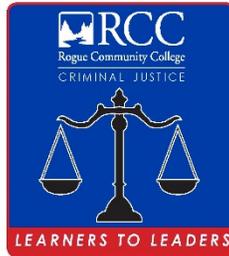


**Rogue Community College
Criminal Justice Department
Program Review
2019-20**

Compiled by Dr. Jeanine Henriques

**Special Thanks to: Dr. Lori Sours, Leslie Cox, Shannon VanLehn, Terrie Sandlin and Laura
Garrett**



Section One – Mission Alignment

- **How does your department and its program(s) fulfill the larger work of the college (the strategic plan and mission)?**

Rogue Community College focuses on four Core Themes:

1. Promote Student Access and Success
2. Advance Student Learning
3. Strengthen Our Diverse Communities
4. Model Stewardship

As part of the larger work of the college, the Criminal Justice (CJ) Department fulfills the following objectives in the RCC Strategic Plan:

Wildly Important Goal: Access to Educational Opportunities

Objective: Create collaborative learning spaces that connect student to other students, faculty, staff and local employers.

Goal Overview: It was the goal of the Criminal Justice Department to create a Use of Force Simulation lab using MILO Range Pro in TRC101. MILO Range Pro will be incorporated into current and future Criminal Justice curriculum. MILO Range is a world-leading provider of interactive simulation training products and is widely regarded as the nation's fastest growing manufacturer of best-in-class firearms and use-of-force training systems. Having a

collaborative learning space, TRC101, will allow students, faculty, staff and local employers to participate in training and further education on use of force scenarios.

Measures: Equipment was installed during the break between Fall and Winter term 2018-19 in TRC101. Conduct MILO Range Pro workshops at least once each term. We also wanted to open this opportunity up to local law enforcement agencies and local employers who would benefit from this training.

Results: Workshops were conducted at least once a month during Winter and Spring terms 2018-19. During our 2019 TRC Open House/Career Fair the public had the opportunity to use MILO Range Pro. Unfortunately no local law enforcement agencies or local employers had the opportunity to use MILO Range.

Next Steps: Continue to monitor and add opportunities for the use of MILO Range Pro.

Wildly Important Goal: Access to Educational Opportunities

Objective: Improve access to educational and support systems for current and prospective students.

Goal Overview: The Criminal Justice Department will develop a student-center strategy across all dimensions of the student experience, from the classroom, support services, campus operations and relationships with the community. The Criminal Justice core courses will be offered at least once each school year to aid in timely completion of their degree. The Criminal Justice Department will provide Enrollment Services a Proposed Criminal Justice schedule each school year until our students are program ready and their advising is shifted to the Criminal Justice Department. We will continue to make Rogue Central and other services available to our students.

Measures: The Criminal Justice Department will monitor course completion within a year period. Monitor actual-to-expected graduation rates within the program. Continue to monitor AVISO and track caseload of students.

Results: The Criminal Justice Department is working with the IREP to gather data. In AVISO there are 314 students assigned to my caseload. I was able to send out the 2019-20 Criminal Justice course schedule to these students to assist with the development of their educational path.

Next Steps: Monitor data received from IREP and make adjustments to classes where needed. Unfortunately the end of June 2019 AVISO will no longer be available. This will make mass notifications more difficult. It is unclear if the Nexus system will have this capability. The deadline for the elimination of AVISO has been extended through Winter term 2019-20.

Wildly Important Goal: Student success

Objective: Construct guided educational pathways.

Goal Overview: Students are more likely to graduate on time if they have structured pathways to guide them. Having an academic plan when they first matriculate, a clear idea of which program and courses to choose, and timely support can all help them stay on track. The Criminal Justice Department will continue to collaborate with our Student Services Department.

Measures: The Criminal Justice Department will monitor course completion within a year period. Monitor actual-to-expected graduation rates within the program.

Results: Through AVISO the 2019-20 Criminal Justice course schedule was sent to 314 students assigned to my caseload. This schedule indicated what courses had pre-requisites and the crucial terms these courses were offered. Through ongoing communication with our Advising Department advisors have a better understanding of our Criminal Justice degrees. The 2019-20 Criminal Justice schedule was also given to them to help with advising and streamline the student's educational path.

Next Steps: Continue to work with the Advising department and IREP.

Section Two – Profile

- **Brief history of department and its programs**

The RCC Criminal Justice program was predominately, historically speaking, a transfer program. From 1997-2005 our courses were aligned with high school connections or the tendencies of other community colleges. In 2005, we were driven to align our courses with colleges and universities and all our course outlines were revised for accreditation and future articulations.

University Criminal Justice programs operate on the 4 credit course standard. Southern Oregon University, in particular, was very influential on our transition to 4 credit courses. We developed the model articulation --the first-- between RCC and SOU and, based on our connection to SOU, we rewrote our courses into the 4 credit standard. It's not just our connection to SOU that influenced us. We recognized that many of our students did go out-of-state to transfer. Given that most college and universities in the country operate on a semester system, the shift to 4 credit courses really opened the door up for students now able to find greater ease of transfer and better fit with our courses elsewhere.

When we did have 3 credit courses --years ago-- we had many more offerings. We also had more faculty --2.5 FTE-- but lost a .5 position back around 2005. We were able to retain 2 FTE for many years but also realized we could not teach the variety of courses we were

offering. Combined with the 4 credit movement we completely rewrote our course outlines to consolidate content into fewer courses that we knew we could deliver.

Unfortunately, at the end of the 2016-17 academic year our department lost a full time position. During the 2016-17 academic year the Criminal Justice department offered 42 sections taught by 2 FT Instructors and 8 Adjunct instructors. The 2017-18 academic year the CJ department was reduced to 31 sections with 1 FT Instructor and 8 Adjunct Instructors. The 2018-19 we had 29 sections with 1 FT Instructor and 6 Adjunct Instructors. For the 2019-20 academic year the CJ department has 27 sections, 1 FT Instructor and 4 Adjunct Instructors. There are two additional Criminal Justice electives that are unable to be offered due to the department’s instructor reduction (CJ229/Community Corrections and Casework and C210/Criminal Investigation).

Due to contractual obligations under the Reduction in Force we are unable to hire any additional adjunct instructors until Fall term 2020-21.

The Criminal Justice program offers the following degrees and certificates:

TABLE 2.1: Current Programs Offered by Criminal Justice

Certificate of Completion	Two-Year Degrees	Entry Requirements
Reserve Officer Law Enforcement Academy		Limited Entry-Application and Background check process
	AAS in Criminal Justice	Open Entry - Completion of needed prerequisites
	AS in Criminology/Criminal Justice Transfer (SOU)	Open Entry - Completion of needed prerequisites

Our department has an articulation agreement with SOU for our AS: Criminology/Criminal Justice Transfer degree. Most community colleges in Oregon don’t offer a transfer degree in Criminal Justice. After the AAOT program review it was determined it’s solely the AAOT with a Criminal Justice focus. When our students express an interest in transferring to an Oregon University for Criminal Justice, not Southern Oregon University, they are typically placed in the AAOT degree with a Criminal Justice focus. Our students have expressed frustration with this degree option because they are required to take additional lower level Criminal Justice courses at the university, costing more in tuition. Our current RogueNet system doesn’t have the capability for a CJ Pathway for students to follow. Our new Campus Nexus system has the capability for a specific pathway to be entered. We will look to add these lower division CJ courses to this focus path.

We are working with the Portland State University Criminology & Criminal Justice department in hopes of reaching an articulation agreement for an AS: Criminology/Criminal Justice degree to PSU.

In November 2019 the Criminal Justice department is attending the Oregon Association of Criminal Justice Educators meeting to discuss a statewide Criminal Justice degree and common course numbering. Additional agenda items have yet to be determined.

The Criminal Justice courses required for the AAS and the AS degree are the same except our AAS degree requires CJ280/CWE for degree completion. Our AAS degree is designed for students who don't necessarily intend to transfer to a university or college.

Our Reserve Officer Law Enforcement Academy (ROLEA) is a limited entry completion certificate program. The State of Oregon does not have state mandated training standards for reserve officers. It's up to each individual agency on what training they require. Previously only agency sponsored students were admitted to ROLEA, however, due to our reputation for delivering quality education and training our ROLEA Advisory Board has requested we allow non-sponsored students to apply. In 2018, ROLEA celebrated 20 years as a program at RCC. We have 3 ROLEA Coordinators assigned a combined total of 195 Coordinator hours each term. The ROLEA program consists of 8-modules and 400+ hours beginning Fall term and ending Spring term each academic year. After completion of all 8-modules students may apply their ROLEA credits to our AAS: Criminal Justice degree for course substitutions in CJ110, CJ221, CJ280, HE112 and their Approved Program Electives. Students enrolled in our AS Transfer degree may only apply their ROLEA credits as Approved Program electives. We are working with our Marketing department and other departments in RCC and our community to increase our ROLEA enrollment.

TABLE 2.2 Departmental Enrollment and Demographics/Profile

	2016-17		2017-18		2018-19	
	Number	Percentage	Number	Percentage	Number	Percentage
Female	129	53%	107	55%	140	61%
Male	116	47%	88	45%	91	39%
International	3	1.2%	3	1.5%		
Unknown	5	2%	5	2.6%		
Native American	6	2.4%	2	1%		
Asian	0	0%	2	1%		
Black	1	.4%	1	.5%		
Hispanic	48	20%	30	15%	46	20%
Multi-Racial	12	.5%	11	6%	30	13%
Pacific Islander	2	.8%	2	1%		
White	169	69%	140	71%	155	67%

TABLE 2.3 Enrollment by Certificate/Degree

	2016-17	2017-18	2018-19
MAJOR	ENROLLED	ENROLLED	ENROLLED
AAS Criminal Justice	116	115	103
AS Criminology/Criminal Justice Transfer (SOU)	144	119	124
ROLEA Certificate of Completion	11	13	15
TOTAL	271	247	242

TABLE 2.4 Number of Criminal Justice Graduates

	2016-17	2017-18	2018-19	3-year Average
MAJOR	GRADS	GRADS	GRADS	GRADS
AAS Criminal Justice	14	9	5	28
AS Criminology/Criminal Justice Transfer (SOU)	6	3	4	13
ROLEA Certificate of Completion	9	12	13	34
TOTAL	29	24	22	75

- Completion rate for each of last 3 years (course, certificate, degree)

TABLE 2.5 Completion Rate by Certificate/Degree

	2016-17			2017-18			2018-19		
MAJOR	ENR	GRAD	CMPL	ENR	GRAD	CMPL	ENR	GRAD	CMPL
AAS Criminal Justice	116	14	12%	115	9	8%	103	5	5%
AS Criminology/Criminal Justice Transfer (SOU)	144	6	4%	119	3	3%	124	4	3%
ROLEA Certificate of Completion	11	9*	82%	13	12*	92%	15	13**	87%

*Decrease in ROLEA graduation number is due to students being hired during ROLEA as a full-time law enforcement officer

**One student dropped after Fall term. Other student was hired during ROLEA as a full-time law enforcement officer

As with many departments, many of our students transfer without receiving their Associate Degree or enroll to get the job skills needed to retain or move up in their position or to become employed.

When we reviewed this data the Graduation numbers seem on the low side compared to total enrollment. It is important to keep in mind that the majority of our students complete their Criminal Justice degree in 8-10 terms taking 12 credits/term. We're anticipating our upcoming 2019-20 academic year to have higher graduation numbers. We want to work with our IR department and gather data reflecting completion of the 11 Core Criminal Justice courses (CJ100, CJ101, CJ110, CJ120, CJ130, CJ201, CJ214, CJ220, CJ221, CJ223 and CJ270). Through this program review it was determined that completion rates are driven by the graduation table in RogueNet. This depends on the students and instructors submitting their names for graduation. If a student never applies for graduation they aren't counted. Student Services advised there have been exceptions to this but isn't the norm. We need to be able to track how many of our students never submit a graduation application and completed all of their program requirements.

The Criminal Justice department is concerned with our completion rates. A possible solution to improve these rates is to run a degree audit on all students enrolled in our CJ270/ Criminal Justice Capstone course. We will communicate to students any remaining courses needed for degree completion.

TABLE 2.6 Completion Rate by Course

	2016-17 Completion	2017-18 Completion	2018-19 Completion	3-year Average
CJ100 Foundations and Ethics in Criminal Justice	83%	79%	86%	83%
CJ101/SOC244 Introduction to Criminology	81%	80.5%	79%	80%
CJ110 Introduction to Law Enforcement	79.6%	70.8%	87%	79%
CJ120 Introduction to the Judicial Process	86.5%	79.4%	73%	79%
CJ130 Introduction to Corrections	85%	84.7%	78%	82%
CJ201/SOC221 Juvenile Delinquency	66.5%	82%	92%	80%
CJ203 Crisis Intervention (Elective)	100%	83.3%	100%	94%
CJ214 Crime, Justice and Diversity	89.4%	85%	90%	88%
CJ220 Substantive Law and Liability	97.4%	95%	93%	95%
CJ221 Constitutional Criminal Procedure	96%	87.9%	87%	90%
CJ223 Evidence and Trial Process	81.2%	81.2%	81%	81%
CJ243/SOC243 Drugs, Crime and Addiction (Elective)	86.7%	84%	78%	83%
CJ270 Capstone Project in Criminal Justice	0%	0%	0%	0%
CJ280 CWE Criminal Justice	100%	73%	100%	91%

TABLE 2.7 Drop Rate by Course – W or Z Grades

	2016-17 Drop Rate	2017-18 Drop Rate	2018-19 Drop Rate	3-year Average
CJ100 Foundations and Ethics in Criminal Justice	25%	21%	10%	18%
CJ101/SOC244 Introduction to Criminology	25%	34%	15%	24%
CJ110 Introduction to Law Enforcement	20%	29%	12%	20%
CJ120 Introduction to the Judicial Process	26%	20%	26%	24%
CJ130 Introduction to Corrections	15%	14%	21%	16%
CJ201/SOC221 Juvenile Delinquency	26%	25%	8%	19%
CJ203 Crisis Intervention (Elective)	0%	16%	0%	5%
CJ214 Crime, Justice and Diversity	21%	15%	10%	15%
CJ220 Substantive Law and Liability	7%	10%	7%	8%
CJ221 Constitutional Criminal Procedure	7%	12%	13%	10%
CJ223 Evidence and Trial Process	37%	37%	37%	37%
CJ243/SOC243 Drugs, Crime and Addiction (Elective)	16%	19%	25%	20%
CJ270 Capstone Project in Criminal Justice	0%	0%	0%	0%
CJ280 CWE Criminal Justice	0%	0%	0%	0%

- Job Placement/Transfer Data for each of the last 3 years** – This data is not readily available as we do not have the capacity to track this data in our department. This would be a wise investment by RCC to develop the means and systems by which to track this data college-wide for all departments. Job placements that this department is aware of are: Central Point Police Department, Medford Police Department, Ashland Police Department, Jackson County Sheriff, Josephine County Sheriff, Grants Pass Public Safety, Rogue Valley Youth Correctional Facility, Josephine County Juvenile Justice, Phoenix Police Department, Jackson County Community Justice Center, Monmouth Police Department, Eagle Point Police Department, On Track, Redemption Ridge and the Addiction Recovery Center.

- Sections of dual credit offered**

College Now courses have been approved for CJ101/SOC244 Introduction to Criminology, CJ110 Introduction to Law Enforcement, CJ120 Introduction to the Judicial Process and CJ130 Introduction to Corrections, however, at this time there are no high schools offering them. This is due to no applicants meeting the degree requirements of a Master’s degree in Criminal Justice or a Master’s degree in a related field with a Bachelor’s degree in Criminal Justice. We strongly support the way in which RCC provides College Now credits at no cost to students, while requiring students to register for the classes and take ownership of that process and

earning the credit. The additional FTE for the college as well as the experience it provides to the students in preparing for college is a win-win situation. We look forward to what the future holds with regards to College Now Criminal Justice courses.

- **Staffing Narrative: Provide the following information for each of the last three years:**

	2016-17		2017-18		2018-19	
	FT	Adjunct	FT	Adjunct	FT	Adjunct
Number of faculty:	2	8	1	8	1	6
Number of sections taught:	19*	23	9*	22	10*	19

* Does not include CWE sections

Our Full-Time Faculty member has a PhD in Public Safety with a Criminal Justice Specialization. Our Adjunct Faculty members teaching law courses have a Juris Doctorate of Law degree. Adjunct instructors teaching other Criminal Justice courses have a Master’s Degree in criminal justice. All have been practitioners in the field over 20+ years with a great deal of experience in the classroom. Our faculty is qualified, not in only in terms of degrees, but in terms of specialized areas of expertise.

- Greig Thomson (Retired CJ Faculty and Department Chair 1997-2016/Adjunct Faculty) Adjunct from 2016-2019
- William Landis (Adjunct Faculty/Retired Chief of Police GPPS) Adjunct from 2009-2019
- Beth Heckert (Adjunct Faculty/Jackson Co. D.A.) Adjunct from 1999-present
- Mark Huddleston (Adjunct Faculty/Retired Jackson Co. D.A.) Adjunct from 2001-present
- Jeremy Markiewicz (Adjunct Faculty/Jackson Co. Deputy D.A.) Adjunct from 2015-present
- Richard Renfro (ROLEA Coordinator/Adjunct Faculty/Medford Police Department) Adjunct from 2015-present

- **Are your staffing levels adequate to support achievement of your student learning outcomes? Why or why not?**

Acknowledging the department is under contractual constraints regarding the increase of faculty at this time, we have been struggling in our department with one full-time faculty position and the loss of some adjunct Instructors. We are requesting an additional full-time faculty position and additional adjunct faculty when the reduction in force restrictions are lifted. We have several courses we only offer once a year (CJ100, CJ110, CJ130, CJ201/SOC221 and CJ214). Advising is key to assure our students are aware of these courses and schedule accordingly so as not to delay their degree completion. We meet and communicate frequently with our Rogue Central Advising department, TRIO and Veteran Affairs departments and we provide an annual schedule of our Criminal Justice courses each academic year.

- **Budget Narrative: Are your Materials & Supplies and Equipment budgets adequate to support achievement of your program learning outcomes? Why or why not? Provide relevant data.**

The discretionary department budget has been adequate. The Non-Computer Tech Fee dollars have been extremely important for our department to purchase newer technologies and upgrade our older equipment. As a Program of Study we need to explore purchasing additional new technologies through Perkin's funding.

In 2017 we were awarded the purchase of MILO Range (\$25,000). MILO Range is a world-leading provider of interactive simulation training products and is widely regarded as the nation's fastest growing manufacturer of best-in-class firearms and use-of-force training systems. Multiple Interactive Learning/Training Objectives or "MILO", include firearms training systems and combined Use-of-Force training systems. These systems allow our students to train on realistic, interactive scenarios project life-size in the appropriate setting and allow trainer intervention and customization.

This department has experienced a Reduction in Force, budget reductions and course section "efficiencies" of our already limited Criminal Justice section offerings. It is the hope of this department to expand our MILO Range capabilities by collaborating with our local law enforcement agencies, security companies and conceal carry permit companies to provide additional and necessary training.

https://www.youtube.com/watch?v=yauDv_GuhcA

- **Facility Narrative: Are the college facilities adequate to support achievement of your program learning outcomes? Why or why not? Provide relevant data and reference to field best practices.**

The college facilities have been adequate and supportive to the program learning outcomes of our department. In 2018, TRC101 was converted to a Criminal Justice Simulation Lab and our MILO Range system was permanently installed. Our ROLEA equipment was also moved to this room for easy access. This is a valuable addition for the Table Rock campus and serves RCC Criminal Justice and EMS students with the MILO Range, use of force simulator and the First Responder Scenarios projected on the "Big Screen."

- **College Resource Narrative: Are the college resources such as the library, technology, marketing, tutoring, testing, etc. adequate to support achievement of your program learning outcomes? Why or why not? Provide relevant data and reference to field best practices.**

College resources are adequate for supporting achievement of program learning outcomes in our department. The Library and the Tutoring/Testing Centers are excellent resources for our students. Our students use these resources frequently. The Library has current criminal justice textbooks and resources. The staff is always more than willing to assist our students with their research needs. LIB127 Academic Research is an important component to our student success. Our students are required to conduct research in the majority of the Criminal Justice courses.

Section Three – Current Program Context

- **How do your programs reflect national/regional/program/discipline trends?**

The field of Criminal Justice covers hundreds of varying job titles within almost every discipline. A Criminal Justice degree can open the door to many exciting and fulfilling careers such as Child Advocate (CASA), Police Officer, Sheriff, Correctional Officer, Border Patrol Agent, Homeland Security, Park Ranger, Mediator, Juvenile or Adult Probation or Parole Officer, Security Management, State Trooper, Security Guard and Victims Advocate. Criminal Justice careers continue to be available and our students are in high demand. The Bureau of Labor Statistics reports employment of law enforcement and corrections is projected to grow 7 percent from 2016 to 2026. Also, employment of social and human service positions is projected to grow 16 percent from 2016 to 2026. A degree in Criminal Justice isn't limited to students wishing to go into the field of law enforcement. The core Criminal Justice courses required for the degree are multi-disciplinary and are an excellent fit for students wanting to go into social and human service positions.

- **Discuss local trends or issues in the community or the college that impact your program(s). Local jobs and Market Needs.**

All local law enforcement agencies in Jackson and Josephine County are currently hiring and actively seeking our students. Rogue Valley Youth Correctional Facility, Jackson County Community Justice and Josephine County Juvenile Justice frequently request to meet with our students to recruit for available job opportunities. Most positions don't require a college degree at entry level so unfortunately we lose some of our students mid-degree when an excellent job opportunity arises. We often get these students back when they are interested in promotion and a higher level education degree is required.

- **List your external stakeholders (e.g. advisory boards, employers, transfer schools).**

Criminal Justice Advisory Committee Members

- Concierge Home and Business Watch
- Rogue Valley Youth Correctional Facility
- Jackson County Community Justice
- Grants Pass Public Safety
- Illinois Valley Safe House
- Law Firm of Hornecker, Cowling, Hassen & Heysell
- Central Point PD
- Jackson County District Attorney
- Magdalene Home
- Children's Advocacy Center
- Medford PD
- Women's Crisis Support Term
- Redemption Ridge
- On Track Youth Program

- RCC Criminal Justice Alum
 - Addiction Recovery Center
- **Describe how you gather external stakeholder feedback (e.g. survey, focus group, advisory board meetings).**
We hold annual advisory board meetings to gather feedback. Advisory board members email the department on a consistent basis with employment opportunities. In our on campus classes we have guest speakers. In efforts to serve our students better we conducted a survey soliciting feedback on our current course offerings and what days and times are better.
 - **Showcase highlights and any changes needed or made based upon that feedback.**
After feedback from our advisory board we restructured course outlines to include a heavier emphasis on soft skills. It was determined from our student survey that although our students prefer face-to-face courses as the ideal learning environment the reality is that online format is necessary in order to complete their degree. All required Core Criminal Justice course are offered in online format. We have a limited offering of face-to-face sections. Our students expressed difficulties in completing the Capstone Project in Criminal Justice course (CJ270) when it was only offered once per year. We now offer this course every term as a Section 50 until enrollment in each section increases. At the time of this report we've had two students enrolled in CJ270 and one student has successfully completed it.

Section Four-Program Learning Outcomes (PLOs) and Assessment

- **Number of courses “owned” by this department:**
We have 24 “owned” courses in the Criminal Justice department. This includes our 8 ROLEA modules and two courses cross listed with our Social Science department (CJ101/SOC244 and CJ201/SOC221). We also have CJ243/SOC243. The Criminal Justice department teaches all but 2 on campus sections. The on campus sections are taught by Manny Pacheco, Social Science department Fall and Spring terms. The course outline for CJ243/SOC243 is updated and maintained by the Criminal Justice department.
- **What is this department’s schedule and process for updating official course outlines? (Note: CCWD requires course outlines to be updated at least every three years.)**
All Criminal Justice Department course outlines were updated in 2017. All Criminal Justice Course outlines will be updated again in 2019 to reflect LIB127 as a “Highly Recommended” pre-requisite for our Criminal Justice courses. The schedule below lays out the cycle for updating course outlines in the future.

Course #	Update 2018	Update 2019	Update 2020	Update 2021	Update 2022
CJ100		X	X		X
CJ101/SOC244		X	X		X
CJ110		X	X		X
CJ120		X	X		X
CJ130		X	X		X
CJ201/SOC221		X	X		X
CJ203		X			X
CJ214		X	X		X
CJ220	X	X	X		X
CJ221	X	X	X		X
CJ223	X	X	X		X
CJ243/SOC243		X	X		X
CJ270		X	X		X
CJ280		X	X		X
CJ210		X		X	
CJ229		X		X	
CJ191	X	X		X	
CJ192	X	X		X	
CJ193	X	X		X	
CJ194	X	X		X	
CJ195	X	X		X	
CJ196	X	X		X	
CJ197	X	X		X	
CJ198	X	X		X	

- **List the stakeholders (by group/affiliation/business) who are involved in the creation and review of your Program Learning Outcomes (PLOs):**

Criminal Justice Advisory Committee Members

- Concierge Home and Business Watch
- Rogue Valley Youth Correctional Facility
- Jackson County Community Justice
- Grants Pass Public Safety
- Illinois Valley Safe House
- Law Firm of Hornecker, Cowling, Hassen & Heysell
- Central Point PD
- Jackson County District Attorney
- Magdalene Home
- Children’s Advocacy Center
- Medford PD
- Women’s Crisis Support Term
- Redemption Ridge

- On Track Youth Program
- RCC Criminal Justice Alum
- Addictions Recovery Center

- **PLO assessment plan**
Criminal Justice Learning Outcome Assessment Cycle

Program (or Gen Ed) Learning Outcome Assessment Plan	Assess	Adjust	Confirm/Re-assess
<p>PLO (or GELO) 1</p> <p>Integrate and apply acquired knowledge and skills related to justice administration systems, crime control policy, theory, law, and technology to effectively manage and control problems related to crime and public safety in jurisdictions of employment.</p> <p>Courses: CJ270</p>	18-19	19-20	20-21
<p>PLO 2</p> <p>Work in teams and in collaborative environments with stakeholders in communities of interest to develop solutions to problems of crime and public safety within those communities of interest.</p> <p>Courses: CJ270</p>	18-19	19-20	20-21
<p>PLO 3</p> <p>Apply a strong ethic of public service, personal, and professional growth, in their respective roles to include a commitment to apply culturally sensitive strategies of</p>	18-19	19-20	20-21

<p>communication and problem-solving in the process.</p> <p>Courses: CJ270</p>			
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*The term “Gen Ed” is used for “program-level” outcomes in departments that do not offer certificate or degree programs – specifically, Art, Humanities, Library, Math, Social Science, and Science.

PLO assessment data collection and analysis:

Criminal Justice

Overview of PLO Assessment Plan

Criminal Justice – Associate of Applied Science Degree (AAS) and Associate of Science Transfer to SOU
 Program Outcomes Curriculum Map and Plan¹
 Updated 2019-08-26



Program outcomes: <i>Graduates should be able to...</i>	CJ 100	CJ 101/SOC 244	CJ 110	CJ 120	CJ 130	CJ 201/SOC 221	CJ 214	CJ 220	CJ 221	CJ 223	CJ 270	CJ 280 (Only for AAS)
1. Integrate and apply acquired knowledge and skills related to justice administration systems, crime control policy, theory, law, and technology to effectively manage and control problems related to crime and public safety in jurisdictions of employment.	I	R/A ² (2018-19)	R	R	R	R	R	R	R	R	A ³ (2020-21)	R
2. Work in teams and in collaborative environments with stakeholders in communities of interest to develop solutions to problems of crime and public safety within those communities of interest.	I	R	R/A ⁴ (2021-22)		R	R			R	R	A ⁵ (2022-23)	R
3. Apply a strong ethic of public service, personal, and professional growth, in their respective roles to include a commitment to apply culturally sensitive strategies of communication and problem-solving in the process.	I/A ⁶ (2019-20)	R	R	R		R	R		R	R	A ⁷ (2022-23)	R



¹ I, R, and A indicate the main core requirement courses in which each outcome is introduced, reinforced, and formally assessed. Core requirement courses that are not a part of this certificate are excluded from the list of courses. This document was created and reviewed by Jeanine Henriques.

² Program outcome 1 is assessed in CJ 101 (Foundation and Ethics in Criminal Justice) in weekly discussion boards, quiz 2 & 3, and research paper.

³ Program outcome 1 is assessed in CJ 270 (Capstone Project) in the final research paper.

⁴ Program outcome 2 is assessed in CJ 110 (Introduction to Law Enforcement) in quiz 4 and a small group project simulating a community.

⁵ Program outcome 2 is assessed in CJ 270 (Capstone Project) in the final research paper.

⁶ Program outcome 3 is assessed in CJ 101 (Foundation and Ethics in Criminal Justice) in an essay.

⁷ Program outcomes 1, 2, & 3 are assessed in CJ 270 (Capstone Project) in the final research paper

Year	Program Learning Outcome:	Course(s) where assessed	Specific CLO(s) aligned with this PLO	Assessment methods
18-19	PLO 1	CJ270	1. Assess the strengths and weaknesses of various public policy and problem-solving actions in response to specific crime, crime control or public safety administration challenges.	Oral presentations and written assignments.
18-19	PLO 2	CJ270	2. Prepare a comprehensive research report that is highly evidence based (science and law), and focused on a specific problem related to justice administration and/or public safety.	Properly prepared, formatted and present formal research report.
18-19	PLO 3	CJ270	3. Exhibit a professional demeanor consistent with employment in	Demonstrated professional aptitude in discussions, debates and problem-solving exercises.

			criminal justice fields.	
19-20	PLO 1	CJ270	1. Assess the strengths and weaknesses of various public policy and problem-solving actions in response to specific crime, crime control or public safety administration challenges.	Oral presentations and written assignments.
19-20	PLO 2	CJ270	2. Prepare a comprehensive research report that is highly evidence based (science and law), and focused on a specific problem related to justice administration and/or public safety.	Properly prepared, formatted and present formal research report.
19-20	PLO 3	CJ270	3. Exhibit a professional demeanor consistent with employment in criminal justice fields.	Demonstrated professional aptitude in discussions, debates and problem-solving exercises.
20-21	PLO 1	CJ270	1. Assess the strengths and weaknesses of	Oral presentations and written assignments.

			various public policy and problem-solving actions in response to specific crime, crime control or public safety administration challenges.	
20-21	PLO 2	CJ270	2. Prepare a comprehensive research report that is highly evidence based (science and law), and focused on a specific problem related to justice administration and/or public safety.	Properly prepared, formatted and present formal research report.
20-21	PLO 3	CJ270	3. Exhibit a professional demeanor consistent with employment in criminal justice fields.	Demonstrated professional aptitude in discussions, debates and problem-solving exercises.

ANNUAL SUMMARY OF LEARNING OUTCOME ACHIEVEMENT

Course or Program Learning Outcomes

Department: Criminal Justice Review Date: 05/23/2019

Program: AAS: Criminal Justice and AS: Transfer Criminology (or N/A)

If no degrees or certificates are offered: Course(s) _____

Intended Learning Outcomes Reviewed This Year

1. PLO 1 Integrate and apply acquired knowledge and skills related to justice administration systems, crime control policy, theory, law, and technology to effectively manage and control problems related to crime and public safety in jurisdictions of employment.
CLO 1 (AK2) Assess the strengths and weaknesses of various public policy and problem solving actions in response to specific crime, crime control or public safety administration challenges.

Direct Evidence Reviewed:

Description of the evidence:
Weekly discussion responses. Essay exams.
Presentation of Capstone project.

Indirect Evidence Reviewed:

Description of the evidence:
Course grades and grade distribution. Number of student hours spent in Blackboard.
Assignment grades.

2. PLO 2 Work in teams and in collaborative environments with stakeholders in communities of interest to develop solutions to problems of crime and public safety within those communities of interest.
CLO 2 (AL5) Prepare a comprehensive research report that is highly evidence based (science and law), and focused on a specific problem related to justice administration and/or public safety.

Direct Evidence Reviewed:

Description of the evidence:
Students complete a Research Based Capstone Project. Project components: Identify a problem of crime and public safety, examine current research and seek to identify reasonable solutions.

Indirect Evidence Reviewed:

Description of the evidence:
Course grades and grade distribution. Number of student hours spent in Blackboard.
Assignment grades.

3. PLO 3 Apply a strong ethic of public service, personal, and professional growth, in their respective roles to include a commitment to apply culturally sensitive strategies of communication and problem-solving in the process.

CLO 3 (PG6) Exhibit a professional demeanor consistent with employment in criminal justice fields.

Direct Evidence Reviewed:

Description of the evidence:

Weekly discussion responses. Essay exams. Capstone Project report and presentation.

Indirect Evidence Reviewed:

Description of the evidence:

Course grades and grade distribution. Number of student hours spent in Blackboard.

Assignment grades.

Adjustments Planned and Resources Needed

1. What changes to the program are being proposed for the coming year based on the outcomes evidence?

Spring term 2018 was the first time we had enrollment in CJ270/Capstone Project in Criminal Justice. There was one student enrolled. This student didn't submit his Capstone Project and therefore did not pass the course. As of the date of this report there haven't been any students enrolled in CJ270. We are anticipating an enrollment in Summer term 2019.

2. What will be required in terms of time, money and material resources to carry out those changes?

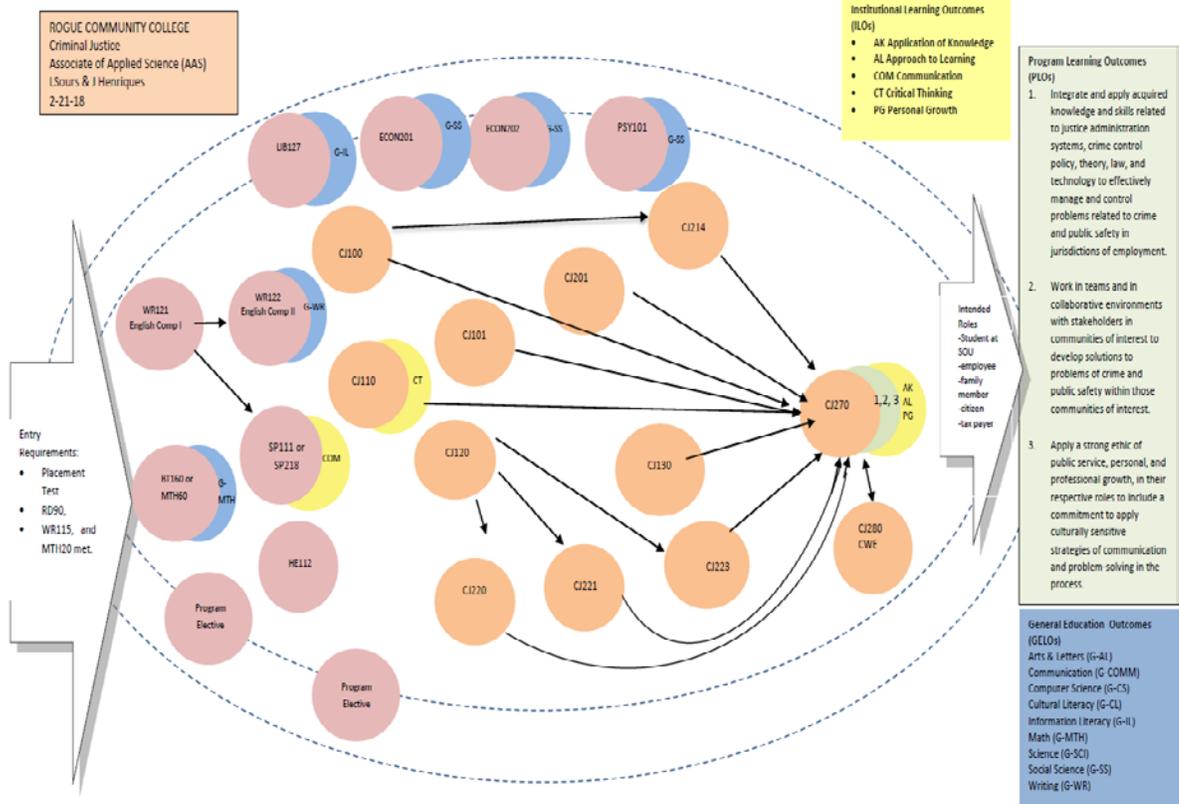
Once we have information on the outcomes of this course we can better determine changes needed.

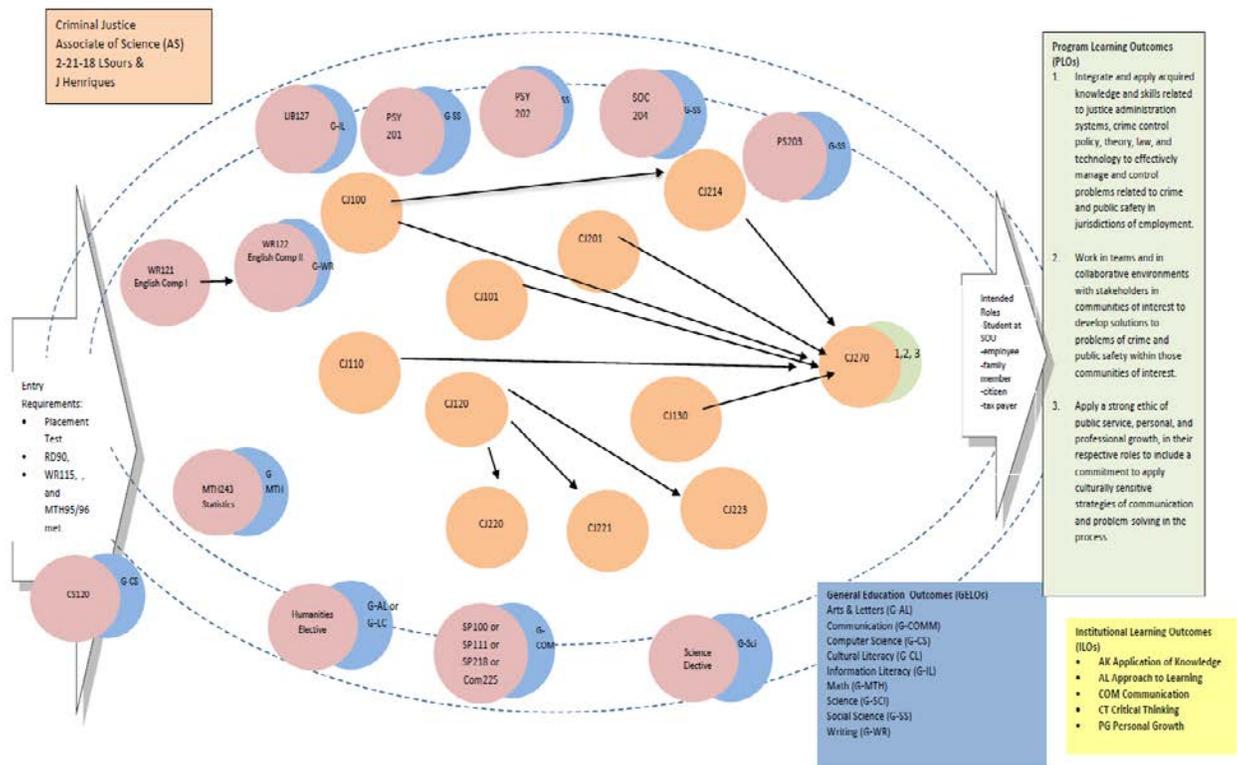
Course outcome report: The course outcome report guides faculty reflection on the teaching, learning, and assessment strategies used in their classes. The report is designed to take faculty through a systematic examination of the connection between a course outcome, teaching and learning strategies, and assessments. Faculty select one course outcome for this report as the insights gained from this process are transferable to other courses.

+		Instructor name	Dr. Jeanine Henriques	Date	09/24/2019	Number of students assessed	29
		Course (e.g., ENGL 101)	CJ100	Quarter/year assessed	Winter/2019		
		Outcome: After completing the course, each student should be able to...	Develop and apply a framework for ethical decision-making in the students' chosen career.				
		Outcome indicators: List 3-8 indicators of this outcome (what students will do to demonstrate their competency to perform the outcome). Starting with a measureable verb, finish the phrase, <i>To demonstrate this outcome, students should...</i>	Teaching and learning strategies	Brief description of specific graded formal summative assessment	Results of assessment (broken down by outcome indicator)	Next steps for improving student learning (e.g., teaching/learning strategies, assessment method, indicators, etc.)	
		a. Apply a systematic approach to solving ethical dilemmas.	Critical Thinking Exercises	Critical Thinking Exercise Responses	a. Systematic approach to solving ethical dilemmas: 86% of students demonstrated critical thinking by listing the relevant facts, identifying the precise moral question to be answered, listing moral principles used, explaining their decision and justifying their conclusions using positive reasons and ethical principles.	Outlined in the course syllabus and discussion rubric is the requirement of a total of 3 discussion responses each week. Responses should add depth to the conversation by using specific examples from the reading and other research to support discussion writings. The completion of LIB127 is a key component in improving this outcome.	
		b. Identify a key criminal justice training component that all officers should participate in.	Discussions	Final Project Submission	b. Key Criminal Justice training component identified: 86% of students identified a key training topic need for law enforcement.	I plan to meet with CASC to discuss changing LIB127 as a "Highly Recommended" prerequisite/co-requisite.	
		c. Use specific and convincing examples from the reading and media studied to support claims in your own discussion writings.	Training Development Plan Readings	Weekly Discussion Responses	c. Used specific and convincing examples from readings to support discussion writings: 72% of students demonstrated this outcome.	I will continue to make note of this when advising students.	
		If you assessed the same course outcome as last year, how have the results of student learning changed?					

01-25-2018

- Program map(s) for certificate or degree programs:





- **Faculty Development**

After each term the Criminal Justice department reviews the WDYT Course Evaluations. We discuss and problem solve student engagement issues. We strive for improvement in our student engagement each term. After our meeting Spring term 2019 we had one of our adjunct faculty members express an interest in teaching online CJ sections. Working with our Instructional Media department this instructor completed ALLY and Blackboard training in preparation for her Fall term online course. One of our more seasoned online adjunct instructors is working with this instructor to assure consistent course objectives and content delivery. We will continue to work with this instructor and any future instructors in their professional development.

- **Describe any program changes (if applicable) that were a result of the mapping process.**

The mapping process confirmed that Program Learning Outcomes, General Education Learning Outcomes and Institutional Learning Outcomes were all in alignment. No changes made at the time.

Section Five – Evidence Based Changes

Based on the results of your outcomes assessment and other information, describe recent/anticipated changes, such as:

Criminal justice – AAS and AS Program Outcome Report (2018-19)

I. General information

Date report submitted	7.31.19
Program faculty who contributed to this report	J. Henriques
Program outcome	PLO #1: Integrate and apply acquired knowledge and skills related to justice administration systems, crime control policy, theory, law, and technology to effectively manage and control problems related to crime and public safety in jurisdictions of employment.
Course(s) that formally assesses this program outcome (at its highest level, see program outcome curriculum map and plan)	CJ 101/SOC 244
Number of students assessed for this program outcome	27
Quarter students were assessed (e.g., fall 2018)	Spring 2019

II. Assessment of indicators for the program outcome (add more rows if necessary)

Indicators (taken from rubric) Students will be able to...	List the most significant teaching and learning activities used by faculty to facilitate the learning of <u>each indicator</u> in their class(es)	List the graded assignment(s) that formally assesses each indicator at its highest level	Performance expectations: Identify the percentage range for each level of performance by replacing the “xx’s” below	Average score for the indicator (%)	How well did the students perform?
Develop content	Discussion board, assigned readings, , assignment feedback, exams, research paper	Research Paper	Below expected levels: 0 – 65 % At expected levels: 65 – 90 % Above expected levels: 90 – 100%	82%	<input type="checkbox"/> below expected levels <input checked="" type="checkbox"/> at expected levels <input type="checkbox"/> above expected levels
Identify, locate and use relevant and credible sources of information	Discussion board, assigned readings, , assignment feedback, exams, research paper	Research Paper	Below expected levels: 0 – 65 % At expected levels: 65 – 90 % Above expected levels: 90 – 100%	93%	<input type="checkbox"/> below expected levels <input type="checkbox"/> at expected levels <input checked="" type="checkbox"/> above expected levels

Indirect Evidence	Describe the Indirect Evidence (Signs students are probably learning, but the evidence of exactly what they are learning is less clear and less convincing)

III. Overall assessment of this program outcome (please be thorough in all responses)

<p>Overall, how well did the students perform on this program outcome? (to checkmark a box, right-click on the checkbox and select 'properties' and 'checked')</p>	<p><input type="checkbox"/> below expected levels <input type="checkbox"/> at expected levels <input checked="" type="checkbox"/> above expected levels</p>
<p>Analyze assessment of indicator results in section II: What does the information in section II suggest to you about the performance expectations, the teaching strategies, and student learning?</p>	<p>This program outcome, “Integrate and apply acquired knowledge and skills related to justice administration systems, crime control policy, theory, law, and technology to effectively manage and control problems related to crime and public safety in jurisdictions of employment is formally assessed through the Criminal Justice AAS degree requirement. It is co-listed as SOC244 and is an election option within that discipline.</p> <p>The section II data suggest the students perform at expected levels developing content. This comes through assigned readings and weekly discussion board topics covering criminology theories, patterns and typologies. This is reinforced and assessed in quizzes and assignments. This course culminates with a research paper. The results are an accurate picture for student’s achievement developing content for their crime causation theory research paper.</p> <p>However, the 93% achievement results in identifying, locating and using relevant and credible sources of information, is surprising. This indicator is inherently a place that can be a stumbling block for students. This concept is covered multiple weeks, and yet it is time-consuming to not only cover criminal justice content, but also what qualifies as an acceptable and relevant source.</p> <p>I suspect one reason the scores are well-above average may be the course structure was modified following department discussions. Faculty have struggled to ensure students understand the requirements for the research paper and a different approach or solution was required.</p> <p>This last term taught students were required to submit the topic for approval in week 3 and in week 5 the bibliography was due. 15 proposed references and outline were due in week 6. The final paper was due in week 9 and only 7-10 sources were required. Based off the indicator and student feedback this appears to have been highly beneficial. Finding</p>

	<p>more sources initially helped students dig-in to the material and really decipher what is a relevant and credible source.</p> <p>It is also clear which students have completed LIB 127. During office hours or when I notice a student struggling to grasp relevant and credible sources the first question I ask is if they have taken LIB 127 and almost always they have not.</p>
<p>Next steps: Plans for reinforcing effective teaching and learning strategies and for improving student learning (clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes)</p>	<p>I plan to meet with the department and discuss changing LIB127 to a prerequisite/co-requisite instead of farther along in the sequencing of the program. Currently, LIB 127 is part of the second term classes and students need to have this knowledge prior to this class.</p> <p>I will also make note of this when advising students.</p>
<p>Projected quarter of implementing “next steps”</p>	<p>Fall 2020</p>
<p>Results of “next steps” implementation – this section is to be completed the following year (describe how the implementation of the above “next steps” impacted teaching and learning in the program)</p>	
<p>Date the “results of ‘next steps’ implementation” section above was submitted</p>	
<p>Suggestions for improving this report or process (if any)</p>	

Section Six – Institutional Learning Outcomes (ILOs)

List the Institutional Learning Outcomes (ILOs) that are relevant to this department/program and the courses in which there is an assessment that can be aligned with each:

Criminal Justice
ILO Curriculum Map
Updated 2019-08-26

Institutional Learning Outcomes	CJ& 100	CJ& 101/ SOC 244	CJ& 110	CJ& 120	CJ 130	CJ 201/ SOC 221	CJ 214	CJ 220	CJ 221	CJ 223	CJ 270	COMM 225 or SP100, SP111, SP218	LIB 127	MTH 243	PS 203	PSY 201	PSY 202	WR 121	WR 122 or WR 227
1. Application of Knowledge		A	A						A		A		A	A	A	A	A		
2. Approach to Learning					A	A	A	A	A	A	A	A	A						A
3. Communication	A	A	A	A	A	A	A	A	A	A		A		A				A	A
4. Critical Thinking	A		A									A		A			A	A	A
5. Personal Growth	A										A								

Section Seven – Summary

Describe the major strengths, challenges, and themes that emerged from your department/program review.

Strengths

Probably the single most valuable outcome of this Program Review process was a clearer awareness of who we are as a department and our alignment with the college. Students are able to complete all Core Criminal Justice courses online. This online availability has met the needs of a majority of our students, many of whom work full-time, have children and have difficulty attending a traditional on-campus program. A strength of our web based classes is that they are designed in a very uniform manner. Once CJ students are familiar with the Blackboard format they can easily navigate to other courses within the department.

Challenges

The process for preparing this Program Review began a year ago Fall term 2018. Some of the reported data was fairly easy to get, however, much of it involved a slow process of reviewing a whole year's worth of data and hand counting to combine totals. For example, course data is broken up by sections. All sections needed to be totaled to determine that particular course's information. Some reports were received from our IR department, some were RogueNet and others were from AVISO. Another challenge faced was conflicting data information. Reports received regarding 2016-17, 2017-18 and 2018-19 would fluctuate each time a report was sent

for the same years. For example the numbers received previously for the 2016-17 and 2017-18 academic years did not match the information received from IR in June 2019 that contained pass and drop rate information for all courses at RCC.

Themes

We look forward to a future with a strong department that serves the needs of our students. The Criminal Justice department will continue to focus on access to educational opportunities, student success and collaborative partnerships. In the words of John Wooden, “Don’t let what you can’t do stop you from doing what you can do.”

Section Eight – Attachments

- **Program Map for each program** –See pages 21-22
- **Table I: PLO Assessment cycle for each program** – See pages 13-18
- **Table II: Overview of PLO and Assessment plan for each program** – See pages 13-18
- **Three-Year Review of Learning Outcome Achievement for each program**- See pages 13-18
- **Sample Syllabus**- See pages 29-35
- **Link to department/program website**- <https://go.roguecc.edu/department/criminal-justice>

CJ 270 Capstone Project in Criminal Justice 4 Credits Syllabus

Instructor: Dr. J. Henriques (Dr. H.)
Office: Table Rock Campus, Room 115
Office Hours: 11:00 to 12:00 Mon – Thur
Course Location: TBA
Phone: (541) 245-7964
Time: TBA
Email: jhenriques@rogucecc.edu

COURSE DESCRIPTION

Serves as the culminating experience in criminal justice degree programs. Skills and knowledge acquired in criminal justice courses are integrated and applied to a field situation related to the control and prevention of crime and public safety administration. The course requires a comprehensive, structured research report, an oral presentation, and exams to assess professional competence.

INSTRUCTOR INFORMATION

Dr. Henriques has over twenty-five years of broad-based and hands-on experience in diverse industries. These industries have included law enforcement, delivery transportation and most recently higher education.

In December 2010, Dr. Henriques completed her PhD in Public Safety with a specialization in Criminal Justice from Capella University. Her dissertation research was entitled Perceptions of School Violence: School Personnel Views of Violent Behavior and Preparedness. She graduated from Vanguard University of Southern California with her MA in Business/Organizational Leadership and BA in Business.

DEPARTMENT MISSION

The mission of this Criminal Justice Program includes preparing students for public safety careers and for advanced study in criminal justice fields. This course is a college-level transfer course and serves as a core professional course requirement in the Criminal Justice Program.

REQUIRED TEXTBOOKS

No text is required for the course

COURSE SCHEDULE

All assignments are due at the beginning of class and no late work will be accepted.

WEEK ONE

Topic: Ethics in Criminal Justice
Essay Exam #1

WEEK TWO

Topic: Criminology

WEEK THREE

Topic: Judicial System

WEEK FOUR

Topic: Corrections

Essay Exam #2

WEEK FIVE

Topic: Juvenile Delinquency

WEEK SIX

Topic: Diversity

Essay Exam #3

WEEK SEVEN

Topic: Crisis Intervention

WEEK EIGHT

Topic: Criminal Investigation

WEEK NINE

Topic: Drugs, Crime and Addiction

WEEK TEN

Topic: Community Policing

Essay Exam #4

WEEK ELEVEN

Presentation of Capstone Project

COURSE REQUIREMENTS

- **Four (4) essay exams and One (1) presentation exam will be given in this course.** The exams will cover the module topic. Make up exams will not be allowed. Essay responses should be 1-2 pages not including the cover page and reference page. The fifth exam will be your Capstone Project presentation.
- **Weekly Discussion Assignments**
- **A Research-Based Capstone Project.** Professionals are expected to make significant contributions to their field of study. Your paper should:
 - Identify a problem in your scope of interest,**
 - Examine the current research to help present a reasonable and accurate description of the problem**
 - And seek to identify reasonable solutions.**
- **Steps to complete this project:**

- **Identify the ‘umbrella’ issue”**
 - Corrections, juvenile justice, law enforcement, etc.
- **Identify three problems under your umbrella**
 - Aging populations in prison
 - Medical treatment in prison
 - Juveniles in the adult system
 - Police corruption
- **Choose your issue**
- **Things to consider:**
 - Does the issue interest you?
 - Did your research uncover potential solutions to the problem?
 - Will you be able to prove the viability of these solutions?
- **Research your issue**
 - Find what has been addressed previously
 - Take careful notes on what has been discovered
 - Consider carefully what solutions have already been proposed
- **Find at least three potential solutions**
 - Gather as much information as you can on each
 - Separate the research into that which supports your argument and that which refutes it
 - Identify the most viable solution
 - Briefly identify your supporting arguments
 - Write your paper
- **Create a presentation that clearly outlines your thoughts, argument, and your supporting research**

Your final paper should be:

- 20-25 typed pages of actual content, not including the cover page or reference page, etc.
- It should be formatted under the style guidelines of the APA style manual

- **LATE WORK will not be accepted.**

STUDENT ASSESSMENT

		900-1,000	A
Exams	600 (120 pts each)	800-899	B
Capstone Project	200 pts	700-799	C
Discussion Assignments	<u>200 pts</u>	600-699	D
Total	1,000 points	<600	F

REMEMBER, TO BE SUCCESSFUL IN THIS COURSE...

- **Every student is expected to take responsibility for his or her learning in this course.** Set your daily schedule to allow time for study and for completing each of the assignments. Time management is essential for success in this course.
- Students are expected to **be respectful** of other students in class. If you disagree with others, do so respectfully.

- **Cheating in any form will not be tolerated** (see RCC Student Code of conduct). Any student cheating in this course will fail the class and possibly be suspended from the College and should not consider requesting a reference from the instructor.
- There is **no opportunity for extra credit** in this course.
- **No late** assignments, quizzes or exams will be accepted.
- No outlines, notes, assignments, quizzes or exams will be given after the date of issue. Material that is missed by a student because of absence, tardiness or a similar issue may be obtained from another student.
- This syllabus may be revised during the course of this term without prior notice.

Learning Outcomes

Course Learning Outcomes: In the left-hand column below, you will find the expected learning outcomes for this course. The outcomes are assessed by the methods described in the middle column.

Institutional Learning Outcomes (ILOs): In the right-hand column you will see “ILO Key Indicators.” Institutional Learning Outcomes (ILOs) are skills that will contribute to your success in life beyond RCC. Rogue’s ILOs are: Application of Knowledge (AK), Approach to Learning (AL), Communication (COM), and Critical Thinking (CT). Why are they important?

- Employers call these “soft skills” or “employability skills.” They may help you get and keep a job.
- These are skills that will help you complete a certificate or degree.
- They are skills for success in your life as a family member, worker, citizen, life-long learner, and more.

On successful completion of this course, students will be able to:

Course Learning Outcomes	Assessment Methods:	ILO Key Indicators
1. Assess the strengths and weaknesses of various public policy and problem-solving actions in response to specific crime, crime control or public safety administration challenges.	1. Oral presentations and written assignments.	AK 2 - Integrate previous and new learning, along with practical skills, to solve problems.

Course Learning Outcomes	Assessment Methods:	ILO Key Indicators
2. Prepare a comprehensive research report that is highly evidence based (science and law), and focused on a specific problem related to justice administration and/or public safety.	2. Properly prepared, formatted, and presented formal research report.	AL 5 - Use technological tools to research new information, solve problems, and communicate effectively.
3. Exhibit a professional demeanor consistent with employment in criminal justice fields.	3. Demonstrated professional aptitude in discussions, debates and problem-solving exercises.	
4. Correctly apply appropriate theoretical, legal and systems principles in written and oral assignments.	4. Assignments that clearly demonstrate integrated concepts.	
5. Demonstrate effective selection of audio-visual strategies and the ability to utilize a variety of communication tools in the delivery of a high-quality presentation.	5. Oral presentation of the capstone project to a panel of hypothetical decision-makers (panel of faculty and guests).	
6. Demonstrate understanding of the course sequence areas of theory, systems, law, and diversity/cultural awareness competency areas.	6. Successfully pass summary comprehensive exams covering criminal justice degree core course competencies.	
7. Communicate effectively and professionally in written and oral contexts.	7. Demonstrated written and oral communication skills.	

EXPECTATIONS FOR STUDENTS

Attendance

If you are unable to attend a class, please notify me via email or phone.

- **Administrative Drop:** students who do not attend at least 50% of the class sessions during the first week of school and who do not contact the instructor to indicate a plan to attend will be automatically dropped from the class during the 2nd week of the term.
- **Refund policy:** Students dropping a class by 11:59 p.m. on Wednesday of the second week of the term get a full refund. After that there is no refund.

- **Withdrawal from class:** A student may withdraw from a class between the Thursday of Week 2 and the Friday of Week 8 at 11:59 pm. (Week 5 during summer term). A grade of W will be assigned.

Academic Honesty

Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the right to take action on any suspected acts of academic dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging from loss of points to expulsion from the class or college.

Classroom Behavior

Expectations for classroom behavior are outlined in the Student Code of Conduct, available in the catalog, schedule, and online. Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Instructors have the right to remove students from class for not following the Code of Conduct or other specified classroom rules. Expectations for behavior in online classes are similar to what is required in the classroom.

Student Evaluations of this Course: “What Do You Think?”

Students enrolled in all credit (and some non-credit) courses will receive an RCC email around the 8th week of each term to complete online evaluations on each course they are enrolled in. Full instructions for accessing and completing the evaluations will be in the reminder email. These evaluations are anonymous and will not be released to the teachers until after the term is over. They provide valuable feedback to faculty about your experiences in and impressions of the course.

Disability Services

Any student who feels that he or she may need academic accommodations for a disability, such as vision, hearing, orthopedic, learning disabilities, psychological or other medical conditions, should make an appointment with the Disability Services Office.

Redwood Campus (Wiseman Tutoring Center):

Phone: 541-956-7337; Fax: 541-471-3550; Oregon Relay Service: 7-1-1

Riverside and Table Rock Campuses (main office: Riverside Campus B-9):

Phone: 541-245-7537; Fax: 541-245-7649; Oregon Relay Service: 7-1-1

For more information, go to <http://www.roguecc.edu/disabilityservices/>.

Discrimination, Harassment and Sexual Violence Policies

RCC is committed to ensure that its learning and working environments are free from all forms of discrimination and harassment, including sexual harassment. Therefore, it is a violation of College policy for any employee, student or third-party at RCC to engage in these practices.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Jamee Harrington, Director of Human Resources

541-956-7017

jharrington@rogucecc.edu

Redwood Campus, M-2.

In addition, RCC has a zero tolerance for sexual assault, stalking, intimate partner or domestic violence, dating violence and workplace violence. Anyone found participating in any of these activities will be subject to disciplinary action and prosecuted in accordance with RCC policies and procedures and Oregon state laws. For more information, go to <http://web.rogucecc.edu/title-ix-and-sexual-misconduct>

Safety

The College assists in keeping the campus safe, but a safe campus can only be achieved through the efforts and cooperation of all students, faculty, and staff. For information on safety services, go to <https://www.rogucecc.edu/safety/>

Smoking restrictions (Board policy)

Smoking is not permitted on the premises of Rogue Community College except in designated areas. For more information go to: <http://web.rogucecc.edu/board-policies>