

<b>School</b>	<b>Math and Sciences</b>
<b>Program Area</b>	<b>Criminal Justice</b>
<b>Major Programs</b>	<b>A.A. Criminal Justice – Corrections/Pre-Law (63 credits), A.A. Criminal Justice – Law Enforcement (63 credits)</b>
<b>Review Period</b>	<b>Fall 2012 to Fall 2017</b>
<b>Self-Study Developed</b>	<b>AY 2017-2018</b>
<b>Review Status</b>	<b>Academic Standards Accepted the Program Review Without Contingencies</b>
<b>Program Leaders</b>	<b>Jodi Weppner</b>
<b>Committee Chair</b>	<b>Cindy Henning</b>
<b>Academic Standards Program Review Subcommittee Reviewers</b>	<b>DeeJaay Beals: Faculty, BATS Daniel Powell: Academic Dean, Arts &amp; Humanities Cindy Henning: Chair of APR Subcommittee Kim Bender: AVP – Institutional Effectiveness Erin Bauer: Chair of SLA Committee Jesse Brumfield: Student Services Representative Sabrina Lane: Administration and Finance Representative</b>

### A. Brief Overview of Program

The Criminal Justice Program (CRMJ) has existed at Laramie County Community College (LCCC) since the early 1970's. In 2004, the Criminal Justice program was moved to the Justice Studies Department.

The Criminal Justice Program provides students with an opportunity to focus in two primary areas, Law Enforcement and/or Corrections/Pre-Law. The program of study allows students to prepare for jobs in law enforcement, correctional institutions, lower levels of probation and parole or to transfer to a 4-year institution. Completion of either the CRMJ-Law Enforcement or the CRMJ-Corrections/Pre-Law program will earn the student an Associate of Arts degree from LCCC.

For the majority of its existence, LCCC has employed a single full time instructor in the Criminal Justice program. In 2004, the Criminal Justice program was moved to the Justice Studies Department and supervised by the Justice Studies Coordinator who also oversees the Paralegal program. The Justice Studies Coordinator teaches courses in the CRMJ program and is supplemented by adjunct instructors.

Annual FTE in the program is 31.00 with a three-year average of 30.25. Graduation rates are 47.52% with a three-year average of 35.43%. Course success rates are 78.17% with a three-year average of 79.45%.

### B. Program Achievements Over the Review Period

Since its last program review, the Criminal Justice Program has:

1. Completed a 2+2 articulation with the University of Wyoming. This is particularly significant since it is the first 2+2 articulation with the CRMJ program in its history. Prior to the completion of the 2+2, CRMJ majors could transfer only three CRMJ courses directly to UW.
2. Maintained a relatively high course completion rate 79%.
3. Maintained a relatively steady high number of majors with a three-year average of 176.

4. Provided majors with a wide variety of challenging criminal justice courses, taught either by the full time member of the program or an adjunct instructor with expertise in the area.
5. Has nearly finalized online development on the Corrections/Pre-Law degree. This degree program will be available as an online program in about one year.
6. Maintained (and continues to maintain) a close relationship with members of the law enforcement, courts and correctional communities.
7. Employed (and continues to employ) adjunct instructors with particular expertise in the course(s) they are teaching. The program employs several former law enforcement officers, current probation and parole officers, the Laramie County Drug Court Coordinator, the assistant District Attorney in charge of Juvenile Court, and the current police chief.

## C. Mission and Values

### MISSION:

It is the mission of the Criminal Justice program at LCCC to provide challenging, high quality, and relevant coursework that facilitates student:

1. Acquisition of knowledge and understanding of the values, beliefs, and institutions that constitute the American criminal justice system.
2. Understanding the main components of the American criminal justice system: law enforcement, courts and corrections.
3. Development to enter or advance in productive, life-fulfilling occupations in the Criminal Justice field, or help prepare individuals to transfer to four-year institutions.
4. Inspiration to learn by providing a wide variety of coursework and practical application within the various courses.
5. Acquisition of knowledge of the theories and analytic skills necessary to evaluate conflicting arguments, assemble and present appropriate evidence, and make reasoned conclusions from the evidence available.
6. Development of effective communication skills.

### VALUES:

Students and their success are the central, overriding value for LCCC, its programs and its employees. The Criminal Justice Program and its faculty are committed to this value and constantly strive to help students achieve success in all they do. Towards this end, and based on student and institutional feedback, the criminal justice program is:

- 1) Committed to educational rigor with constant qualitative improvement in program specific courses so as to positively impact student learning outcomes in program-related courses, and to also increase student recruitment, retention, graduation rates, and transferability.
- 2) Course and program competencies have been clearly defined.
- 3) Learning outcomes, course and program expectations, and assessment tools have been created and implemented that will evaluate our effectiveness.
- 4) The Criminal Justice program is aggressively using support structures and services that identify high-risk students, students in need of early interventions, and students who are ready for greater challenges.

5) The Criminal Justice program has designed program sequencing that ensures all CRMJ students engage with program faculty and develop interpersonal relationships, which encourage open communication and foster mentoring.

6) The Criminal Justice program is dedicated to collaboration with both internal and external stakeholders.

#### D. Program Competencies and Outcomes

The Criminal Justice program at LCCC has identified program objectives, which help strengthen the program through course relevance and vigor.

##### **a) Criminal Justice Program Learning Competencies:**

- Students will identify and describe the nature of crime, the historical and philosophical foundations of law enforcement agencies, criminal courts, and correctional institutions.
- Students will be able to recognize the differences between crimes and other types of legal (and moral) wrongs and between the substantive criminal law and the law of criminal procedure.
- Students will identify and describe the concepts/perspectives of criminology.
- Students will demonstrate an understanding of the criminal justice vocabulary.
- Students will identify the structure of the federal and state courts within the United States judicial system.
- Students will identify and describe the rights provided by the fourth, fifth, sixth, eighth, and fourteenth amendments as they pertain to the criminal justice system.

##### **Program Operational Effectiveness Outcomes:**

1. Finish the Criminal Justice Articulation with the University of Wyoming.
2. Maintain/Increase completion rates in Criminal Justice Law Enforcement and Corrections/Prelaw
3. Complete the development of the Corrections/Prelaw online offerings and add all online courses to the CRMJ schedule.

##### **CRMJ program values statements**

- 1) Committed to educational rigor with constant qualitative improvement in program specific courses so as to positively impact student-learning outcomes in program-related courses, and to also increase student recruitment, retention, graduation rates, and transferability.
- 2) Course and program competencies have been clearly defined.
- 3) Learning outcomes, course and program expectations, and assessment tools have been created and implemented that will evaluate our effectiveness.
- 4) The Criminal Justice program is aggressively using support structures and services that identify high-risk students, students in need of early interventions, and students who are ready for greater challenges.
- 5) The Criminal Justice program has designed program sequencing that ensures all CRMJ students engage with program faculty and develop interpersonal relationships, which encourage open communication and foster mentoring.
- 6) The Criminal Justice program is dedicated to collaboration with both internal and external stakeholders.

b) The following program competency aligns well with CRMJ program values statement number 5:

- Students will identify and describe the nature of crime, the historical and philosophical foundations of law enforcement agencies, criminal courts, and correctional institutions.

Because students in the Criminal Justice have the opportunity to learn from working professionals in various areas of the CRMJ field, the sequencing of the CRMJ courses allows students to clearly identify and describe the nature of crime, the historical and philosophical foundations of law enforcement agencies, criminal court systems and correctional institutions. In addition, the CRMJ program values program effectiveness through clear definition of learning competencies that are measured or evaluated by its assessment tools; these specifically align to the program value of program effectiveness.

c) The program is committed to constant qualitative improvement in program specific courses so as to positively impact student learning outcomes in program-related courses, and to also increase student recruitment, retention and graduation rates. This value statement aligns directly with the program operational effectiveness outcome of maintaining/increasing graduate rates in both CRMJ program tracks.

#### E. Abbreviated Summary of Program Data (KPIs)

Program Demand (Participation) - The CRMJ program has mixed scores in this indicator category. The program does very well with its three-year average for concentrators enrolled at 176, and performs at an average level for its number of participants with a three-year average of 130, but has a three-year average of just 30 annual FTE as the program offers no general education courses and most enrollment consists of majors.

Student Success: The program performs well in this category with strong performance for its three-year average graduation rate at 35% and three-year average number of degrees/certificates at 15. The program strives to work with its students to see them through graduation; many of the students complete both tracks. It experiences lower performance for course success rates with a three-year average of 79%.

Transfer Preparation: Having recently completed an articulation agreement with UW, the program experienced a strong three-year average, university matriculation rate of 37%.

Efficiency: The program is very cost effective with its three-year average core expenditures per FTE at just \$2,707. However, it is less effective for average credits to completion with a three-year average of 73 credits, three-year average time to completion at 4 semesters, and average section fill rate at 60%. Because many of the program's students attend part-time, the average time to completion is slightly higher than the college average. Additionally, the cap placed on the program's fill rate is outdated, and the program will work to update the measure's assumptions.

Future Actions: The program director will discuss these measurements with the Dean of Math and Science, the CRMJ advisor and a representative from admissions. There may be a need to explore an additional operational effectiveness outcome centered on increasing enrollment and recruiting for the program.

The program director will review with the Dean and CRMJ advisor the course taking patterns to see if students are making poor course selections. There is a strong possibility that these KPI numbers are affected by the number of part-time students in the program. The program director also expects to see these numbers improve with the complete development of the online program. Students will be able to complete a CRMJ course in the Corrections/Pre-law track more quickly. In the past if a student missed a particular course (with the exception of CRMJ 2120 and 2400), they had to wait a year until the course was offered again.

The program is pleased with the course success rate numbers, referring to Dr. Powell's feedback below, the only course that consistently scores lower than 80% is CRMJ 2120 - only two instructors teach that course, the program director and an adjunct instructor. The program director will work directly with that adjunct instructor to review the numbers and discuss strategies to improve the numbers.

#### F. Accomplishing the Program's Previous Action Plan Goals

Because the previous program review process did not require recommendations or development of action plan goals, there were no action plans for the program to monitor. There were no specific recommendations from the previous review completed in 2011 except to continue to support the Criminal Justice program at the current resource level and ensure that resources provided were sufficient to meet the needs of the program in regard to adjunct instruction. The program budget has maintained proper resources to support the adjuncts needed in the program.

#### G. Summary of Review Action Plan Goals

Based on the work the program has done in the response to reviewer feedback from the initial self-study narrative the program has determined the need for three action plan goals in addition to the two mentioned above.

- Action Plan Goal 1 - Development and Implementation of the Criminal Justice Advisory Board
- Action Plan Goal 2 - Development of Program Competency Rubrics
- Action Plan Goal 3 - Plan for Communication of Assessment results

All three of these Action Plan Goals have been completely entered into the Assessment section in Aquila. The first two goals listed above will be entered into Aquila by the end of the spring semester.

#### Action Plan Goals in Aquila planning management appear below.

Goal One: The Criminal Justice program will develop and implement an Advisory Board to meet the requirements of the program in addressing the needs of internal and external stakeholders.

Goal Two: The CRMJ program will evaluate the current Program Competencies and will develop rubrics for the assessment of two-to-three program competencies.

Goal Three: The CRMJ program will develop a comprehensive plan for communicating assessment results to various stakeholders including but not limited to CRMJ advisory board and CRMJ adjunct faculty members.

## H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process

### a) Student Learning

**Program Strengths:** The program also shows high success rates in the majority of the program courses and has high retention rates in all CRMJ courses. The programs' articulation with UW is a strength as it allows seamless transfer for program students.

**Program Concerns:** The CRMJ program needs to complete or revise MCOR's for several CRMJ courses. The program scores low in the KPI measurement of percent of sections taught by full-time faculty and average credits to completion. The program needs to evaluate the reason behind the low scores in the average credit to completion category.

**Program Opportunities:** The program has the opportunity to study the course success rates and determine how to increase the success rate for CRMJ 2120. The program also has opportunities in seeking articulations with other 4-year institutions.

**Program Challenges:** The program needs to develop a system for programmatic assessment which includes individual course assessment, program level assessment and continued assessment of institutional competencies through CCA. The program needs to evaluate the current program competencies. The program needs to evaluate the current curriculum and determine if any adjustments are needed in order to meet stakeholder needs.

### b) Program Operations

**Program Strengths** - The program has successfully completed one of its original operational effectiveness outcomes - the development of the online program for Corrections/Pre-Law track. This will provide students in the Criminal Justice program better opportunities to complete the degree and should help in the recruitment of additional students to the program. The CRMJ program scores well in KPI data referring to "concentrators" enrolled, graduation rates for "concentrators" and number of "concentrators" matriculating to university.

**Program Concerns** - The program review has demonstrated some deficiencies in the program; the program needs an advisory board to assist the program in better meeting the needs of the program stakeholders. The program has not been efficiently assessing program level competencies.

**Program Opportunities** - The program has the opportunity to effect positive change in the program and address the deficiencies in the program competency assessment through the development and implementation of the program advisory board. There are opportunities for recruitment of more prospective Criminal Justice majors from local and regional high schools as well as current LCCC students seeking new majors.

**Program Challenges** - The program needs to establish a clear plan for better recruiting of prospective students and needs to revise the program website, both of these will require assistance from outside the program.

## I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the Criminal Justice program review without contingencies, so it was not required to submit follow-up action planning.