

Program Outcome and Assessment(s)
2018-2019 Program Outcome (PO) Year End Reporting Form
Program Review Cycle – 2016-2017

Institutional Goal 2: Increase Student Access
Institutional Goal 3: Improve Student Success

Name of Program: Criminal Justice

Mission/Purpose Statement: The mission of the Criminal Justice program is to provide students with extensive technical and professional knowledge in relation to the dynamic fields of employment within the Criminal Justice system.

Outcome # 1: Program Retention, Fall to Fall

Baseline: 34.4% Fall to Fall (Average program retention - 2012-13; 2013-14; 2014-15)
Standard: 36.4% Fall to Fall
Target: 38.4% Fall to Fall

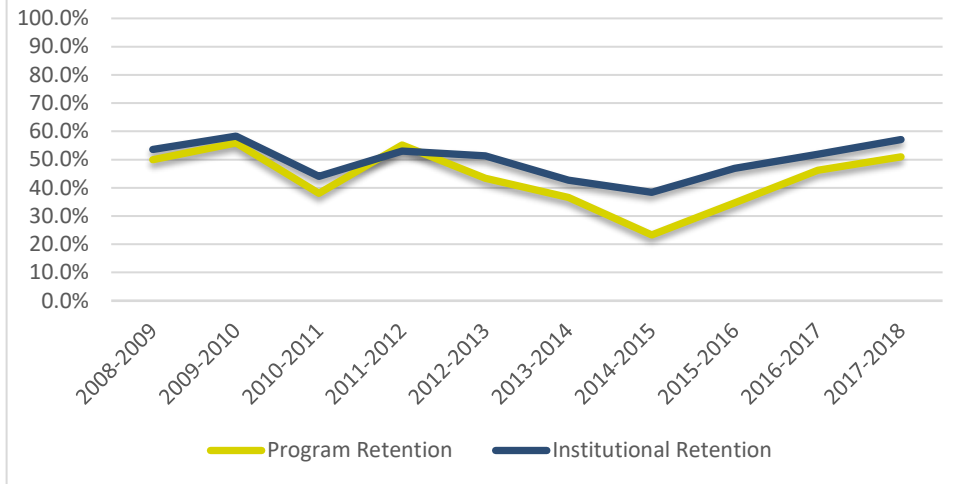
Data / Results:

Fall-to-Fall

Year	Fall Enrollment	Grads	Return	Non-Completers	Program Retention	Program Transfer	Institutional Retention
2008-2009	56	7	21	26	50.0%	2	53.6%
2009-2010	84	6	41	35	55.9%	2	58.3%
2010-2011	100	4	34	56	38.0%	6	44.0%
2011-2012	87	13	35	34	55.2%	5	53.0%
2012-2013	76	9	24	37	43.4%	6	51.3%
2013-2014	82	6	24	47	36.6%	5	42.7%
2014-2015	73	0	17	45	23.3%	11	38.4%
2015-2016	49	8	9	26	34.7%	6	46.9%
2016-2017	52	5	19	25	46.2%	3	51.9%
2017-2018	49	8	17	21	51.0%	3	57.1%

Sources: Curriculum Registration Progress Financial Aid Reports (CRPFA) and Entrisik Informer Report – IE – Graduates – Acad Credentials by Term by Program Code

Fall to Fall Retention A55180



2018-2019 Strategies / Action Items:

Item #	Strategies / Action Items (Action items identified in the 2017-18 year-end report)	Results (State the progress/results of the action items identified based on your method of assessment. Provide number/percent accomplished.)
1	Continue early intervention with students in the classroom and invite members from Academic Skills Center to come in and talk to students in the first couple weeks of class.	Students were consoled in person every 4 weeks on their progress, in addition to using Aviso.
2	Move from Grades First to the Aviso program for early alerts.	Students are sent alerts if they are in jeopardy of falling behind in a class. Alerts were sent out to approximately 12 students in fall semester and were retained.
3	Dedicate a class session to have a representative from the Writing Center to provide assistance to students with formatting papers for class assignments.	Have reached out to Academic Skills Center and received no response. However, time was used during class time to cover appropriate writing skills.

Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect / increase your retention.)*

Despite the fact that our enrollment fluctuated over the past 3 years, our retention rate actually increased. We saw that our overall average for retention for 3 years was 43.9%. It is our belief that our adherence to our strategies, which are listed below, has a lot to do with this increase.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

We were able to surpass our Standard by 7% and our Target by 5%. Since we surpassed both our Standard and our Target, we feel that we can increase our Standard to 38% and our Target to 40%.

2019-2020 Strategies / Action Items: *(Identify new action items as a results of your review and assessment of previous year data and action item results.)*

Item #	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Continue early intervention with students in the classroom and use Avsio.	Track them every 4 weeks throughout the semester. And act on alerts that are received.
2	Dedicate a class session to go to the Writing Center to provide assistance to students with formatting papers for class assignments.	Take CJC 111 early in the Fall Semester to the Writing Center.