Glendale Community College Instructional Division
Program Learning Outcomes Assessment Timeline

Please complete a separate timeline form for *each* program within your division

Division name: Technology and Aviation
Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual mastery): Administration of Justice

Program Relationship to Glendale Community College's Core Competencies/Institutional Student Learning Outcomes (ISLOs)

How does this program relate to GCC's College's Core Competencies/Institutional Student Learning Outcomes (ISLOs)?:	An ideal relationship:
Core Competencies/ISLOs are commonly defined as the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. Each program offered at GCC should link to at least some of these Core Competencies/ISLOs. A list of the Core Competencies/ISLOs can be found here: http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4362 Include a brief statement outlining how this program aligns with GCC's Core Competencies/ISLOs	• Is clear and brief • Is connected to GCC's Core Competencies/ISLOs • If applicable, aligns with professional organization(s) learning outcomes

This program relates closely to many of the college's core competencies. It is a career-oriented program with diverse course offerings that inform and prepare students for work in the many specialty fields related to the criminal justice system. Students experience all forms of Communication (1a, 1b, 1c, 1d, 1e) through textbook, and other, reading assignments. All courses involve listening and class discussions. Most courses include a writing component such as a research paper or essay assignment. These require the student to gather information and express it in formatted written English. Information Competency (3a, 3b, 3c, 3d) is likewise enhanced. Research papers require multiple forms of reference and investigation. The APA format is employed to provide a standard template for research, organization, and written communication. Due to the nature of the subject matter, ethical and legal uses of information sources are stressed. Critical Thinking (4a, 4b, 4c) is emphasized as it is a vital trait for those entering law

enforcement. Investigative role-playing allows participants to make lifelike determinations of crimes and procedures. Case studies are used to stimulate critical thinking and facilitate group discussion. Global Awareness (5b, 5d, 5f) is critical to understanding the history and climate of criminal justice in America. International terrorism is addressed. Personal Responsibility (6a, 6b, 6c, 6d) is vastly important for peace officers and The Law Enforcement Code of Ethics is introduced to every student. Both in, and beyond, the introductory courses, there is a focus on Application of Knowledge (7b, 7c, 7d). The field of criminal justice is constantly changing. This suggests a need to keep current on laws and procedures throughout one's career. Students are informed of this need and provided resources to accomplish it.

Program Level Outcomes (PLOs) Assessment Timeline

What are the Program Learning Outcomes of this program?: Program Learning Outcomes (PLOs) are commonly defined as the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences such as within a specific program, degree, certificate or series of learning activities leading to intellectual mastery List your PLOs below and explain the timeline by which the PLOs will be assessed **What is the PLO Assessment Planning Timeline for this Program?:** To develop an ongoing and systematic planning timeline, it is recommended that you assess PLOs within a 3 year cycle (e.g. assess 1/3 of PLOs in year 1, 1/3 in year 2, and 1/3 in year 3)	**Ideal examples of Program Learning Outcomes:** • Are observable and measurable • Are program specific • Connect to GCC's Core Competencies/ISLOs • Use action verbs • Generally a program will have between three and six PLOs • If applicable, aligns with professional organization(s) learning outcomes **Ideal examples of Program Assessment Timelines:** • Are practical, sustainable, and geared to Core Competencies/ISLOs, and college mission • Ensure that each PLO is assessed regularly within a 3 year cycle • Include teams for assessment data collection and analysis and assessment report writing that include faculty members who are instructors of the courses/programs assessed

List PLOs below. Generally, a program will have between three and six PLOs. Continue to add PLOs until you have developed an assessment timeline for each	In what semester and year will you assess this PLO? What data will you use to assess it (i.e. SLO data from courses within the	Who will collect and analyze the PLO assessment data and write a report of the findings? (Include report writer's name and, if possible, other participants)

PLO associated with this program.	program, exam or essay data, portfolios of student work, licensing/exit exams, etc) ?	
PLO 1 Students will demonstrate an understanding of the major components and function of the criminal justice system in America	This PLO will be assessed beginning the Spring 2012 Semester. SLO data from within each course will be compiled and used for assessment purposes	Curtis Potter
PLO 2 Students will demonstrate knowledge of criminal laws in California	This PLO will be assessed beginning the Spring 2012 Semester using data from courses relating to criminal law	Curtis Potter
PLO 3 Students will define ethics in law enforcement and the consequences of unethical behavior	This PLO will be assessed beginning the Spring 2012 Semester using data from the Ethics in Law Enforcement course, and other courses	Curtis Potter

Course/Program Alignment Matrix

How are courses in the program aligned with the program's learning outcomes?: This section should include a matrix of the PLOs for your program and a list of each course which is a part of the program • For each course indicate if PLO is addressed within it the level at which it is addressed by either leaving it blank (if not addressed in program) or noting **I, D, or M** • **Introduce = I** PLO is introduced at a basic level • **D = Develop** Students are given opportunities to practice, learn more about, and receive feedback to develop more sophistication • **M = Mastery** Students demonstrate mastery at a level appropriate for graduation	**Ideal alignment:** • Course/Program matrix indicates that PLOs are embedded in program's coursework • PLOs are introduced, developed, and mastered within the range of courses • Each course addresses one or more of the PLOs; however, rarely does a course address all PLOs

Course name and number	PLO 1	PLO 2	PLO 3
	Students will demonstrate an understanding of the major components of the criminal justice system in America	Students will demonstrate knowledge of the criminal laws in California	Students will define ethics in law enforcement and the consequences of unethical behavior
ADMJ 101 Introduction to Administration of Justice	I	I	I
ADMJ 103 Concepts of Criminal Law	D	M	D
ADMJ 107 Community Relations	D		D
ADMJ 110 Principles & Procedures of the Justice System	M	D	D
ADMJ 116 Criminal Investigation	D	D	D
ADMJ 117 Crisis Intervention	D		D
ADMJ 118 Youthful Offenders	D	D	D
ADMJ 120 Legal Aspects of Evidence	M	D	D
ADMJ 129 Special Crimes and Dangerous Drugs	D	M	D
ADMJ 134 Report Writing	D	D	D
ADMJ 165 Introduction to Forensic Science	D		D
ADMJ 170 Ethics in Law Enforcement	D		M

As you fill out this alignment matrix, gaps may occur or become visible. Use the gaps to help your determine which course or program SLOs may need to be revised so that all courses and programs are aligned. Question 2.2 in your program's Program Review report provides a means to explain if you noted any gaps in alignment and, if yes, how your division might revise course or program SLOs to ensure that all course and program learning outcomes are aligned.