

2018 Administration of Justice Instructional Program Review

LASSEN COMMUNITY COLLEGE

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Administration of Justice Instructor

Accepted by Academic Senate:

Accepted by Consultation Council:

Accepted by Governing Board:

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SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

The Administration of Justice Program (AJ) at Lassen Community College (LCC) currently consists of 17 individual courses. A student at LCC can earn an Associates of Science Degree for transfer, an Associates of Arts Degree, or a Certificate of Achievement in Administration of Justice. A student can also take individual courses as needed for personal or professional development.

The Administration of Justice Program is designed to prepare students for employment following graduation, or for transfer to a California State University or University of California offering an upper division major in Administration of Justice. Additionally, individual course are designed to provide students with current industry knowledge and skills that can be effectively implemented within their professions.

Objectives for the Administration of Justice Program:

As an Administration of Justice major, the student 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.
- Develop skills in criminal investigations and prosecution, community relations and communication.
- Identify an area of specialization in the administration of justice field.

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Administration of Justice for Transfer**, the student will be able to:

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.

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement** in Administration of Justice the student will be able to:

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 midlevel position within the Criminal Justice System.

The Administration of Justice Program's mission and goals compliment Lassen Community College's Mission Statement and Strategic Goals. LCC established and published Mission Statement and Strategic Goals are as follows:

Mission

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 diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

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

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information from WEAVE.

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.

Communication Skills – Ability to listen and read with comprehension and the ability to write and speak effectively:

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

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:

Students enrolled in AJ 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.

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:

Through the use of textbooks, periodicals, library resources, and internet resources, students learn how to research issues and evaluate the validity of information. Through the use of technology including portable communication devices, personal computers, the internet, and electronic criminal justice data bases, students will be learn to access information quickly. Students will input data and complete reports using various sources of technology.

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:

AJ students are instructed in ethical decision making and 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. Further, 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.

Upon completion of core courses, students can identify various prejudices towards racial or ethnic groups and how they affect law enforcement and the community.

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Since completion of the last program review, AJ-16, Supervision in Law Enforcement, has been added as an elective course to the Associates of Arts degree. This course has been offered on one occasion, online, since inception.

- d. Analyze program-related promotional materials/advertising as appropriate

Each semester, promotional materials are used to advertise the AJ specific course offerings in the local media, to include Lassen County Times and SusanvilleStuff.com. The AJ program could benefit from more marketing and advertising.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

1. Program Student Learning Outcomes to be reviewed at the next advisory board meeting.
2. Program changes, to include additional course offerings, should be considered to effectively meet the changing technological needs in law enforcement.
3. More advertising and marketing needs to be created for the AJ program.
4. Program Faculty will work with high schools, allied agencies, and advisory board members to advertise and promote the AJ program to our community.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

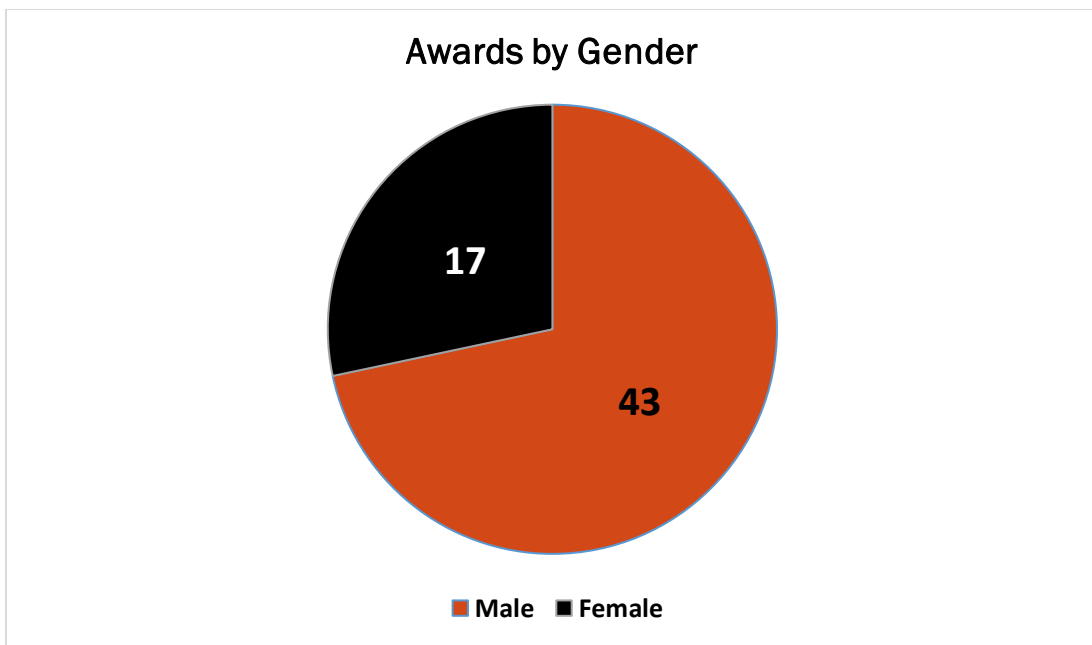
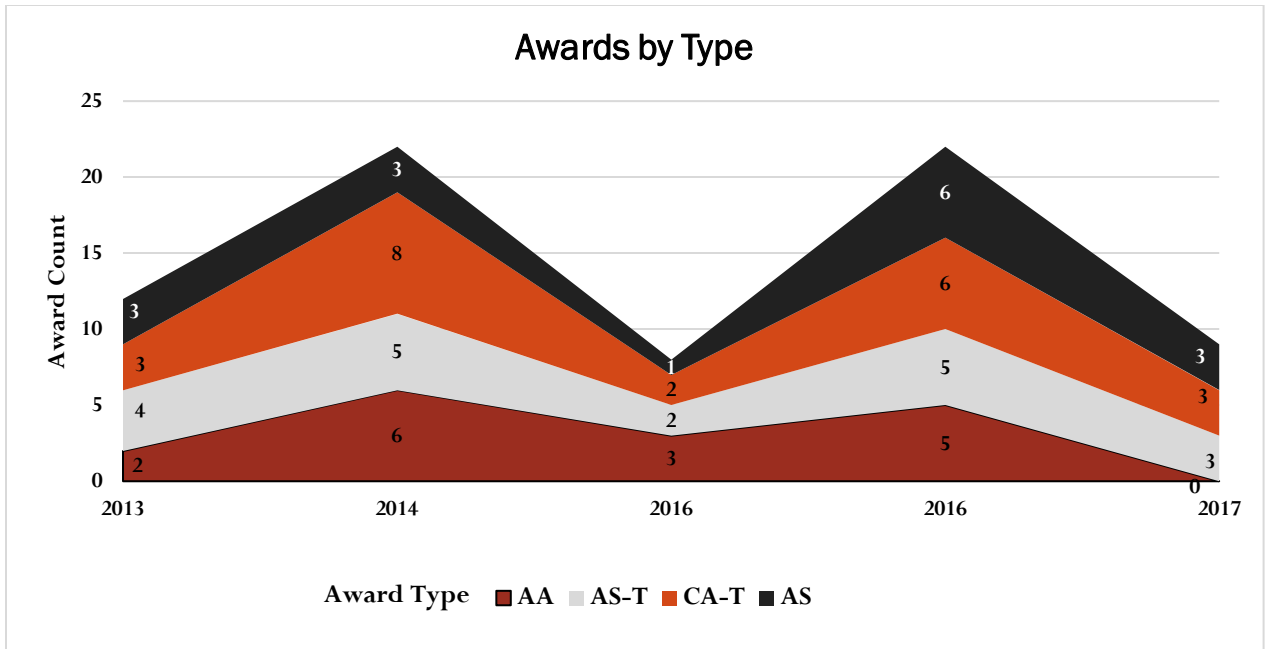
Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.

**Academic Years 2013 through 2017
(Summer 2013 through Spring 2018)**

Awards by Type and Academic Year

Award Description	2013	2014	2015	2016	2017
AS Correctional Science	0	3	1	0	0
AA Administration of Justice	2	5	3	5	0
AA University Studies: Admin of Justice	0	1	0	0	0
AS Administration of Justice for Transfer	4	5	2	0	0
AS Administration of Justice for Transfer-CSU	0	0	2	5	3
Cert. of Achievement Administration of Justice	3	5	1	6	0
Correctional Science Certificate of Achievement	0	3	1	0	0

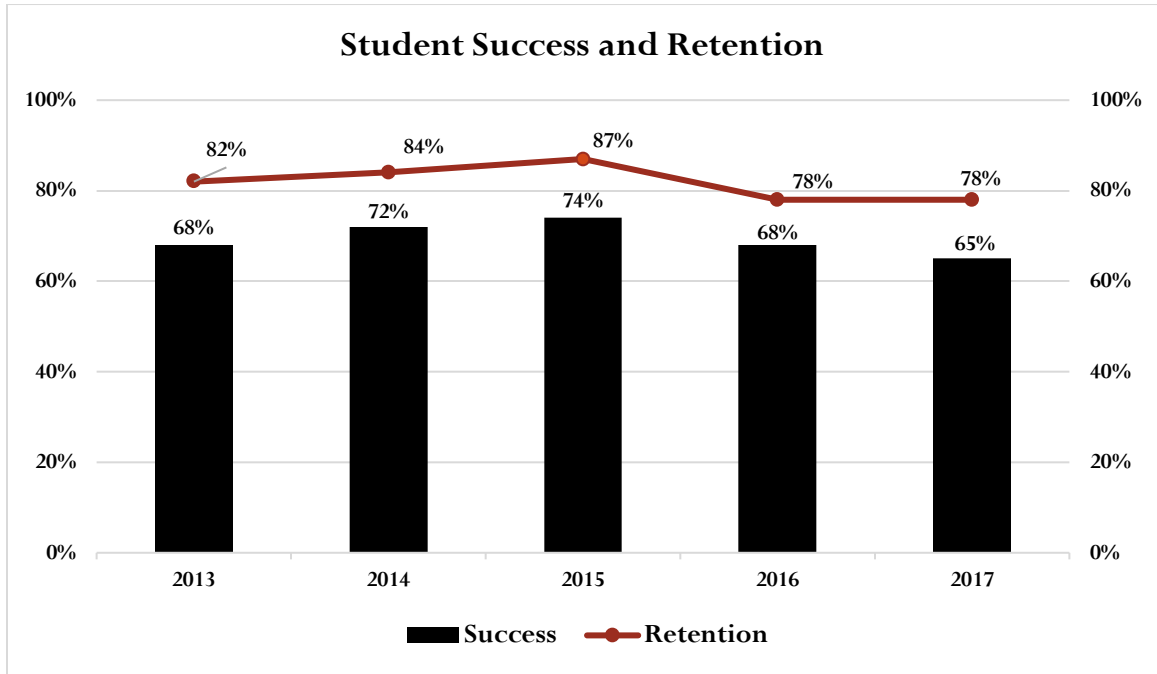


b. Transfer numbers for the last four years
 Data unavailable at the time of completion of this report.

c. Completion, retention and success data for the last four years

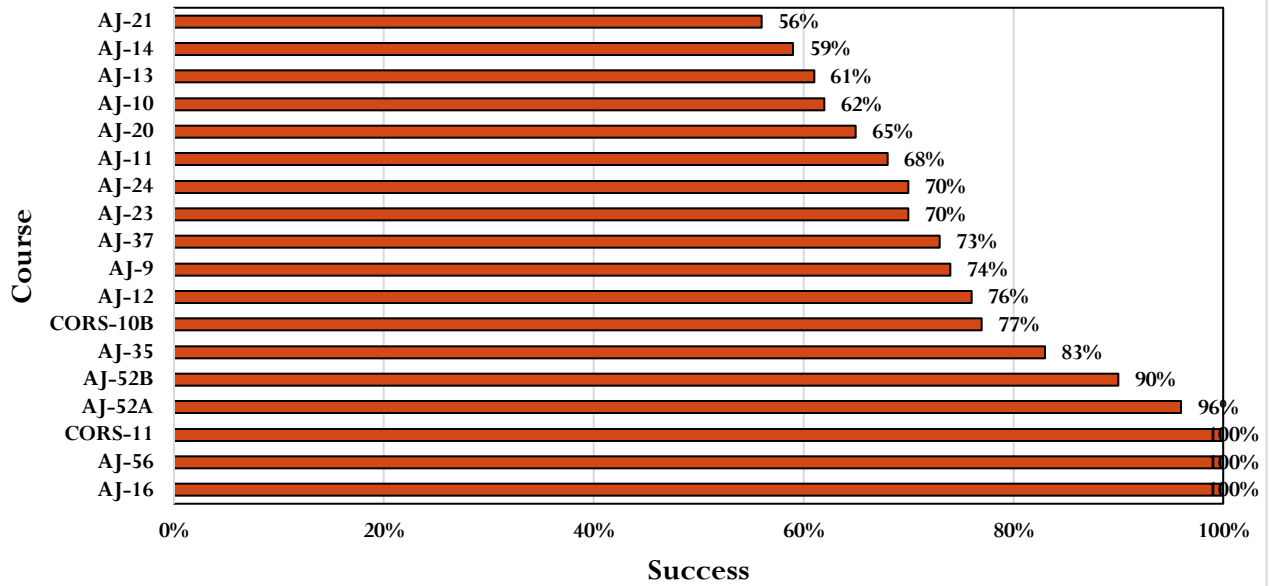
Retention and Success by Academic Year

Academic Year	Census Enrollment	Retention	Success
Totals	1,466	82%	70%
2017	236	78%	65%
2016	269	78%	68%
2015	339	87%	74%
2014	342	84%	72%
2013	280	82%	68%

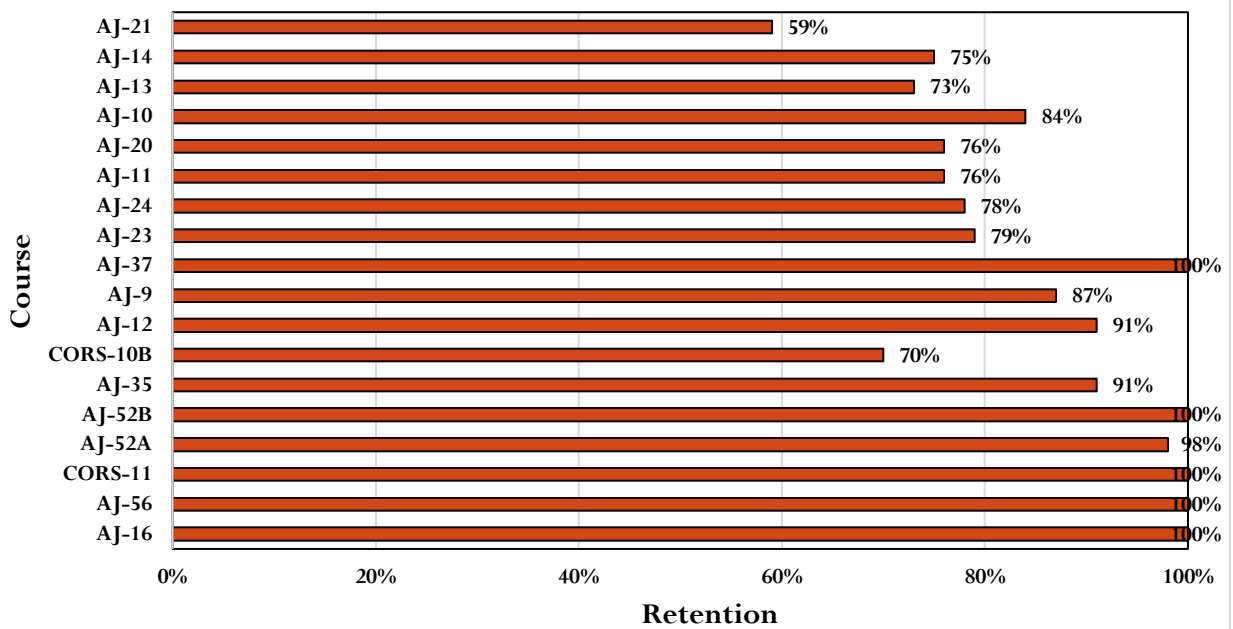


Overall Success	Overall Retention
69.8 %	82.3%

Success by Course



Retention by Course



2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

The completion rate in the AJ program remained relatively consistent over the course of the evaluation period at an average completion rate of 69.8%. This number, at first glance, appears a little below standard as the retention rate averaged 82.3% for the same period.

The degree/certificate awarded rate has varied significantly over the evaluation period, with a high of 22 in 2014, to a low of 3 in 2017. Over the evaluation period, 60 degrees or certificates were awarded, for an average of 12 per year.

For the past several years, all courses offered in the AJ program, with the exception of an occasional evening or online course taught by adjunct faculty, were only offered via correspondence delivery. At this time, no clear correlation can be made in these statistics but it is assumed that the mode of course delivery may have had an impact on the success/completion rate. The next evaluation period may bring more light to situation.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

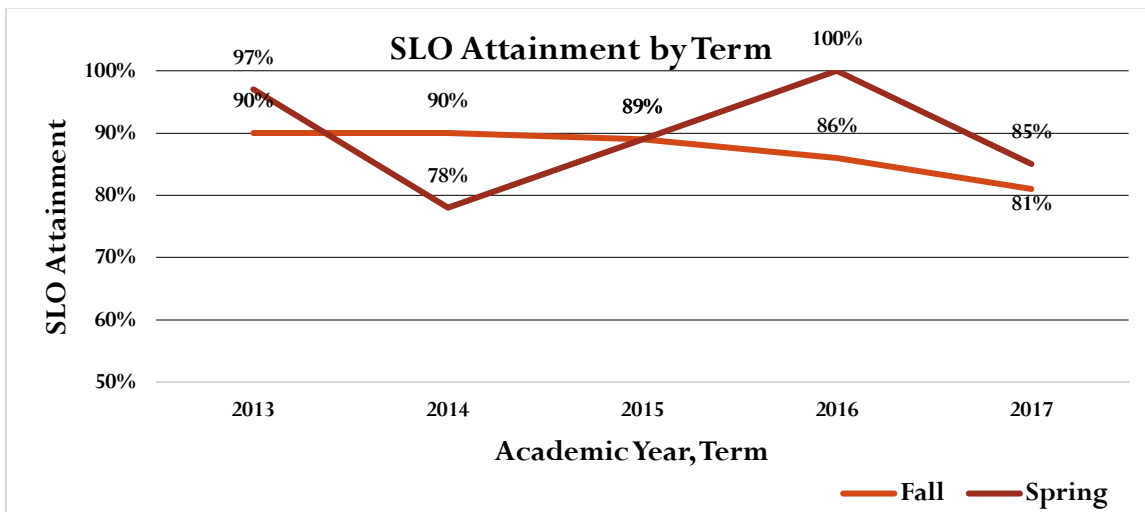
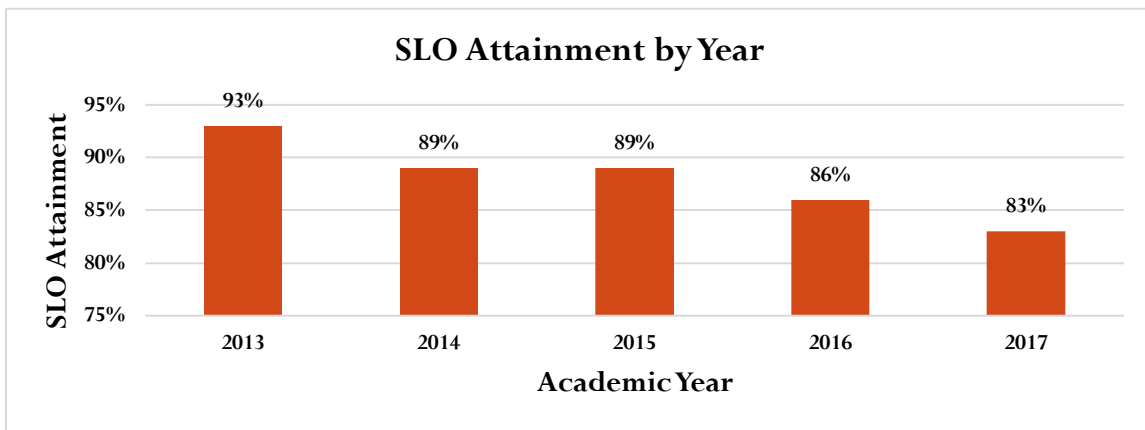
1. Evaluate mode of delivery for all courses in the AJ program and consider going away from correspondence mode of delivery.
2. Program Faculty will work with high schools and allied agencies, to advertise and offer courses to meet their needs.
3. Work with local prisons to offer courses to staff on prison grounds.
4. Increase directed advertisement and promotion of the AJ program.

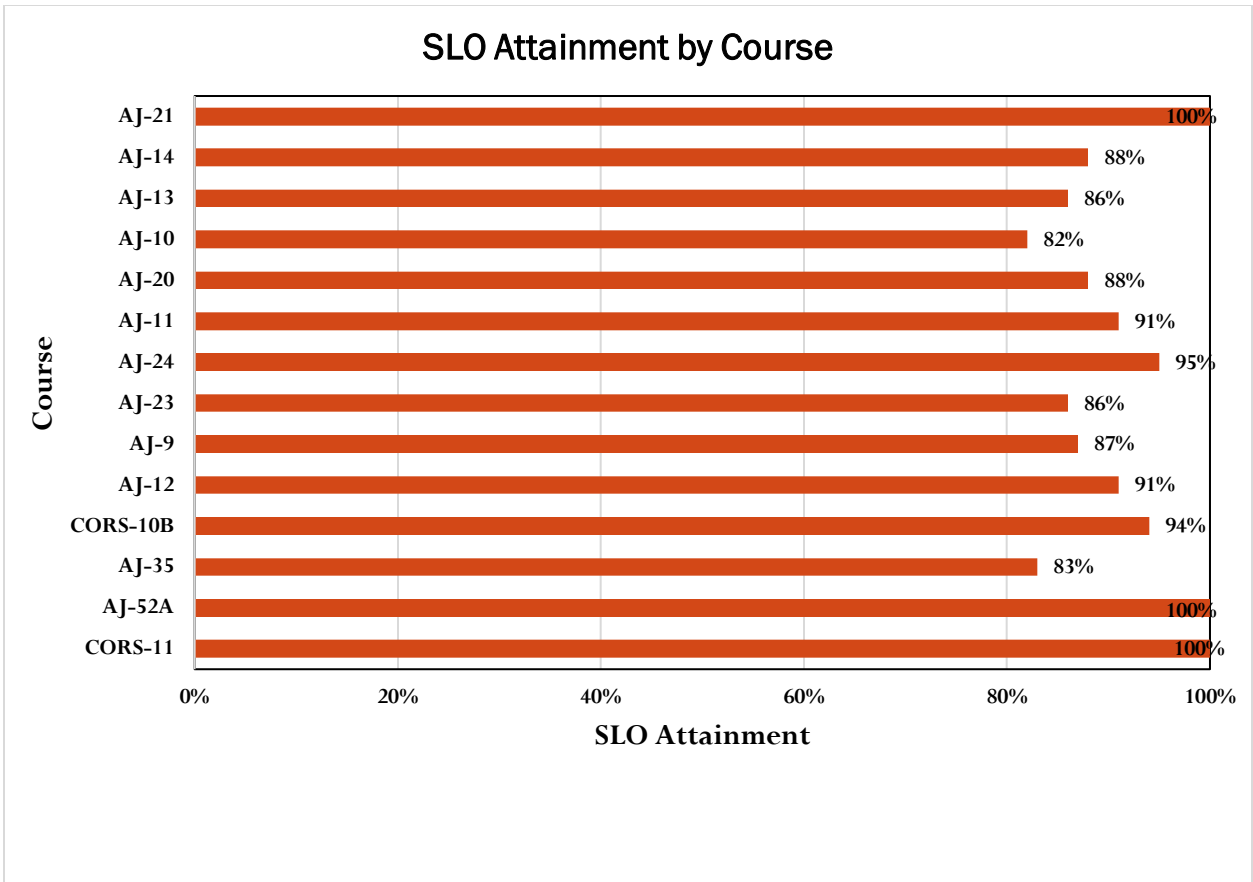
B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in WEAVE and are available for review by faculty at any time.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.
2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.





Number Assessed	Number Met Target	Overall SLO Attainment
2,404	2,138	88.9%

SLO assessment within the AJ program appears to be a valuable way of accessing the student’s learning. Over the course of this evaluation period, the average SLO attainment was 88.9%, with 2404 assessments given and 2138 meeting the target. The statistics revealed that there was an approximate 10% decline in SLO attainment over the course of the evaluation period, with lowest attainment rate being 83%. This is still well above the standard, but should continue to be monitored year over year.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

1. **Monitor SLO attainment closely over the next evaluation period and make adjustments as needed.**

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

No Student Evaluation data was available at the time of this report

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

1. **Work with LCC administration to develop and administer anonymous course evaluations so the data can be analyzed for future program reviews.**

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?

The AJ program degrees and certificates are outlined in Appendix A.

The AJ program, degree and certificate learning outcomes are reviewed when curriculum is reviewed. They are also reviewed by the advisory committee periodically. There is a potential need for new courses and certificates in the AJ program. The need will be further discussed with the advisory committee. Additionally, there is a need to evaluate the transfer and terminal degrees and potentially align the courses in both degrees. This would potentially reduce the low enrollment numbers in some terminal degree elective classes.

- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of one meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies
- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: **Do the core courses**

in the certificates and degrees meet current employer skill requirements for the field?

- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

There is no evidence of a CTE advisory committee meeting for the AJ program within the past two years. An advisory committee member roster was located and is incorporated in Appendix B. Due to no advisory committee meeting, as required, a program evaluation cannot be made in this area. A review of the minutes from the most recent committee meeting in May 2016 revealed that committee members discussed the need to recruit additional Adjunct faculty and professional 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.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

- 1. Maintain a CTE committee roster with current professionals in the field.**
- 2. Schedule and conduct annual CTE advisory committee meeting as required.**

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last instructional program review.

No courses have been added or deleted from the instructional program since the last instructional program review.

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?

- Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
 - Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current and is the publication date included?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
 4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
 5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

As of the due date of this IPR, several courses offered had not been reviewed for accuracy and currency. It is likely that these courses had not been reviewed in a timely manner due to the retirement of the previous AJ faculty member in the summer of 2018. However, at the time of this writing, each course offered within the instructional program has been reviewed for accuracy and currency, with several courses receiving updates to content, textbooks, and mode of delivery. Please see form in Appendix C for the current status of all courses in the AJ program.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

3. Continue to review and update course outlines in a timely manner.

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

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 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, AJ 24 Community Relations, and AJ 35 Investigative Techniques

See Appendix D for articulation agreements.

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

No recommendations

III. Scheduling and Enrollment Patterns

Description/Evaluation:

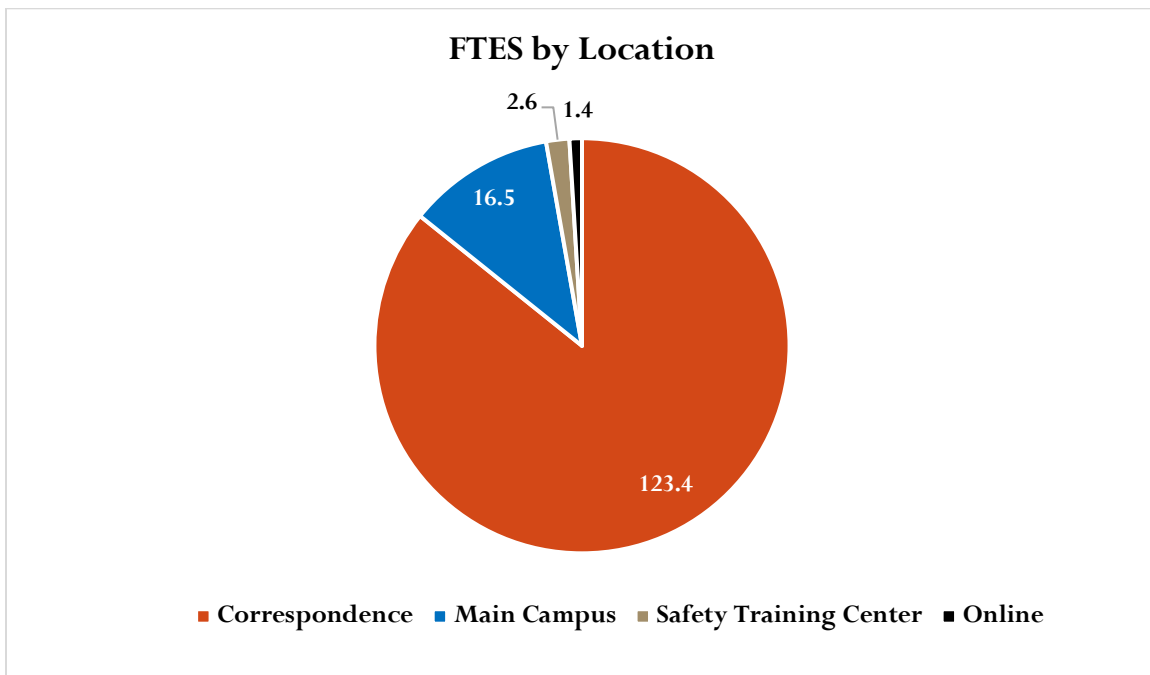
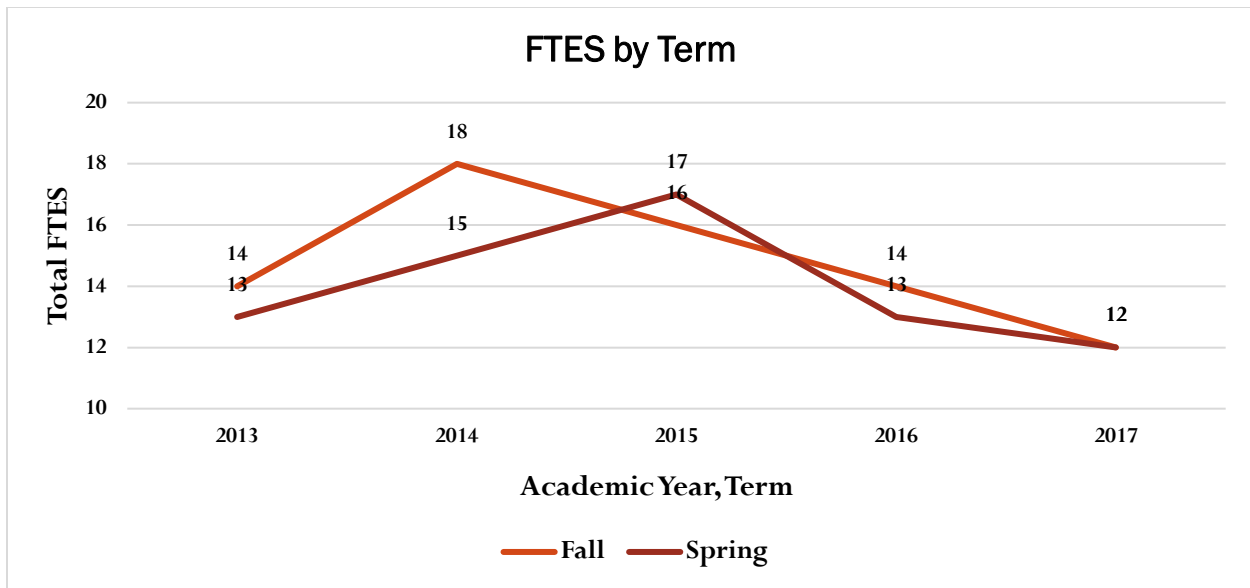
1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

During this evaluation period and up until the fall 2018 semester, the majority of course offerings were delivered through correspondence. Adjunct faculty taught a limited number of face to face and on-line courses. With the retirement of the prior full-time AJ faculty member in the summer of 2018, it was decided that courses would again be offered on campus. This change in mode caused a deviation in the two-year plan. Currently, the two-year plan is under revision and will be updated in 2019. The Course offerings and two-year plan are incorporated in Appendix A.

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

FTES by Year

Academic Year	Resident FTES	Non Resident FTES	Good Neighbor FTES	Total FTES	Total FTES YOY change
Totals	136	8	0	144	-
2017	22	2	0	24	-12.4%
2016	25	2	0	27	-17.9%
2015	31	2	0	33	-1.2%
2014	31	2	0	33	24.2%
2013	26	1	0	27	-

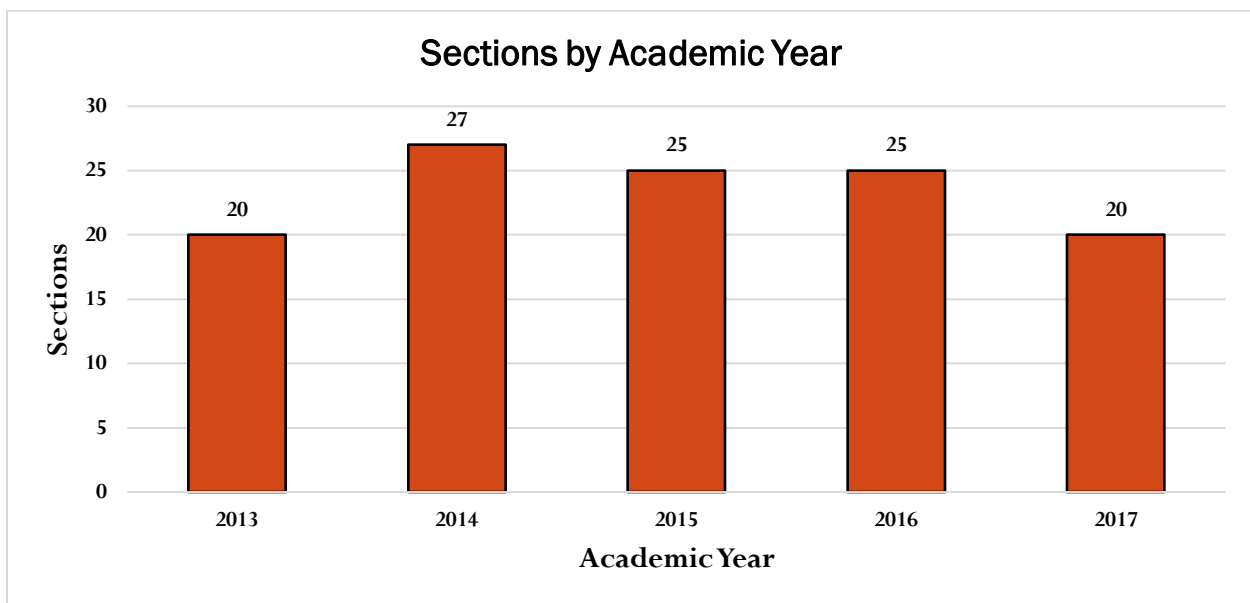


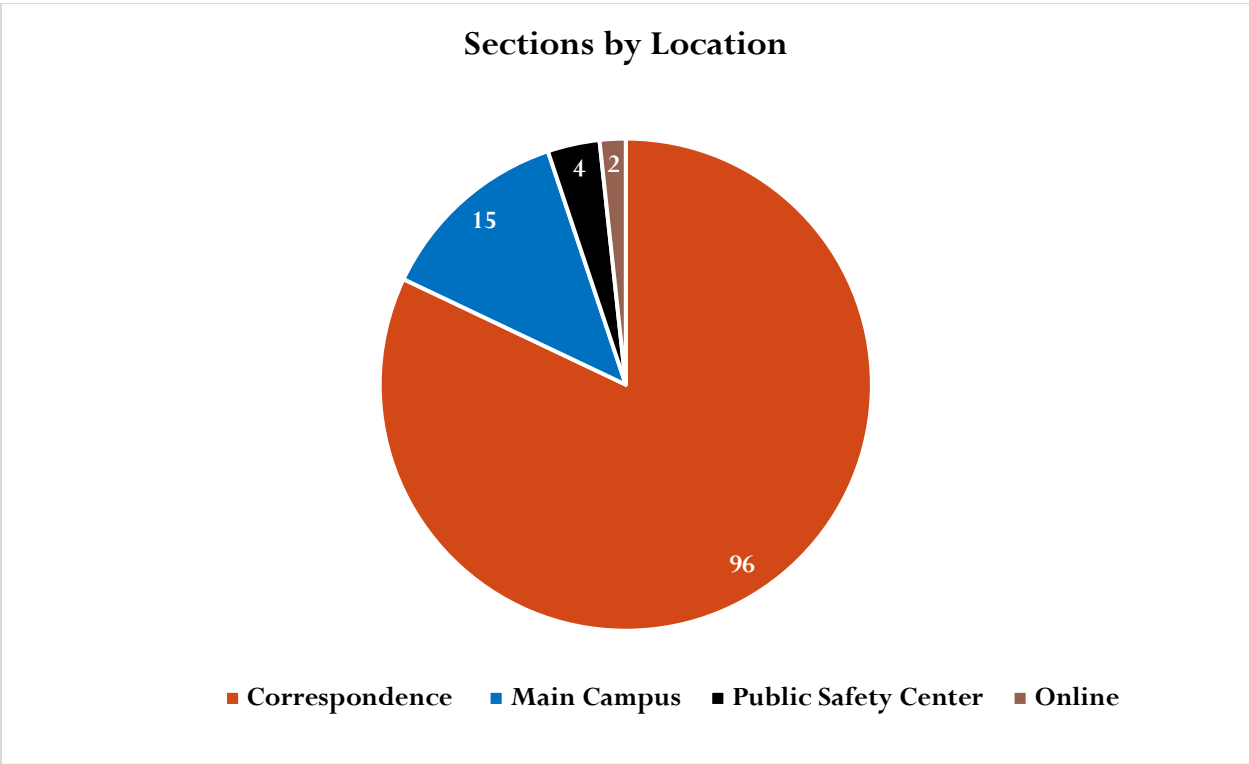
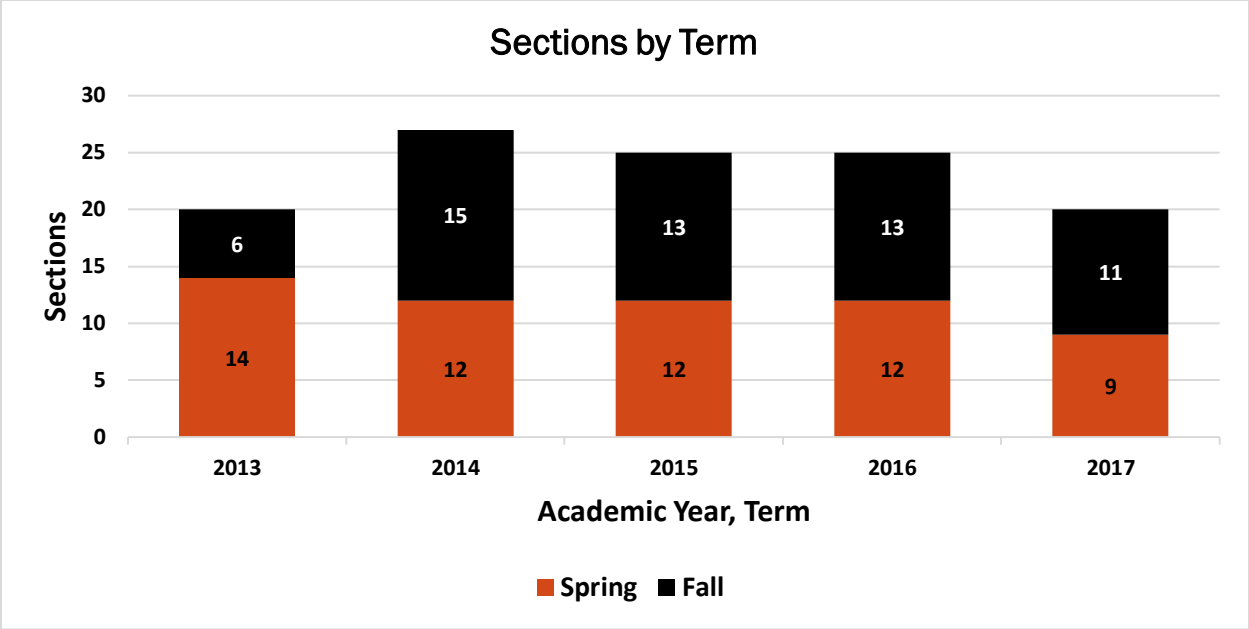
3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)

d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

The enrollments in courses offered through the AJ program, with the exception of year 2014 over year 2013, have been declining for the past five years. It is unclear why, but it is possibly that there is a correlation between the declining enrollment and correspondence delivery, as many of the other programs have advanced to online delivery.

The number of sections per year and term has remained rather consistent over the past five years. Correspondence encompasses 82.1% of the sections offered have. With the change in delivery mode, it will be imperative to watch and evaluate these statistics closely in the coming years.





Planning Agenda

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

1. Develop and update course outlines to allow for different modes of delivery, including online and hybrid.
2. Through consultation with advisory committee investigate and, if appropriate, develop fully online degree and certificate programs.
3. Discontinue correspondence mode of delivery as other modes of delivery are implemented.
4. Expand face to face course offerings, recruiting Adjunct instructors to also teach courses during the evening hours.
5. Update two year academic plan to meet the needs of students, and different delivery options.
6. Evaluate modal success and revise plans as needed.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

The classrooms and instructors are equipped with teaching technologies such as smart boards, laptops docking stations, document cameras, and various devices in all classes used by the Department. A new laptop was provided to the full-time AJ faculty member in August 2018. The AJ department uses shared classroom space for instruction. This situation is adequate at this time.

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

1. Dell laptop computer
2. Metal desk
3. Black chair with casters and arms (New 2018)
5. Two drawer wooden file cabinet (Faculty personal property)
6. Gray area rug
7. Built in book shelves

It is unknown if there is a replacement schedule for any of the above listed equipment.

2. Identify any existing equipment maintenance/service agreements

There are no equipment maintenance or service agreements for the AJ program.

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

The office equipment is in fair condition. However, the AJ office is in need of repair and upgrades. Two of the office walls have wall paper that is very old and faded. It is requested that the wall paper be removed or painted over. Further, likely due to the age of the facility, the temperature in the AJ faculty office is very high, A fan is needed on most days, even when the outside temperatures are low, to make the temperature more bearable.

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

Again there are no maintenance or services agreements for the AJ program.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

- 1.. **Budget and schedule for the removal of, or painting over, the wall paper in AJ faculty office.**
2. **As funding allows, update and/or HVAC system to moderate temperature throughout the Creative Arts building.**

V: Outside Compliance Issues (if appropriate for program)

There are no outside compliance issues impacting the AJ program.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

- **Program Student Learning Outcomes to be reviewed at the next advisory board meeting.**

- Program changes, to include additional course offerings should be considered to effectively meet the changing technological needs in law enforcement.
- Evaluate mode of delivery for all courses in the AJ program and consider moving away from correspondence mode of delivery.
- Program Faculty should work with high schools and allied agencies, to advertise and offer courses to meet their needs.
- Work with local prisons to offers courses to staff on prison grounds.
- Work with LCC administration to develop and administer anonymous course evaluations so the data can be analyzed for future program reviews.
- Maintain a CTE advisory committee roster with current professionals in the field.
- Schedule and conduct annual CTE advisory committee meeting as required.
- Develop and update course outlines to allow for different modes of delivery, including online and hybrid.
- Through consultation with advisory committee investigate and, if appropriate, develop fully online degree and certificate programs.
- Expand face to face course offerings, recruiting Adjunct instructors to also teach courses during the evening hours.
- Update two year academic plan to meet the needs of students, and different delivery options.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan Administration of Justice 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
4	Increase directed advertisement and promotion of the AJ program.	Immediately and on-going	Minimal	Increased enrollment

Prioritized Recommendation for Inclusion in Student Services Master Plan Administration of Justice 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan
Administration of Justice 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

There is one full-time faculty member employed with the Department. A list of numerous Adjunct faculty is available to rotate teaching AJ courses. The Department does not have any paid instructional assistants or classified staff to internally support its activities.

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

No additional staffing needs are anticipated at this time.

Planning Agenda:

No recommendations.

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

The long term full-time faculty member in the AJ program retired in the summer of 2018. Therefore, a replacement faculty member was sought and hired in August of 2018. As a result of the transition, no flex contracts are available for review.

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

Professional development activities of the previous faculty member are unknown. The current and only full-time AJ faculty member began employment in August 2018. The faculty member is currently a member of the Curriculum Committee and an active participant on the emergency response task force.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

No Recommendations

III. Student Outcomes

Description/Evaluation:

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

There are no results from assessment of learning outcomes that affect human resource planning.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

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

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

There are no recommendations.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

**Prioritized Recommendations for Inclusion in Human Recourse Master Plan
Administration of Justice 2019**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

The AJ program does not have dedicated classroom space on campus. The face-to-face courses are taught in shared classroom space that is adequate for current program needs. Classrooms are equipped with a smart board, laptop docking station, document camera, DVD player in some locations, and sound amplifier.

The AJ program does not own any program specific equipment at this time. If the program grows as anticipated, there may be a need in the future to consider purchase program specific equipment and material. Dedicated classroom and storage space for the AJ program would need to be considered so that the space can be used for storage and utilized to facilitate the use and investigation of mock crime scenes, simulator training, and lab type activities specifically related to the program.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

The AJ program utilizes no off-campus facilities at this time.

3. Describe any facilities needs identified by assessments of student learning outcomes
None noted

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

With the retirement of the previous full-time AJ instructor, and the hiring on a new one, the AJ program has reinstated traditional face-to-face instruction. The majority of this instruction will be during the morning hours. Due to current space challenges and needs on campus, the AJ program will likely eventually need dedicated space for the program.

There is a desire and need by local law enforcement agencies to have short-term, multi-day length courses that currently would be hampered by space restrictions. Further, there is a desire for the AJ/POST programs to acquire equipment and materials that will need permanent housing location. This equipment could include driving and force option simulators, crime scene equipment and materials, and other scenario type items.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

1. Locate, renovate, or acquire dedicated instructional and/or lab space that can be utilized for multi-day training course and scenarios. This space could be a dedicated classroom or modular room space that can be secured.
2. Acquire driving and/or force option simulators that can be utilized for POST mandated and approved training course.
3. Acquire training material and safety equipment for courses such as defensive tactics, arrest and control methods, and officer safety.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

None noted

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan Administration of Justice, 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3	Locate, renovate, or acquire dedicated instructional and/or lab space that can be utilized for multi-day training course and scenarios.	1 year	Unknown	Dedicated Educational/Lab space to house AJ program and training equipment
4	Acquire driving and/or force option simulators that can be utilized for POST mandated and approved training course.	1 year	\$30,000-50,000.	Provide localized POST mandated training for local law enforcement

Section Four: Technology Planning

I. Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

Classrooms are equipped with a smart board, laptop docking station, document camera, DVD player in some locations, and sound amplifier. Full-time faculty has new laptop for course development and delivery. The college employs a part-time, remote, Instructional Designer to assist with course design. This situation has been very useful for the development of new course content for online course delivery.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

No needs Identified

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

No recommendations

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

None noted

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Administration of Justice, 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

ADMINISTRATION OF JUSTICE

Associate in Science Degree in Administration of Justice for Transfer

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

Associate in Arts Degree
Administration of Justice

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 16	Supervision in Law Enforcement		3
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 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.

Certificate of Achievement
Administration of Justice

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 16	Supervision in Law Enforcement		3
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 56	Spanish for Law Enforcement		3(odd)

2016-2018 AJ/P.O.S.T ADVISORY BOARD MEMBERS

Martin Picone, P.O.S.T. Training Consultant

Dean Growdon, Sheriff

John Mineau, Undersheriff

John McGarva, Sergeant S.O./Adjunct Faculty

Jenn Branning, Chief Probation Officer

Linda Powell, Sergeant CHP

Jim Uptegrove, Interim Susanville Police Chief

Tara Avilla, Officer Susanville Police Department (assigned to the High School)

Todd Murray, HDSP Chief Deputy Warden

Suzanne Peery, CCC Chief Deputy Warden

Matt Wood, Lieutenant Susanville Police Department

Dr. Armstrong, Vice-President of Academic Services

Ross Stevenson, Division Chair

Carol Growdon, NRA/Gunsmithing/P.O.S.T. Coordinator

Nancy Bengoa-Beterbide, AJ Instructor

Lisa Gardner, Work Experience Coordinator

Adam Runyan, Academic Counselor

Administration of Justice Instructional Program Review

Status of Curriculum Review January 15, 2019

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed
AJ 9 Introduction to Correctional Science	1/20/2018	
AJ 10 Criminology	11/01/2016	
AJ 11 Youth Gangs in America	03/06/2018	
AJ 12 Introduction to Criminal Justice	10/02/2018	
AJ 13 Narcotics Investigation and Identification	10/02/2018	
AJ 14 Juvenile Procedures	11/20/2018	
AJ 16 Supervision in Law Enforcement	New 11/15/2016	
AJ 20 Criminal Law	10/02/2018	
AJ 23 Criminal Evidence	10/02/2018	
AJ 24 Community Relations		03/25/2014
AJ 35 Investigative Techniques	10/02/2018	
AJ 37 Patrol Procedures Concepts	08/18/2015	
AJ 48.03 Academy Instructor Certification	Inactive 05/15/2018	
AJ 48.20 Understanding Street Gangs	Inactive 05/15/2018	

AJ 48.71 Interviewing and Interrogation	Inactive 05/15/2018	
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	Inactive 05/15/2018	
AJ 53 Reserve Officer Training Level II	Inactive 05/15/2018	
AJ 56 Spanish for Law Enforcement	03/06/2018	
AJ 71 CDCR Off-Post Training and Custody Staff	11/03/2015	
AS Administrative Justice for Transfer	04/21/2015	
AA Administrative Justice	12/06/2016	
CA Administration of Justice	12/06/2016	
COA Administrative Justice Reserve Officer Training	05/15/2018 Inactive	

2/16/2019 www.assist.org Page 1

Articulation Agreement by Major
Effective during the 15-16 Academic Year

To: CSU Bakersfield | From: Lassen Community College
15-16 General Catalog Quarter | 15-16 General Catalog Semester

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====Criminal Justice====
Lower Division Major Requirements

CRJU 100 Introduction to Criminal (5) | AJ 12 Introduction to Criminal (3)
Justice | Justice

CRJU 200 Statistical Methods in (5) | No Course Articulated
Criminal Justice |
OR |
MATH 140 Elementary Statistics (5) | No Course Articulated
OR |
PSYC 200 Introduction to (5) | No Course Articulated
Statistical Methods in |
Psychological Research |

CRJU 250 Research Methods in (5) | No Course Articulated
Criminal Justice |

Additional Major Requirements

PSYC 100 Explorations in (5) | PSY 1 Introduction to (3)
Psychology | Psychology
OR | OR
SOC 100 Introduction to Sociology (5) | SOC 1 Introduction to Sociology (3)

END OF MAJOR

2/16/2019 www.assist.org Page 1
Articulation Agreement by Major
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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====Criminal Justice B.A.====
LOWER DIVISION MAJOR CORE REQUIREMENTS

POLS 250 Introduction to Criminal (3)|AJ 12 Introduction to Criminal (3)
Justice | Justice

CRIMINAL JUSTICE DISCIPLINARY ELECTIVES: 30 UNITS (10 COURSES)
SELECT SIX COURSES FROM EITHER THE "INSTITUTIONS AND LAW ELECTIVES" OR THE
"JUSTICE STUDIES ELECTIVES. THE ADDITIONAL FOUR COURSES MUST BE TAKEN FROM
THE
OTHER DISCIPLINARY ELECTIVES.

INSTITUTIONS AND LAW ELECTIVES
12-18 UNITS SELECTED FROM:

POLS 258 Introduction to Criminal (3)|AJ 20 Criminal Law (3)
Law

POLS 259 Chico Police Service (3)|NOT ARTICULATED
Learning Practicum

UPPER DIVISION COURSES AVAILABLE AT CSU CHICO. PLEASE CONSULT CATALOG.
<http://catalog.csuchico.edu/viewer/home>

JUSTICE STUDIES ELECTIVES
12-18 UNITS SELECTED FROM:

POLS 257 Juvenile Justice Process (3)|AJ 14 Juvenile Procedures (3)

SWRK 170 Social Welfare (3)|HUS 10 Introduction to Human (3)
Institutions: A Response | Serivces
to Power and Scarcity

UPPER DIVISION COURSES AVAILABLE AT CSU CHICO. PLEASE CONSULT CATALOG.
<http://catalog.csuchico.edu/viewer/home>

END OF MAJOR

2/16/2019 www.assist.org Page 1
Articulation Agreement by Major
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
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====Criminal Justice Administration B.S.====

The Criminal Justice Administration B.S. degree requires a total of 180 quarter units; the major consists of 78 quarter units including lower and upper division coursework. A grade of "C" (2.0) or higher is required for all courses to be counted toward the major. The major includes two specialized options: Justice and Enforcement Option and Community Alternatives and Corrections Option. The student selects one of these options based on her/his career interest.

**This major qualifies for reception of the STAR Act/SB1440 ASSOCIATE DEGREE FOR

TRANSFER (AA-T/AS-T). To learn more visit www.adegreewithaguarantee.com California Community College students are strongly encouraged to visit their community college's Transfer Center.**

For more information on requirements, visit the CSU East Bay website. The following courses are the required lower division (freshman-sophomore) major requirements:

- CRJA 2100 Elementary Criminal Law (4) | AJ 20 Criminal Law (3)
- CRJA 2200 Basic Criminal (4) | AJ 35 Investigative Techniques (3) Investigation |
- CRJA 2400 Evidence in Corrections (4) | AJ 23 Criminal Evidence (3) and Law Enforcement |
- CRJA 2500 Administration of (4) | AJ 21 Administration of Justice (3) Justice |

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**

2/16/2019 www.assist.org Page 2

To: CSU East Bay, From: Lassen Community College, 16-17

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Criminal Justice Administration B.S. (continued)

- CRJA 2600 Police Community (4) | AJ 24 Community Relations (3) Relations |

- PSYC 1000 General Psychology (5) | PSY 1 Introduction to (3) Psychology

- SOC 1000 Introduction to Sociology (4) | SOC 1 Introduction to Sociology (3)

- STAT 1000 Elements of Probability (5) | MATH 40 Elementary Statistics (3) and Statistics |

Questions regarding the major requirements listed above may be directed to the Criminal Justice Administration Department at (510) 885-3590. For upper division

(junior-senior) major and options requirements, please see the CSU East Bay catalog or visit the department web site.

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**

2/16/2019 www.assist.org Page 3

To: CSU East Bay, From: Lassen Community College, 16-17

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Criminal Justice Administration B.S. (continued)

OTHER DEGREE REQUIREMENTS that can be completed prior to transfer:

All transfer students must earn at least 60 transferable semester units.

Within

these 60 semester (90 quarter) units, students are strongly encouraged to complete the following:

Lower Division Major Course requirements shown above. Complete as many of the lower division courses required for the major as possible. Many of these courses may be double counted as part of the lower division CSU GE-Breadth or lower division IGETC requirements.

General Education requirements: Complete all of the lower division CSU GE-Breadth or the lower division IGETC requirements at the community college. The approved courses for each area can be found at www.ASSIST.org under the link "CSU GE-Breadth Certificate Courses" or "IGETC for UC and CSU" for your college. Many of these courses can be double counted to meet the major requirements shown above. See your community college counselor for more information in regards to having your General Education certified prior to transfer.

Second Composition requirement can be satisfied by: 1) a course articulated with CSU East Bay ENGL 1002; 2) an IGETC Area IB Critical Thinking course; or 3) a second, if listed, certified for CSU GE Area A2 (IGETC Area 1A). This course may meet a GE area requirement as well as the second composition requirement.

American Institution requirement (US 1, US 2 and US 3): This requirement is normally completed with two courses and can be taken as part of your CSU GE-Breadth 39 semester unit requirements (GE Area D and sometimes Area C) or IGETC (GE Area 3 or 4). The approved courses can be found at www.ASSIST.org under the link "CSU US History, Constitution, and American Ideals Courses" for

your college. See your community college counselor for more information.

Performing Arts/Activities requirement: Courses in this area provide an opportunity to develop an appreciation of the visual and performing arts and physical activities through direct experience. At least 40% of the class time in these courses must be activity or performance. It is possible that this course may meet a GE area requirement as well as the performing arts/activities.

For information on transfer admission requirements or to apply to CSU East Bay

go to CSUMentor and complete the online CSU application for admission.

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**

2/16/2019 www.assist.org Page 4

To: CSU East Bay, From: Lassen Community College, 16-17

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Criminal Justice Administration B.S. (continued)

END OF MAJOR

2/16/2019 www.assist.org Page 1

Articulation Agreement by Major

Effective during the 16-17 Academic Year

To: CSU Fullerton |From: Lassen Community College

15-16 General Catalog Semester|15-16 General Catalog Semester

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====Criminal Justice====

The Bachelor of Arts in Criminal Justice requires a minimum of 120 units, which

includes courses for the major, General Education, all university requirements

and free electives. Majors must achieve a grade of "C" (2.0) or better in all 15 courses in the curriculum to earn their bachelor's degree.

California State University, Fullerton's Criminal Justice curriculum can accommodate any/all transferable lower division course-work of a related nature

(e.g., administration of justice, police science, etc.). Prospective transfers

should contact the department office for particulars (UH-511, (657)278-3521) or

visit this link:

<http://hss.fullerton.edu/paj/undergraduatecj.asp>

CORE COURSES (21 UNITS)

Lower-Division Required Course:

CRJU 100 Crime, Law, and Justice (3)|AJ 12 Introduction to Criminal (3)
| Justice

END OF MAJOR

2/16/2019 www.assist.org Page 1

Articulation Agreement by Major

Effective during the 16-17 Academic Year

To: CSU Los Angeles |From: Lassen Community College

16-17 General Catalog Semester|16-17 General Catalog Semester

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====Criminal Justice - BS====

Assist.org is currently undergoing system changes. As a result, the website only displays information for articulation agreements for 2016-2017 and prior academic years. For information on course to course agreements starting in Fall

2017, please refer to the Cal State LA Transfer Equivalencies webpage. For the latest information regarding major agreements, visit the University Catalog. The catalog will provide you with the most updated information about our majors, including minimum grade requirements, course prerequisites and descriptions, a full list of elective courses and upper division GE requirements and any other additional graduation requirements.

***** IMPORTANT ADVISORY INFORMATION: THE ADMISSIONS CRITERIA FOR THIS PROGRAM WILL CHANGE EFFECTIVE FALL 2018.*****

PLEASE REFER TO OUR ADMISSIONS WEBSITE FOR THESE MAJOR-SPECIFIC-CRITERIA DETAILS

AT: <http://www.calstatela.edu/admissions/major-specific-criteria> or right click

[major-specific-criteria](http://www.calstatela.edu/admissions/major-specific-criteria) to open in a new window.

The School of Criminal Justice and Criminalistics has been approved an impacted program. The number of applicants who can be admitted to the major is limited by space availability. Admission of students for available space will be based on a rank ordering of cumulative GPA. Incoming freshman students wishing to major in Criminal Justice will be admitted as Undeclared with and Interest in Criminal Justice. Lower division students are eligible to apply to the Criminal Justice major once they meet all of the following criteria:

Have completed at least 30 semester units of completed coursework;

Have a minimum cumulative college GPA of 2.75; and

Have completed CRIM 1010 and CRIM 1260 (or the equivalent content courses taken at other educational institutions) with grades of B- or better.

Students will have a single opportunity to take and achieve a grade of B- in each of these courses.

A

total of 120 units is required for the Bachelor of Science degree in Criminal Justice, including a minimum of 66 units for the major. All students must complete a required core of twenty-one (21) units in lower division courses.

ASSOCIATE DEGREE FOR TRANSFER (AD-T)

Questions about this agreement may be sent to articulation@calstatela.edu

2/16/2019 www.assist.org Page 2

To: CSU Los Angeles, From: Lassen Community College, 16-17

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Criminal Justice - BS (continued)

Cal State LA recognizes this concentration of the BS Criminal Justice and the AS-T in Administration of Justice (SB 1440 degree) as a "similar" major: General

Important Advisory Information

LOWER DIVISION REQUIRED COURSES

CRIM 1010 Introduction to (3) |
Administration of |
Justice

CRIM 1260 Concepts of Criminal Law (3) | AJ 20 Criminal Law (3)

CRIM 2010 Correctional Systems (3)

CRIM 2020 Police and Society (3)

CRIM 2030 Judicial Organization (3)

CRIM 2080 Introduction to Forensic (3) |
Science for Criminal |
Justice Majors

CRIM 2100 Multiculturalism and the (3) |
Criminal Justice System

END OF MAJOR

Questions about this agreement may be sent to articulation@calstatela.edu

2/16/2019 www.assist.org Page 1
Articulation Agreement by Major
Effective during the 16-17 Academic Year

To: **CSU Sacramento** | From: **Lassen Community College**
16-17 General Catalog Semester | 16-17 General Catalog Semester
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====**Criminal Justice**====

*** * IMPORTANT NOTICE * ***

The Chancellor's Office of the California State University has granted the Division of Criminal Justice impactation status for its undergraduate program effective Fall 2012. Impactation means the campus receives more applications for admission into the program than it can accommodate; therefore, supplemental criteria and a competitive selection process will be in place to determine eligibility into the upper-division Criminal Justice Major. Incomplete applications or applications with inaccurate or false information will not be considered for admission. Please visit:

target="_blank"><http://www.csus.edu/hhs/cj/undergraduate/impaction%20faq.html>
or

call (916) 278-6487 for additional information.

Freshman and transfer students will be admitted to CSUS as an "Expressed Interest" in Criminal Justice. Students who have completed CRJ 1, CRJ 2, CRJ 4 and CRJ 5 (or comparable articulated courses) with a "C" or better

grade, may submit a supplemental application to be considered for the Criminal Justice Major.

Please note, AS-T graduates may be admitted to the major without completion of all four lower division courses, **we strongly urge you to complete these courses**. No other lower division CJ/AJ courses will be applied to your major graduation requirements. **Failure to have completed the equivalents for the four, above mentioned courses, before transferring may delay completion of your degree.**

Please contact the Criminal Justice Division Student Service Center at (916) 278-6485, or consult their website at <http://www.csus.edu/HHS/cj/> for current procedures and information on "reclassification" to the Criminal Justice Major.

Failure to fulfill requirements for conversion to the major may prevent transfer students from enrolling in upper-division Criminal Justice courses.

Lower-Division Preparation:

(Completion of the following lower-division courses with a "C" or better is required for the major)

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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To: CSU Sacramento, From: Lassen Community College, 16-17

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Criminal Justice (continued)

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 |

COMMENTS:

1. Lower-division courses do not satisfy upper-division required or elective courses at CSUS.

2. Students pursuing the Associate Degree for Transfer (AA-T/AS-T) must complete all major lower-division coursework with a "C" or better.
3. Please visit: <http://catalog.csus.edu/16-17/programs/crj.html> for additional catalog information.

END OF MAJOR

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.

2/16/2019 www.assist.org Page 1
Articulation Agreement by Major
Effective during the 16-17 Academic Year

To: CSU San Bernardino | From: Lassen Community College
16-17 General Catalog Quarter | 16-17 General Catalog Semester

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====Criminal Justice - B.A.====

Requirements to enter the B.A. in Criminal Justice (grade of "C" or better required for each course, and a minimum cumulative grade point average of 2.7 for transfer students, due to impaction):

CJUS 101 Introduction to the (4) | No Comparable Course
Criminal Justice System |

CJUS 102 Criminal Law (4) | AJ 20 Criminal Law (3)

In addition, select one course from the following:

COMM 120 Oral Communication (4) | SPCH 1 Fundamentals of Speech (3)
| Communication

***HON 104C Language and Meaning: (4) | No Comparable Course
Oral Communication |

In addition, select one course from the following:

** ENG 104A Stretch Composition (4) | This course is never articulated.
III |

** ENG 104B Stretch Composition (4) | This course is never articulated.
III for Multilingual |
Students |

** ENG 106A Accelerated Stretch (4)|This course is never articulated.
Composition II |

** ENG 106B Accelerated Stretch (4)|This course is never articulated.
Composition II for |
Multilingual Students |

** ENG 107 Advanced First-Year (4)|ENGL 1 College Composition (3)
Composition |

In addition, select one course from the following:

** MATH 110 College Algebra (4)|MATH 8 Advanced Algebra (3)

***Open only to students accepted into the University Honors Program.
** Must be completed with a grade of C or better.
2/16/2019 www.assist.org Page 2
To: CSU San Bernardino, From: Lassen Community College, 16-17

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Criminal Justice - B.A. (continued)

** MATH 115 The Ideas of (4)|No Comparable Course
Mathematics |

** MATH 120 Pre-Calculus (4)|MATH 7 & Trigonometry (3)
Mathematics |MATH 8 Advanced Algebra (3)

MATH 192 Methods of Calculus (4)|No Comparable Course

* MATH 211 Basic Concepts of (4)|MATH 1A Analytic Geometry and (5)
Calculus | Calculus I

In addition, select one course from the following:

COMM 180 Critical Thinking Through (4)|No Comparable Course
Argumentation |

***HON 104A Language and Meaning: (4)|No Comparable Course
Critical Thinking |

MATH 180 Critical Thinking Through (4)|No Comparable Course
Applications of |
Mathematical Logic |

PHIL 105 Critical Thinking Through (4) | PHIL 2 Critical Thinking (3)
Argument Analysis

PHIL 200 Critical Thinking Through (4) | No Comparable Course
Symbolic Logic

PSYC 105 Critical Thinking Through (4) | No Comparable Course
Problems Analysis

SOC 180 Critical Thinking about (4) | No Comparable Course
Social Problems

Acceptable courses: | ENGL 7 Argumentative Writing (4)
| and Critical Thinking
| Through Literature
| **OR**
| ENGL 9 Critical Thinking and (3)
Composition

Additional lower-division courses required after admission to this major:

** Must be completed with a grade of C or better.
* A grade of C or better is required if additional calculus courses will be
attempted.
***Open only to students accepted into the University Honors Program.
2/16/2019 www.assist.org Page 3
To: CSU San Bernardino, From: Lassen Community College, 16-17
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Criminal Justice - B.A. (continued)

Optional lower-division course(s)--May be satisfied in upper-division:

For transfer students, three additional lower-division administration of
justice
and corrections courses may apply toward the Electives category. CJUS 106
could
be one of those courses.

CJUS 106 Introduction to Criminal (4) | AJ 35 Investigative Techniques (3)
Investigation

The courses shown above constitute all lower-division coursework required for
this major for this catalog year. In addition, lower-division general
education

coursework is required (select General Education/Breadth on the main menu).

END OF MAJOR

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Articulation Agreement by Major
Effective during the 16-17 Academic Year

To: San Francisco State | From: Lassen Community College

16-17 General Catalog Semester|16-17 General Catalog Semester

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====Criminal Justice Studies, B.A.=====

IMPORTANT ADVISORY INFORMATION

This major is impacted. Impacted majors may require supplemental (additional) criteria for admission. This varies between majors. Prospective students can review admission criteria for impacted majors here:

<http://future.sfsu.edu/impaction>

REQUIREMENT INFORMATION DISPLAYED BELOW IS DATED. REVIEW CURRENT MAJOR REQUIREMENTS HERE. Also, visit the Undergraduate Education section of the Bulletin to learn about upper division GE and any additional graduation requirements.

SF State's B.A. in Criminal Justice Studies and the AS-T in Administration of Justice (SB 1440 degree) are "similar" majors." To view sample 60-unit degree plans for this pathway and all SF State ADT (SB 1440) pathways, visit [Students should prioritize completion of any articulated courses below that are included in the AS-T curriculum at the community college.](#) We also recommend that students try to complete the following SF State graduation requirements before transfer:

- American Institutions requirement (US-1, US-2, US-3)
- a 2nd-semester/quarter course in written English composition that also satisfies CSU GE or IGETC requirements.

Second Year Composition Requirement: SF State requires students to take a 2nd semester/quarter course in English composition. Completion of this requirement is also a prerequisite to the upper division Graduation Writing Assessment Requirement (GWAR) course in the major. Students are strongly advised to complete a 2nd sem/qtr composition course before transfer; in many majors, students must complete the GWAR course in the first semester of their junior year. Articulated courses that satisfy this requirement are displayed in the "Important Non-Major Requirements" section at the end of this agreement.

Questions about this agreement may be sent to artic@sfsu.edu
2/16/2019 www.assist.org Page 2
To: San Francisco State, From: Lassen Community College, 16-17
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Criminal Justice Studies, B.A. (continued)
LOWER DIVISION MAJOR REQUIREMENTS
Course articulation displayed here is in effect unless otherwise noted. For
new
course articulation effective Fall 2017 and after, visit
<http://ueap.sfsu.edu/articulation/transfer-evaluation-system>

Courses required for this major (or concentration/emphasis) are upper
division.
Lower division prerequisites may need to be taken before entering the major;
also, some or all courses required for the major may have lower division
prerequisites.

Up to six units may be applied to distribution requirements in the Criminal
Justice major, as follows:
1) An "Introduction to Criminal Justice" course will satisfy 3 units in the
Administration of Justice category of the major.
2) A "Concepts of Criminal Law" course will satisfy 3 units in the Legal
Studies category of the major.
Articulated courses:

"Introduction to Criminal Justice" course | AJ 12 Introduction to Criminal (3)
Justice

"Concepts of Criminal Law" course | AJ 20 Criminal Law (3)

IMPORTANT NON-MAJOR REQUIREMENTS

ENG 214 Second Year Written (3) | ENGL 2 Introduction to Literary (3)
Composition-English | Types
| OR
| ENGL 9 Critical Thinking and (3)
| Composition
A minimum grade of C is required.
OR | OR

Questions about this agreement may be sent to artic@sfsu.edu
2/16/2019 www.assist.org Page 3
To: San Francisco State, From: Lassen Community College, 16-17
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Criminal Justice Studies, B.A. (continued)

An Equivalent Course: Course(s) shown here also satisfy SF State's Second Year

Composition requirement. Completion of the Second Year Composition requirement

is a prerequisite for enrollment in the Graduation Writing Assessment Requirement (GWAR) course after transfer.

Second Year Composition Requirement: |ENGL 7 Argumentative Writing (4) | and Critical Thinking | Through Literature

A minimum grade of C is required.

END OF MAJOR

Questions about this agreement may be sent to artic@sfsu.edu

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Articulation Agreement by Major
Effective during the 01-02 Academic Year

To: CSU Stanislaus |From: Lassen Community College
Semester| Semester

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====Criminal Justice====

CJ 2250 Introduction to Criminal (3)|AJ 21 Administration of Justice (3)
Justice | (CAN AJ 2)
(CAN AJ 2) |

CJ 2260 Evidence (3)|AJ 23 Criminal Evidence (3)
| (CAN AJ 6)

CJ 2270 Criminal Investigations (3)|AJ 35 Investigative Tech (3)
(CAN AJ 8) | (CAN AJ 8)

CJ 2280 Criminal Law (3)|AJ 20 Criminal Law (3)
(CAN AJ 4) | (CAN AJ 4)

END OF MAJOR

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Articulation Agreement by Major
Effective during the 16-17 Academic Year
Based on the 16-17 UC Transfer Course Agreement

To: UC Irvine |From: Lassen Community College
16-17 General Catalog Quarter|16-17 General Catalog Semester

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====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 (4)|AJ 12 Introduction to Criminal (3)
Criminology, Law and | Justice
Society |
| (For Subject Credit ONLY; NO UC
Transfer Unit Credit)

SOCECOL E8 Introduction to (4)|BIOL 18 Environmental (3)
Environmental Analysis | Conservation
and Design |
OR | OR
PPD 4 Introduction to Urban (4)|No course articulated
Studies

PSY BEH 9 Introduction to (4)|PSY 1 Introduction to (3)
Psychology | Psychology
Same as: PSYCH 7A |
OR | OR
PSY BEH 11B Psychology (4)|No course articulated-Course must be
Fundamentals | taken at UCI
Same as: PSYCH 9B |
OR | OR
PSY BEH 11C Psychology (4)|No course articulated
Fundamentals |
Same as: PSYCH 9C

SOCECOL 10 Research Design (4)|No course articulated

SOCECOL 13 Statistical Analysis in (4)|MATH 40 Elementary Statistics (3)
Social Ecology

2/16/2019 www.assist.org Page 2
To: UC Irvine, From: Lassen Community College, 16-17
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Criminology, Law and Society, B.A. (continued)
END OF CRIMINOLOGY, LAW AND SOCIETY

END OF MAJOR

Appendix E:

Insert information as needed