



Southwestern Program Review Criminal Justice Program

Process

Program Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a triennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Resources

Program Review detailed instructions
[Report Documentation](#) – myLakerLink on the Resource Center tab
Reports – must be on campus or access network to process reports
[Course Completion Report](#)
[Course Completion by Course Report](#)
[Course Completion by Degree Report](#)
[Course Enrollments Report](#)
[GL Unit Costs by Fund by Unit Report](#)
[Graduates by Major Report](#)
[OLMIS](#) – Employment Opportunities
Persistence Report – being developed
[Student Enrollment Report – Enrollments, FTE, Billing Credits](#)
Transfer Reports – being developed

Program review consists of the following elements

- ✓ [Program Description and Goals / Philosophy](#)
- ✓ [Program Narratives](#)
- ✓ [Student Learning Outcomes](#) including measures and criterion for achievement
- ✓ [Operational Data](#) analysis
 - I. [Enrollments](#)
 - II. [Financial Viability](#)
 - III. [Efficiency of Delivery](#)
 - IV. [Instructional Effectiveness](#)
 - V. [Program Student Success](#)
 - VI. [Program Relevance](#)
 - VII. [Graduate Student Success](#)
- ✓ Reflection of the data
- ✓ [Projects](#) planned based on evidence
- ✓ Association with core themes and other planning, processes/projects
- ✓ Activity [Timeline](#)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

PART A: Program Review Narratives

Program Description and Goals / Philosophy

The Criminal Justice Program provides educational programs for students pursuing a variety of careers in the field of Criminal Justice. The program includes an AS Criminal Justice degree that has been articulated with Southern Oregon University and an AAS Criminal Justice terminal degree, and a ROTA program (Reserve Officer Training). Through these three options, we can serve students seeking a Bachelor's degree, those seeking employment after completing a two-year degree, and those volunteering with local agencies.

Our programs strive to introduce students to be broad based and introduce students to all three facets of criminal justice – The judicial system, law enforcement, and corrections.

Administration

- **Faculty / Staffing:** In spring of 2011, Southwestern lost its full-time faculty leadership for the Criminal Justice Program. In December 2014, we finally successfully hired a new full-time faculty. Strong support from our local industry professionals has helped staff our classes in the absence of full-time faculty though course offerings were limited due to available faculty expertise.
- **Professional Development** (staying current, networking, legislation review, etc.): Since we have been relying on part-time faculty for the last few years, we have sought out professionals with current and contemporary knowledge and skills to teach in our Criminal Justice courses. The local Chiefs organization that includes officials from law enforcement, courts, and corrections has served as our advisory.
- **Support Services used (or identified need):** Without full-time faculty, there is no content specialist to provide student advising. The Dean, Coordinator of Public Safety Programs, and Student Services staff have been providing needed advising.
- **Advisory Committee (activities and membership):** The local Chiefs organization that includes officials from law enforcement, courts, and corrections has served as our advisory.
- **Community Relationships / Partnerships:** The entire ROTA program is provided in concert with the local agencies. Southwestern faculty provide needed classroom instruction and the agencies provide instruction on the applied areas of training. Additionally, relying solely on part-time faculty from our local pool of professionals has strengthen ties between Southwestern and industry partners.
- **Program Accreditation (if applicable):** N/A

Curriculum

- **Degrees/Certificates offered and changes since last review:** Since 2011, Southwestern has only offered two degree programs, the AS and the AAS in Criminal Justice. No certificates are currently available.
- **Course list and changes since last review, including new and revised courses:** During a review of the reviewed course outlines in the Criminal Justice area this year, it was realized that the many changes in leadership of the program has resulted in overlapping courses, outdated outcomes, and missing curriculum. Also, there is little difference between the curriculum of the AS and AAS except for that of the general education requirements.
- **Career Pathway/Program of Study Efforts:** At this time there are no Pathway certificates nor formal mechanisms for Credit for Prior Learning within Criminal Justice.
- **Delivery Methods/Instructional Methodology:** All classes have been offered at night or online since no instructors have been available for daytime instruction.
- **Articulation/Transferability:** The articulation agreement with Southern Oregon University has expired and must be renewed this year.
- **Dual Credit offerings:** CJ101 is offered annually at NBHS.
- **Course Scheduling issues:** There has been difficulty face-to-face classes due to the limiting availability of faculty. Overlap of evening course schedules is often unavoidable. Daytime classes will be possible with the new FT faculty on board.
- **Instructional Materials (textbook, software issues):** Part-time faculty have been selecting textbooks and resources such that consistency may be lacking.

Students

- **Special Populations:** The majority of our Criminal Justice students are in-district students and are in the 18-21 age bracket. An increase in the enrollment of Hispanic students has doubled over the last 5 years. In the mid 2000's, there were twice as many AAS students in Criminal Justice as in the AS program; now, there are twice as many AS students than AAS students with the AAS population increasing since 2009.
- **Recruitment:** No specialized recruitment has occurred since 2011 due to loss of program faculty. Campus recruiter has intervened to assist in out-of-district recruitment and the Coordinator of Public Safety Training Programs has assisted with in-district recruitment.
- **Advising:** Without full-time faculty, there is no content specialist to provide student advising. The Dean Coordinator of Public Safety Training Programs, and Student Services staff have been providing needed advising.
- **Student Satisfaction:** Student ratings of Instruction has varied widely depending on the instructor. Part-time faculty evaluation will be conducted in 2014-2015 By the Director of Emergency Management.
- **Student Assessment Methods:** At this time there is no culminating assessment employed for the program. In class assessment are designed by and implemented by faculty. Mapping of outcomes to course assessment have not yet been done.

Facilities/Budget

- **Budget Changes over past 4 years:** The full-time faculty position was restored to the budget for 2014-2015. General materials and supply budget has been minimized and staff development funds have been moved to the faculty development fund.
- **Instructional Materials (software, supplies, etc.):** No new software has been acquired since 2011 nor needs identified. Department currently does not utilize student uniforms.
- **Equipment lists and needs:** No new equipment has been acquired since 2011.
- **Facilities lists and needs:** No new facilities has been acquired since 2011 nor needs identified. Department currently does not utilize student uniforms.
- **Student fees;** self support accounts: N/A

Progress of Planned Projects

- Describe progress made for each project activities planned for prior year.

NOT REQUIRED FOR 2013-2014 PROGRAM REVIEW

PART B: Program Outcomes Data Review

Student Learning Outcomes - Measures - Thresholds

List program outcomes; include the means of assessment and assessment threshold criteria:

Upon successful completion of the AAS Criminal Justice, a student will be able to ...

- o Identify the characteristics of professional integrity and ethical standards for Oregon criminal justice professionals.
- o Describe and relate the constitutional rights and responsibilities of citizens, offenders, and victims as they apply to state, federal, and procedural laws.
- o Describe the processes and technology used to gather, investigate, manage, and report information in the criminal justice field.
- o Identify the legal responsibilities of criminal justice professionals as they relate to cultural diversity and establishing positive community relationships.

At this time, the AAS Criminal Justice does not have an established means of assessment and threshold criteria for the program student learning outcomes.

Review measurement data for the full four-year cycle

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**

No established means of assessment nor criteria exist such that no significant data has been collected relative to program student learning outcomes. Program faculty are currently conducting program outcomes and assessment inventories and mapping to determine means of assessment and threshold criteria.

- **Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects**

Once a program assessment plan has been adopted, the program student learning outcomes will be reviewed annually.

- **Affirm or Change measurements and/or thresholds as needed**

PART C: Program Operational Data Review

I Enrollments

Exhibit I.A: Total Enrollments – Program

Exhibit I.B: Number of Students in Major, if applicable

Exhibit I.C: Student Demographics (optional)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
Enrollment in the CJ program and in the CJ courses themselves, dropped dramatically with the loss of our full time faculty due to miscommunication and disgruntlement. Prior to that, there had been a gradual loss in program majors due to the change in focus of the program to be principally a transfer program. In 2013 we finally saw a resurgence in the CJ majors. In the current programs there are twice as many AS students than AAS students. It is uncertain whether the AAS is not as strong as it was in the past due to the parallel content of the AS and AAS programs, or possibly due to the changes in the employment standards.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*
The AAS degree is currently under review in order to determine the deficiencies of the AAS, the need for the AAS, and the need for Pathway certificates.
The AS Criminal Justice degree articulation with Southern Oregon University needs to be updated to be current.

II. Financial Viability

Exhibit II.A: Student FTE

Exhibit II.B: Billing Credits

Exhibit II.C: Cost / FTE

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
The return of a full-time faculty member to the general budget will increase the cost per FTE for the program which has dropped dramatically since the loss of our FT position.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*
With having a full-time faculty on board, the department will research marketing strategies for the Criminal Justice courses to grow the CJ enrollments and manage the Cost/FTE. With approximately one third of the students taking Criminal Justice classes are AAOT or AGS majors, the suitability of additional CJ transfer courses to serve as Social Science discipline courses for AAOT/AGS students and other marketing strategies will be explored to promote CJ courses to multiple populations. Additionally, Criminal Justice programs will be enhanced and marketed to attract more majors.

III. Efficiency of Delivery

Exhibit III.A: Average Class Enrollments

Exhibit III.B: Student FTE to Faculty FTE Ratio (1 Faculty FTE = 45 Workload Credits)

Exhibit III.C: Course Capacity Percentage (section enrollment is what percent of section capacity)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
With the reduction of the CJ course offerings due to limited faculty availability, an increase in average course enrollments have been experienced. Additional course offerings would enrich the CJ program but may affect class enrollments.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*
In order to maintain healthy class enrollments, the department will research the suitability of the CJ transfer courses to serve as Social Science discipline courses for AAOT/AGS students. Additionally, Criminal Justice programs will be enhanced and marketed to attract more majors.

IV. Instructional Effectiveness

Exhibit IV.A: Course Retention – completion rate

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
Course retention and pass rates are 5 to 10% higher than were experienced 5 years ago. The raw data does not reveal whether it is due to increased instructional effectiveness of changes in grading policies due to changes in faculty.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*
The CJ program will complete a program outcomes and assessment analysis to evaluate course assessment effectiveness and make recommendations to help ensure effective assessment practices. If the analysis identifies instructional deficiencies, a continuous improvement plan will be drafted for the course and/or program.

V. Program Student Success

Exhibit V.A: Program Persistence from Persistence Report (being developed)

Exhibit V.B: Program Completers (Graduated) (unduplicated student count)

Exhibit V.C: Program Awards (all certificates and degree, duplicated)

Exhibit V.D: Transfer Rate (student who did not graduate yet transferred) from Transfer Report (being developed)

Exhibit V.E: Transfer Figures from Transfer Report (being developed)

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
Graduation rates have been low for the program for the last five years.
- **Plan:** Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects
The new CJ program faculty will identify the course majors and survey drop out / stop out students to identify barriers.

VI. Program Relevance

Exhibit II.A: OLMIS Reports Demonstrate Employment Opportunities - **OLMIS DATA:** <http://www.qualityinfo.org/olmis/OlmisZine>

Exhibit II.B: Advisory Committee Recommendations

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
OLMIS indicates employment in Criminal Justice field is steady and expected to have job openings in the field somewhat higher than the statewide average of job openings for all occupations through 2022. Retirements ensure an ongoing demand for new hires. In the Police and Sheriff's Patrol Officers occupation, graduates with an Associates Degree have a competitive advantage. Police agencies in larger cities and Probation and/or Correctional Treatment openings often require Bachelors degrees.
The Advisory Committee has not been consulted in the last year.
- **Plan:** Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects
The new Criminal Justice faculty will resume the practice of attending the monthly chiefs meeting in order to determine needs of the industry and to solicit advice on the program redesign to meet local needs.
A thorough analysis of employment opportunities and educational requirements using the Burning Glass software will be completed to identify needed program revisions needed to prepare graduates to meet industry standards statewide.

VII. Graduate Student Success: Oregon 4 Year Completion Data, Wage Match Data, Placement

Exhibit VI.A: 4 Year Achievement (if available)

Exhibit VI.B: Wage Information (if available)

Exhibit VI.C: Placement Rates (if available)

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
At this time, little information is available about Graduate Student Success.
- **Plan:** Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects
Develop a strategy, either independently for the Criminal Justice department, or as part of a campus-wide initiative, to survey graduates to collect placement, wage, and achievement data.

PART D: Systemic Program Projects

Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

Address systemic issues: Overall, the Criminal Justice program has been lacking in identity, coordination, and consistency across the program and its curriculum.

Proposed Systemic Project(s): After conducting its programs outcomes and assessment evaluation and mapping, the program lead will work with the part time faculty to ensure consistent instruction and assessment to ensure students meet the program outcomes. This part-time coordination will include periodic faculty meetings, development and use of aligned assessments across the program curriculum, faculty evaluations and professional development opportunities, and review of course outcome attainment.

Systemic Program Viability Analysis

- **Program Demand:** Review of overall 4-year trend of enrollments in discipline courses @ -20%
 - >10 Growing Strong (20 pt.)
 - 5-10% Growing (17 pt.)
 - 0-5% Maintaining (14 pt.)
 - 5-0% Dropping (10 pt.)

<-5% (5 pt.)

• **Program Outcomes Assessment:**

Assessment Category	No Evidence (1 pt.)	In Development <30% (2 pt.)	Implemented in Some Areas 30-80% (3 pt.)	Fully Implemented 81-100% (4 pt.)	TOTAL SCORE
READING PROGRAM					
Development of course outcomes		x			3
Mapping course to program outcomes		x			3
Multiple Assessment measures documented and mapped to program outcomes	x				2
Course Assessment data collected and analyzed	x				2
Assessment Data used to improve course teaching / learning and is documented	x				2
Total					12

• **Program Size: Review of unduplicated student FTE (all terms) in discipline courses in prior year @ 21.23 FTE**

>50 FTE (20 pt.)

30-50 FTE (17 pt.)

20-30 FTE (14 pt.)

15-20 FTE (10 pt.)

10-14 FTE (7 pt.)

<10 FTE (5 pt.)

• **Proposed Productivity:** Percent of students in all discipline classes for a year that earned C or better compared to number of students enrolled in same classes at end of second week @ 85.22 %

>95% (20 pt.)

90-95% Growing (18 pt.)

80-90% Maintaining (16 pt.)

70-80% Dropping (14 pt.)

60-70% (10 pt.)

<10% (5 pt.)

• **Program Cost:** Cost of program per student FTE in prior year @ \$1017 / FTE

< \$1000/FTE (20 pt.)

\$1-2000/FTE (17 pt.)

\$2-3000/FTE (14 pt.)

\$3-4000/FTE (10 pt.)

\$>4000/FTE (5 pt.)

• **OVERALL PROGRAM VIABILITY SCORE:** 64 pt.

PART E: Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Activity Year	Budget Request (for 2015 activities only)	Core Theme/ Objective	Associated Plans	Associated Projects
1. Update program outcomes and assessment mapping.	Lead CJ faculty	Annual	none	L&A	AMP	
2. Conduct thorough Labor Market analysis to determine current industry standards and market trends.	Lead CJ faculty	2015	none	Access	AMP	
3. Conduct a program gap analysis considering results of Project 2.	Lead CJ faculty	2015	none	Access	AMP	
4. Update program in response to gap analysis	Lead CJ faculty	2015	none	Access	AMT	
5. Review program course transferability and update AS articulation with Southern Oregon University; Explore AS articulation with Western Oregon Univ.	Lead CJ faculty	2016	none	Access	AMT	
6. Develop and implement marketing strategy for CJ program and courses	Lead CJ faculty	2016	none	Access	AMT	
7. Conduct a minimum of two (2) Advisory Committee meetings per year.	Lead CJ faculty	Annual	\$100	Access CE	AMT	
8. Develop program part-time faculty coordination plan to include ongoing instruction evaluation, curriculum review, and professional development opportunities	Lead CJ faculty	2015	none	Sustainability L&A	AMT	
9. Research strategies for collecting graduate success data.	Lead CJ faculty	2015	none	L&A	AMT	
10. Review student persistence when report is available.	Lead CJ faculty	Annual	none	L&A	AMT	

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Criminal Justice Program Operational Data

Majors: AS CJ, AAS Cor. O., AAS CJA, AAS CJ, CERT Juv. Cor., DIPL LE

Discipline: CJ

Subjects: CJ, CJA

PART C: Program Operational Data Review

Base Criteria: Activity codes- LDC, CTE prep, PSR

I Enrollments	Source*	2009	2010	2011	2012	2013
Exhibit I.A: Total Enrollments (all terms)	CER	432	316	196	267	253
Exhibit I.B: Number of Students in Major (Fall only)	SER	66	63	61	54	80
II. Financial Viability						
		2009	2010	2011	2012	2013
Exhibit II.A: FTE						
Exhibit II.A: FTE for program courses	CER	29.19	24.31	15.32	18.75	21.23
Exhibit II.A: FTE for program majors	SER	73.03	78.18	65.15	73.67	91.44
Exhibit II.B: Billing Credits						
Exhibit II.B: Billing Credits for program courses	CER	958	822	510	672	761
Exhibit II.B: Billing Credits for program majors	SER	2163	2361	1936	2020	2553
Exhibit II.C: Cost / FTE						
Cost for GL Unit 10-1406 (including FT and PT Faculty)	<i>Budget</i>	\$78,838.00	\$86,047.00	\$25,672.00	\$23,881.00	\$21,595.00
Student FTE	<i>II.A</i>	29.19	24.31	15.32	18.75	21.23
Calculated Cost per Student FTE	<i>Calculated</i>	\$2,700.86	\$3,539.57	\$1,675.72	\$1,273.65	\$1,017.19
III. Efficiency of Delivery						
		2009	2010	2011	2012	2013
Exhibit III.A: Course Enrollments						
Average Class Enrollments	CER	11.37	8.78	9.33	14.05	14.06
Fill rate	CER	38%	31%	33%	48%	61%
Exhibit III.B: Student FTE to Faculty FTE Ratio						
Student FTE for Program Courses (II.A above)	<i>II.A</i>	29.19	24.31	15.32	18.75	21.23
Faculty FTE (FT and PT Faculty)	<i>Deans</i>	1.81	1.81	1.37	1.1	1.06
Calculated: Student FTE / Faculty FTE	<i>Calculated</i>	16.13	13.43	11.18	17.05	20.03
IV. Instructional Effectiveness						
		2009	2010	2011	2012	2013
Exhibit IV.A: Course Retention – completion rate	CCR	79.58%	87.03%	87.65%	78.19%	85.22%
V. Program Student Success						
		2009	2010	2011	2012	2013
Exhibit V.B: Program Completers (unduplicated student count)	GBM	0	5	2	0	2
Exhibit V.C: Program Awards (duplicated)	GBM	0	6	2	0	2

*Source Legend

CER = Course Enrollment Report
 CCR = Course Completion Report
 GBM = Graduates by Major Report
 SER = Student Enrollment Report
 Calculated = Calculated by Excel

Criminal Justice Program Operational Data

Exhibit I.A: Total Enrollments

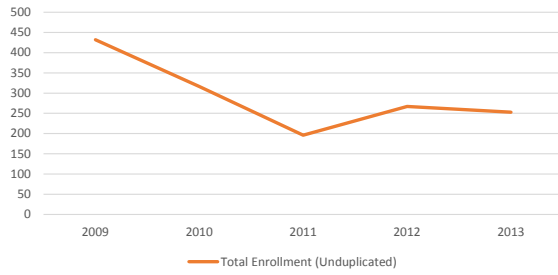


Exhibit I.B: Number of Declared Majors

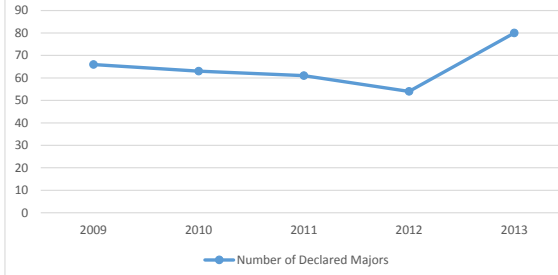


Exhibit II.A FTE

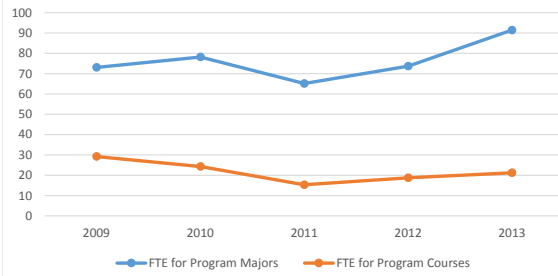


Exhibit II.B Billing Credits

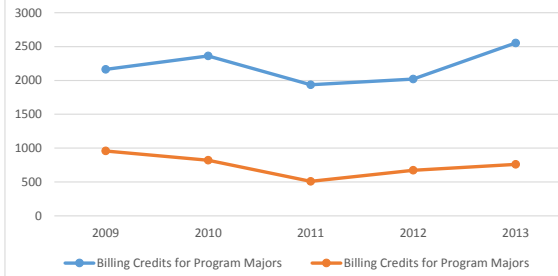


Exhibit II.C Cost / FTE

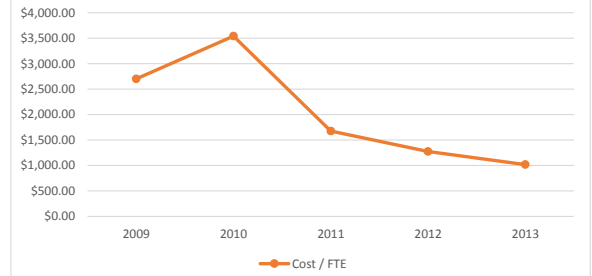


Exhibit III.A Average Program Class Enrollments

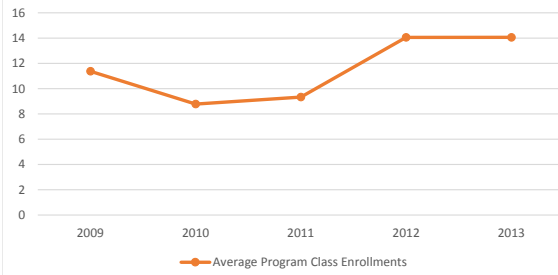


Exhibit III.A Average Class Fill Rate

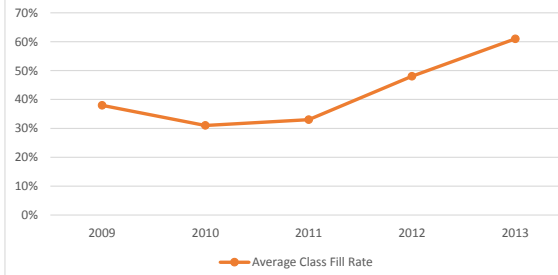


Exhibit III.B Student FTE / Faculty FTE

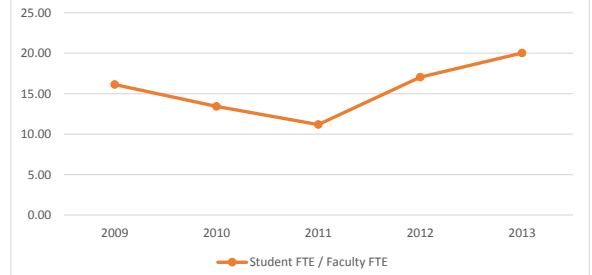


Exhibit IV.A Course Retention - Completion Rate

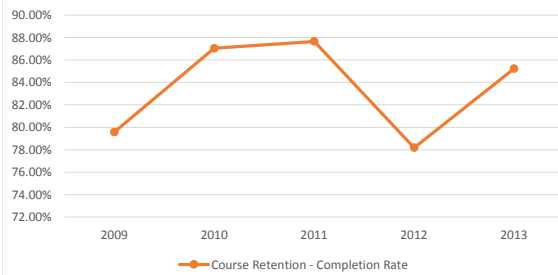


Exhibit V Program Student Success

