requirement. They also meet a Social Science requirement for the Associate degrees at Lassen Community College.

The Administration of Justice Program has been very successful in the past. However, there are many factors that come to play regarding the “success” of these programs, some of them being:

1. California State standards for hiring law enforcement officers and other law enforcement employees do not require an A.S. degree or, in fact, any college degree. The California Peace Officer Standards and Training (P.O.S.T.) require only a high school diploma or GED as an educational standard.

2. College education requirements are set by individual criminal justice agencies. Although law enforcement agencies may hire employees without a two year degree, most agencies require a bachelor's degree for promotion to a supervisory level.
3. Criminal Justice agencies are *encouraging* potential applicants to receive a degree in academic majors *other than* Criminal Justice, such as computer science, linguistics, criminal analysis, business management, leadership and supervision, etc.
4. For most careers within the criminal justice field, an applicant must pass a stringent back ground investigation. Coupled with the other parts of the hiring process (oral interviews, physical testing, credit history and psychological tests) on average, departments hire only one applicant out of 100. When potential employees are identified by local law enforcement agencies, that person is *not* encouraged by the local agency to obtain their degree prior to getting hired but almost immediately hired and then hopefully that person will re-enter the college system at a later time in the hopes of promoting.
5. Some students may enter the Administration of Justice program ignorant of the strict background requirements of the agencies. They enter the academic program believing that their backgrounds won't be discovered and/or quit part way through when they realize another career path may be more feasible for them.
6. Some students begin to take classes in Administration of Justice *after* they have obtained another AA/AS degree or bachelor's degree so that they can show hiring agencies they have demonstrated an interest in the career by going back to school. After they are hired many individuals may not complete their degrees.

According to the Bureau of Labor and Statistics growth in Protective Service Occupations will drop slightly. Police and Detectives earned a median salary of \$56,980 per year. Entry-level education requirement was high school diploma or equivalent. Employment outlook for 2012-2022 is approximately 41,000 jobs in this ten year period.

The BLS predicts a slower than average growth of Correctional Officer positions, approximately 5%. They earn a median salary of \$38,970 (remember these are federal projections). Entry-level education is also high school diploma or equivalent.

The California Employment Development Department projects through 2010-2020 there will be approximately 43,000 openings for Correctional Officers with a median hourly wage of \$32.57.

EDD projects there will be approximately 68,000 openings for Sheriff and Police with a median hourly wage of \$41.03.

The largest projection for Protective Service Occupations was for Security Guards. Their projection over this same period is 140,850. A median yearly income was significantly less at \$24,020.

Two Administration of Justice/P.O.S.T. Advisory Committee meetings were held on May 17th, 2016, and October 17th, 2013. There were no Advisory Committee meetings held for the 2014-2015 academic year. This was due to several factors. The former P.O.S.T. Coordinator resigned from her position. During this review period the P.O.S.T. Program was assigned to the Public Safety Training Center under the supervision of Dave Trussel. An interim Coordinator was selected, Jennifer Bird. Several months later Mrs. Bird took a leave of absence from the college. Administration decided to terminate the P.O.S.T. Coordinator's position and create a new position, NRA Gunsmithing/P.O.S.T. Coordinator. This position was assigned to the Gunsmithing Program. The position was filled in November 2014. Due to time constraints an Advisory Committee meeting was not scheduled in the spring of 2015.

During the meeting of May 17th, 2016 Advisory Committee members discussed many issues. The state P.O.S.T. Representative informed the Committee of new instructor qualifications and curriculum. Committee members discussed the need to recruit additional personnel to teach Administration of Justice and P.O.S.T. courses. In addition, they discussed the need for specific P.O.S.T. classes and the need to offer these courses through the college rather than sending people out of the area to train. A list of the current Administration of Justice/P.O.S.T. Advisory Committee for 2016-2018* and the minutes of these meetings are included in this IPR. (Appendix 7)

- ✚ It should be noted that the current AJ/P.O.S.T. Advisory Committee states "pending" on the document. It was to have been forwarded to the Board in Spring 2016, however, it did not happen. It was finally approved at the September 13, 2016 LCC Governing Board meeting.

Prior Recommendations for IPR 2014:

#1 – The new P.O.S.T. Coordinator should determine if we want to keep the Certificate of Accomplishment – Administration of Justice Reserve Officer III – Safety and Security Personnel

The old position of P.O.S.T. Coordinator was changed to NRA Gunsmithing/P.O.S.T. Coordinator. At the present time she wants to keep the Certificate of Accomplishment – Administration of Justice Reserve Officer III – Safety and Security Personnel active.

#2 – Revise and update both the Associate of Arts in Administration of Justice Degree and the Administration of Justice Certificate of Achievement.

Both the A.A. in Administration of Justice and the Administration of Justice Certificate of Achievement have been revised and updated.

Planning Agenda:

#1. Continue to ensure the Administration of Justice Degree and Certificates are updated and revised to meet transfer and industry standards.

#2. The NRA Gunsmithing/P.O.S.T. Coordinator needs to work closely with the AJ/P.O.S.T. Advisory Committee members to implement their recommendations.

B. Courses

Description/Evaluation

All courses have been reviewed for currency during the review period (Appendix 8). During the IPR process, courses were reviewed for discipline assignment, catalog and schedule description, repeatability, student learning outcomes, recommended prep and/or prerequisite, course objectives, current content, methods of instruction, assignment, critical thinking, or methods of evaluation, and any changes in course delivery. Two major changes took place. We reassigned CORS 10A Introduction to Correctional Science into the AJ discipline. It has now become AJ 9 Introduction to Correctional Science. The primary reason for this change was because the Degree in Correctional Science was inactivated and this was the only Correctional Science course being offered. Enrollment became low because students were no longer looking for Correctional Science courses in the schedule. One problem that has become an issue is that AJ 9 is now listed in the class schedule after AJ 49 Work Experience. This has caused a decrease in enrollment because students do not look for AJ 9 to be listed after AJ 49. We have discussed this issue with the Office of Instruction and they have discussed it with IT, however, this issue has not been resolved. The second major change was developing a new course, AJ 11 Youth Gangs in America, it was added to the "required electives" category.

The Administration of Justice Associate in Arts Degree has revised their core to be the following:

✚ AJ 9	Introduction to Corrections
✚ AJ 12	Introduction to Criminal Justice
✚ AJ 20	Criminal Law
✚ AJ 14	Juvenile Procedures
✚ AJ 23	Criminal Evidence
✚ AJ 24	Community Relations
✚ AJ 35	Investigative Techniques

This core aligns itself with other California Community Colleges and CSUs. Students will complete 15 units of required electives and 6 free units. They must still complete the 18 units required in general education.

Over all courses are appropriate and generally conform to other researched Community College programs of study in Administration of Justice. Colleges were of equal and similar size to the Districts. During the review process one observation did stand out. The majority of colleges did offer a course in Forensic Science. Even C-ID has approved similar courses with other colleges. This is a course that should be further researched. It would appear the Discipline of Assignment would be best served in the Science Department.

The Department would also like to see their courses offered on-line. It is our intent to bring at least one course on-line during spring 2017.

A meeting with the new NRA Gunsmithing/P.O.S.T. Coordinator in August 2016 brought new information regarding plans for P.O.S.T. P.O.S.T. is planning to require the state exam to be brought on-line. Students will no longer be taking a paper test for this exam. However, at this time, the NRA Gunsmithing/P.O.S.T. Coordinator has no idea of a time-line for this change. She indicates she will be attending future meetings with P.O.S.T. and required training to bring the state exam on-line. She stated she has no idea what the impact to the college will be in terms of expenditures and planning. An addendum to this IPR will be necessary depending on the time frame for this change in P.O.S.T.

The NRA Gunsmithing/P.O.S.T. Coordinator plans to offer our AJ 52A and AJ 52B courses a minimum of once each semester.

Prior Recommendations for IPR 2014:

#1 – Continue to research the planning of a Forensic course to determine which Discipline of Assignment is most appropriate.

To date follow-up for a forensic science course has not happened. Discussions have taken place with a potential adjunct faculty who is interested in teaching a course in Forensic Psychology.

#2 – Participate in TECC on-line training to offer Administration of Justice courses on-line.

The AJ Correspondence Instructor has attended several of the TECC on-line training workshops. However, discussion about changing from Moodle to CANVAS had been taking place during this IPR review period. After discussions with numerous colleagues, it was agreed it would be better to wait for a final decision regarding this change. The decision to change to CANVAS was made in late spring 2016. The AJ Correspondence Instructor plans to offer a minimum of one AJ course in spring 2017.

Planning Agenda:

- #1. Continue to research the planning of a Forensic course to determine which Discipline of Assignment is most appropriate.
- #2. Participate in TECC on-line training for CANVAS to offer Administration of Justice courses on- line.
- #3. Keep current on the major changes happening in P.O.S.T. If budget becomes an issue during this next review period an addendum should be added to this IPR to meet P.O.S.T. fiscal needs.

C. Articulation/Integration of Curriculum

Description/Evaluation:

Articulation is the process of developing a formal, written agreement that identifies a course or a group of courses offered on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. Successful completion of an articulated course assures the student and the faculty the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution.

No official research has been conducted regarding how many Administration of Justice students are interested in transferring to four year colleges with the intent of majoring in some aspect of Administration of Justice. However, it is the consensus of the Counseling Department and the instructors who teach in the subject area, very few students declare themselves as a transfer student. Most of the students pursuing a degree in Administration of Justice are seeking employment in a related field or are already employed in the field and are seeking advancement or a pay incentive.

Below is a sample of the current Articulation Agreements between the CSUs and Lassen Community College.

Tabular Comparison of Lassen Community College Courses Articulating with CSU and C-ID Approval

College	Course#	Lassen College Course Number	Lassen Course C-ID Approved
CSU, Bakersfield	CRJU	AJ 12	✓
CSU, Chico	POLS 250	AJ 12	✓
	POLS 257	AJ 14	
	POLS 259A	AJ 20	
CSU, East Bay	CRJA 2100	AJ 20	✓
	CRJA 2200	AJ 35	✓
	CRJA 2400	AJ 23	✓
	CRJA 2500	AJ 21	✓
	CRJA 2600	AJ 24	✓
CSU, Los Angeles	CRIM 101	AJ 20	✓
CSU, Sacramento	CRJ 1	AJ 12	✓
	CRJ 2	AJ 20	
	CRJ 4	AJ 35	

C-ID, the Course Identification Numbering System, is a faculty-driven system developed to assign identifying designations (C-ID numbers) to transfer courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the California Community Colleges and CSUs and UCs. It provides information for students, staff, and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that contribute to transfer into a major at specific universities. Any community college that bears the C-ID number conveys intersegmental faculty has determined it meets the published course content, rigor, and course objectives. The C-ID descriptor also means that any other course elsewhere; bearing the same number will be accepted by the institution.

Lassen Community College has the following AJ/CORS courses approved by C-ID:

AJ 9 Introduction to Correctional Science, AJ 12 Introduction to Criminal Justice, AJ 14 Juvenile Procedures, AJ 20 Criminal Law, AJ 23 Criminal Evidence, and AJ 35 Investigative Techniques. In [\(Appendix 9\)](#) you will find a sampling of Articulation Agreements and the C-ID approved Administration of Justice courses from Community Colleges, CSUs, and UCs.

Prior Recommendations for IPR 2014:

#1 – Work closely with the Articulation Officer to ensure AJ courses are articulated with CSUs and UCs.

The Administration of Justice Program maintains regular contact with the Articulation Officer to ensure AJ courses are articulated.

#2 – Keep current with C-ID and approved AJ courses.

The Administration of Justice Program maintains regular contact with the Articulation Officer to ensure AJ courses are current with C-ID.

Planning Agenda:

#1 – Work closely with the Articulation Officer to ensure AJ courses are articulated with CSUs and UCs.

#2 – Keep current with C-ID and approved AJ courses.

III. Scheduling and Enrollment Patterns

Description/Evaluation:

The Administration of Justice Program has a total of seven 2-year plans (Appendix 10). They include the following:

- ✚ Associate in Science Degree in Administration of Justice for Transfer (Correspondence)
- ✚ Associate in Science Degree in Administration of Justice for Transfer (Face-to-Face)
- ✚ Associate in Arts in Administration of Justice (Correspondence)
- ✚ Associate in Arts in Administration of Justice (Face-to-Face)
- ✚ Certificate of Achievement in Administration of Justice (Correspondence)
- ✚ Certificate of Achievement in Administration of Justice (Face-to-Face)
- ✚ Certificate of Accomplishment: Administration of Justice Reserve Officer Training III – Safety and Security Personnel

Many discussions have taken place with the Division Chair regarding our lack of an on-campus Administration of Justice Program. As a Counselor with twenty plus years of experience the major problem we faced was lack of student enrollment. I believe this was because we would offer too many Administration of Justice courses in one semester. The result would be that there would be 3 to 6 students in each class, and we would end up cancelling all the classes because students could not make schedule changes to enroll in one or two classes.

Two-year plans for face-to-face classes have been designed and distributed to the Counseling Office. It is our hope that utilizing these 2-year plans and offering two to three

courses per semester and rotating the courses over a two year period enrollment will increase. This would allow more non-working students the ability to successfully complete the A.A. in Administration of Justice. The correspondence program would offer their classes on alternate semesters. So if a student missed a course they could pick it up through correspondence.

The Administration of Justice correspondence courses have maintained fairly constant enrollment. During this IPR period, the correspondence courses have been offered on a regular semester to semester basis. However, during the spring 2017 semester the plan is to offer Administration of Justice courses on-line. (At least a minimum of one course will be offered. Fall 2017 will bring additional AJ courses on-line.)

Through the development of 2-year plans for AJ Face-to-Face courses our strategy is to develop a strong on-campus AJ program. We will carefully watch enrollment patterns for on-campus courses and the impact this may have by offering courses on-line. It might also be recommended that students enrolled in on-campus AJ courses be given a survey to determine if these courses could be better scheduled to meet the needs of on-campus students.

AJ/CORS Program Census Enrollment Summary

Census Enrollment	2014-15	2013-14	2012-2013	2011-2012
Grand total	342	280	356	419

In reviewing the data provided by the Office of Institutional Effectiveness and Research on AJ/CORS Program Census Enrollment for the period fall 2010 through spring 2015, concerns with regard to the number of students enrolled in specific courses were found (Appendix 11). For example in fall 2010, AJ 20 reflects 69 students enrolled, my records indicate 41 students were enrolled. In spring 2011, AJ 10 reflects 71 students enrolled and my records indicate 39 students were enrolled and AJ 23 reflects 53 students were enrolled and my data shows 37 students enrolled. In spring 2012, the data reflects 62 students enrolled in AJ 10 and my records reflect 30 students were enrolled. These discrepancies in the data impacts many of the outcomes reported such as student success rates, student completion rates and KPIs summaries. During the next IPR review the Administration of Justice Program will request data be broken down into AJ Correspondence courses, AJ Face-to-Face courses, and on-line courses so information may be better evaluated.

FTEs Generated by the Administration of Justice Program

FTEs	2014-2015	2013-2014	2012-2013	2011-2012
Grand Total	33.4	26.9	35.3	41.4

The majority of the FTEs generated are through the AJ Correspondence Program. Based on student surveys provided by the Office of Institutional Effectiveness and Correspondence Student Evaluation surveys student satisfaction is very high with regard to scheduling and course offerings. It is suggested that a surveys of students enrolled in AJ on-campus classes be considered to determine if student would prefer alternative times or days that classes are offered on-campus.

A significant drop in enrollments occurred in the 2013-2014 academic year. Data was not provided to compare it to enrollments campus wide. Therefore, one can not speculate if this drop in enrollment was campus wide or only in the Administration of Justice Program. Enrollments have since increased for the 2014-2015 and 2015-2016 academic years.

This author has completed many Educational Plans and there appears to be no problem with students enrolling in general education courses. Discussions with Counselors also support this fact.

Prior Recommendations for IPR 2014:

#1 – Over the next two years closely monitor the face-to-face Administration of Justice A.A. degree program on course offerings, scheduling, variety of times, and method of delivery. A student evaluation tool should be implemented each semester for student input.

During this IPR review period a student evaluation tool was not implemented for AJ courses taught on campus.

#2 – Maintain current 2-year plans and revise as necessary.

Two-year plans were developed during this IPR period and distributed to Counselors and the college website.

#3 – AJ faculty should meet regularly with the Work Experience Coordinator to implement a recruitment plan for Correctional Officers and Law Enforcement to increase enrollment.

The Work Experience Coordinator and the AJ Correspondence instructor met several times during this IPR period to discuss increasing enrollment in work experience. Both faculty members agreed that providing information in the CDC&R IST Bulletin is the best way to inform Correctional Officers about Work Experience. The AJ Correspondence Instructor also informs this group of students about the opportunity of enrolling in work experience.

Planning Agenda:

1. Carefully follow the two-year plans for AJ courses and revise as necessary.
2. Continue to work closely with the Work Experience Coordinator to increase enrollment in AJ 49 Work Experience.
3. Over the next two years closely monitor the face-to-face Administration of Justice A.A. degree program on course offerings, scheduling, variety of times, and method of delivery. A student evaluation tool should be implemented each semester for student input.
4. During the next IPR review period request AJ data be separated into AJ Correspondence courses, AJ Face-to-Face courses, and AJ on-line courses so information may be better evaluated.

IV. Equipment

Description/Evaluation:

Classrooms are equipped with a smart board, laptop docking station, document camera, and DVD player. Approximately six years ago new laptops were provided to all full-time faculty.

The full-time AJ Instructor located in the Creative Arts Building Room 122 has the following equipment:

1. 1 Dell laptop computer
2. 1 HP laser jet printer (very old)
3. 1 metal desk
4. 1 grey chair with casters and arms (borrowed from DSPS five years ago)
5. 4 drawer wooden file cabinet (my personal property)
6. 2 computer tables (my personal property)
7. 1 orange rug (my personal property)
8. 1 baker's rake (my personal property)
9. 1 long folding table (my personal property)
10. 1 small refrigerator (my personal property)
11. 1 microwave (my personal property)
12. 2 grey cloth chrome legged chairs

At the time of this review the NRA Gunsmithing/ P.O.S.T. Coordinator's Office has been moved. I am unaware of what equipment is available for the NRA Gunsmithing/ P.O.S.T. Coordinator's office. It should be noted that a former full-time P.O.S.T. Coordinator did spend VATEA funds in the amount of \$27,500 to pay for handguns, handcuffs, etc. I believe the handguns are stored in the Gunsmithing program.

The Administration of Justice Program is requesting an AJ line-item budget to fund the necessary repair and upgrades for equipment in the smart classrooms and instructors' offices.

The copy machines in all buildings are invaluable in allowing instructors to prepare for classes, complete faculty assignments and assist students.

Prior Recommendations for IPR 2014:

#1 – Ensure copiers are functional through regular maintenance and receive expedited repair as needed.

The copy machine in the Creative Arts building has been upgraded and working fine. Adjunct faculty are satisfied with the copiers utilized across campus during this IPR review period.

#2 – Fund necessary repair and upgrades for equipment in the smart-classrooms and instructors' offices.

Adjunct faculty are satisfied with the equipment in the smart-classrooms. Fulltime faculty are content with instructors' offices.

There are no existing equipment maintenance/service agreements for the Administration of Justice Program. At the current time no new or replacement equipment is requested for this review period.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

#1. Continue to change or modify Program Goals and Program Student Learning Outcomes to support any changes made to Institutional Strategic Goals and its Mission as well as the Institutional Student Learning Outcomes.

#2. Continue to change or modify Program Goals and Program Student Learning Outcomes to support any changes made to Institutional Strategic Goals and its Mission as well as the Institutional Student Learning Outcomes.

#3. Continue to improve lecture notes and exams in the AJ 9 course to better prepare students to successfully complete this course.

#4. Ensure students are no longer given the opportunity to catch up on homework. If a student is not current with their assignments on the last day to drop, they are dropped from the course. Students behind in their assignments will be provided a letter in their return homework warning them of this drop.

#5. Continue to research the planning of a Forensic course to determine which Discipline of Assignment is most appropriate.

#6. Participate in TECC on-line training for WEAVE to offer Administration of Justice courses on- line.

#7. Keep current on the major changes happening in P.O.S.T. If budget becomes an issue during this next review period an addendum should be added to this IPR to meet P.O.S.T. fiscal needs.

#8. – Work closely with the Articulation Officer to ensure AJ courses are articulated with CSUs and UCs.

#9. Keep current with C-ID and approved AJ courses.

#10. Carefully follow the two-year plans for AJ courses and revise as necessary.

#11. Continue to work closely with the Work Experience Coordinator to increase enrollment in AJ 49 Work Experience.

#12. Over the next two years closely monitor the face-to-face Administration of Justice A.A. degree program on course offerings, scheduling, variety of times, and method of delivery. A student evaluation tool should be implemented each semester for student input.

Prioritized Recommendations for Inclusion in Education Master Plan

2016 Administration of Justice
Prioritized Recommendations Requiring Institutional Action for Inclusion in Education
Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
	Establish an AJ line-item in the budget to fund necessary repair and upgrades for the	2016-2018	\$4000-5000 annually	Continue quality instruction using technologically-capable classrooms

	equipment in the smart-classrooms.			
	Ensure copiers available to faculty remain functional through regular maintenance and, when necessary, expedited repairs.	On-going		

Recommendations for Institutional Effectiveness.

1. SLO Assessments need to be provided by the Office of Institutional Effectiveness & Research.
2. During the next IPR review period request AJ data be separated into AJ Correspondence courses, AJ Face-to-Face courses, and AJ on-line courses so information may be better evaluated.

SECTION TWO: HUMAN RESOURCE PLANNING

Program Staffing

Description/Evaluation:

As of spring 2016, there is one full-time faculty member employed with the Department. Numerous adjunct faculty rotate teaching AJ courses. The Department does not have any paid instructional assistants or classified staff to internally support its activities.

A new full-time management position, NRA Gunsmithing/P.O.S.T. Coordinator, was hired in November 2014. Her name is Carol Growdon.

Department Faculty/Full-time
Nancy Bengoa-Beterbide

The list of adjunct faculty can be found in [\(Appendix 12\)](#)

Recommendations /Planning Agenda

No recommendations for this review period.

II. Professional Development

Description/Evaluation:

The District has provided many opportunities for professional development through Flex activities and the newly established Training Education and Collaboration Center. In fall 2013, Weave Online was made available to faculty as the primary tool used to collect, analyze, revise, and report on course and program level Student Learning Outcomes. TECC provided numerous training workshops and assistance to faculty. This has made SLO assessments much more manageable as well as providing data through the Office of Institutional Effectiveness and Research.

The one fulltime faculty AJ Instructor meets her Flex contract obligation each year. She currently is a member of the Distance Education Review Committee and the Scholarship, Financial Aid Appeals, Academic Renewal and Student Grievances Committee.

As previously stated earlier in this report, the fulltime AJ faculty instructor has been very active in revising and updating Administration of Justice course outlines for the purpose of obtaining C-ID approval. In addition, during the 2014-2015 academic year, seven new textbooks and seven new correspondence packets were developed.

Recommendations / Planning Agenda

#1 - Attend TECC training during the fall 2016 academic year to offer on-line AJ courses in spring and fall 2017 semesters.

III. Student Outcomes

Description/Evaluation:

There are no results from assessment of learning outcomes that affect Human Resource Planning.

SECTION III: FACILITIES PLANNING

Description/Evaluation:

In the past the AJ courses have primarily been offered in the Humanities Building. P.O.S.T. courses have been held on campus as well as at the Sheriff's Department. In addition, courses which required field-work (such as pistol ranges) were conducted on facilities utilized by law enforcement.

As stated earlier, as of November, 2014, we have a new NRA Gunsmithing/P.O.S.T. Coordinator. This person currently has an office located in the Gunsmithing Department.

In the fall 2014, the Administration of Justice Department began an on-campus face-to-face AJ program. If AJ courses are assigned to the Creative Arts or Humanities buildings it should be noted in this IPR that the majority of disciplines in these building have requested the need for air-conditioning and appropriate heating. Extreme temperature differences exist throughout the year with the most troublesome being early fall and late spring when the classrooms are extremely hot and uncomfortable.

Recommendations / Planning Agenda

- #1 - Support all disciplines in the Creative Arts and Humanities buildings and request the District to fix heating and cooling systems feeding classrooms.
- #2. - Old lighting equipment and wires need removal
- #3. - Beltran lighting needs removal
- #4. - Walls need repairing
- #5. -Floor needs re-furbishing
- #6. - Needs shelving in the center classroom

Prioritized Recommendations for Inclusion in Facilities Master Plan

2016 Administration of Justice Instructional Program Review.

Prioritized Recommendations Requiring Institutional Action for Inclusion in Facilities Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
	Fix heating & cooling system in Creative Arts and Humanities buildings	2016-2018	?	Students and staff will be comfortable in building during early fall and late spring.

SECTION FOUR: TECHNOLOGY PLANNING

Description/Evaluation

Many courses have been transferred to the Creative Arts Room CA-123A. The classroom has been recently converted from an interactive television studio and is in need of infrastructure improvements and repairs.

- Sound from adjacent classroom needs mitigation

Planning Agenda

1 - Request funding to improve classroom sound mitigation.

Prioritized Recommendations for Inclusion in Technology Master Plan

2016 Administration of Justice Instructional Program Review.
 Prioritized Recommendations Requiring Institutional Action for Inclusion in Technology Master Plan.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
	Request funding to improve classroom infrastructure CA 123A.	2016-2018	\$5000.00	Bring classroom up to date.
	Fix heating & cooling system in Creative Arts Building & Humanities Building	2016-2018	?	Students and staff will be comfortable in building during early fall and late spring.

Prioritized Recommendations for Inclusion in Education Master Plan

2016 Administration of Justice Program Review
 Prioritized Recommendations Requiring Institutional Action for Inclusion in Education Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
	Establish an AJ line-item in the budget to fund necessary repair and upgrades for the equipment in the smart-classrooms.	2016-2018	\$4000-5000 annually	Continue quality instruction using technologically-capable classrooms

	Ensure copiers available to faculty remain functional through regular maintenance and, when necessary, expedited repairs.	On-going		
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APPENDIX 1

Lassen College

Detailed Assessment Report Fall 2013 CORS 10B-Organization and Administration of Correctional System

As of: 9/05/2016 11:23 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: CORS 10B-SLO 1

Enumerate the responsibilities of correctional officers and correctional facilities.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations

Lassen College

2.1 Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential

3.1 Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.

3.2 Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.

3.3 Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

3.4 Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self development through lifelong learning.

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

12/12= 100%

SLO 2: CORS 10B-SLO 2

Compare and contrast male, female, juvenile, and special category offenders and assess how prison impacts their lives.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations

Lassen College

2.1 Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential

3.1 Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.

3.2 Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.

3.3 Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

3.4 Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self development through lifelong learning.

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

11/12= 92%

SLO 3: CORS 10B-SLO 3

Demonstrate an understanding of the legal issues, specific laws and general operations of corrections.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

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Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

11/12=92%

Lassen College

Detailed Assessment Report Fall 2013 CORS 10A-Introduction to Correctional Science

As of: 9/05/2016 11:23 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: CORS 10A-SLO 1

Discuss the origins and history of American corrections.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations

Lassen College

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Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

18/20= 90%

SLO 2: CORS 10A-SLO 2

Identify and differentiate clients in each of the types of Correctional institutions, the issues and challenges each type of client presents to Correctional Institutions

Relevant Associations:**Institutional Student Learning Outcomes Associations**

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations**Lassen College**

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Related Measures**M 1: Exam, Project, Performance**

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

9/10= 90%

SLO 3: CORS 10A-SLO 3

Compare and contrast between public, private, federal, state and local correctional systems

Relevant Associations:**Institutional Student Learning Outcomes Associations**

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations**Lassen College**

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- 3.3 Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
- 3.4 Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self development through lifelong learning.

Related Measures**M 1: Exam, Project, Performance**

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
9/10= 90%

SLO 4: CORS 10A-SLO 4

Identify the innovative programs designed for specific Correctional Institutions and describe their impact on the Corrections client and society at large.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations

Lassen College

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Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
8/10= 80%

Lassen College

Detailed Assessment Report Fall 2013 AJ 21-Administration of Justice

As of: 9/05/2016 11:22 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: SLO 1

Describe the history, role, and function of police and society.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations

Lassen College

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Related Measures

M 1: Exam, Project, Assignment

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
15/15= 100%

SLO 2: SLO 2

Summarize the professional, social, and legal issue in policing.

Relevant Associations:**Institutional Student Learning Outcomes Associations**

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
- 1.4 Personal/Interpersonal Responsibility - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Strategic Plan Associations**Lassen College**

- 2.1 Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential
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transfer, job placement and advancement, improvement of basic skills, and self development through lifelong learning.

Related Measures

M 1: Exam, Project, Assignment

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: **Met**

30/30= 100%

SLO 3: SLO 3

Demonstrate knowledge of the professional career opportunities and qualifications required in various law enforcement positions.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
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Strategic Plan Associations

Lassen College

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Related Measures

M 1: Exam, Project, Assignment

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

15/15= 100%

Lassen College

Detailed Assessment Report Fall 2013 AJ 20-Criminal Law

As of: 9/05/2016 11:22 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 20-SLO 1

Articulate and discuss the structural framework of criminal statutory law.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations

Lassen College

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Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
15/15= 100%

SLO 2: AJ 20-SLO 2

Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Access the validity of the data and interpret it correctly.

Relevant Associations:**Institutional Student Learning Outcomes Associations**

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations**Lassen College**

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Related Measures**M 1: Exam, Project, Performance**

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

14/15= 93%

SLO 3: AJ 20-SLO 3

Analyze the historical origins of American Criminal Law.

Relevant Associations:**Institutional Student Learning Outcomes Associations**

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

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Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
15/15= 100%

SLO 4: AJ 20-SLO 4

Appraise the value of landmark case decisions and synthesize the impact on modern society.

Relevant Associations:**Institutional Student Learning Outcomes Associations**

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations**Lassen College**

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Related Measures**M 1: Exam, Project, Performance**

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

13/15= 87%

Lassen College

Detailed Assessment Report Fall 2013 AJ 12-Introduction to Criminal Justice

As of: 9/05/2016 11:21 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 12-SLO 1

Explain the definition of crime utilizing the criminal theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, costs of crime and the extent of the crime problem in America.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations

Lassen College

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Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
23/25= 92%

SLO 2: AJ 12-SLO 2

Demonstrate knowledge of the history, development, structure and function of American police, courts, and corrections and discuss the process of adjudication.

Relevant Associations:**Institutional Student Learning Outcomes Associations**

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

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Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
23/25= 92%

SLO 3: AJ 12-SLO 3

Critically analyze and discuss issues of crime and justice from varying perspectives including the roles of probation, parole, jails, and community corrections; as well as the functions of prisons and jails.

Relevant Associations:**Institutional Student Learning Outcomes Associations**

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations**Lassen College**

2.1 Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential

3.1 Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.

3.2 Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.

3.3 Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

3.4 Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self development through lifelong learning.

Related Measures**M 1: Exam, Project, Performance**

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

21/25= 84%

SLO 4: AJ 12-SLO 4

Utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice as well as juvenile justice.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Strategic Plan Associations

Lassen College

2.1 Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential

3.1 Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.

3.2 Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.

3.3 Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

3.4 Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self development through lifelong learning.

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
24/24= 100%

Lassen College

Detailed Assessment Report Spring 2014 AJ 24-Community Relations

As of: 9/05/2016 11:27 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 24-SLO 1

Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met
12/12 = 100%

SLO 2: AJ 24-SLO 2

Identify and discuss key issues that pose potential conflict between diverse communities and the courts, police and corrections.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met
12/12 = 100%

SLO 3: AJ 24-SLO 3

Identify and describe the strategies for the administration of justice in a multicultural society.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle
The SLO was not assessed during this term

Lassen College

Detailed Assessment Report Spring 2014 AJ 14-Juvenile Procedures

As of: 9/05/2016 11:27 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 14-SLO 1

Explain the structure and workings of the juvenile justice system.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

13/14 = 93%

SLO 2: AJ 14-SLO 2

Describe the laws and legal proceedings concerning juveniles.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the

internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

13/14 = 93%

SLO 5: AJ 14-SLO 5

Critically evaluate Constitutional protections extended to juveniles through judicial decisions.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

13/14 = 93%

Lassen College

Detailed Assessment Report Spring 2014 AJ 10-Criminology

As of: 9/05/2016 11:27 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 10-SLO 1

Demonstrate knowledge of the various types of criminals and crime theories, interpret statistics and reports, identify the basic laws and patterns of criminal activity, estimate affects on society, explain victimization, and discuss consequences and treatment alternatives

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: **Met**

12/13 = 92%

Finding (Fall 2013) - Target: **Not Met**

18/31 = 58%

SLO 2: AJ 10-SLO 2

Demonstrate an understanding of criminal activity and methods of criminal apprehension, including such elements as suspect profiling and scientific analysis.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the

problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

13/14 = 93%

Finding (Fall 2013) - Target: Not Reported This Cycle

Did not report this term

Lassen College

Detailed Assessment Report Spring 2014 CORS 11-Legal Aspects of Corrections

As of: 9/05/2016 11:28 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: CORS 11-SLO 1

Present, explain, and analyze the process for arraignment and preliminary hearings within the incarceration process.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher

Finding (Spring 2014) - Target: Met

5/5 = 100%

SLO 2: CORS 11-SLO 2

Discuss and apply correctional policies and procedures regarding inmates' rights.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the

internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher

Finding (Spring 2014) - Target: Met

5/5 = 100%

Lassen College

Detailed Assessment Report Spring 2014 AJ 23-Criminal Evidence

As of: 9/05/2016 11:29 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 23-SLO 1

Describe the American criminal justice court system and the American criminal justice process.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met
16/17 = 94%

SLO 2: AJ 23-SLO 2

Describe the laws that govern the collection of evidence – real, documentary, and scientific – in order to ensure its admissibility in a criminal trial.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

16/17 = 94%

SLO 3: AJ 23-SLO 3

Describe the laws that govern witnesses and witness testimony.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

Lassen College

Detailed Assessment Report Fall 2014 AJ 24-Community Relations

As of: 9/05/2016 11:10 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 24-SLO 1

Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: **Met**

12/12 = 100%

SLO 2: AJ 24-SLO 2

Identify and discuss key issues that pose potential conflict between diverse communities and the courts, police and corrections.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

12/12 = 100%

SLO 3: AJ 24-SLO 3

Identify and describe the strategies for the administration of justice in a multicultural society.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

Lassen College

Detailed Assessment Report Fall 2014 AJ 23-Criminal Evidence

As of: 9/05/2016 11:10 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 23-SLO 1

Describe the American criminal justice court system and the American criminal justice process.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met
16/17 = 94%

SLO 2: AJ 23-SLO 2

Describe the laws that govern the collection of evidence – real, documentary, and scientific – in order to ensure its admissibility in a criminal trial.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

16/17 = 94%

SLO 3: AJ 23-SLO 3

Describe the laws that govern witnesses and witness testimony.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

Lassen College

Detailed Assessment Report Fall 2014 AJ 20-Criminal Law

As of: 9/05/2016 11:10 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 20-SLO 1

Articulate and discuss the structural framework of criminal statutory law.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
15/15= 100%

SLO 2: AJ 20-SLO 2

Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Access the validity of the data and interpret it correctly.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

14/15= 93%

SLO 3: AJ 20-SLO 3

Analyze the historical origins of American Criminal Law.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

15/15= 100%

SLO 4: AJ 20-SLO 4

Appraise the value of landmark case decisions and synthesize the impact on modern society.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the

problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

13/15= 87%

Lassen College

Detailed Assessment Report Fall 2014 AJ 14-Juvenile Procedures

As of: 9/05/2016 11:09 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 14-SLO 1

Explain the structure and workings of the juvenile justice system.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

13/14 = 93%

SLO 2: AJ 14-SLO 2

Describe the laws and legal proceedings concerning juveniles.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the

internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

13/14 = 93%

SLO 3: AJ 14-SLO 3

Define the special problems involving juveniles in the legal system.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

13/14 = 93%

SLO 4: AJ 14-SLO 4

Critically analyze the distinctions between the adult and juvenile justice systems.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the

internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

13/14 = 93%

SLO 5: AJ 14-SLO 5

Critically evaluate Constitutional protections extended to juveniles through judicial decisions.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

13/14 = 93%

Lassen College

Detailed Assessment Report Fall 2014 AJ 12-Introduction to Criminal Justice

As of: 9/05/2016 11:08 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 12-SLO 1

Explain the definition of crime utilizing the criminal theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, costs of crime and the extent of the crime problem in America.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
23/25= 92%

SLO 2: AJ 12-SLO 2

Demonstrate knowledge of the history, development, structure and function of American police, courts, and corrections and discuss the process of adjudication.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the

internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
23/25= 92%

SLO 3: AJ 12-SLO 3

Critically analyze and discuss issues of crime and justice from varying perspectives including the roles of probation, parole, jails, and community corrections; as well as the functions of prisons and jails.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met
21/25= 84%

SLO 4: AJ 12-SLO 4

Utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice as well as juvenile justice.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the

problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of students will achieve 70% or higher.

Finding (Fall 2013) - Target: Met

24/24= 100%

Lassen College

Detailed Assessment Report Fall 2014 Correctional Science AS

As of: 9/05/2016 11:39 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Correctional Science AS SLO 1

Demonstrate an understanding of the workings of the correctional system by applying definitions, concepts, and principles to courts and correctional settings.

SLO 2: Correctional Science AS SLO 2

Apply critical thinking to research, evaluate, and analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation pertaining to correctional institutions.

SLO 3: Correctional Science AS SLO 3

Develop, organize and write an objective report that meets the legal and detailed requirements of correctional institutions.

SLO 4: Correctional Science AS SLO 4

Be academically prepared to obtain an entry-level or mid-level position within the Department of Corrections and Rehabilitation or federal correctional institutions.

Lassen College

Detailed Assessment Report Spring 2015 AJ 35-Investigative Techniques

As of: 9/05/2016 11:13 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 35-SLO 1

Identify and explain the role of documentation in the criminal investigative process.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
- 1.4 Personal/Interpersonal Responsibility - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Met

7/15 =47%

SLO 2: AJ 35-SLO 2

Recognize, identify and explain the implications of a given piece of evidence in a criminal process.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

SLO 3: AJ 35-SLO 3

Identify critical ethical issues relating to criminal investigation.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

SLO 4: AJ 35-SLO 4

Describe successive evolutionary stages of the criminal investigative process.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

SLO 5: AJ 35-SLO 5

Identify procedures for first responders to crime scenes.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

SLO 6: AJ 35-SLO 6

Describe the duties related to the basic functions of crime scene management (management control, evidence search and processing, general area investigation).

Relevant Associations:**Institutional Student Learning Outcomes Associations**

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures**M 1: Exam, Project, Performance**

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

SLO 7: AJ 35-SLO 7

Identify role of forensic examination in a criminal investigative process.

Relevant Associations:**Institutional Student Learning Outcomes Associations**

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures**M 1: Exam, Project, Performance**

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

SLO 8: AJ 35-SLO 8

Compare and contrast the legalities and strategies of interview and interrogation.

Relevant Associations:**Institutional Student Learning Outcomes Associations**

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures**M 1: Exam, Project, Performance**

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

SLO 9: AJ 35-SLO 9

Identify key information sources and data systems available to investigators.

Relevant Associations:**Institutional Student Learning Outcomes Associations**

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures**M 1: Exam, Project, Performance**

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

SLO 10: AJ 35-SLO 10

Explain the role of the investigator in the judicial process.

Relevant Associations:**Institutional Student Learning Outcomes Associations**

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures**M 1: Exam, Project, Performance**

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Not Reported This Cycle

The SLO was not assessed during this term

Details of Action Plans for This Cycle (by Established cycle, then alpha)**AJ35-SP13-AP-rscheffler**

Provide two in-depth case studies of cases that have been negatively impacted by (1) the use of improper searching techniques (violations of the 4th Amendment) thus resulting in tainted evidence; and (2) Criminal confessions obtained in violation of the Supreme Court Miranda decision, to demonstrate how improperly obtained evidence and confessions have a negative impact on case prosecution.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Implementation Description: Case Studies

Projected Completion Date: 05/2013

Responsible Person/Group: R. Scheffler

Additional Resources: Current cases available from news media

Lassen College

Detailed Assessment Report Spring 2015 AJ 23-Criminal Evidence

As of: 9/05/2016 11:13 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 23-SLO 1

Describe the American criminal justice court system and the American criminal justice process.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

16/17 = 94%

SLO 2: AJ 23-SLO 2

Describe the laws that govern the collection of evidence – real, documentary, and scientific – in order to ensure its admissibility in a criminal trial.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: **Met**

16/17 = 94%

SLO 3: AJ 23-SLO 3

Describe the laws that govern witnesses and witness testimony.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: **Not Reported This Cycle**

The SLO was not assessed during this term

Lassen College

Detailed Assessment Report Spring 2015 AJ 13-Narcotics Investigation and Identification

As of: 9/05/2016 11:12 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 13-SLO 1

Identify and apply the detection, suppression, apprehension and prosecution procedures of narcotics and vice law violators.

Relevant Associations:

Institutional Student Learning Outcomes Associations

1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Assignment, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Lassen College

Detailed Assessment Report Spring 2015 AJ 10-Criminology

As of: 9/05/2016 11:12 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: AJ 10-SLO 1

Demonstrate knowledge of the various types of criminals and crime theories, interpret statistics and reports, identify the basic laws and patterns of criminal activity, estimate affects on society, explain victimization, and discuss consequences and treatment alternatives

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: **Met**

12/13 = 92%

Finding (Fall 2013) - Target: **Not Met**

18/31= 58%

SLO 2: AJ 10-SLO 2

Demonstrate an understanding of criminal activity and methods of criminal apprehension, including such elements as suspect profiling and scientific analysis.

Relevant Associations:

Institutional Student Learning Outcomes Associations

- 1.1 Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
- 1.2 Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the

problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

1.3 Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

Related Measures

M 1: Exam, Project, Performance

The area/subject faculty suggest using an Exam, Project, Performance

Source of Evidence: Project, either individual or group

Target:

70% of students will achieve 70% or higher.

Finding (Spring 2014) - Target: Met

13/14 = 93%

Finding (Fall 2013) - Target: Not Reported This Cycle

Did not report this term.

Spring 2015 SLO Assessment Form

Subject:

AJ

Course Number:

AJ 35

SLO Number (e.g. 1):

SLO #1

Number of Students Assessed:

32

Number of Students who Achieved SLO Target:

30

Assessment Method (e.g. course project):

Chapter exams and final research paper

Assessment Method (e.g. course project):

Name (last, first):

Bengoa-Beterbide, Nancy

Spring 2015 SLO Assessment Form

Subject:

AJ

Course Number:

AJ 35

SLO Number (e.g. 1):

SLO #2

Number of Students Assessed:

32

Number of Students who Achieved SLO Target:

31

Assessment Method (e.g. course project):

Chapter exams and final research paper

Assessment Method (e.g. course project):

Name (last, first):

Bengoa-Beterbide, Nancy

Spring 2015 SLO Assessment Form

Subject:

AJ

Course Number:

AJ 35

SLO Number (e.g. 1):

SLO #3

Number of Students Assessed:

32

Number of Students who Achieved SLO Target:

32

Assessment Method (e.g. course project):

Chapter exams and final research paper

Assessment Method (e.g. course project):

Name (last, first):

Bengoa-Beterbide, Nancy

Spring 2015 SLO Assessment Form

Subject:

AJ

Course Number:

AJ 35

SLO Number (e.g. 1):

SLO #4

Number of Students Assessed:

32

Number of Students who Achieved SLO Target:

30

Assessment Method (e.g. course project):

Chapter exams and final research paper

Assessment Method (e.g. course project):

Name (last, first):

Bengoa-Beterbide, Nancy

Spring 2015 SLO Assessment Form

Subject:

AJ

Course Number:

AJ 35

SLO Number (e.g. 1):

SLO #5

Number of Students Assessed:

32

Number of Students who Achieved SLO Target:

30

Assessment Method (e.g. course project):

Chapter exams and final research paper

Assessment Method (e.g. course project):

Name (last, first):

Bengoa-Beterbide, Nancy

Spring 2015 SLO Assessment Form

Subject:

AJ

Course Number:

AJ 13

SLO Number (e.g. 1):

SLO #1

Number of Students Assessed:

23

Number of Students who Achieved SLO Target:

20

Assessment Method (e.g. course project):

Chapter exams and final research paper

Assessment Method (e.g. course project):

Name (last, first):

Bengoa-Beterbide, Nancy

Spring 2015 SLO Assessment Form

Subject:

AJ

Course Number:

AJ 13

SLO Number (e.g. 1):

SLO #2

Number of Students Assessed:

23

Number of Students who Achieved SLO Target:

21

Assessment Method (e.g. course project):

Chapter exams and final research paper

Assessment Method (e.g. course project):

Name (last, first):

Bengoa-Beterbide, Nancy

Spring 2015 SLO Assessment Form

Subject:

AJ

Course Number:

AJ 13

SLO Number (e.g. 1):

SLO #3

Number of Students Assessed:

23

Number of Students who Achieved SLO Target:

19

Assessment Method (e.g. course project):

Chapter exams and final research paper

Assessment Method (e.g. course project):

Name (last, first):

Bengoa-Beterbide, Nancy

Spring 2015 SLO Assessment Form

Subject:

AJ

Course Number:

AJ 13

SLO Number (e.g. 1):

SLO #4

Number of Students Assessed:

23

Number of Students who Achieved SLO Target:

19

Assessment Method (e.g. course project):

Chapter exams and final research paper

Assessment Method (e.g. course project):

Name (last, first):

Bengoa-Beterbide, Nancy

Spring 2015 SLO Assessment Form

Subject:

AJ

Course Number:

AJ 13

SLO Number (e.g. 1):

SLO #6

Number of Students Assessed:

23

Number of Students who Achieved SLO Target:

22

Assessment Method (e.g. course project):

Chapter exams and final research paper

Assessment Method (e.g. course project):

Name (last, first):

Bengoa-Beterbide, Nancy

APPENDIX 2

Industry Sector Careers

- Police Officer
- Sheriff's Deputy
- Court Personnel
- Parole Agent
- Probation Officer
- Correctional Officer
- Juvenile Services
- Detention Personnel
- Community Relations Officer

Program Highlights

Any individual completing the AJ 52A(PC832) and attending the Academy of Correctional Officers is not required to take the final exam

Lassen Community College offers its Administration of Justice Degrees by way of traditional classroom study or by correspondence delivery.

Associate Degree and Certificate of Achievement in Administration of Justice can be completed within two years.

Some positions require a four-year degree for which Lassen Community College's program is a great base option for transfer.

Looking for a career in Law Enforcement, Probation, or Corrections?

How about a promotion or pay incentive?

Lassen College offers a new, revised A.A. degree in Administration of Justice beginning in the fall of 2015. New courses and new requirements better meet industry standards.

Our Administration of Justice Correspondence Program allows students to complete their degree whether they are working full-time or are unable to come to the campus and attend classes. Nine week courses are offered, so an individual can take two AJ courses the first nine weeks, and three AJ courses the second nine weeks, completing a full semester of course work.

Correspondence courses are now available!

Students are mailed a total packet for each AJ course they enroll in. The correspondence packet includes a syllabus, lecture notes, chapter exams and a final research paper. These courses are offered entirely through correspondence.



Lassen Community College

P. O Box 3000, 478-200 Hwy. 139
Susanville, CA 96130



Administration of Justice
Lassen Community College

Lassen Community College



Career Technical Education
Admin of Justice Director: Nancy Bengoa-Beterbide
530.251.8801
nbeterbide@lassencollege.edu

The Administration of Justice program is designed to prepare students for employment following graduation or for transfer to a California State University offering an upper division major in Administration of Justice. The curriculum covers prevention, discovery, control and treatment of crimes and criminals, evidence collection, criminal law, community relations and other elements of the profession.

As an administration of Justice major, students will study the history, philosophy and theories of crime, the structure of the criminal justice, courts and correctional systems; elements of community relations and current careers.



The LCC Administration of Justice program offers you the ability to:

- Study the history, philosophy and theories of crime; the structure of the criminal justice, courts and correctional systems; elements of community relations and current careers.
- Develop skills in criminal investigations and prosecution, community relations and communication.
- Identify an area of specialization in the administration of justice field.

Students must meet with a counselor to ensure completion of required coursework for chosen major and /or for a specific college/university

Degrees and Certificates in Administration of Justice

- Associate in Science in Administration of Justice for Transfer
- Associate of Arts in Administration of Justice
- Certificate of Achievement in Administration of Justice
- Certificate of Accomplishment in Administration of Justice Reserve
- Certificate of Accomplishment in Officer Training III - Safety and Security Personnel



Administration of Justice
Lassen Community College

LCC Mission Statement

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees, certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in it's effort to build intellectual growth, human perspective, and economic potential.

LCC does not discriminate and welcome students with disabilities, students of all races, genders, religions and sexual orientations.

The schedule of correspondence courses remains the same throughout each semester and are offered as follows:

- Fall Semester / First Nine Weeks**
AJ 9: Introduction to Corrections
AJ 12: Introduction to Criminal Justice
- Fall Semester / Second Nine Weeks**
AJ 14: Juvenile Procedures
AJ 20: Criminal Law
AJ 24: Community Relations
- Spring Semester / First Nine Weeks**
AJ 10: Criminology
AJ 35: Investigative Techniques
- Spring Semester / Second Nine Weeks**
AJ 11: Youth Gangs in America
AJ 13: Narcotic Investigation
AJ 23: Criminal Evidence

General Education courses are offered on-line or on-campus





Administration of Justice
Lassen Community College

P. O. Box 3000
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Susanville, CA 96130

Fall Semester

First Nine Weeks

AJ 12: Introduction to Criminal Justice
AJ 9: Introduction to Corrections

Second Nine Weeks

AJ 14: Juvenile Procedures
AJ 20: Criminal Law
AJ 24: Community Relations

Spring Semester

First Nine Weeks

AJ 10: Criminology
AJ 35: Investigative Techniques

Second Nine Weeks

AJ 11: Youth Gangs in America
AJ 13: Narcotic Investigation & Identification
AJ 23: Criminal Evidence



ADMIN
OF

JUSTICE

Lassen
Community
College



Looking for a career in
Law Enforcement, Probation
or Corrections?

How about a promotion
or pay incentive?

Lassen College offers a new, revised A.A. degree in Administration of Justice beginning in the fall of 2015. The new courses and new requirements better meet industry standards.

Our Administration of Justice Correspondence Program allows students to complete their degree whether they are working full-time or are unable to come to the campus and attend classes. Nine-week courses are offered, so an individual can take two AJ courses the first nine weeks and three AJ courses the second nine weeks, completing a full semester of course work. General Education courses can be taken online or on campus.

For more information contact Nancy Bengoa-Beterbide
(530) 251-8801 nbeterbide@lassencollege.edu
530.257.6181 [Facebook.com/lassencommunitycollege](https://www.facebook.com/lassencommunitycollege) www.lassencollege.edu
Funded in part by the Carl D. Perkins Career and Technical Education Grant #14-CO1-025



ADMIN
OF

JUSTICE



Lassen
Community
College



Looking for a career in
Law Enforcement, Probation,
or Corrections?

How About a Promotion
or Pay Incentive?

Career Opportunities

- Police Officer
- Sheriff's Deputy
- Court Personnel
- Parole Agent
- Probation Officer
- Correctional Officer
- Juvenile Services
- Detention Personnel
- Community Relations Officer

LCC Offers:

Associate in Science in Administration of Justice for Transfer
Associate of Arts in Administration of Justice
Certificate of Achievement in Administration of Justice
Certificate of Accomplishment in Administration of Justice Reserve
Certificate of Accomplishment in Officer Training III - Safety and Security Personnel

530.257.6181 Facebook.com/lassencommunitycollege www.lassencollege.edu

Funded in part by the Carl. D. Perkins Career and Technical Education Grant: #14-C01-025



ADMIN
OF

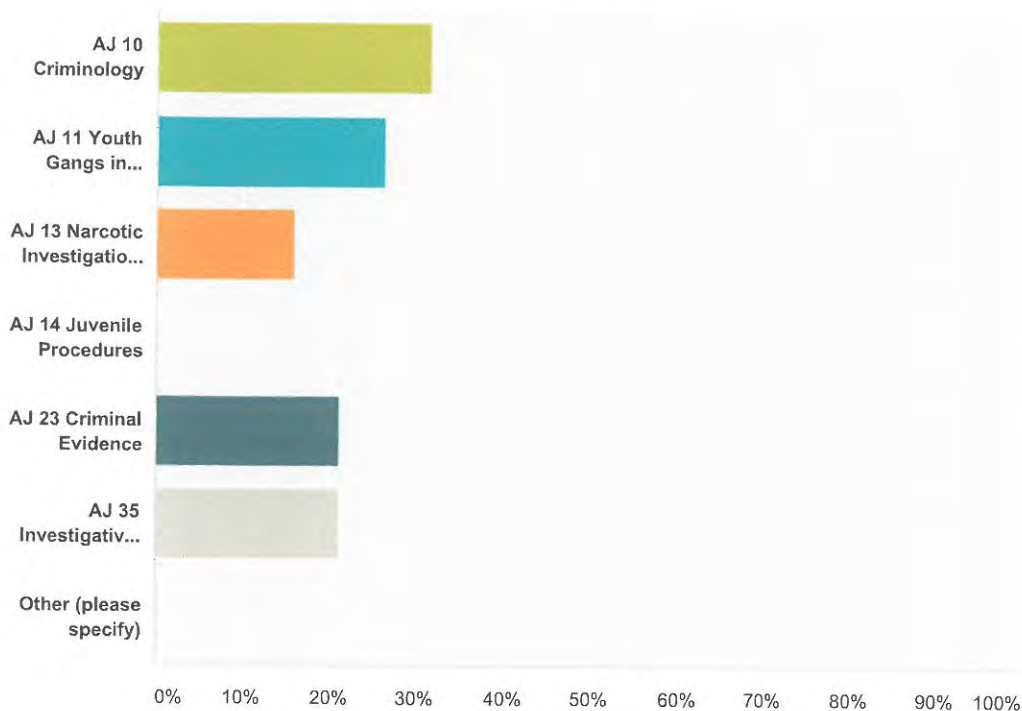
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APPENDIX 3

Q1 Which course in this program are you reviewing?

Answered: 19 Skipped: 0



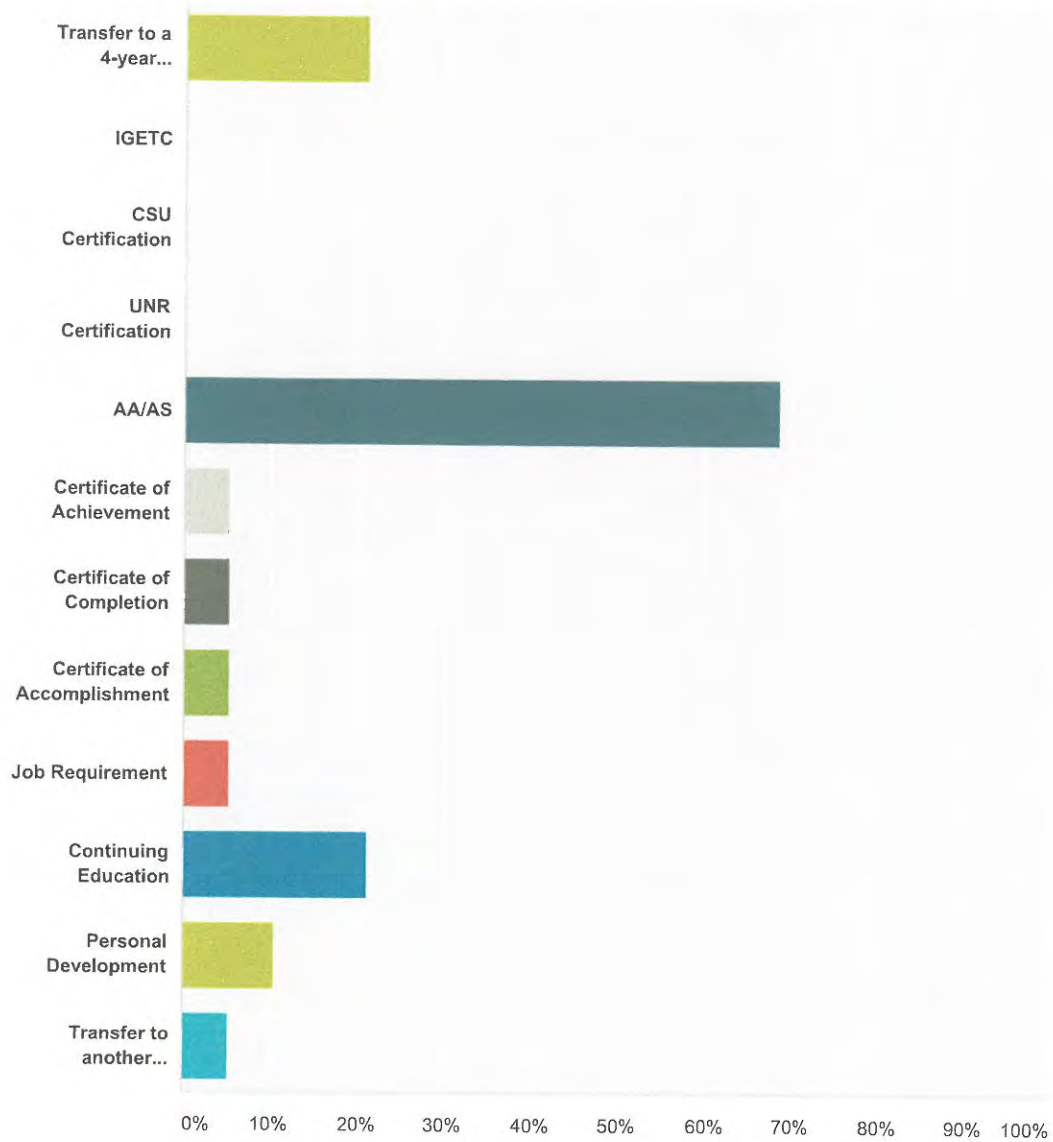
Answer Choices	Responses	
AJ 10 Criminology	31.58%	6
AJ 11 Youth Gangs in America	26.32%	5
AJ 13 Narcotic Investigation and Identification	15.79%	3
AJ 14 Juvenile Procedures	0.00%	0
AJ 23 Criminal Evidence	21.05%	4
AJ 35 Investigative Techniques	21.05%	4
Other (please specify)	0.00%	0
Total Respondents: 19		

#	Other (please specify)	Date
	There are no responses.	

Q2 Educational Goal: What is your educational objective at Lassen Community College. (Check all that apply).

Answered: 19 Skipped: 0

Administration of Justice Correctional Science Instructional Program Review 2016



Answer Choices	Responses
Transfer to a 4-year Institution	21.05% 4
IGETC	0.00% 0
CSU Certification	0.00% 0
UNR Certification	0.00% 0
AA/AS	68.42% 13
Certificate of Achievement	5.26% 1
Certificate of Completion	5.26% 1
Certificate of Accomplishment	5.26% 1
Job Requirement	5.26% 1
Continuing Education	21.05% 4
Personal Development	10.53% 2

Administration of Justice Correctional Science Instructional Program Review 2016

Transfer to another community college

5.26%

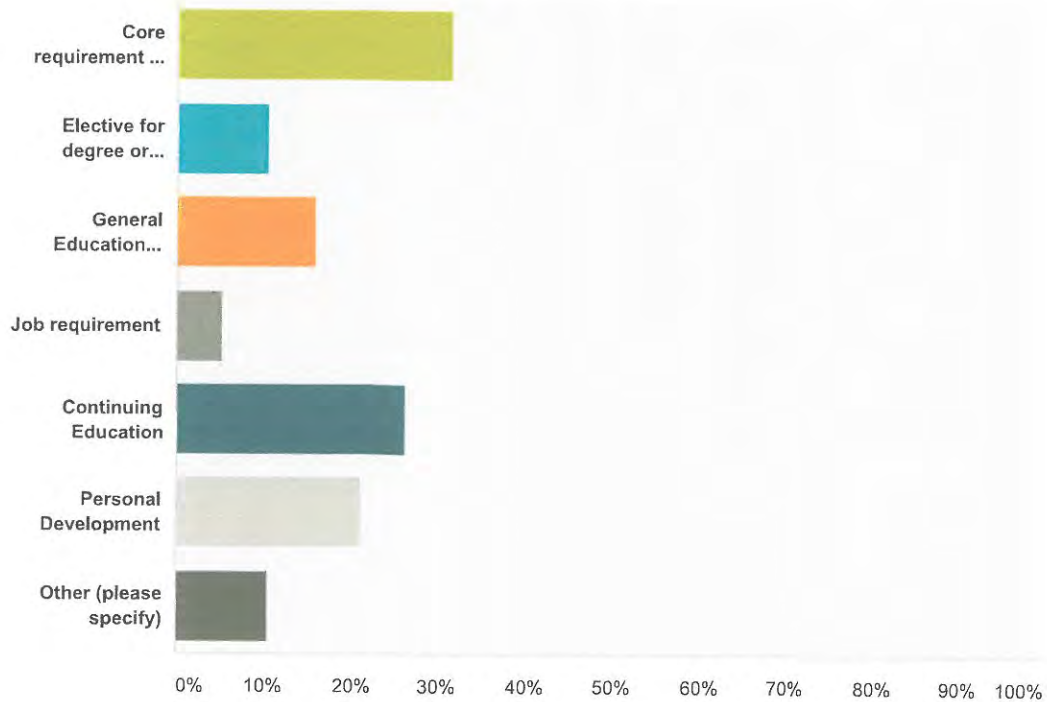
1

Total Respondents: 19

#	Title of degree or certificate:	Date
1	Administration of Justice	5/10/2016 2:29 PM
2	Administration of Justice	5/10/2016 2:28 PM
3	Administration of Justice	5/10/2016 2:24 PM
4	AA Allied health, MA Program, LVN Program	4/28/2016 10:03 AM
5	Social Studies	4/28/2016 10:02 AM
6	Associative science degree in Administration of Justice for transfer	4/19/2016 10:26 AM
7	Admin. Justice	4/12/2016 1:18 PM
8	Admind. Justice	4/12/2016 1:15 PM

Q3 Why are you taking this course?

Answered: 19 Skipped: 0



Answer Choices	Responses	
Core requirement for degree or certificate	31.58%	6
Elective for degree or certificate	10.53%	2
General Education course for degree or transfer	15.79%	3
Job requirement	5.26%	1
Continuing Education	26.32%	5
Personal Development	21.05%	4

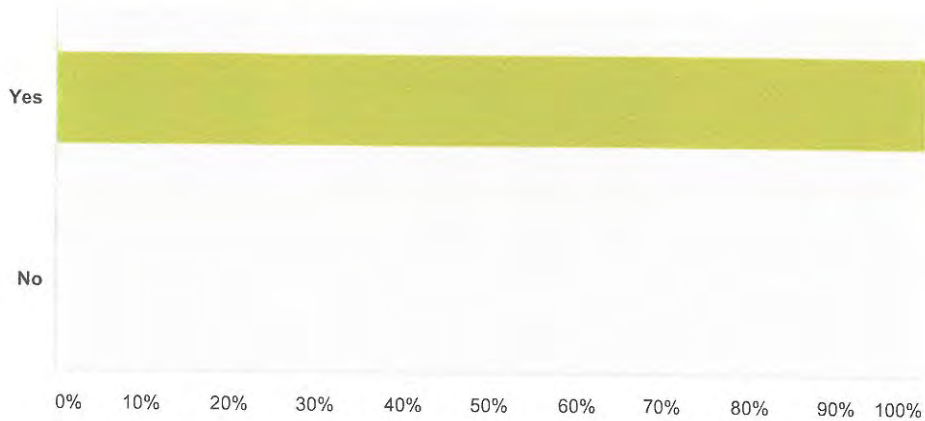
Administration of Justice Correctional Science Instructional Program Review 2016

Other (please specify)	10.53%	2
Total Respondents: 19		

#	Other (please specify)	Date
1	To promote at current place of employment	4/28/2016 10:12 AM
2	For advancement at current empolyer	4/28/2016 10:10 AM

Q4 Does the course content reasonably compare with the catalog/schedule description?

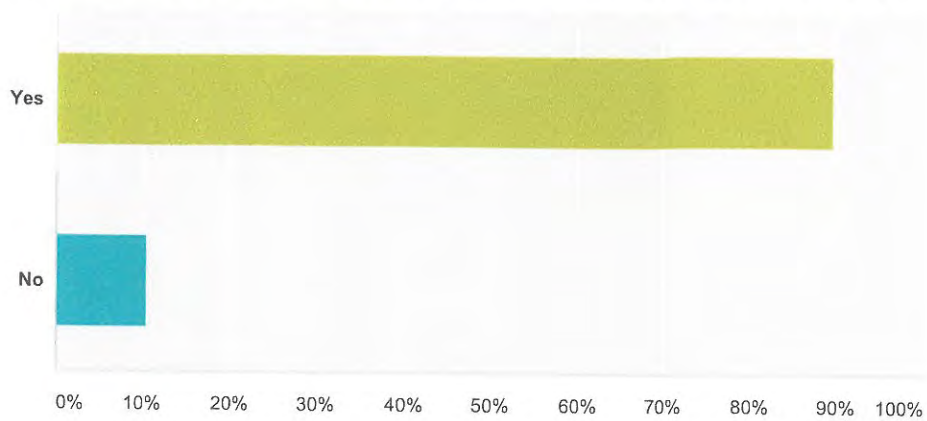
Answered: 19 Skipped: 0



Answer Choices	Responses
Yes	100.00% 19
No	0.00% 0
Total	19

Q5 Did the catalog clearly explain the order in which the courses in this program should be taken?

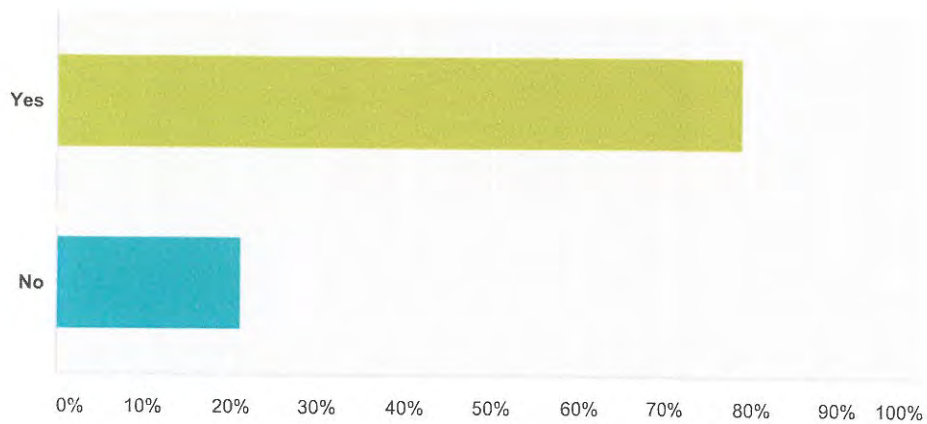
Answered: 19 Skipped: 0



Answer Choices	Responses	
Yes	89.47%	17
No	10.53%	2
Total		19

Q6 Was any cost for this course/program, beyond registration and books clearly identified in the catalog?

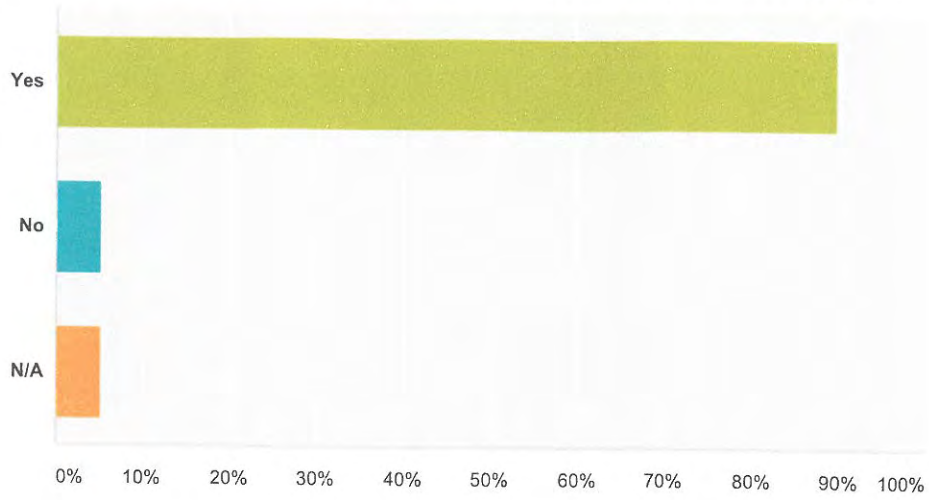
Answered: 19 Skipped: 0



Answer Choices	Responses	
Yes	78.95%	15
No	21.05%	4
Total		19

Q7 Did instructors use the required textbooks in the course?

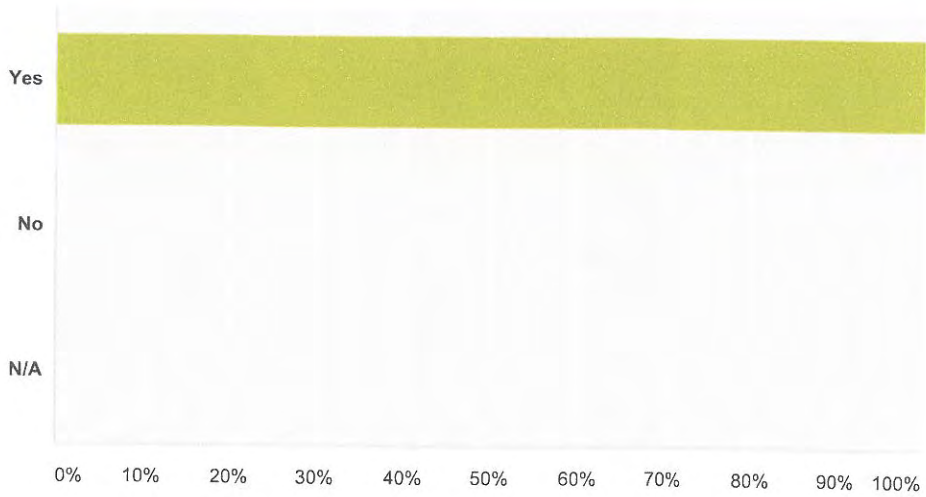
Answered: 19 Skipped: 0



Answer Choices	Responses	
Yes	89.47%	17
No	5.26%	1
N/A	5.26%	1
Total		19

Q8 Are the textbooks purchased for this course useful to you?

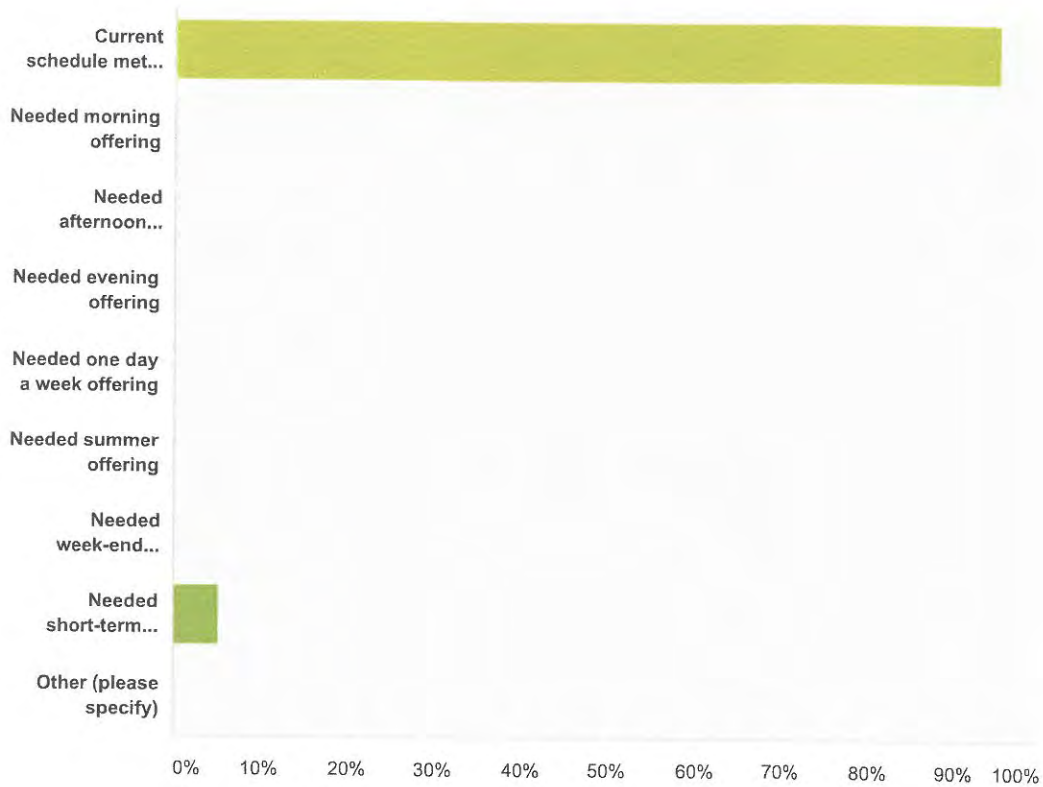
Answered: 19 Skipped: 0



Answer Choices	Responses	
Yes	100.00%	19
No	0.00%	0
N/A	0.00%	0
Total		19

Q9 Did the scheduling for this course meet your needs?

Answered: 19 Skipped: 0



Answer Choices	Responses	
Current schedule met my needs	94.74%	18
Needed morning offering	0.00%	0
Needed afternoon offering	0.00%	0
Needed evening offering	0.00%	0
Needed one day a week offering	0.00%	0
Needed summer offering	0.00%	0
Needed week-end offering	0.00%	0
Needed short-term (less than semester) offering	5.26%	1
Other (please specify)	0.00%	0
Total Respondents: 19		

#	Other (please specify)	Date
	There are no responses.	

Q10 Describe how this course/program

**could be improved to better meet the needs
of the student at Lassen Community
College.**

Answered: 8 Skipped: 11

#	Responses	Date
1	Correspondence courses are very beneficial to me because I have a heavy work/school schedule.	5/10/2016 2:25 PM
2	I don't think any improvements are needed. Worked great for me.	4/28/2016 10:09 AM
3	Although I didn't bring it to the instructors attention, I noticed quite a few of my answers on my scantron exams were marked wrong when they were correct. I did ask for the correct answers on a few test to double check. So my suggestion would be to make sure tests are read and corrected properly.	4/28/2016 10:07 AM
4	This course met my needs wonderfully.	4/19/2016 10:27 AM
5	This course is fine the way it is.	4/12/2016 1:19 PM
6	This course was good.	4/12/2016 1:17 PM
7	This course was good.	4/12/2016 1:15 PM
8	This course is good.	4/12/2016 1:12 PM

**Q11 Provide any additional comments on
the course or program:**

Answered: 5 Skipped: 14

#	Responses	Date
1	The lecture notes along with the course text were extremely helpful, I am going into the nursing field and felt it helpful to learn something's in the AJ curriculum in case I work at the prison. The information in the course was very helpful in that endeavor.	4/28/2016 10:07 AM
2	This course was helpful, but there is more gangs that are coming up that are not mentioned in this course.	4/12/2016 1:19 PM
3	This course was good.	4/12/2016 1:17 PM
4	This course was good, thank you.	4/12/2016 1:15 PM
5	This course is good. Thank you.	4/12/2016 1:12 PM

APPENDIX 4

Student Evaluation of Correspondence Course Form
 Please complete the following form and return with your Final Exam
 This is an anonymous survey

Correspondence Course Title _____ Semester _____

1. Syllabus clearly explained the expectations of the class Excellent Good Fair Poor NA
2. Syllabus clearly provided timelines for completion of course materials. Excellent Good Fair Poor NA
3. Instructor kept me informed of my progress in the course on a regular basis. Excellent Good Fair Poor NA
4. Instructor gave me adequate feedback on my assignments. Excellent Good Fair Poor NA
5. How would you rate the textbook? Excellent Good Fair Poor NA
6. How would you rate the packet materials? Excellent Good Fair Poor NA
7. How would you rate the mailing turn-around time? Excellent Good Fair Poor NA
8. How would you rate the overall quality of your experience in correspondence instruction? Excellent Good Fair Poor NA
9. Were the lecture notes helpful? Excellent Good Fair Poor NA
10. Do you plan to take another correspondence course for Lassen College? Yes No
11. Please provide any additional comments on the course:

Tell Us About Yourself

1. Educational Goal: What is your educational objective at Lassen Community College?
 - Associate in Arts in Liberal Arts
 - Associate in Arts in Administration of Justice
 - Associate in Science in Human Service/Drug & Alcohol Paraprofessional
 - None of the above
2. Type of Student? Community Student Inmate Student
3. How many correspondence courses have you completed from Lassen College before?
 - first course two-five courses More than six courses

APPENDIX 5

Summary for all courses taught Spring 2016

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	65	2	1		
2. Syllabus provided clear time lines.	65	3			
3. Instructor kept me informed of progress.	59	7	1		
4. Instructor gave me feedback on assignments.	57	9			
5. Textbook rating.	41	18	6		
6. Packet materials rating.	46	21	1		
7. Mailing turn-around time.	50	17	1		
8. Overall rating of correspondence experience.	60	7	1		
9. Will take another correspondence class.	65 yes	3 no	0 maybe		
10. Were lecture notes helpful?	53	13	4		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	2	1	53	13

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	10	37	21

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

Spring 2016

AJ 10: Criminology

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	17	1			
2. Syllabus provided clear time lines.	17	1			
3. Instructor kept me informed of progress.	17	1			
4. Instructor gave me feedback on assignments.	17	1			
5. Textbook rating.	6	5	1		
6. Packet materials rating.	9	9			
7. Mailing turn-around time.	12	5	1		
8. Overall rating of correspondence experience.	16	1	1		
9. Will take another correspondence class.	16 yes	2 no	0 maybe		
10. Were lecture notes helpful?	14	5			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	2	1	11	5

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	3	10	5

Student Comments:

1. Course had a lot of good information.
2. I have been taking Correspondence classes with Nancy for a while and she is so understanding and helpful. She helps you understand so you success.
3. I apologize for the late work. My school work was left at my Dad's in the bay area and he had to mail it back to me.
4. Extremely informative. Instructor kept me informed of my grade in the course at all times. The packet of materials and lecture notes were very organized and helpful. Instructor/student communication was excellent. Thank you.

Spring 2016

AJ 11: Youth Gangs in America

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	15				
2. Syllabus provided clear time lines.	15				
3. Instructor kept me informed of progress.	13	1	1		
4. Instructor gave me feedback on assignments.	13				
5. Textbook rating.	2	1	2		
6. Packet materials rating.	12	3			
7. Mailing turn-around time.	12	3			
8. Overall rating of correspondence experience.	14	1			
9. Will take another correspondence class.	14 yes	1 no	0 maybe		
10. Were lecture notes helpful?	14	1			

Educational Goal

Lib/Studies	HS/Drug	AJ/CORS	None
0	0	12	3

All Community Students

Correspondence Courses Completed

First Course	Two-Five	Six Plus
0	10	5

Student Comments:

1. I really enjoyed this course, learned a lot.
2. Graduating

Spring 2016

AJ 13: Narcotics Investigation & Identification

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	9				
2. Syllabus provided clear time lines.	9				
3. Instructor kept me informed of progress.	9				
4. Instructor gave me feedback on assignments.	9				
5. Textbook rating.	6	3			
6. Packet materials rating.	6	3			
7. Mailing turn-around time.	8	1			
8. Overall rating of correspondence experience.	9				
9. Will take another correspondence class.	9 yes	0 no		0 maybe	
10. Were lecture notes helpful?	7	2			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	0	0	7	2

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	1	3	5

Student Comments:

1. Very interesting. Grateful for lecture notes.

Spring 2016

AJ 23: Criminal Evidence

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	8		1		
2. Syllabus provided clear time lines.	8	1			
3. Instructor kept me informed of progress.	7	2			
4. Instructor gave me feedback on assignments.	7	2			
5. Textbook rating.	7	2			
6. Packet materials rating.	7	1	1		
7. Mailing turn-around time.	7	2			
8. Overall rating of correspondence experience.	8	1			
9. Will take another correspondence class.	9 yes	0 no	0 maybe		
10. Were lecture notes helpful?	7	1	1		

Educational Goal

Lib/Studies	HS/Drug	AJ/CORS	None
0	0	8	1

All Community Students

Correspondence Courses Completed

First Course	Two-Five	Six Plus
1	5	3

Student Comments:

1. I really enjoyed having the lecture notes.
2. Really interesting, my favorite so far.

Spring 2016

AJ 35: Investigative Techniques

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	16	1			
2. Syllabus provided clear time lines.	16	1			
3. Instructor kept me informed of progress.	13	4			
4. Instructor gave me feedback on assignments.	11	6			
5. Textbook rating.	10	7			
6. Packet materials rating.	12	5			
7. Mailing turn-around time.	11	6			
8. Overall rating of correspondence experience.	13	4			
9. Will take another correspondence class.	17 yes	0 no	0 maybe		
10. Were lecture notes helpful?	10	6	2		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	0	0	15	2

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	5	9	3

Student Comments:

1. Exactly what I was expecting learned a lot throughout this course.
2. This course was helpful in my performing my duties at work.
3. Thank you.
4. The packet of materials should have more scantron forms. There were not enough forms to complete all the chapter tests.
5. I need to do much better. Otherwise a good class.

Summary for all courses taught Fall 2015

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	60	7			
2. Syllabus provided clear time lines.	62	5			
3. Instructor kept me informed of progress.	57	10	1		
4. Instructor gave me feedback on assignments.	58	9			
5. Textbook rating.	35	20	11		1
6. Packet materials rating.	39	25	3		
7. Mailing turn-around time.	38	26	2		
8. Overall rating of correspondence experience.	42	17	1		
9. Will take another correspondence class.	64 yes	3 no	0 maybe		
10. Were lecture notes helpful?	47	17	2		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1	1	51	14

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	19	33	15

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

AJ 9: Introduction to Correctional Science

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	9	1			
2. Syllabus provided clear time lines.	9	1			
3. Instructor kept me informed of progress.	9	1			
4. Instructor gave me feedback on assignments.	9	1			
5. Textbook rating.	3	2	5		
6. Packet materials rating.	6	3	1		
7. Mailing turn-around time.	6	3	1		
8. Overall rating of correspondence experience.	8	2			
9. Will take another correspondence class.	10 yes	0 no	0 maybe		
10. Were lecture notes helpful?	7	3			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	0	0	7	3

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	4	2	4

Student Comments:

1. No comments, teacher is a great teacher!
2. Taking AJ 20 right after this.
3. I learned a lot from this class this book "American Corrections in Brief". This is my first correspondence class and it was helpful to me because of my work schedule changing. I was able to complete my work on my own time. Nancy Bengoa-Beterbide thanks for understanding my work schedule. (CO)
4. I had no issues. Correspondence course is perfect with trying to work 40+ hours a week and taking classes.

AJ 12: Introduction to Criminal Justice

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	20	3			
2. Syllabus provided clear time lines.	22	1			
3. Instructor kept me informed of progress.	19	4			
4. Instructor gave me feedback on assignments.	21	2			
5. Textbook rating.	13	9			
6. Packet materials rating.	13	10			
7. Mailing turn-around time.	10	12	1		
8. Overall rating of correspondence experience.	17	5			
9. Will take another correspondence class.	20 yes	3 no		1 maybe	
10. Were lecture notes helpful?	18	5			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	0	0	18	5

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	9	12	2

Student Comments:

1. I was having complications with deadlines.
2. I enjoyed the course. It was straight forward, but interesting. Looking forward to another course with you! Thank you for all the positive feedback.:)
3. Very interesting class, can't wait to learn more on the criminal justice topic.
4. I will do better.
5. Thanks for your time and great outline of course study.
6. This was very helpful.
7. I appreciate the feedback provided from the Instructor when I got my assignments back. I was told most correspondence will no longer be offered.:)

AJ 14: Juvenile Procedures

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	9				
2. Syllabus provided clear time lines.	9				
3. Instructor kept me informed of progress.	8	1			
4. Instructor gave me feedback on assignments.	8	1			
5. Textbook rating.	6	2	1		
6. Packet materials rating.	7	2			
7. Mailing turn-around time.	7	2			
8. Overall rating of correspondence experience.	7	2			
9. Will take another correspondence class.	9 yes	0 no	0 maybe		
10. Were lecture notes helpful?	8	1			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	0	1	8	0

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	4	3

Student Comments:

1. Lecture notes very helpful.

Fall 2015

AJ 20: Criminal Law

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	17	2			
2. Syllabus provided clear time lines.	17	2			
3. Instructor kept me informed of progress.	16	4			
4. Instructor gave me feedback on assignments.	15	4			
5. Textbook rating.	10	7	2		
6. Packet materials rating.	10	8	1		
7. Mailing turn-around time.	12	7			
8. Overall rating of correspondence experience.	13	6			
9. Will take another correspondence class.	19 yes	0 no	0 maybe		
10. Were lecture notes helpful?	12	6	1		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1	0	13	5

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	3	13	3

Student Comments:

1. Very confusing questions on the exams.
2. Thank you.
3. It was kind of hard but I managed.
4. I was a bad student I would say, but thank you this was a great class, and I plan to continue using the book in the future.
5. It worked really well, maybe explain that you have to do all the essays. Otherwise, I loved it.

Fall 2015

AJ 24: Community Relations

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	5	1			
2. Syllabus provided clear time lines.	5	1			
3. Instructor kept me informed of progress.	5		1		
4. Instructor gave me feedback on assignments.	5	1			
5. Textbook rating.	3		3		
6. Packet materials rating.	3	2	1		
7. Mailing turn-around time.	3	2	1		
8. Overall rating of correspondence experience.	4	2			
9. Will take another correspondence class.	6 yes	0 no	0 maybe		
10. Were lecture notes helpful?	2	2	1		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	0	0	5	1

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	1	2	3

Student Comments:

1. Most questions were confusing, "choose the incorrect answer" made it actually hard to learn.

Summary for all courses taught Spring 2015

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	43	5			
2. Syllabus provided clear time lines.	44	4			
3. Instructor kept me informed of progress.	41	6			
4. Instructor gave me feedback on assignments.	43	4			
5. Textbook rating.	29	15	3		1
6. Packet materials rating.	38	10			
7. Mailing turn-around time.	32	13	2	1	
8. Overall rating of correspondence experience.	39	8			
9. Will take another correspondence class.	42 yes	9 no	1 maybe		
10. Were lecture notes helpful?	37	9			

Educational Goal

Lib/Studies	HS/Drug	AJ/CORS	None
1	3	37	6

All Community Students

Correspondence Courses Completed

First Course	Two-Five	Six Plus
9	22	17

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

Spring 2015

AJ 10 Criminology

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	7	2			
2. Syllabus provided clear time lines.	6	3			
3. Instructor kept me informed of progress.	8	1			
4. Instructor gave me feedback on assignments.	8	1			
5. Textbook rating.	3	4	2		
6. Packet materials rating.	6	3			
7. Mailing turn-around time.	7	2			
8. Overall rating of correspondence experience.	8	1			
9. Will take another correspondence class.	8 yes	1 no	0 maybe		
10. Were lecture notes helpful?	6	3			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1	2	5	1

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	4	3

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

1. I enjoyed my courses.
2. I would this course is my last semester, but throughout my college education I have taken correspondence and the program has been helpful to me. Thanks.
3. I loved taking this course because of the organization. I was very nervous that it would be difficult to follow along because there is no one on one interaction.

Spring 2015

AJ 11: Youth Gangs in America

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	6				
2. Syllabus provided clear time lines.	6				
3. Instructor kept me informed of progress.	6				
4. Instructor gave me feedback on assignments.	6				
5. Textbook rating.	4	1	1		
6. Packet materials rating.	6				
7. Mailing turn-around time.	5	1			
8. Overall rating of correspondence experience.	5				
9. Will take another correspondence class.	5 yes	1 no		0 maybe	
10. Were lecture notes helpful?	5	1			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	0	1	5	

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	1	1	4

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

1. I loved the organization this course had it make it easy to stay caught up and wasn't too overwhelming.
2. The facts in the textbook are out of date.
3. Teacher is very understanding in students personal issues.
4. I learned a lot from this class I would take again if I could.
5. Great! Much learned.

Spring 2015

AJ 13 Narcotics Investigation & Identification

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	8	1			
2. Syllabus provided clear time lines.	8	1			
3. Instructor kept me informed of progress.	6	3			
4. Instructor gave me feedback on assignments.	7	1			
5. Textbook rating.	4	4	1		
6. Packet materials rating.	7	2			
7. Mailing turn-around time.	5	4			
8. Overall rating of correspondence experience.	5	4			
9. Will take another correspondence class.	8 yes	no	1 maybe		
10. Were lecture notes helpful?	8	1			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			7	1

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	1	5	3

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

1. I appreciated the objectivity of both the new textbook and lecture notes.
2. This course was well detailed and the notes was more helpful.

Spring 2015

AJ 23 Criminal Evidence

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	7	1			
2. Syllabus provided clear time lines.	8	3			
3. Instructor kept me informed of progress.	8				
4. Instructor gave me feedback on assignments.	8				
5. Textbook rating.	7	1			
6. Packet materials rating.	6	2			
7. Mailing turn-around time.	6	2			
8. Overall rating of correspondence experience.	8				
9. Will take another correspondence class.	6 yes	2 no	0 maybe		
10. Were lecture notes helpful?	6	2			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	0	0	6	2

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	5	1

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

1. This course was quite a bit hard but the lecture notes provided and some readings made it fair.
2. Class wasn't too difficult. Final paper to be expected, to be too long for that topic.
3. I wish I was able to continue with this degree. Lassen has chosen to discontinue the correspondence program. Even though AJ courses are available. (I've already taken 4.) I am not able to complete my general education courses by correspondence. Thanks Nancy I learned so much. Donna

Spring 2015

AJ 35 Investigative Techniques

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	15	1			
2. Syllabus provided clear time lines.	16				
3. Instructor kept me informed of progress.	13	2			
4. Instructor gave me feedback on assignments.	14	2			
5. Textbook rating.	11	5			
6. Packet materials rating.	13	3			
7. Mailing turn-around time.	9	4	2	1	
8. Overall rating of correspondence experience.	13	3			
9. Will take another correspondence class.	15 yes	1 no		maybe	
10. Were lecture notes helpful?	12	2	1	1	

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			14	2

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	3	7	6

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

1. They is no additional comments, instructor is doing an excellent job.
2. Very pleased with all AJ coursework and materials. Every assignment is very detailed, clearly layed-out and easy to understand and complete. Timelines to complete and return assignments are fair and convenient.
3. I anticipate graduating with my BA in June, so I am not planning on taking any more correspondence courses with LCC. Correspondence courses have been fabulous.
4. Nancy has inspired me to continue my education goals. I would not have gotten this far without her. She is truly amazing.
5. I learned a lot from this course.

Summary for all courses taught Fall 2014

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	64	4	3		
2. Syllabus provided clear time lines.	68	3			
3. Instructor kept me informed of progress.	59	9	1	1	1
4. Instructor gave me feedback on assignments.	60	10			1
5. Textbook rating.	46	18	4	1	1
6. Packet materials rating.	54	16	1		
7. Mailing turn-around time.	43	17	8	3	1
8. Overall rating of correspondence experience.	51	18	3	1	1
9. Will take another correspondence class.	64 yes	4 no			
10. Were lecture notes helpful?	54	12	1	1	

Educational Goal

Lib/Studies	HS/Drug	AJ/CORS	None
2	2	50	18

All Community Students

Correspondence Courses Completed

First Course	Two-Five	Six Plus
20	33	19

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

Fall 2014

AJ 12: Introduction to Criminal Justice

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	17				
2. Syllabus provided clear time lines.	17				
3. Instructor kept me informed of progress.	15	1		1	
4. Instructor gave me feedback on assignments.	14	3			
5. Textbook rating.	16	1			
6. Packet materials rating.	16	1			
7. Mailing turn-around time.	9	5	2	1	
8. Overall rating of correspondence experience.	12	3	1	1	
9. Will take another correspondence class.	14 yes	3 no			
10. Were lecture notes helpful?	15	2			
Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None	
	1		10	6	
All Community Students					
Correspondence Courses Completed	First Course	Two-Five	Six Plus		
	8	7	2		

Student Comments:

1. Thank you for all your help.
2. I really enjoyed all of these exams and I need it for a four year school. Thanks.
3. This was a very interesting course and I look forward on taking more.
4. Too easy students should be challenged.
5. She did a wonderful job with mair & cels (?) and all information.
6. It was a great class.
7. Thank you for all your help, this really help, and I love this course, really interesting.
8. I learned a lot from this course and I learned to manage my time wisely.
9. Nancy is a great instructor.
10. I liked the course, I thought it would be different.

Fall 2014

CORS 10A: Introduction to Corrections

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	8				
2. Syllabus provided clear time lines.	8				
3. Instructor kept me informed of progress.	6	2			
4. Instructor gave me feedback on assignments.	7	1			
5. Textbook rating.	6	2			
6. Packet materials rating.	7	1			
7. Mailing turn-around time.	6			2	
8. Overall rating of correspondence experience.	7	1			
9. Will take another correspondence class.	8 yes				
10. Were lecture notes helpful?	6	2			

Educational Goal

Lib/Studies	HS/Drug	AJ/CORS	None
		6	2

All Community Students

Correspondence Courses Completed

First Course	Two-Five	Six Plus
2	4	2

Student Comments:

1. Did not get any response from teacher dealing with work turned in for questions 3,4,7 thus the reason rated good.
2. Thank you Prof Beterbide for everything.
3. The course was very interesting. It was not that confusing because it explained to details.
4. Yes, very much so. (Were the lecture notes helpful?)
5. Not at this time.

Fall 2014

AJ 14: Juvenile Procedures

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	11	1	1		
2. Syllabus provided clear time lines.	12	1			
3. Instructor kept me informed of progress.	11	2			
4. Instructor gave me feedback on assignments.	12	1			
5. Textbook rating.	7	4	2		
6. Packet materials rating.	8	5			
7. Mailing turn-around time.	8	5			
8. Overall rating of correspondence experience.	9	4	1		
9. Will take another correspondence class.	13				
10. Were lecture notes helpful?	9	4			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1		9	3

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	6	5

Student Comments:

1. My first class it was really good.
2. N/A
3. This course was good just very difficult for me, the book was kinda all over the place for me.
4. Thank you for all your help.

Fall 2014

AJ 20: Criminal Law

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	19	2	1		
2. Syllabus provided clear time lines.	20	2			
3. Instructor kept me informed of progress.	17	3	1		1
4. Instructor gave me feedback on assignments.	17	4			1
5. Textbook rating.	12	8	1		1
6. Packet materials rating.	14	7	1		
7. Mailing turn-around time.	13	6	3		
8. Overall rating of correspondence experience.	13	7	1		1
9. Will take another correspondence class.	21 yes	1 no			
10. Were lecture notes helpful?	16	4	1	1	

Educational Goal

Lib/Studies	HS/Drug	AJ/CORS	None
	2	15	6

All Community Students

Correspondence Courses Completed

First Course	Two-Five	Six Plus
7	11	5

Student Comments:

1. Good class.
2. This was my first correspondence class and it was a lot better than I expected.
3. Graduating this semester! Ya!!
4. This course is good and interesting. Thank you...
5. Pretty interesting course (two year transfer certificate).

Fall 2014

AJ 24: Community Relations

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	9	1	1		
2. Syllabus provided clear time lines.	11				
3. Instructor kept me informed of progress.	10	1			
4. Instructor gave me feedback on assignments.	10	1			
5. Textbook rating.	5	3	2	1	
6. Packet materials rating.	9	2			
7. Mailing turn-around time.	7	1	3		
8. Overall rating of correspondence experience.	10	3			
9. Will take another correspondence class.	11 yes				
10. Were lecture notes helpful?	8	3			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			10	1

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	1	5	5

Student Comments:

1. Loved this class too!
2. Looking forward to next semesters AJ classes.
3. Enjoyed learning, it is very helpful for me as a fulltime worker, with a schedule that changes from day shift, swing shift, and graveyard shift.
4. N/A
5. The course was easy and hard and I would say, but it was okay.
6. Thank you for the extra time. You were very helpful.

Summary for all courses taught Spring 2014

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	40	1	1		
2. Syllabus provided clear time lines.	39	3			
3. Instructor kept me informed of progress.	32	7	3		
4. Instructor gave me feedback on assignments.	37	5			
5. Textbook rating.	23	11	6	1	
6. Packet materials rating.	34	7	1		
7. Mailing turn-around time.	21	14	7		
8. Overall rating of correspondence experience.	33	8	1		
9. Will take another correspondence class.	36 yes	1 no	1 maybe		
10. Were lecture notes helpful?	31	7	4		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	0	0	32	9

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	8	18	16

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

Spring 2014

AJ 10 Criminology

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	10				
2. Syllabus provided clear time lines.	10				
3. Instructor kept me informed of progress.	8	1	1		
4. Instructor gave me feedback on assignments.	9	1			
5. Textbook rating.	4	4	2		
6. Packet materials rating.	9	1			
7. Mailing turn-around time.	3	4	3		
8. Overall rating of correspondence experience.	8	2			
9. Will take another correspondence class.	9			1 maybe	
10. Were lecture notes helpful?	9	1			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			7	3

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	5	3

Student Comments:

1. Lecture note question. "Very". Thank you for your time and encouragement.
2. Loved this class!
3. Good class

Spring 2014

AJ 24 Community Relations

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	6		1		
2. Syllabus provided clear time lines.	6	1			
3. Instructor kept me informed of progress.	6		1		
4. Instructor gave me feedback on assignments.	6	1			
5. Textbook rating.	3	2	1	1	
6. Packet materials rating.	4	3			
7. Mailing turn-around time.	4	2	1		
8. Overall rating of correspondence experience.	5	1	1		
9. Will take another correspondence class.	6 yes	1 no			
10. Were lecture notes helpful?	6		1		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			4	3

All are community students.

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	3	1	3

Student Comments:

1. More communication, for example emails about due dates would be helpful. See note: "Dear Nancy, Thank you so much for your patience this semester. This was the first correspondence class I've taken, and I must admit it was a challenge to stay on top of all assignments. Thank you for all your help, and always getting back to me so quickly.
2. Thank you very much for your understanding. I don't think I could have done it right now, without it. Again, Thank you.

Spring 2014

AJ 14 Juvenile Procedures

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	9				
2. Syllabus provided clear time lines.	9				
3. Instructor kept me informed of progress.	6	2	1		
4. Instructor gave me feedback on assignments.	8	1			
5. Textbook rating.	7	1	1		
6. Packet materials rating.	7	1	1		
7. Mailing turn-around time.	4	4	1		
8. Overall rating of correspondence experience.	8	1			
9. Will take another correspondence class.	8			1 maybe	
10. Were lecture notes helpful?	5	3	1		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			7	2

All students are community students.

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	1	3	5

Student Comments:

1. I found it very interesting over all, and now I better understand what my brother went through.
2. There were a few times chapter quizzes did not fully correspond to text.
3. I would rather taken this course in class or at least a full semester correspondence, instead of a late start.

Spring 2014

AJ 23: Criminal Evidence

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	12	1			
2. Syllabus provided clear time lines.	11	2			
3. Instructor kept me informed of progress.	10	3			
4. Instructor gave me feedback on assignments.	12	1			
5. Textbook rating.	6	5	2		
6. Packet materials rating.	11	2			
7. Mailing turn-around time.	8	3	2		
8. Overall rating of correspondence experience.	9	4			
9. Will take another correspondence class.	10 yes			1 maybe	
10. Were lecture notes helpful?	9	2	2		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
		1	11	1

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	7	4

Student Comments:

1. My first class. It was good.
2. Enjoyed this class.
3. I would have rather taken this class on campus or taken this as a full semester class instead of a late start.
4. I wish all your correspondence course would be done like this course. Exam = per chapter.
5. When can I sign up for one of the next AJ corr classes?
6. Lecture note question. "Did not really use but helpful if I would have.

Spring 2014

CORS 11 Legal Aspects of Corrections

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	3				
2. Syllabus provided clear time lines.	3				
3. Instructor kept me informed of progress.	2	1			
4. Instructor gave me feedback on assignments.	2	1			
5. Textbook rating.	3				
6. Packet materials rating.	3				
7. Mailing turn-around time.	2	1			
8. Overall rating of correspondence experience.	3				
9. Will take another correspondence class.	3 yes				
10. Were lecture notes helpful?	2	1			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			3	

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
		2	1

Student Comments:

1. Everything was perfectly understood.
2. N/A

Summary for all courses taught Fall 2013

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	45	8			
2. Syllabus provided clear time lines.	45	8			
3. Instructor kept me informed of progress.	41	10	2		
4. Instructor gave me feedback on assignments.	41	11	1		
5. Textbook rating.	23	26	4		
6. Packet materials rating.	36	15	2		
7. Mailing turn-around time.	26	25	2		
8. Overall rating of correspondence experience.	36	15			
9. Will take another correspondence class.	48 yes	4 no	1 maybe		
10. Were lecture notes helpful? No question was asked on survey.					

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1	0	44	7

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	11	29	13

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

Fall 2013**CORS 10A: Introduction to Corrections**

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	6	1			
2. Syllabus provided clear time lines.	7				
3. Instructor kept me informed of progress.	7				
4. Instructor gave me feedback on assignments.	7				
5. Textbook rating.	3	3	1		
6. Packet materials rating.	6	1			
7. Mailing turn-around time.	4	3			
8. Overall rating of correspondence experience.	6	1			
9. Will take another correspondence class.	7	yes			
10. Were lecture notes helpful? No question was asked on survey.					

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			6	1

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	6	1	

Student Comments:

1. Good class.
2. Thank you very much for your help this past semester.

*Fall 2013**CORS 10B: Organization & Administration of Correctional Systems*

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	8	1			
2. Syllabus provided clear time lines.	8	1			
3. Instructor kept me informed of progress.	8	1			
4. Instructor gave me feedback on assignments.	8	1			
5. Textbook rating.	4	5	1		
6. Packet materials rating.	6	1	1		
7. Mailing turn-around time.	7	2			
8. Overall rating of correspondence experience.	9				
9. Will take another correspondence class.	8 yes	1 no			
10. Were lecture notes helpful? No survey question					

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			7	2

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
		7	2

Student Comments:

- Chapter 9 quiz did not seem to mirror the text. Also, lecture notes were not clear which ones went with which quiz.
- Thank you so much for your help. I couldn't have done it without you. Have a Merry Christmas. P.S. I am sending back the extra scantons. I try not to waste.
- Thank you for all your help.

Fall 2013

AJ 12: Introduction to Criminal Justice

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	10	4			
2. Syllabus provided clear time lines.	10	4			
3. Instructor kept me informed of progress.	9	5			
4. Instructor gave me feedback on assignments.	8	6			
5. Textbook rating.	4	10			
6. Packet materials rating.	8	6			
7. Mailing turn-around time.	5	8	1		
8. Overall rating of correspondence experience.	6	6 (some did not answer)			
9. Will take another correspondence class.	14 yes				
10. Were lecture notes helpful? No question was asked on survey.					

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			13	1

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	9	3

Student Comments:

None

Fall 2013

AJ 20: Criminal Law

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	9	1			
2. Syllabus provided clear time lines.	9	1			
3. Instructor kept me informed of progress.	7	2			
4. Instructor gave me feedback on assignments.	9	1			
5. Textbook rating.	7	3			
6. Packet materials rating.	8	2			
7. Mailing turn-around time.	5	5			
8. Overall rating of correspondence experience.	8	2			
9. Will take another correspondence class.	8	1		1 maybe	
10. Were lecture notes helpful? No question was asked on survey.					

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			8	1

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	1	4	5

Student Comments:

1. Done (I think they mean they are graduating.)
2. This course taught beneficial skills for those interested in the field of criminal justice.

Fall 2013**AJ 24: Community Relations**

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	12	1			
2. Syllabus provided clear time lines.	12	1			
3. Instructor kept me informed of progress.	10	2			
4. Instructor gave me feedback on assignments.	9	4	1		
5. Textbook rating.	5	6	2		
6. Packet materials rating.	8	3	1		
7. Mailing turn-around time.	5	7	1		
8. Overall rating of correspondence experience.	7	6			
9. Will take another correspondence class.	11 yes	2 no			
10. Were lecture notes helpful? No question was asked on survey.					

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1		10	2

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	8	3

Student Comments:

1. You were very helpful explaining all my questions.
2. It was enlightening – I never realized how complex our legal system is. (AA Gunsmithing)
3. No comments
4. Its really interesting course.
5. My favorite classes are all AJ classes. Love them.

Summary for all courses taught Spring 2013

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	51	13			
2. Syllabus provided clear time lines.	55	9			
3. Instructor kept me informed of progress.	48	15	1		
4. Instructor gave me feedback on assignments.	48	14	2		
5. Textbook rating.	23	25	9	7	
6. Packet materials rating.	36	20	6	1	
7. Mailing turn-around time.	41	18	6		
8. Overall rating of correspondence experience.	38	24	3		
9. Will take another correspondence class.	53 yes	11 no	1 maybe		
10. Were lecture notes helpful?	29	26	6		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1	2	46	15

All Community Students

Correspondence Courses Completed

First Course	Two-Five	Six Plus
9	28	26

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

Spring 2013

AJ 10 Criminology

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	10	3			
2. Syllabus provided clear time lines.	11	2			
3. Instructor kept me informed of progress.	10	2	1		
4. Instructor gave me feedback on assignments.	10	3			
5. Textbook rating.	3	7	2	1	
6. Packet materials rating.	7	4	3		
7. Mailing turn-around time.	10	3	1		
8. Overall rating of correspondence experience.	9	5			
9. Will take another correspondence class.	12 yes	2 no			
10. Were lecture notes helpful.	10	1			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			7	6

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	9	1

Student Comments:

1. The textbook did not match the test.
2. I had a hard time with theories based on opinions.
3. Thank you for being so helpful and understanding this course.
4. Not sure about getting a degree.
5. Portion of my packet was missing not detrimental.

*Spring 2013**AJ 24 Community Relations*

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	12	2			
2. Syllabus provided clear time lines.	12	2			
3. Instructor kept me informed of progress.	10	4			
4. Instructor gave me feedback on assignments.	11	3			
5. Textbook rating.	5	6	2	2	
6. Packet materials rating.	8	4	1		
7. Mailing turn-around time.	8	4	1		
8. Overall rating of correspondence experience.	8	6			
9. Will take another correspondence class.	10 yes	4 no			
10. Were lecture notes helpful.	6	6	3		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			9	4

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	5	8

Student Comments:

1. This was a good course. The text was a little harder to follow then other texts that I have dealt with in other courses.
2. I was really interested in this course even though it was challenging for me at some points. I just studied the material more.
3. Needed general education courses to complete my BS degree in Counseling Psy.
4. Questions were very tricky. I got confused what an answer is right for them. Sometimes I got lost by reading the book too many times.

*Spring 2013**AJ 14 Juvenile Procedures*

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	10	3			
2. Syllabus provided clear time lines.	10	3			
3. Instructor kept me informed of progress.	9	4			
4. Instructor gave me feedback on assignments.	9	3	1		
5. Textbook rating.	3	2	4	3	
6. Packet materials rating.	6	5	1	1	
7. Mailing turn-around time.	7	5	2		
8. Overall rating of correspondence experience.	6	5	2		
9. Will take another correspondence class.	12 yes	1 no			
10. Were lecture notes helpful.	4	6	3		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1	2	10	1

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	6	5

Student Comments:

1. Textbook did not match test.
2. Only complaint is he tests had some questions that referred to chapter not in the assigned readings.
3. Most chapters in the test did not match the chapters in the book.

(It should be noted that the bookstore went to the next edition without informing the instructor and the problem did not surface until around the third or fourth chapter test. It was corrected in the next spring semester.)

*Spring 2013**AJ 23 Criminal Evidence*

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	9	4			
2. Syllabus provided clear time lines.	12	1			
3. Instructor kept me informed of progress.	9	4			
4. Instructor gave me feedback on assignments.	8	4	1		
5. Textbook rating.	6	7			
6. Packet materials rating.	7	4	1		
7. Mailing turn-around time.	8	3	2		
8. Overall rating of correspondence experience.	8	4	1		
9. Will take another correspondence class.	9 yes	3 no	1 maybe		
10. Were lecture notes helpful.	4	8			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			11	2

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	1	5	6

Student Comments:

1. Note, student who rated everything "fair" never turned homework in on time (nb).
2. All around great courses (graduating AJ).
3. I really enjoyed your class.
4. Thank you for your understanding.
5. Questions on chapter quizzes were at times ambiguous.

Spring 2013

CORS 11 Legal Aspects of Corrections

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	10	1			
2. Syllabus provided clear time lines.	10	1			
3. Instructor kept me informed of progress.	10	1			
4. Instructor gave me feedback on assignments.	10	1			
5. Textbook rating.	6	3	1	1	
6. Packet materials rating.	8	3			
7. Mailing turn-around time.	8	3			
8. Overall rating of correspondence experience.	7	4			
9. Will take another correspondence class.	10 yes	1 no			
10. Were lecture notes helpful.	5	5			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			9	2

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	2	3	6

Student Comments:

1. The textbook is way too out of date and precedents have changed the prison legal system since the publication of the book.
2. I really do appreciate the correspondence program. The course material is put together well and easy to understand.

Summary for all courses taught Fall 2012

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	74	13	1		
2. Syllabus provided clear time lines.	63	15			
3. Instructor kept me informed of progress.	56	22			
4. Instructor gave me feedback on assignments.	61	23	5	1	
5. Textbook rating.	38	29	7	1	
6. Packet materials rating.	46	28	4	1	
7. Mailing turn-around time.	38	30	9	1	
8. Overall rating of correspondence experience.	43	33	2		
9. Will take another correspondence class.	73 yes	2 no			
10. Were lecture notes helpful?	36	28	9	1	

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	5	9	53	8

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	14	32	31

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

Fall 2012

AJ 12 Introduction to Criminal Justice

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	11	4			
2. Syllabus provided clear time lines.	11	4			
3. Instructor kept me informed of progress.	10	5			
4. Instructor gave me feedback on assignments.	18	6			
5. Textbook rating.	8	5	2		
6. Packet materials rating.	8	4	2	1	
7. Mailing turn-around time.	7	5	3		
8. Overall rating of correspondence experience.	7	8			
9. Will take another correspondence class.	14 yes	1 no			
10. Were lecture notes helpful.	3	8	2		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
1 AS Transfer	1		9	3
Correspondence Courses Completed	First Course	Two-Five	Six Plus	
	5	8	1	

Student Comments:

1. You did an excellent job of keeping me informed on my progress. I very much enjoyed the class. 😊
2. Used the book quite a bit.
3. I couldn't read some lecture notes due to the fact they weren't printed well. No all, but some!
4. I loved this class.

Fall 2012

AJ 20 Criminal Law

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	19	2			
2. Syllabus provided clear time lines.	19	2			
3. Instructor kept me informed of progress.	17	4			
4. Instructor gave me feedback on assignments.	13	7	1		
5. Textbook rating.	13	7			
6. Packet materials rating.	17	5			
7. Mailing turn-around time.	13	8			
8. Overall rating of correspondence experience.	14	7			
9. Will take another correspondence class.	18 yes	1 no			
10. Were lecture notes helpful.	17	3			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	3		18	1

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	3	6	13

Student Comments:

1. Very interesting class.
2. The class was great. I really enjoyed the textbook and the recent case history that the book included.
3. Graduating

Fall 2012

AJ 21 Administration of Justice

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	14	3			
2. Syllabus provided clear time lines.	13	4			
3. Instructor kept me informed of progress.	12	5			
4. Instructor gave me feedback on assignments.	12	5			
5. Textbook rating.	7	7	2	1	
6. Packet materials rating.	9	7	1		
7. Mailing turn-around time.	7	8	2		
8. Overall rating of correspondence experience.	11	5	1		
9. Will take another correspondence class.	16	yes			
10. Were lecture notes helpful.	8	8	1		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1		13	3
Correspondence Courses Completed	First Course	Two-Five	Six Plus	
	2	8	7	

Student Comments:

1. 😊

Fall 2012

CORS 10A Introduction to Corrections

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	8	1	1		
2. Syllabus provided clear time lines.	8	2			
3. Instructor kept me informed of progress.	7	3			
4. Instructor gave me feedback on assignments.	7	3			
5. Textbook rating.	2	4	4		
6. Packet materials rating.	2	7	1		
7. Mailing turn-around time.	4	4	2		
8. Overall rating of correspondence experience.	3	6	1		
9. Will take another correspondence class.	10 yes				
10. Were lecture notes helpful.	4	2	3	1	

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1		8	1
Correspondence Courses Completed	First Course	Two-Five	Six Plus	
	1	4	5	

Student Comments:

1. Lecture material was from older edition of textbook did not follow with book.
2. Always enjoy material I get to learn about in AJ courses.

Fall 2012

CORS 10B Organization & Administration of Correctional System

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	12	3			
2. Syllabus provided clear time lines.	12	3			
3. Instructor kept me informed of progress.	10	5			
4. Instructor gave me feedback on assignments.	11	2	2		
5. Textbook rating.	8	6	1		
6. Packet materials rating.	10	5			
7. Mailing turn-around time.	7	5	2	1	
8. Overall rating of correspondence experience.	8	7			
9. Will take another correspondence class.	15 yes				
10. Were lecture notes helpful.	4	7	3		

Educational Goal

Lib/Studies	HS/Drug	AJ/CORS	None
	8	5	

Correspondence Courses Completed

First Course	Two-Five	Six Plus
3	6	5

Student Comments:

1. I enjoyed the course.
2. Great first experience.
3. Good class, learned a lot. 😊 Didn't really use the lecture notes though, the book helped a lot.

Summary for all courses taught Spring 2012

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	47	19			
2. Syllabus provided clear time lines.	63	13			
3. Instructor kept me informed of progress.	53	23			
4. Instructor gave me feedback on assignments.	51	23	2		
5. Textbook rating.	30	24	13	8	
6. Packet materials rating.	45	26	5		
7. Mailing turn-around time.	27	36	12	1	
8. Overall rating of correspondence experience.	46	27	2	1	
9. Will take another correspondence class.	69 yes	7 no			
10. Were lecture notes helpful?	40	29	6	1 did not use	

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1	4	56	14

All Community Students

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	13	36	25

Student Comments:

All student comments can be found on the summary page for each course taught this semester.

Spring 2012
AJ 10 Criminology

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	12	3			
2. Syllabus provided clear time lines.	13	2			
3. Instructor kept me informed of progress.	11	4			
4. Instructor gave me feedback on assignments.	9	6			
5. Textbook rating.	7	5	2		
6. Packet materials rating.	7	6	2		
7. Mailing turn-around time.	4	7	3	1	
8. Overall rating of correspondence experience.	8	7			
9. Will take another correspondence class.	14 yes	1 no			
10. Were lecture notes helpful.	7	6	2		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
		3	7	5

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	5	7	3

Student Comments:

1. I really appreciate having this class the way I did. (Credit by exam) Teacher is amazing at replying to email thoroughly and quickly.
2. I've learned a lot, much of it interesting, some boring, some I didn't understand totally. I have two certificates (HS & AJ) don't know yet, if I will go for the degrees.
3. Really enjoyed this class.
4. Some lecture materials was not readable.

Spring 2012

AJ 14 Juvenile Procedures

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	13	5			
2. Syllabus provided clear time lines.	16	2			
3. Instructor kept me informed of progress.	12	6			
4. Instructor gave me feedback on assignments.	11	5	2		
5. Textbook rating.	4	4	4	6	1
6. Packet materials rating.	11	6	1		
7. Mailing turn-around time.	7	8	3		
8. Overall rating of correspondence experience.	9	7	1	1	
9. Will take another correspondence class.	17 yes	1 no			
10. Were lecture notes helpful.	9	6	4		

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			17	1

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	4	11	3

Student Comments:

1. I think my packet was out of order for the chapters because my exams matched up with a different chapter.
2. Great communications. 😊
3. Thank you for all your help.
4. Graduating

Spring 2012

AJ 23 Criminal Evidence

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	15	4			
2. Syllabus provided clear time lines.	16	3			
3. Instructor kept me informed of progress.	12	7			
4. Instructor gave me feedback on assignments.	12	7			
5. Textbook rating.	9	7	3		
6. Packet materials rating.	13	6			
7. Mailing turn-around time.	6	9	4		
8. Overall rating of correspondence experience.	11	8			
9. Will take another correspondence class.	17 yes	2 no			
10. Were lecture notes helpful.	10	9			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
	1	1	14	3
Correspondence Courses Completed	First Course	Two-Five	Six Plus	
	3	9	7	

Student Comments:

1. I enjoyed the course and found the material to be interesting.
2. This course was definitely my favorite of all the correspondence courses I've taken at LCC.
3. Textbook/court terminology is complicated but informative.
4. Liked the course.
5. Interesting class.

Spring 2012

AJ 24 Community Relations

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	12	7			
2. Syllabus provided clear time lines.	13	6			
3. Instructor kept me informed of progress.	14	5			
4. Instructor gave me feedback on assignments.	15	4			
5. Textbook rating.	6	8	4	1	
6. Packet materials rating.	10	8	1		
7. Mailing turn-around time.	7	11	1		
8. Overall rating of correspondence experience.	13	5	1		
9. Will take another correspondence class.	16 yes	3 no			
10. Were lecture notes helpful.	12	6			

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			14	4
Correspondence Courses Completed	First Course	Two-Five	Six Plus	
	1	6	11	

Student Comments:

1. Graduating.
2. You were very helpful.

Spring 2012


CORS 11 Legal Aspects of Corrections

	Excellent	Good	Fair	Poor	N/A
1. Syllabus clearly explained.	5				
2. Syllabus provided clear time lines.	5				
3. Instructor kept me informed of progress.	4	1			
4. Instructor gave me feedback on assignments.	4	1			
5. Textbook rating.	4			1	
6. Packet materials rating.	4		1		
7. Mailing turn-around time.	3	1	1		
8. Overall rating of correspondence experience.	5				
9. Will take another correspondence class.	5 yes				
10. Were lecture notes helpful.	2	2			1 (did not use them)

Educational Goal	Lib/Studies	HS/Drug	AJ/CORS	None
			4	1

Correspondence Courses Completed	First Course	Two-Five	Six Plus
	1	3	1

Student Comments:

1. Love the teacher. She is awesome and is always a pleasure to be in her class. Wish she did on campus classes, would sign-up for that in a heartbeat! 
2. I've enjoyed every correspondence class taken with Mrs. Bengoa-Beterbide. Everything is always clearly laid out.

APPENDIX 6



Associate in Science Degree in Administration of Justice for Transfer 2014/2015



Associate Degree for Transfer A Degree with a Guarantee.

Student Name: _____

Student ID Number: _____

Month/Year of Graduation: _____

- I. A minimum of 60 semester units (1-49), all of which must be baccalaureate applicable
II. A minimum GPA of 2.00 overall, and a 'C' or better in each core course
III. A minimum of 18 units of core courses
IV. Select a general education option: CSU GE _____ IGETC _____

**Students must meet with a counselor to ensure completion of required coursework for their chosen major and specific colleges/universities, as well as their choice of CSU GE or IGETC general education requirements.

Complete the following 6 units:

- _____ AJ 12 Introduction to Criminal Justice 3 units
_____ AJ 20 Criminal Law 3 units

Select 6 units from the following:

- _____ AJ 14 Juvenile Procedures 3 units
_____ AJ 23 Criminal Evidence 3 units
_____ AJ 24 Community Relations 3 units
_____ AJ 35 Investigative Techniques 3 units
_____ CORS 10A Introduction to Correctional Science 3 units

Select 6 units from the following:

- _____ MATH 40 Elementary Statistics 3 units
_____ PSY 1 Introduction to Psychology 3 units
_____ SOC 1 Introduction to Sociology 3 units

Electives to reach 60 units degree requirements: (courses must be numbered 1-49)

Three sets of horizontal lines for entering elective course numbers.

Select a general education option from the back page

CSU General Education

OR

Intersegmental General Education Transfer Curriculum (IGETC)

<p align="center">CSU General Education 2014-2015</p>	<p align="center">IGETC 2014-2015</p>
<p>Area A COMMUNICATION IN THE ENGLISH LANGUAGE AND CRITICAL THINKING (One course each area)</p> <p>___ 1 Oral Communication Speech 1</p> <p>___ 2 Written Communication English 1</p> <p>___ 3 Critical Thinking English 7, English 9, Philosophy 2</p>	<p>Area 1 ENGLISH COMMUNICATION 9 units</p> <p>___ English 1</p> <p>___ English 7, English 9</p> <p>___ Speech 1</p>
<p>Area B PHYSICAL UNIVERSE AND ITS LIFE FORMS (1 course each area including one (L) lab science)</p> <p>___ 1 Physical Universe: Astronomy 1(L), Chemistry 1A(L), Chemistry 1B(L), Chemistry 8(L), Chemistry 45(L), Geography 1, Geology 1(L), Geology 5(L), Physical Science 1, Physics 2A(L), Physics 2B(L)</p> <p>___ 2 Life Forms: Agriculture 20, Anthropology 1, Biology 1(L), Biology 4(L), Biology 10(L), Biology 20(L), Biology 25(L), Biology 26(L), Biology 32</p> <p>___ 3 Laboratory Science (L)</p> <p>___ 4 Mathematics/Quantitative Reasoning: Math 1A, Math 1B, Math 1C, Math 7, Math 8, Math 11A, Math 11B, Math 40</p>	<p>Area 2 MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING 3 units</p> <p>___ Math 1A, Math 1B, Math 1C, Math 8, Math 40</p> <p>Area 3 ARTS AND HUMANITIES 9 units, at least 3 courses, with at least one from Arts and one from Humanities</p> <p>___ ARTS: Art 6, Art 7, Art 8, Art 9, Film 1, Music 6, Music 7, Music 12</p> <p>___ HUMANITIES: English 2, English 3, English 4, English 5, English 10, English 12, English 33, Humanities 1, Humanities 2, Philosophy 1, Philosophy 10, Spanish 2</p>
<p>Area C ARTS, LITERATURE, PHILOSOPHY, & FOREIGN LANGUAGES (3 courses, limit 2 in one area)</p> <p>___ 1 Arts (Art, Dance, Music, Theater): Art 1A, Art 1B, Art 2, Art 3, Art 4A, Art 6, Art 7, Art 8, Art 9, Art 10A, Art 30, Art 36A, Film 1, Music 6, Music 7, Music 12</p> <p>___ 2 Humanities (Literature, Philosophy, Foreign Languages): English 2, English 3, English 4, English 5, English 10, English 12, English 33, History 14, History 15, Humanities 1, Humanities 2, Philosophy 1, Philosophy 10, Spanish 1, Spanish 2</p>	<p>Area 4 SOCIAL AND BEHAVIORAL SCIENCES 9 units, at least three Courses from at least 2 disciplines</p> <p>___ Agriculture 2, Anthropology 2, Anthropology 3, Child Development 31, Economics 10, Economics 11, Ethnic Studies 1, Geography 2, History 14, History 15, History 16, History 17, Journalism 4, Political Science 1, Psychology 1, Psychology 2, Psychology 5, Psychology 6, Psychology 18, Psychology 31, Sociology 1, Sociology 2, Sociology 4</p>
<p>Area D SOCIAL, POLITICAL AND ECONOMIC INSTITUTIONS AND HISTORICAL BACKGROUND (3 courses with courses taken in at least 2 disciplines)</p> <p>___ 1 Anthropology & Archeology: Anthropology 2, Anthropology 3</p> <p>___ 2 Economics: Agriculture 2, Economics 10, Economics 11</p> <p>___ 3 Ethnic Studies: Ethnic Studies 1</p> <p>___ 4 Gender Studies: Sociology 4</p> <p>___ 5 Geography: Geography 2</p> <p>___ 6 History: History 14, History 15, History 16*, History 17*</p> <p>___ 7 Interdisciplinary Social or Behavioral Science: Child Development 31, Journalism 4, Psychology 18, Psychology 31</p> <p>___ 8 Political Science, Government, and legal Institutions: Administration of Justice 20, Political Science 1*</p> <p>___ 9 Psychology: Psychology 1, Psychology 2, Psychology 5, Psychology 6</p> <p>___ 10 Sociology and Criminology: Sociology 1, Sociology 2</p>	<p>Area 5 PHYSICAL AND BIOLOGY SCIENCES At least 2 courses, one Physical Science and one Biological Science, at least one must include a laboratory (indicated by "L" in parentheses, 7-9 semester units)</p> <p>___ PHYSICAL SCIENCES: Astronomy 1(L), Chemistry 1A(L), Chemistry 1B(L), Chemistry 8(L), Chemistry **45(L), Geography 1, Geology 1(L), Geology 5(L), **Physical Science 1, Physics 2A(L), Physics 2B(L)</p> <p>___ BIOLOGICAL SCIENCES: Anthropology 1, Biology 1(L), Biology 4(L), Biology 10(L), Biology 20(L), Biology 25(L), Biology 26(L), Biology 32</p> <p>LANGUAGE OTHER THAN ENGLISH – Complete 2 years of the same foreign language in high school level work with a grade of "C" or better, or earn a score of 3 or higher on the Foreign Language Advanced Placement Test, or 550 on the College Board Achievement Test in Foreign Language, or complete 4 units from the courses below:</p> <p>The following course at this institution fulfills the requirement (1 course, 4 semester units) Spanish 1 ___</p> <p>** Indicates that transfer credit may be limited by either UC or CSU or both. Please consult a counselor.</p>
<p>Area E LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT (1 course, 3 units)</p> <p>___ Child Development 31, Counseling & Guidance 1, Health 2, Health 25, Human Services 30, Psychology 1, Psychology 2, Psychology 18, Psychology 31, Psychology 33, Sociology 3</p>	<p>*CSU Graduation Requirement: US History, Constitution, and American Ideals completion of one course in American History and one course in American Government is a requirement to graduate from any CSU campus. Students may select one combination from the following to fulfill this requirement:</p> <p>___ Hist 16 & Hist 17, or Hist 16 & Pols 1, or Hist 17 & Pols 1</p> <p><i>These courses may be double counted in Area D of CSU General Education and in Area 4 of IGETC</i></p>



**Associate in Science Degree in
Administration of Justice
for Transfer
2013/2014**

Student Name: _____

Student ID Number: _____

Month/Year of Graduation: _____

- I. A minimum of **60** semester units (**1-49**), all of which must be baccalaureate applicable _____
- II. A minimum GPA of **2.00** overall, and a **“C”** or better in each core course _____
- III. A minimum of **18** units of core courses _____
- IV. Select a general education option: CSU GE _____ IGETC _____ _____

***Students must meet with a counselor to ensure completion of required coursework for their chosen major and specific colleges/universities, as well as their choice of CSU GE or IGETC general education requirements.*

Complete the following 6 units:

- _____ AJ 12 Introduction to Criminal Justice 3 units
- _____ AJ 20 Criminal Law 3 units

Select 6 units from the following:

- _____ AJ 14 Juvenile Procedures 3 units
- _____ AJ 23 Criminal Evidence 3 units
- _____ AJ 24 Community Relations 3 units
- _____ AJ 35 Investigative Techniques 3 units
- _____ CORS 10A Introduction to Correctional Science 3 units

Select 6 units from the following:

- _____ MATH 40 Elementary Statistics 3 units
- _____ PSY 1 Introduction to Psychology 3 units
- _____ SOC 1 Introduction to Sociology 3 units

Electives to reach 60 units degree requirements: (courses must be numbered 1-49)

Select a general education option from the back page

CSU General Education

OR

Intersegmental General Education Transfer Curriculum (IGETC)

<p align="center">CSU General Education 2013-2014</p>	<p align="center">IGETC 2013-2014</p>
<p>Area A <u>COMMUNICATION IN THE ENGLISH LANGUAGE AND CRITICAL THINKING</u> (One course each area)</p> <p>___ 1 Oral Communication Speech 1</p> <p>___ 2 Written Communication English 1</p> <p>___ 3 Critical Thinking English 9, Philosophy 2</p>	<p>Area 1 <u>ENGLISH COMMUNICATION</u> 9 units</p> <p>___ English 1</p> <p>___ English 9</p> <p>___ Speech 1</p>
<p>Area B <u>PHYSICAL UNIVERSE AND ITS LIFE FORMS</u> (1 course each area including one (L) lab science)</p> <p>___ 1 Physical Universe: Astronomy 1(L), Chemistry 1A(L), Chemistry 1B(L), Chemistry 8(L), Chemistry 45(L), Geography 1, Geology 1(L), Geology 5(L), Physical Science 1, Physics 2A(L), Physics 2B(L)</p> <p>___ 2 Life Forms: Agriculture 20, Anthropology 1, Biology 1(L), Biology 4(L), Biology 10(L), Biology 20(L), Biology 25(L), Biology 26(L), Biology 18, Biology 32</p> <p>___ 3 Laboratory Science (L)</p> <p>___ 4 Mathematics/Quantitative Reasoning: Math 1A, Math 1B, Math 1C, Math 7, Math 8, Math 11A, Math 11B, Math 40</p>	<p>Area 2 <u>MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING</u> 3 units</p> <p>___ Math 1A, Math 1B, Math 1C, Math 8, Math 40</p> <p>Area 3 <u>ARTS AND HUMANITIES</u> 9 units, at least 3 courses, with at least one from Arts and one from Humanities</p> <p>___ ARTS: Art 6, Art 7, Art 8, Art 9, Film 1, Music 6, Music 7, Music 12</p> <p>___ HUMANITIES: English 2, English 10, English 12, Humanities 1, Humanities 2, Philosophy 1, Philosophy 10, Spanish 2</p>
<p>Area C <u>ARTS, LITERATURE, PHILOSOPHY, & FOREIGN LANGUAGES</u> (3 courses, limit 2 in one area)</p> <p>___ 1 Arts (Art, Dance, Music, Theater): Art 1A, Art 1B, Art 2, Art 3, Art 4A, Art 6, Art 7, Art 8, Art 9, Art 10A, Art 30, Art 36A, Film 1, Music 6, Music 7, Music 12</p> <p>___ 2 Humanities (Literature, Philosophy, Foreign Languages): English 2, English 3, English 4, English 10, English 12, English 33, History 14, History 15, Humanities 1, Humanities 2, Philosophy 1, Philosophy 10, Spanish 1, Spanish 2</p>	<p>Area 4 <u>SOCIAL AND BEHAVIORAL SCIENCES</u> 9 units, at least three Courses from at least 2 disciplines</p> <p>___ Agriculture 2, Anthropology 2, Anthropology 3, Child Development 31, Economics 10, Economics 11, Ethnic Studies 1, Geography 2, History 14, History 15, History 16, History 17, Journalism 4, Political Science 1, Psychology 1, Psychology 2, Psychology 18, Psychology 31, Sociology 1, Sociology 2, Sociology 4</p>
<p>Area D <u>SOCIAL, POLITICAL AND ECONOMIC INSTITUTIONS AND HISTORICAL BACKGROUND</u> (3 courses with courses taken in at least 2 disciplines)</p> <p>___ 1 Anthropology & Archeology: Anthropology 2, Anthropology 3</p> <p>___ 2 Economics: Agriculture 2, Economics 10, Economics 11</p> <p>___ 3 Ethnic Studies: Ethnic Studies 1</p> <p>___ 4 Gender Studies: Sociology 4</p> <p>___ 5 Geography: Geography 2</p> <p>___ 6 History: History 14, History 15, History 16*, History 17*</p> <p>___ 7 Interdisciplinary Social or Behavioral Science: Child Development 31, Journalism 4, Psychology 18, Psychology 31</p> <p>___ 8 Political Science, Government, and legal Institutions: Administration of Justice 20, Political Science 1*</p> <p>___ 9 Psychology: Psychology 1, Psychology 2</p> <p>___ 10 Sociology and Criminology: Sociology 1, Sociology 2</p>	<p>Area 5 <u>PHYSICAL AND BIOLOGY SCIENCES</u> At least 2 courses, one Physical Science and one Biological Science, at least one must include a laboratory (indicated by "L" in parentheses, 7-9 semester units)</p> <p>___ PHYSICAL SCIENCES: Astronomy 1(L), Chemistry 1A(L), Chemistry 1B(L), Chemistry 8(L), Chemistry **45(L), Geography 1, Geology 1(L), Geology 5(L), **Physical Science 1, Physics 2A(L), Physics 2B(L)</p> <p>___ BIOLOGICAL SCIENCES: Anthropology 1, Biology 1(L), Biology 4(L), Biology 10(L), Biology 18, Biology 20(L), Biology 25(L), Biology 26(L), Biology 32</p> <p>LANGUAGE OTHER THAN ENGLISH – Complete 2 years of the same foreign language in high school level work with a grade of "C" or better, or earn a score of 3 or higher on the Foreign Language Advanced Placement Test, or 550 on the College Board Achievement Test in Foreign Language, or complete 4 units from the courses below:</p> <p>The following course at this institution fulfills the requirement (1 course, 4 semester units) Spanish 1 ___</p> <p>** Indicates that transfer credit may be limited by either UC or CSU or both. Please consult a counselor.</p>
<p>Area E <u>LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT</u> (1 course, 3 units)</p> <p>___ Child Development 31, Counseling & Guidance 1, Health 2, Health 25, Human Services 30, Physical Education 27, Psychology 1, Psychology 2, Psychology 18, Psychology 31, Psychology 33, Sociology 3</p>	<p>*CSU Graduation Requirement: US History, Constitution, and American Ideals completion of one course in American History and one course in American Government is a requirement to graduate from any CSU campus. Students may select one combination from the following to fulfill this requirement:</p> <p>___ Hist 16 & Hist 17, or Hist 16 & Pols 1, or Hist 17 & Pols 1</p> <p><i>These courses <u>may</u> be double counted in Area D of CSU General Education and in Area 4 of IGETC</i></p>



**Administration of Justice
2014/2015**

Student Name: _____

Student ID Number: _____

- A.A. Degree**
 Certification of Achievement

Month/Year of Graduation: _____

I. A.A. Degree requires **60** units
 Certification of Achievement requires **30** units

II. A minimum GPA of **2.00** and a grade of 'C' or better in each core course

III. Required Core Courses: **21** units

_____	AJ 12	Introduction to Criminal Justice	3 units
_____	AJ 14	Juvenile Procedures	3 units
_____	AJ 20	Criminal Law	3 units
_____	AJ 23	Criminal Evidence	3 units
_____	AJ 24	Community Relations	3 units
_____	AJ 35	Investigative Techniques	3 units
_____	CORS 10A	Introduction to Correctional Science	3 units

IV. **Required Electives 15 Units** - *Select from the following list of Admin of Justice and Correctional Science courses:*

_____	AJ 10	Criminology	3 units
_____	AJ 13	Narcotics Investigation and Identification	3 units
_____	AJ 37	Patrol Procedures/Concepts	3 units
_____	AJ 48	Administration of Justice Selected Topics	.5 – 2 units
_____	AJ 49A	Intro to Admin of Justice Work Experience	1 – 8 units
_____	AJ 49	Administration of Justice Work Experience	1 – 8 units
_____	AJ 52A	Arrest Methods and Procedures	2.5 units
_____	AJ 52B	Firearms P.C. 832	.5 unit
_____	AJ 52C	Reserve Officer Training Level III (Beginning)	8 units
_____	AJ 53	Reserve Officer Training Level II (Intermediate)	10.5 units
_____	AJ 56	Spanish for Law Enforcement	3 units

V. Free Electives: **12** units – Select from any courses numbered 1-99 to satisfy this requirement.

AREA A. Natural Science - At least 3 units - - Agr 10, Agr 20, Anth 1, Astr 1, Biol 1, Biol 4, Biol 10, Biol 20, Biol 25, Biol 26, Biol 32, Chem 1A, Chem 1B, Chem 8, Chem 45, Geog 1, Geol 1, Geol 5, HO 54, Phsc 1, Phys 2A, Phys 2B

AREA B. Social Science - At least 3 units – Agr 2, AJ 10, AJ 20, Anth 2, Anth 3, Bus 22, Econ 10, Econ 11, ES 1, Geog 2, Hist 14, Hist 15, Hist 16, Hist 17, Jour 4, Plsc 1, Psy 1, Psy 2, Psy 5, Psy 6, Soc 1, Soc 2, Soc 3, Soc 4

AREA C. Humanities - At least 3 units - Art 1A, Art 1B, Art 2, Art 3, Art 4A, Art 6, Art 7, Art 8, Art 9, Art 10A, Art 25, Art 30, Art 35, Art 36A, Engl 2, Engl 3, Engl 4, Engl 5, Engl 7, Engl 10, Engl 12, Engl 22, Engl 33, Film 1, Hist 14, Hist 15, Hum 1, Hum 2, Jour 5, Mus 1, Mus 6, Mus 7, Mus 12, Phil 1, Phil 10, Span 1, Span 2, Span 50

AREA D. Language and Rationality - At least 3 units from D1 and 3 units from D2.

1. English Composition: Engl 1, Engl 9,
2. Communication and Analytical Thinking: Jour 1, Math 1A, Math 1B, Math 1C, Math 7, Math 8, Math 11A, Math 11B, Math 40, Math 60, Phil 2, Spch 1

AREA E. Health and Activities - At least 3 units

1. Biol 25, Biol 26, CD 12, CD 22, CD 31, CG 1, Hlth 2, Hlth 25, Hus 30, Psy 1, Psy 2, Psy 18, Psy 31, Psy 33, Psy 80(.5unit), Soc 3, AJ 49, Agr 49, Art 49, AT 49, Bus 49, CD 49, FS 49, GSS 49, HO 49, HUS 49, Jour 49, WT 49, WE 1, WE 2
2. Physical Education and Physical Education Activities Courses. [If the 3 units are taken in P.E. or PEAC, the student must take at least 2 different courses.] Agr 21B, PEAC 2A, PEAC 2B, PEAC 2C, PEAC 2D, PEAC 5A, PEAC 5B, PEAC 5C, PEAC 5D, PEAC 6, PEAC 6B, PEAC 6D, PEAC 7, PEAC 7D, PEAC 9, PEAC 9B, PEAC 9D, PEAC 10, PEAC 10D, PEAC 14, PEAC 16, PEAC 32D, PEAC 34, PEAC 44

In order to receive an AA or AS degree, students must meet the following competency requirements:

MATHEMATICS COMPETENCY REQUIREMENT: This requirement may be satisfied by either:

- Obtaining a score on the current adopted Lassen Community College mathematics Assessment Instruments equivalent to placement at the Math 7, 8, 11A, 40 level or
- A “C” or better in any three to five unit mathematics course at or above the Math 60 Intermediate Algebra level from an accredited college or university. Course: _____

READING COMPETENCY REQUIREMENT: This requirement may be satisfied by:

- Obtaining a reading score equivalent to the 12th grade or higher (**80 score**) on the current adopted Lassen Community College Reading Assessment Instrument; or
- A “C” or better in a transfer level composition course (Engl 1); or
- Score 3 or higher on the AP Language and Composition or AP Composition and Literature exam; or
- Possess an AA or AS degree.

WRITING COMPETENCY REQUIREMENT: This requirement may be satisfied by completion of English 1 or higher with a “C” or better or the equivalent from an accredited college or university. Course: _____



**Administration of Justice
2013/2014**

Student Name: _____

Student ID Number: _____

- A.A. Degree**
- Certification of Achievement**

Month/Year of Graduation: _____

I. A.A. Degree requires **60** units
 Certification of Achievement requires **30** units

II. A minimum GPA of **2.00** and a grade of 'C' or better in each core course

III. Required Core Courses: **18** units

_____	AJ 10	Criminology	3 units
_____	AJ 12	Introduction to Criminal Justice	3 units
_____	AJ 20	Criminal Law	3 units
_____	AJ 21	Administration of Justice	3 units
_____	AJ 23	Criminal Evidence	3 units
_____	AJ 24	Community Relations	3 units

IV. Required Electives **12 Units** - *Select from the following list of Admin of Justice and Correctional Science courses:*

_____	AJ 13	Narcotics Investigation and Identification	3 units
_____	AJ 14	Juvenile Procedures	3 units
_____	AJ 35	Investigative Techniques	3 units
_____	AJ 37	Patrol Procedures/Concepts	3 units
_____	AJ 48	Administration of Justice Selected Topics	.5 – 2 units
_____	AJ 49A	Intro to Admin of Justice Work Experience	1 – 8 units
_____	AJ 49	Administration of Justice Work Experience	1 – 8 units
_____	AJ 52A	Arrest Methods and Procedures	2.5 units
_____	AJ 52B	Firearms P.C. 832	.5 unit
_____	AJ 52C	Reserve Officer Training Level III (Beginning)	8 units
_____	AJ 53	Reserve Officer Training Level II (Intermediate)	10.5 units
_____	AJ 56	Spanish for Law Enforcement	3 units
_____	CORS 10A	Introduction to Correctional Science	3 units
_____	CORS 10B	Organization & Admin of Correctional System	3 units
_____	CORS 11	Legal Aspects of Corrections	3 units
_____	CORS 15	Supervision in Corrections	3 units
_____	CORS 49A	Intro to Corr Science Cooperative Work Experience	1 – 8 units
_____	CORS 49	Correctional Science Cooperative Work Experience	1 – 8 units

V. Free Electives: **12** units – Select from any courses numbered 1-99 to satisfy this requirement.

AREA A. Natural Science - At least 3 units - - Agr 10, Agr 20, Anth 1, Astr 1, Biol 1, Biol 4, Biol 10, Biol 18, Biol 20, Biol 25, Biol 26, Biol 32, Chem 1A, Chem 1B, Chem 8, Chem 45, Geog 1, Geol 1, Geol 5, Phsc 1, Phys 2A, Phys 2B

AREA B. Social Science - At least 3 units - AJ 10, AJ 20, Anth 2, Anth 3, Bus 22, Econ 10, Econ 11, ES 1, Geog 2, Hist 14, Hist 15, Hist 16, Hist 17, Jour 4, Plsc 1, Psy 1, Psy 2, Psy 5, Psy 6, Soc 1, Soc 2, Soc 3, Soc 4

AREA C. Humanities - At least 3 units - Art 1A, Art 1B, Art 2, Art 3, Art 4A, Art 6, Art 7, Art 8, Art 9, Art 10A, Art 18, Art 19A, Art 25, Art 30, Art 35, Art 36A, Engl 2, Engl 3, Engl 4, Engl 5, Engl 7, Engl 10, Engl 12, Engl 22, Engl 33, Film 1, Hum 1, Hum 2, Jour 5, Mus 1, Mus 6, Mus 7, Mus 12, Phil 1, Phil 10, Span 1, Span 2, Span 50

AREA D. Language and Rationality - At least 3 units from D1 and 3 units from D2.

1. English Composition: Engl 1, Engl 9,
2. Communication and Analytical Thinking: Jour 1, Math 1A, Math 1B, Math 1C, Math 7, Math 8, Math 11A, Math 11B, Math 40, Math 60, Phil 2, Spch 1

AREA E. Health and Activities - At least 3 units

1. Biol 25, Biol 26, CD 12, CD 22, CD 31, CG 1, Hlth 2, Hlth 25, Hus 30, Psy 1, Psy 2, Psy 18, Psy 31, Psy 33, Psy 80(.5unit), Soc 3, AJ 49A, Agr 49A, Art 49A, AT 49A, Bus 49A, CD 49A, Cors 49A, FS 49A, GSS 49A, HO 49A, HUS 49A, Jour 49A, WT 49A, WE 1A, WE 2A
2. Physical Education and Physical Education Activities Courses. [If the 3 units are taken in P.E. or PEAC, the student must take at least 2 different courses.] Agr 21B, PE 20I, PE 21I, PE 22I, PE 23I, PE 24I, PE 25I, PEAC 2A, PEAC 2B, PEAC 2C, PEAC 2D, PEAC 5A, PEAC 5B, PEAC 5C, PEAC 5D, PEAC 6, PEAC 6B, PEAC 6D, PEAC 7, PEAC 7D, PEAC 9, PEAC 9B, PEAC 9D, PEAC 10, PEAC 10D, PEAC 14, PEAC 16, PEAC 32D, PEAC 34, PEAC 44, PEAC 54

In order to receive an AA or AS degree, students must meet the following competency requirements:

MATHEMATICS COMPETENCY REQUIREMENT: This requirement may be satisfied by either:

- Obtaining a score on the current adopted Lassen Community College mathematics Assessment Instruments equivalent to placement at the Math 7, 8, 11A, 40 level or
- A "C" or better in any three to five unit mathematics course at or above the Math 60 Intermediate Algebra level from an accredited college or university. Course: _____

READING COMPETENCY REQUIREMENT: This requirement may be satisfied by:

- Obtaining a reading score equivalent to the 12th grade or higher (**80 score**) on the current adopted Lassen Community College Reading Assessment Instrument; or
- A "C" or better in a college level reading course (Read 51); or
- A "C" or better in a transfer level composition course (Engl 1); or
- Score 3 or higher on the AP Language and Composition or AP Composition and Literature exam; or
- Possess an AA or AS degree.

WRITING COMPETENCY REQUIREMENT: This requirement may be satisfied by completion of English 1 or higher with a "C" or better or the equivalent from an accredited college or university. Course: _____



ADMINISTRATION OF JUSTICE
Reserve Officer Training III –
Safety and Security Personnel
Certification of Accomplishment
2014/2015

Student Name: _____

Student ID Number: _____

Month/Year of Graduation: _____

- I. Certificate of Accomplishment requires **15** Units _____
- II. A minimum GPA of **2.00** and a grade of 'C' or better in each core course _____

III. Required Core Courses: **11** units

_____	AJ 52A	Arrest Methods and Procedures	2.5 units
_____	AJ 52B	Firearms P.C. 832	.5 unit
_____	AJ 52C	Reserve Officer Training Level III (Beginning)	8 units

IV. Required Electives **4** units *Select from the following list of Administration of Justice and Correctional Science courses.*

_____	AJ 10	Criminology	3 units
_____	AJ 12	Introduction to Criminal Justice	3 units
_____	AJ 13	Narcotics Investigation and Identification	3 units
_____	AJ 14	Juvenile Procedures	3 units
_____	AJ 20	Criminal Law	3 units
_____	AJ 21	Administration of Justice	3 units
_____	AJ 23	Criminal Evidence	3 units
_____	AJ 24	Community Relations	3 units
_____	AJ 35	Investigative Techniques	3 units
_____	AJ 37	Patrol Procedures/Concepts	3 units
_____	AJ 48	Administration of Justice Selected Topics	.5 – 2 units
_____	AJ 49A	Intro to Admin of Justice Coop Work Experience	1 – 8 units
_____	AJ 49	Administration of Justice Coop Work Experience	1 – 8 units
_____	AJ 53	Reserve Officer Training Level II (Intermediate)	10.5 units
_____	AJ 56	Spanish for Law Enforcement	3 units
_____	CORS 10A	Introduction to Correctional Science	3 units
_____	CORS 10B	Organization and Admin of Correctional System	3 units
_____	CORS 11	Legal Aspects of Corrections	3 units
_____	CORS 15	Supervision in Corrections	3 units
_____	CORS 49A	Intro to Corr Science Coop Work Experience	1 – 8 units
_____	CORS 49	Correctional Science Coop Work Experience	1 – 8 units

_____ **Total**



**ADMINISTRATION OF JUSTICE
 Reserve Officer Training III –
 Safety and Security Personnel
 Certification of Accomplishment
 2013/2014**

Student Name: _____

Student ID Number: _____

Month/Year of Graduation: _____

- I. Certificate of Accomplishment requires **15** Units _____
- II. A minimum GPA of **2.00** and a grade of 'C' or better in each core course _____

III. Required Core Courses: **11** units

_____	AJ 52A	Arrest Methods and Procedures	2.5 units
_____	AJ 52B	Firearms P.C. 832	.5 unit
_____	AJ 52C	Reserve Officer Training Level III (Beginning)	8 units

IV. Required Electives **4** units *Select from the following list of Administration of Justice and Correctional Science courses.*

_____	AJ 10	Criminology	3 units
_____	AJ 12	Introduction to Criminal Justice	3 units
_____	AJ 13	Narcotics Investigation and Identification	3 units
_____	AJ 14	Juvenile Procedures	3 units
_____	AJ 20	Criminal Law	3 units
_____	AJ 21	Administration of Justice	3 units
_____	AJ 23	Criminal Evidence	3 units
_____	AJ 24	Community Relations	3 units
_____	AJ 35	Investigative Techniques	3 units
_____	AJ 37	Patrol Procedures/Concepts	3 units
_____	AJ 48	Administration of Justice Selected Topics	.5 – 2 units
_____	AJ 49A	Intro to Admin of Justice Coop Work Experience	1 – 8 units
_____	AJ 49	Administration of Justice Coop Work Experience	1 – 8 units
_____	AJ 53	Reserve Officer Training Level II (Intermediate)	10.5 units
_____	AJ 56	Spanish for Law Enforcement	3 units
_____	CORS 10A	Introduction to Correctional Science	3 units
_____	CORS 10B	Organization and Admin of Correctional System	3 units
_____	CORS 11	Legal Aspects of Corrections	3 units
_____	CORS 15	Supervision in Corrections	3 units
_____	CORS 49A	Intro to Corr Science Coop Work Experience	1 – 8 units
_____	CORS 49	Correctional Science Coop Work Experience	1 – 8 units

_____ Total

APPENDIX 7

Administration of Justice and POST Advisory Committee

2016/2017 and 2017/2018 Academic Years

Approved – LCCD Board of Trustees – Pending

	Individual	Institution or Agency	Member Voting Status
1	Martin Picone	POST Regional Consultant	Voting
2	Dean Growdon	Lassen County Sheriff or Designee	Voting
3	John McGarva	Lassen County Sheriff's Office Sergeant/Adjunct Faculty	Voting
4	Jim Uptegrove	Interim Susanville Police Chief or Designee	Voting
5	Matt Wood	Susanville Police Department Lieutenant/Adjunct Faculty	Voting
6	Tara Avilla	Susanville Police Department Officer Assigned to High School Campus	Voting
7	Linda Powell	California Highway Patrol Sergeant	Voting
8	Jenn Branning	Lassen County Chief Probation Officer	Voting
9	Suzanne Peery	CCC Warden or Designee	Voting
10	Marion Spearman	HDSP Warden or Designee	Voting
11	Nancy Bengoa-Beterbide	LCC Administration of Justice Instructor	Voting
12	Carol Growdon	LCC NRA/Gunsmithing/POST Coordinator	Voting
13	Dr. Terri Armstrong	LCC VP of Instructional Services or Designee	Non-Voting
14	Kory Konkol	LCC Vocational Programs Division Chair	Non-Voting
15	Adam Runyan	LCC Academic Counselor or Designee	Non-Voting
16	Lisa Gardiner	LCC Work Experience Coordinator	Non-Voting
17	<i>vacant</i>	<i>California EDD Employment Program Specialist</i>	<i>Voting</i>

Administration of Justice/P.O.S.T. Advisory Committee Meeting Minutes May 17, 2016

Present:

Terri Armstrong, LCC Vice President of Academic Services
Terra Avilla, Susanville Police Department (Lassen High School Campus)
Nancy Bengoa-Beterbide, LCC Administration of Justice Faculty
Jennifer Branning, Lassen County Probation
Lisa Gardiner, LCC Work Experience
Carol Growdon, LCC NRA/Gunsmithing/P.O.S.T. Coordinator
John McGarva, Lassen County Sheriff's Office Sergeant/LCC adjunct faculty
John Mineau, Lassen County Undersheriff/LCC adjunct faculty
Fran Oberg, LCC Academic Services
Marty Picone, P.O.S.T.
Linda Powell, California Highway Patrol
Adam Runyan, LCC Counseling
Marion E. Spearman, High Desert State Prison
Ross Stevenson, LCC Vocational Programs Division Chair
Jim Uptegrove, Interim Susanville Police Chief/LCC adjunct faculty
Matt Wood, Susanville Police Department /LCC adjunct faculty
Aaron Yderraga, Designee for Suzanne Peery, California Correctional Center

1. Welcome

The meeting was called to order at 2:00 by Dr. Terri Armstrong.

2. Introduction of Advisory Board Members

Members introduced themselves.

3. Agenda Approval

Agenda was approved by consensus of members present.

4. October 17, 2013 minutes. Information only.

Members were given a couple minutes to review minutes from the last advisory board meeting held in 2013.

5. Binder Information – AJ Instructor, Nancy Bengoa-Beterbide

Members were given a binder that included a list of advisory committee members, agenda, past meeting minutes, copies of LCC Academic Procedures regarding advisory committees, LCC 2015-16 and 2016-17 academic calendars, requirements for all LCC Administration of Justice certificates and degrees, AJ two year plans and a campus map.

a. AJ/P.O.S.T. Members & Board Function

Advisory committees make recommendations, help with employment and work experience opportunities.

b. Academic Calendar 2105-16 & Academic Calendar 2016-2017

c. Administration of Justice Degrees and Certificates

Information on LCC's offerings were covered.

d. Administration of Justice 2 year plans

- Brief history of how the 2 year plans were developed. Declining enrollment in face-to-face classes led to AJ classes being offered by correspondence. The intent is to migrate from correspondence to online classes.
- Stevenson stated that currently face to face classes are offered only in the evenings because our adjunct instructors are not available during the day. If we want to get Lassen High School students involved, we need to offer day time classes. We realize we have a problem and are working on solutions. We are recruiting teachers. We need a larger cadre of instructors.
- Online delivery changes from Moodle to the Canvas platform starting Fall 2016 semester. Tom Downing will be teaching an online section of AJ-37 in the fall. Nancy will have more classes online in Spring 2017.
- AJ instructors must have an Associate's Degree and 6 years of experience OR a Bachelor's Degree and 2 years of experience OR a Master's Degree. Verifiable experience can be in Corrections, Administration of Justice or a cross-over. Applications must be made online through the college website. Applications will be evaluated after they are received.
- Suggestions made for finding instructors included encouraging retirees to apply and encouraging promising law enforcement/corrections employees to take classes to meet the teaching requirements. Many agencies have educational incentives. Spearman can put information in the in-service training bulletin to advertise it to the staff at HDSP. Runyan can work with prisons and other agencies to advertise for instructors. Runyan asked for input regarding format for advertising. Agencies preferred handouts and flyers.

6. P.O.S.T. Update, Martin Picone

P.O.S.T. News and Changes to P.O.S.T.-certified First Aid Training Courses and Instructor Requirements handouts were passed out.

- First Aid course titles are changing.
- Instructor qualifications are changing. Curriculum and instructors need to be up to date by 4/1/17.
- First Aid is now 8 hours minimum every 2 years.
- New Mental Health training requirements have added hours to Learning Domain 37. Standard 4 hour training does not satisfy the new regulations.
- End of Life Option Act going into effect June 9, 2016.
- P.O.S.T. is updating pursuit policy.
- P.O.S.T. has more information on their website and Picone is a good resource.

7. Discussion

- Runyan asked agencies about available volunteer work and internships. Sheriff's department and SPD have Explorer Posts that are run through Boy Scouts of America. Females can participate. CHP doesn't have the manpower to run an Explorer Post. Volunteers need to have LiveScan. Most agencies have some sort of job shadowing although there are no similar programs at CDCR.
- Wood suggested it would be beneficial to hold more P.O.S.T. classes here instead of sending people out of the area to train. We would draw people from the North Valley. Could bring instructors in.
- Uptegrove stated the same 3 priorities from 2013 are still valid [PC832, Perishable Skills and CP training]. Discussion about CPT, Drivers, EVOC. Butte has a mobile driving training sim unit. Talk to agencies from up north.
- CHP is limited for driver training here. There isn't a paved parking lot big enough to do ice driving.

- Mineau agreed mobile training would be a huge benefit. Their biggest training need is Drug Abuse Recognition. It would be relevant to patrol, probation, ARide. He's working on finding an instructor for us. PC832 is needed. By the end of the month there will be 9 vacancies at the jail. New hires will have 90 days to get into an 832 class.
- Branning suggested asking other counties (Plumas, Modoc) to participate in our 832 training.
- Growdon stated that in the past other counties were not interested in our extended offering times [we offer the class in evenings and weekends].
- Mineau stated the extended format works for them. In addition to the extra cost to send people away for training, the loss of manpower for that time period is a big hit to the agencies. Being able to have training here after work and on weekends is very beneficial.
- Stevenson asked if it would help if LCC had a firm schedule for 832 – scheduled out for 2 years. All agencies said YES.
- Stevenson stated that the lack of instructors has been the reason LCC hasn't offered a long term schedule. He asked that if LCC could deflate agency costs by keeping classes local, would the agencies be able to help defray LCC's costs? LCC's low instructor pay rate is one reason we don't have a stable faculty pool for AJ classes. Would it be possible for agencies to offer an honorarium to instructors?
- Mineau agreed that it would be hard to get instructors at \$38 per hour for a DAR class.
- Growdon stated that LCC may have existing DAR curriculum but it would need to be updated.
- Spearman asked if a method of team teaching could be worked out.
- Growdon gave a report of what the LCC NRA/Gunsmithing/Post department has been doing. A PC832 class just finished last night. Everyone passed. She's working on the logistics for offering an 832b class. We have been using the HDSP range but now must move to the Rice Canyon range. LCC is offering 6 armorers courses this year. She'd like to reinstate the Level 3 Reserve course but must complete a needs assessment and recruit AICC certified instructors that fulfill LCC's minimum qualifications for instructors. After hearing the committee's recommendation for offering DAR classes today, she'll start work on curriculum.
- Powell stated there is a wide variety of skills and subject matter experts in their office. She may be able to recruit some instructors. It would be easier to schedule if classes/instructor commitment were only 2 or 3 days.
- McGarva would like to see Perishable Skills classes in our area. Butte contracts with P.O.S.T. and is free to agencies up here. Simulators meet part of the skills requirements.
- Gardiner will send agencies information about Work Experience orientations.
- Wood stated information about SPD's volunteer program can be found online on the Susanville City Hall website. Volunteers must be 18.
- Beterbide will get class schedules out to agencies.
- Avilla stated that people moving to California from other states have difficulty finding classes so they can challenge P.O.S.T. If we could come up with a program for that, we would do very well. There is interest in Administration of Justice at the high school. Many students want to do ride-alongs. Her husband is the baseball coach at LCC and many of his students are interested in Criminal Justice. A patrol class could be offered at the high school to generate interest.
- Armstrong asked about Academy. The closest Academy is Butte. They offer Basic, Fish & Game, Parks. They offer Perishable Skills as community service.

8. Future Meeting Dates for next Academic Year

- Oberg stated that advisory committees are required to meet once a year. Some committees are opting to meet once per semester.
- Stevenson stated that that e-meetings are a possibility

- The committee consensus is to have one face-to-face meeting a year.
- The next meeting will be a lunch meeting Thursday, March 9, 2017 at noon.

9. Any Person Having Business Not on the Agenda

None

10. Adjournment

3:05

POST ADVISORY COMMITTEE MEETING

October 17, 2103

Public Safety Training Center

MEMBERS PRESENT:

Mario Rodriguez, State POST Rep
Dean Growden, Lassen County Sheriff
Kevin Jones, Lassen County Sheriff's Office
Tom Downing, Susanville Police Chief
Kel Freitas, Lassen Community College NRA Rep
John Martin, Lassen Community College Gunsmithing Instructor
Dr. Tammy Robinson, Lassen Community College, Dean of Instructional Services
Dr. Beatriz Vasquez, Lassen Community College, Executive Vice President of Academic Services
Dave Trussell, Lassen Community College, Director of Public Safety Training
Jennifer Bird, Lassen Community College, Fire Science Site Coordinator

- There has not been a State POST representative in the region for several years, training has been secondary due to economic issues
- Some curriculum belongs to POST
- Minimum Qualifications for POST instructors must be followed
- Sheriff Growden sees an opportunity for collaboration between LCC and Sheriff's Office using their employees and instructors, curriculum changes have been an issue in the past
- One resolution would be to offer some classes that change curriculum frequently as "Special Topics". For Special Topics classes (numbered 98.XX) the curriculum doesn't have to be specific and doesn't have to go to the Chancellor's Office for approval
- #1 priority for training needs is PC 832, Sheriff Growden would like by January, also supported by Chief Downing. This is a ground floor class for basic training
- PC 832 needs to be resurrected as it has been decertified since June 2012
- #2 priority would be Perishable Skills in a 2 year cycle
- #3 priority would be CP training, 20 hours/2 years is required and audited
- LCC Firearms class is certified but not useful for Perishable Skills, but could be easily updated, Mario would come up and work with us to update
- May need to offer an instructor course, some potential instructors have already been through it
- Need to compile a list of instructors who have already been minimally qualified at the college for comparison against the county and city employees that may potentially become instructors. Sheriff Growden thinks he may have 6-8 and will send a list
- Dave Trussell explained the contracts that we currently have with the US Forest Service and Cal Fire in which the agencies provide instructors, facilities and/or materials and are compensated based on a payment schedule. Both agencies present were more in favor of just using their staff

as instructors without pursuing a contract as a benefit to their employees and also as the most timely route for getting the classes up and running

- Mario suggested we look at the classes that are currently listed on the POST website for status and updates and make changes when necessary. He will send a link to Dr. Robinson and Kevin Jones that shows the current certifications
- POST certified classes that we would like to offer could be certified under other agencies or LCC
- LCC needs access to POST System (EDI) for resumes and courses. Kel Freitas stated that he should already have access. He and Mario will help Trussell get access
- 1st step will be to pull the PC 832 cert from fiscal year 11/12, download the outline and compare to the updates for accuracy and possible changes needed, Mario will help. Share the new outline with Sheriff Growden and Chief Downing so that they can determine who will teach each block
- 11/19/13 Mario will be meeting with the Sheriff's Office to go over their certs, Dave Trussell should attend
- Goal set for Curriculum and Instructors to be approved and ready by January/February 2014

APPENDIX 8

Lassen Community College
Status of Curriculum Reviews

Administration of Justice Instructional Program Review
Status of Curriculum Review March 29, 2016

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed
AJ 9 Introduction to Correctional Science	Changed from CORS 10A 04/21/2015	
AJ 10 Criminology	03/25/2014	
AJ 11 Youth Gangs in America	New 10/07/2014	
AJ 12 Introduction to Criminal Justice	03/25/2014	
AJ 13 Narcotics Investigation and Identification	11/05/2014	
AJ 14 Juvenile Procedures	03/25/2014	
AJ 20 Criminal Law	03/25/2014	
AJ 23 Criminal Evidence	03/25/2014	
AJ 35 Investigative Techniques	03/25/2014	
AJ 37 Patrol Procedures Concepts	08/18/2015	
AJ 48.02 DUI Detection – Field Sobriety	Inactivated 09/15/2015	
AJ 48.03 Academy Instructor Certification	03/25/2014	
AJ 48.20 Understanding Street Gangs	03/25/2014	
AJ 48.71 Interviewing and Interrogation	03/25/2014	
AJ 52A Arrest Methods and Procedures	03/25/2014	
AJ 52B Firearms P.C. 832	03/25/2014	
AJ 52B Firearms Training - Refresher	03/25/2014	
AJ 52 C Reserve Officer Training Level III	03/25/2014	
AJ 53 Reserve Officer Training Level II	03/25/2014	
AJ 56 Spanish for Law Enforcement	03/25/2015	
AJ CDCR Off-Post Training and Custody Staff	11/03/2015	
AS Administrative Justice for Transfer	Changed CORS 10A to AJ 9 04/21/2015	
AA Administrative Justice	04/21/2015	

Lassen Community College
Status of Curriculum Reviews

CA Administration of Justice	4/22/2014	
COA Administrative Justice Reserve Officer Training	Changed CORS 10A to AJ 9 04/21/2015	

Nancy Bergoa-Beterbide 3/29/16
Mr. Nancy Bergoa-Beterbide, Subject Area Faculty Signature Date

Alison Somerville 4/15/16
Ms. Alison Somerville, Curriculum and Academic Standards Committee Chair Signature Date

Terri Armstrong 4.18.16
Dr. Terri Armstrong, Vice President of Academic Services/AD Signature Date

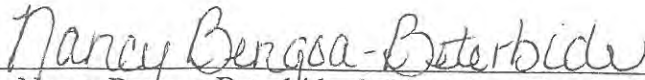
Lassen Community College
Status of Curriculum Reviews

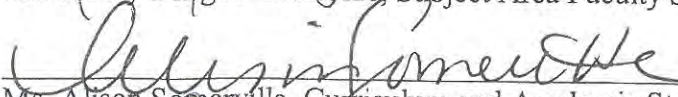
Administration of Justice Instructional Program Review
Status of Curriculum Review March 29, 2016

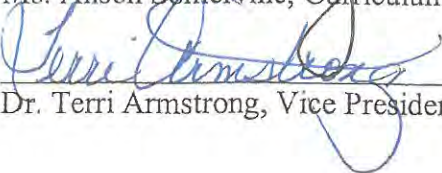
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AJ 14 Juvenile Procedures	03/25/2014	
AJ 20 Criminal Law	03/25/2014	
AJ 23 Criminal Evidence	03/25/2014	
AJ 35 Investigative Techniques	03/25/2014	
AJ 37 Patrol Procedures Concepts	08/18/2015	
AJ 48.02 DUI Detection – Field Sobriety	Inactivated 09/15/2015	
AJ 48.03 Academy Instructor Certification	03/25/2014	
AJ 48.20 Understanding Street Gangs	03/25/2014	
AJ 48.71 Interviewing and Interrogation	03/25/2014	
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AJ 52 C Reserve Officer Training Level III	03/25/2014	
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Lassen Community College
 Status of Curriculum Reviews

CA Administration of Justice	4/22/2014	
COA Administrative Justice Reserve Officer Training	Changed CORS 10A to AJ 9 04/21/2015	


 Mr. Nancy Bengoa-Beterbide, Subject Area Faculty Signature 3/29/16
Date


 Ms. Alison Somerville, Curriculum and Academic Standards Committee Chair Signature 4/15/16
Date


 Dr. Terri Armstrong, Vice President of Academic Services/AD Signature 4.18.16
Date

Lassen Community College
Status of Curriculum Reviews

Administration of Justice Instructional Program Review
Status of Curriculum Review March 29, 2016

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AJ 56 Spanish for Law Enforcement	03/25/2015	
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Lassen Community College
 Status of Curriculum Reviews

CA Administration of Justice	4/22/2014	
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Nancy Bengoa-Beterbide 3/29/16
 Mr. Nancy Bengoa-Beterbide, Subject Area Faculty Signature Date

Alison Somerville 4/15/16
 Ms. Alison Somerville, Curriculum and Academic Standards Committee Chair Signature Date

Terri Armstrong 4.18.16
 Dr. Terri Armstrong, Vice President of Academic Services/AD Signature Date

APPENDIX 9

8/30/2016

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Articulation Agreement by Department
Effective during the 15-16 Academic Year

To: CSU Bakersfield
15-16 General Catalog

|From: Lassen Community College
Quarter|15-16 General Catalog

Semester

=====

====Administration of Justice====

CRJU 100	Introduction to Criminal Justice	(5)	AJ 12	Introduction to Criminal Justice	(3)

END OF DEPARTMENT

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Articulation Agreement by Department
Effective during the 16-17 Academic Year

To: CSU Chico

| From: Lassen Community College

16-17 General Catalog

Semester|16-17 General Catalog

Semester

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====Administration of Justice====

POLS 250	Introduction to Criminal Justice	(3)	AJ 12	Introduction to Criminal Justice	(3)
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POLS 257	Juvenile Justice Process	(3)	AJ 14	Juvenile Procedures	(3)
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POLS 258	Introduction to Criminal Law	(3)	AJ 20	Criminal Law	(3)
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END OF DEPARTMENT

Articulation Agreement by Department
Effective during the 16-17 Academic Year

To: CSU East Bay | From: Lassen Community College
16-17 General Catalog | Quarter | 16-17 General Catalog Semester

====Administration of Justice====

CRJA 2100	Elementary Criminal Law	(4)	AJ 20	Criminal Law	(3)
CRJA 2200	Basic Criminal Investigation	(4)	AJ 35	Investigative Techniques	(3)
CRJA 2400	Evidence in Corrections and Law Enforcement	(4)	AJ 23	Criminal Evidence	(3)
CRJA 2500	Administration of Justice	(4)	AJ 21	Administration of Justice	(3)
CRJA 2600	Police Community Relations	(4)	AJ 24	Community Relations	(3)

END OF DEPARTMENT

Students should meet with a community college counselor for up-to-date information on degree requirements and other transfer-related services.

Please note that CSU East Bay will be transitioning from Quarters to Semesters in the FALL of 2018

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Articulation Agreement by Department
Effective during the 03-04 Academic Year

To: CSU Fresno

|From: Lassen Community College

03-04 General Catalog

Semester|02-04 General Catalog

Semester

====Administration of Justice====

CRIM 2 Administration of Justice (3) |AJ 12 Introduction to Criminal (3)
(CAN AJ 2) | Justice

| OR

|AJ 21 Administration of Justice (3)
| (CAN AJ 2)

CRIM 20 Criminal Law (3) |AJ 20 Criminal Law (3)
(CAN AJ 4) | (CAN AJ 4)

CRIM 35 Communications and (3) |AJ 24 Community Relations (3)
Technology in Criminology |

END OF DEPARTMENT

=====
THE ABOVE ARTICULATION AGREEMENT IS SUBJECT TO PERIODIC REVISION. PLEASE
CONSULT A COUNSELOR TO OBTAIN CURRENT INFORMATION ABOUT POSSIBLE CHANGES IN THE
AGREEMENT. ALL COURSES MUST BE BACCALAUREATE LEVEL.

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Articulation Agreement by Department
Effective during the 15-16 Academic Year

To: CSU Fullerton
15-16 General Catalog

|From: Lassen Community College

Semester|15-16 General Catalog

Semester

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====Administration of Justice====

CRJU 100 Crime, Law, and Justice (3) | AJ 12 Introduction to Criminal (3)
Justice

END OF DEPARTMENT

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Articulation Agreement by Department
Effective during the 15-16 Academic Year

To: CSU Los Angeles

[From: Lassen Community College
Quarter]

Semester

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====Administration of Justice====

CRIM 101 Introduction to (4) | AJ 21 Administration of Justice (3)
Administration of Justice |

CRIM 126 Concepts of Criminal Law (4) | AJ 20 Criminal Law (3)

END OF DEPARTMENT

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Articulation Agreement by Department
Effective during the 15-16 Academic Year

To: CSU Sacramento
14-15 General Catalog

|From: Lassen Community College
Semester|15-16 General Catalog

Semester

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====Administration of Justice====

CRJ 1 INTRO CRIM JUSTIC+SOCIETY (3) |AJ 12 Introduction to Criminal (3)
Justice

CRJ 2 LAW OF CRIMES (3) |AJ 20 Criminal Law (3)

CRJ 4 GENERL INVESTGATV TECHNIQ (3) |AJ 35 Investigative Techniques (3)

CRJ 5 THE COMMUNITY AND THE (3) |AJ 24 Community Relations (3)
JUSTICE SYSTEM

END OF DEPARTMENT

The above Major Preparation Agreement is subject to periodic change and revision. Please check with a counselor every semester to obtain current information about possible changes in the articulated courses.

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Articulation Agreement by Department
Effective during the 15-16 Academic Year

To: CSU San Bernardino
15-16 General Catalog

|From: Lassen Community College
Quarter|15-16 General Catalog

Semester

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====Administration of Justice====

CJUS 102 Criminal Law (4)|AJ 20 Criminal Law (3)

CJUS 106 Introduction to Criminal Investigation (4)|AJ 35 Investigative Techniques (3)

END OF DEPARTMENT

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Articulation Agreement by Department
Effective during the 01-02 Academic Year

To: CSU Stanislaus

| From: Lassen Community College
Semester |

Semester

=====

====Administration of Justice====

CJ 2250	Introduction to Criminal Justice (CAN AJ 2)	(3)		AJ 21	Administration of Justice (CAN AJ 2)	(3)

CJ 2260	Evidence	(3)		AJ 23	Criminal Evidence (CAN AJ 6)	(3)

CJ 2270	Criminal Investigations (CAN AJ 8)	(3)		AJ 35	Investigative Tech (CAN AJ 8)	(3)

CJ 2280	Criminal Law (CAN AJ 4)	(3)		AJ 20	Criminal Law (CAN AJ 4)	(3)

END OF DEPARTMENT

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Articulation Agreement by Department
Effective during the 16-17 Academic Year

To: San Francisco State
16-17 General Catalog

|From: Lassen Community College
Semester|16-17 General Catalog

Semester

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====Administration of Justice====

"Introduction to Criminal Justice" course |AJ 12 Introduction to Criminal (3)
Justice

"Concepts of Criminal Law" course |AJ 20 Criminal Law (3)

END OF DEPARTMENT

Questions about this agreement may be sent to artic@sfsu.edu

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Articulation Agreement by Department
Effective during the 16-17 Academic Year

To: San Jose State
16-17 General Catalog

|From: Lassen Community College
Semester|16-17 General Catalog

Semester

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====Administration of Justice====

JS 10	Introduction to Justice Studies	(3)	AJ 12	Introduction to Criminal Justice	(3)

END OF DEPARTMENT

Articulation Agreement by Major
Effective during the 15-16 Academic Year
Based on the 15-16 UC Transfer Course Agreement

To: UC Irvine

| From: Lassen Community College

15-16 General Catalog

Quarter|15-16 General Catalog

Semester

====Criminology, Law and Society, B.A.====

This major does not require completion of prerequisites for admission as a transfer student.

NOTE: In fulfillment of the requirements below, a single course may be used only once.

For information about Transfer Credit for Advanced Placement Exams, go to http://www.admissions.uci.edu/applicants/ap_exams.html.

For information about Transfer Credit for International Baccalaureate Exams, go to http://www.admissions.uci.edu/applicants/ib_exams.html.

CRM/LAW C7	Introduction to Criminology, Law and Society	(4)		AJ 12	Introduction to Criminal Justice	(3)
					(For Subject Credit ONLY; NO UC Transfer Unit Credit)	
SOCECOL E8	Introduction to Environmental Analysis and Design	(4)		BIOL 18	Environmental Conservation	(3)
	OR				OR	
PPD 4	Introduction to Urban Studies	(4)		No course articulated		
PSY BEH 9	Introduction to Psychology	(4)		PSY 1	Introduction to Psychology	(3)
	Same as: PSYCH 7A					
	OR				OR	
PSY BEH 11B	Psychology Fundamentals	(4)		No course articulated		
	Same as: PSYCH 9B					
	OR				OR	
PSY BEH 11C	Psychology Fundamentals	(4)		No course articulated		
	Same as: PSYCH 9C					
SOCECOL 10	Research Design	(4)		No course articulated		
SOCECOL 13	Statistical Analysis in Social Ecology	(4)		MATH 40	Elementary Statistics	(3)

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To: UC Irvine, From: Lassen Community College, 15-16

=====
Criminology, Law and Society, B.A. (continued)

END OF CRIMINOLOGY, LAW AND SOCIETY

END OF MAJOR

APPENDIX 10

ADMINISTRATION OF JUSTICE

Associate in Arts Degree
Administration of Justice
Face-to-Face Delivery Only

Required Core Courses: 21 units

Total Required Units: 33 units

Total Units: 60 units

Course Number	Course Title	Fall	Spring
AJ 9	Introduction to Correctional Science		3(odd)
AJ 12	Introduction to Criminal Justice		3(odd)
AJ 14	Juvenile Procedures		3(even)
AJ 20	Criminal Law		3(even)
AJ 23	Criminal Evidence	3(even)	
AJ 24	Community Relations		3(even)
AJ 35	Investigative Techniques	3 (odd)	

Required Electives: 12 units

Course Number	Course Title	Fall	Spring
AJ 10	Criminology	3(even)	
AJ 11	Youth Gangs in America	3(even)	
AJ 13	Narcotics Investigation and Identification	3 (odd)	
AJ 37	Patrol Procedures/Concepts	3 (even)	
AJ 49	Administration of Justice Work Experience	1-8	1-8
AJ 52A	Arrest Methods and Procedures	2.5	
AJ 52B	Firearms P.C. 832	0.5	
AJ 52C	Reserve Officer Training Level III		6
AJ 53	Reserve Officer Training Level II		
AJ 56	Spanish for Law Enforcement		3

Free Electives: 9 units

General Education Requirements: 18 units

See a counselor to prepare your educational plan with the latest scheduling information.

ADMINISTRATION OF JUSTICE

Associate in Arts Degree
Administration of Justice
Correspondence Delivery Only

Required Core Courses: 21 units

Total Core Units: 33 units

Total Units: 60 units

Course Number	Course Title	Fall		Spring	
		1 st 9 wks.	2 nd 9 wks.	1 st 9 wks.	2 nd 9 wks.
AJ 9	Introduction to Correctional Science	3			
AJ 12	Introduction to Criminal Justice	3			
AJ 14	Juvenile Procedures		3		
AJ 20	Criminal Law		3		
AJ 23	Criminal Evidence				3
AJ 24	Community Relations		3		
AJ 35	Investigative Techniques			3	

Required Electives: 12 units

Course Number	Course Title	Fall		Spring	
		1 st 9 wks.	2 nd 9 wks.	1 st 9 wks.	2 nd 9 wks.
AJ 10	Criminology			3	
AJ 11	Youth Gangs in America				3
AJ 13	Narcotics Investigation and Identification				3
AJ 37	Patrol Procedures/Concepts	<i>Face-to-Face or online</i> <i>See Face-to-Face List for Course availability</i>			
AJ 49	Administration of Justice Work Experience	1-8		1-8	
AJ 52A	Arrest Methods and Procedures	<i>Face-to-Face only</i> <i>See Face-to-Face List for Course availability</i>			
AJ 52B	Firearms P.C. 832				
AJ 52C	Reserve Officer Training Level III				
AJ 53	Reserve Officer Training Level II				
AJ 56	Spanish for Law Enforcement				

Free Electives: 9 units

General Education Requirements: 18 units

See a counselor to prepare your educational plan with the latest scheduling information.

ADMINISTRATION OF JUSTICE

Associate in Science Degree in Administration of Justice for Transfer

Face-to-Face Delivery Only

Required Core Courses: 18 units

Total Required: 18 Units

Total Units: 60 units

Complete the following 6 units:

Course Number	Course Title	Fall	Spring
AJ 12	Introduction to Criminal Justice		3 (odd)
AJ 20	Criminal Law		3 (even)

Select 6 Units from the following:

Course Number	Course Title	Fall	Spring
AJ 9	Introduction to Correctional Science		3 (odd)
AJ 14	Juvenile Procedures		3 (even)
AJ 23	Criminal Evidence	3 (even)	
AJ 24	Community Relations		3 (even)
AJ 35	Investigative Techniques	3 (odd)	

Select 6 Units from the following:

Course Number	Course Title	Fall	Spring
MATH 40	Elementary Statistics	3	3
PSY 1	Introduction to Psychology	3	3
SOC 1	Introduction to Sociology	3	3

Select General Education Option (CSU or IGETC)

See a counselor to prepare your educational plan with the latest scheduling information.

ADMINISTRATION OF JUSTICE

Associate in Science Degree in Administration of Justice for Transfer

Correspondence Delivery Only

Required Core Courses: 18 units

Total Required: 18 Units

Total Units: 60 units

Complete the following 6 units:

Course Number	Course Title	Fall		Spring	
		1 st 9 wks.	2 nd 9 wks.	1 st 9 wks.	2 nd 9 wks.
AJ 12	Introduction to Criminal Justice	3			
AJ 20	Criminal Law		3		

Select 6 Units from the following:

Course Number	Course Title	Fall		Spring	
		1 st 9 wks.	2 nd 9 wks.	1 st 9 wks.	2 nd 9 wks.
AJ 9	Introduction to Correctional Science	3			
AJ 14	Juvenile Procedures		3		
AJ 23	Criminal Evidence				3
AJ 24	Community Relations		3		
AJ 35	Investigative Techniques			3	

Select 6 Units from the following:

Course Number	Course Title	Fall	Spring
MATH 40	Elementary Statistics	3	3
PSY 1	Introduction to Psychology	3	3
SOC 1	Introduction to Sociology	3	3

Select General Education Option (CSU or IGETC)

See a counselor to prepare your educational plan with the latest scheduling information.

ADMINISTRATION OF JUSTICE

Certificate of Achievement
Administration of Justice
Face-to-Face Delivery Only

Required Core Courses: 21 units

Total Core Units: 30 units

Course Number	Course Title	Fall	Spring
AJ 9	Introduction to Correctional Science		3(odd)
AJ 12	Introduction to Criminal Justice		3 (odd)
AJ 14	Juvenile Procedures		3 (even)
AJ 20	Criminal Law		3 (even)
AJ 23	Criminal Evidence	3 (even)	
AJ 24	Community Relations		3 (even)
AJ 35	Investigative Techniques	3 (odd)	

Required Electives: 9 units

Course Number	Course Title	Fall	Spring
AJ 10	Criminology	3 (even)	
AJ 11	Youth Gangs in America	3 (even)	
AJ 13	Narcotics Investigation and Identification	3 (odd)	
AJ 37	Patrol Procedures/Concepts	3(even)	
AJ 49	Administration of Justice Work Experience	1-8	1-8
AJ 52A	Arrest Methods and Procedures	2.5	
AJ 52B	Firearms P.C. 832	0.5	
AJ 52C	Reserve Officer Training Level III		6
AJ 53	Reserve Officer Training Level II		
AJ 56	Spanish for Law Enforcement		3(odd)

ADMINISTRATION OF JUSTICE

Certificate of Achievement
Administration of Justice
Correspondence Delivery Only

Required Core Courses: 21 units

Total Core Units: 30 units

Course Number	Course Title	Fall		Spring	
		1 st 9 wks.	2 nd 9 wks.	1 st 9 wks.	2 nd 9 wks.
AJ 9	Introduction to Correctional Science	3			
AJ 12	Introduction to Criminal Justice	3			
AJ 14	Juvenile Procedures		3		
AJ 20	Criminal Law		3		
AJ 23	Criminal Evidence				3
AJ 24	Community Relations		3		
AJ 35	Investigative Techniques			3	

Required Electives: 9 units

Course Number	Course Title	Fall		Spring	
		1 st 9 wks.	2 nd 9 wks.	1 st 9 wks.	2 nd 9 wks.
AJ 10	Criminology			3	
AJ 11	Youth Gangs in America			3	
AJ 13	Narcotics Investigation & Identification				3
AJ 37	Patrol Procedures/Concepts	<i>Face-to-Face or online See Face-to-Face List for Course availability</i>			
AJ 49	Administration of Justice Work Experience	1-8		1-8	
AJ 52A	Arrest Methods and Procedures	<i>Face-to-Face only See Face-to-Face List for Course availability</i>			
AJ 52B	Firearms P.C. 832				
AJ 52C	Reserve Officer Training Level III				
AJ 53	Reserve Officer Training Level II				
AJ 56	Spanish for Law Enforcement				

ADMINISTRATION OF JUSTICE

Certificate of Accomplishment: Administration of Justice Reserve Officer Training III-Safety and Security Personnel Administration of Justice

Required Core Courses: 11 units

Total Core Units: 15 units

Course Number	Course Title	Fall	Spring
AJ 52A	Arrest Methods and Procedures	2.5	
AJ 52B	Firearms P.C. 832	0.5	
AJ 52C	Reserve Officer Training Level III		8

Required Electives: 4 units

Course Number	Course Title	Fall	Spring
AJ 10	Criminology	3	
AJ 11	Youth Gangs in America		3
AJ 12	Introduction to Criminal Justice	3 (even)	
AJ 13	Narcotics Investigation and Identification	3 (even)	
AJ 14	Juvenile Procedures	3 (even)	
AJ 20	Criminal Law		3 (odd)
AJ 21	Administration of Justice		3 (even)
AJ 23	Criminal Evidence	3 (odd)	
AJ 24	Community Relations	3	
AJ 35	Investigative Techniques		3 (odd)
AJ 37	Patrol Procedures/Concepts		3 (even)
AJ 48	Administration of Justice Selected Topics		0.5-2
AJ 49	Administration of Justice Work Experience	1-4	1-4
AJ 53	Reserve Officer Training Level II	Summer	
AJ 56	Spanish for Law Enforcement		3
AJ 9	Introduction to Correctional Science	3	

APPENDIX 11

AJ CORS Program Census Enrollment

Course	2010-11			2011-12			2012-13			2013-14			2014-15		
	Fall	Sprg	Total	Fall	Sprg	Total	Fall	Sprg	Total	Fall	Sprg	Total	Fall	Sprg	Total
AJ 10	38	71	109	34	62	96		35	35	33	22	55	11	24	35
AJ 11														19	19
AJ 12	24		24	37		37	36		36	30	15	45	32	19	51
AJ 13														27	27
AJ 14		40	40		29	29		36	36		20	20	29		29
AJ 20	69		69	30	28	58	37	26	63	22	20	42	49		49
AJ 21	36	18	54	19	21	40	21		21	27		27			
AJ 23		53	53	21	25	46		36	36		19	19	12	26	38
AJ 24	14	33	47	18	15	33	20	34	54		14	14	18		18
AJ 35	13		13					23	23		12	12		32	32
AJ 37		12	12		11	11									
AJ 48.03		13	13		13	13									
AJ 52A	14	10	24	7		7					10	10	19		19
AJ 52B		9	9	4		4							10		10
AJ 56		11	11		9	9		6	6		3	3		4	4
CORS 10A	12		12	14		14	13		13	11		11	11		11
CORS 10B	35		35	13		13	20		20	17		17			
CORS 11	1	22	23		9	9		13	13		5	5			
CORS 13	2		2												
Grand Total	258	292	550	197	222	419	147	209	356	140	140	280	191	151	342

APPENDIX 12

RECENTLY MQ'D AJ/CORS INSTRUCTORS:

Reinsel, Greg A	1/9/2014	AJ
Uptegrove, James	8/27/12	AJ
Wood, Matthew	8/27/12	AJ

AJ/CORS INSTRUCTORS IN THE HISTORIC DATA BASE:

Instructor Name	Instructor Phone	Worksite
ATKINSON, JEFFREY (P)	530-251-5531	Main Campus
Bell, Brian (P)	805-588-9182	Main Campus
BENGOA-BETERBIDE, NANCY	530-251-2882	Main Campus
Blachley, John (P)	530-345-4930	Correspondence
Bollinger, Kathleen (P)	530-257-4170	Main Campus
BOLLINGER, MICHAEL (P)	530-257-4170	Main Campus
Conroy, James (P)	732-713-4921	Correspondence
Diaz, Roxanna (P)	530-257-3747	Main Campus
DIETER, KATHRYN (P)	530-257-3754	Main Campus
DOWNING, THOMAS (P)	530-257-6634	Main Campus
Edson, Kittie (P)	530-257-9407	Main Campus
FREITAS, KELTON (P)	530-257-3278	Main Campus
GENTRY, MARK (P)	530-233-4416	Alturas
Growden, Dean (P)	530-257-4920	Main Campus
Hamann, Ron (P)	530-233-1179	Alturas
HAMILTON, ROBERT (P)	530-251-0707	Main Campus
IVERSON, STEVE (P)	530-233-2308	Correspondence
Kelley, Michael (P)	530-310-2418	Main Campus
Kelley, Rick (P)	530-257-1118	Correspondence
Khatibloo, Mohamad (P)	714-865-1769	Correspondence
Khatibloo, Mohamad (P)	949-831-1961	Correspondence
Knowles, Lisa (P)	530-927-7850	Main Campus
KOKKONEN, LYLE (SCOTT) (P)	530-253-2237	Main Campus
Langrehr, Tami (P)	530-258-2508	Main Campus
Langslet, Jason (P)	530-257-3002	Main Campus
Manzo, Mario (P)	530-253-1193	Main Campus
McGarva, John (P)	0-0	Main Campus
MINNEAU, JOHN (P)	530-257-2085	Main Campus
Ojo, David (P)	661-547-8089	Correspondence
Powell, Linda (P)	530-310-5013	Main Campus
Scheffler, Randy (P)	530-310-2844	Correspondence
Schmidt, Joan (P)	530-257-5636	Main Campus
Steenberg, Clayton (P)	928-754-0445	Correspondence
Trussell, Robert (P)	530-257-5756	Main Campus
Uptegrove, Jim (P)	916-714-7131	Correspondence
Vander Ploeg, Rhetta (P)	530-251-3124	Main Campus
Wix, Rondal (P)	530-253-2540	Main Campus
Woginrich, David (P)	530-257-2077	Main Campus
Wood, Matthew (P)	530-251-6625	Main Campus
Wood, Ronald (P)	530-252-1328	Main Campus