Cycle: 2018-2021

CERTIFICATE IN APPLIED SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE

Program Mission Statement:

The Criminal Justice program prepares students for employment in the areas of law enforcement, correctional services, the courts, private security and juvenile services. The program provides a strong academic foundation, prepares students for entry-level positions covering a broad spectrum of criminal justice concepts and theories including police administration, criminal law, criminal evidence and procedures, correctional systems and criminology, as well as appropriate general education courses. The structure of the program is for those currently serving in the various professions related to the Criminal Justice field as well as those interested in pursuing a career in these fields. The Criminal Justice program also prepares students planning to transfer to a four-year college.

Division: Health and Human Services

Program Student Learning Outcome	Monitoring Year
Demonstrate the ability to utilize information and resources to make sound decisions in criminal. (Information Literacy)	2018-2019
Explain the roles of courtroom personnel and describe criminal procedures as defined by U.S. Constitutional and criminal law. (Quantitative Literacy)	2019-2020
Differentiate the criminal justice professions and summarize their roles and standards within the criminal justice system. (Quantitative Literacy)	2020-2021

AVP: Dan Averette
Department Chair: Chris Thomas
Director: Sharon N. (Nikki) Sheehy
SACSCOC Standard: 8.2A

Accrediting Agency: ☐ Yes ☒ No
Name: NA
Certification Exam(s): ☐ Yes ☒ No
Agency Name: NA
Credential: NA

STUDENT LEARNING OUTCOMES FOR AAS.CRJ – 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Information Literacy: Demonstrate the ability to utilize information and resources to make sound decisions in criminal justice.	CRJ 222	Exam will be given that students demonstrate the ability to utilize information and resources to make sound decisions in criminal justice.	80% of students will score a combined average of 70% or higher.	Spring 2019	5 out of 8 students (62.5%) scored 70% or higher on the final exam. The lowest score on the assessment was 62% and the highest score was 90%. The class average was 75.25%. It should be noted that one student did not take the exam.	The expected level of learning was not met. More focus and time need to be spent the process of making ethical decisions and how they apply to real life examples. Instructors will utilize examples from their own professional careers to implement into the class as scenarios for students to talk about and work through. Students will share their thoughts and be guided by the instructor to make sound decisions in not only the scenario presented, but also similar incidents they may encounter as a criminal justice professional.

STUDENT LEARNING OUTCOMES FOR 2019- 2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Quantitative Literacy: Explain the roles of courtroom personnel and describe criminal procedures as defined by U.S. Constitutional and criminal law.	CRJ 115	Exam will be given that students demonstrate their understanding of courtroom personnel and description of criminal procedures as defined by U.S. Constitution and criminal law.	80% of students will score a combined average of 70% or higher.	Fall 2019	5 out of 7 students (71.4%) scored 70% or higher on the final exam. The lowest score on the assessment was 66% and the highest score was 90%. The class average was 75.14%. It should be noted that one student did not take the exam.	The expected level of learning was not met. More focus and time need to be spent on criminal procedures and how criminal law and U.S. Constitutional apply. Students will be given the opportunity to study actual criminal cases as they proceed through the criminal justice system with emphasis on courtroom personnel and criminal procedures.

STUDENT LEARNING OUTCOMES FOR 2020 – 2021

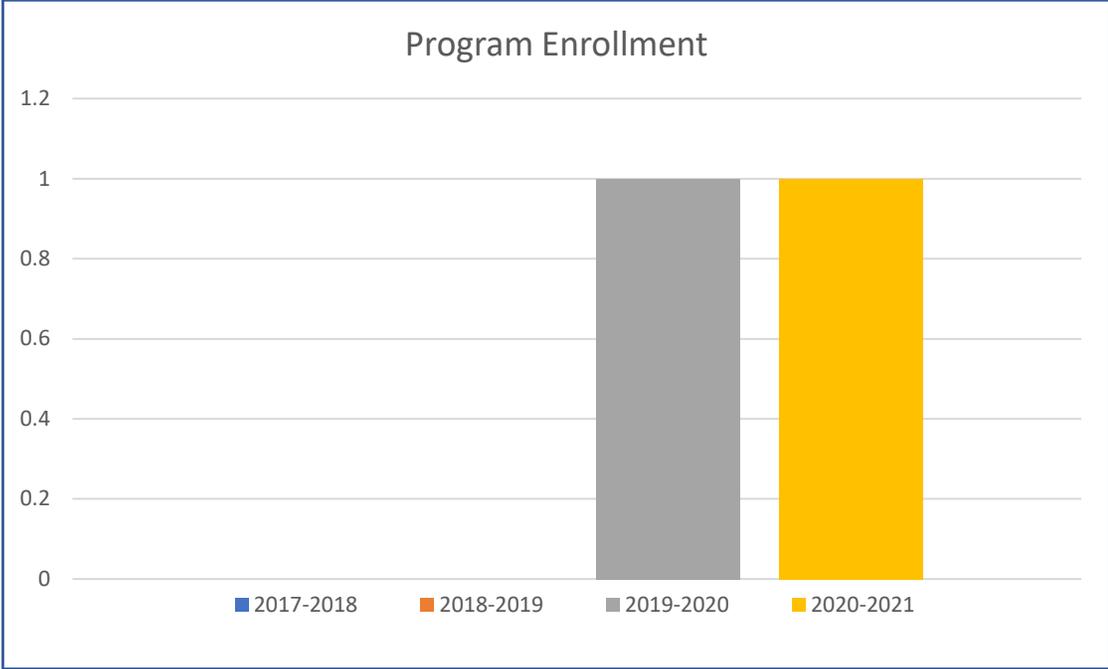| A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Differentiate the criminal justice professions and summarize their roles and standards within the criminal justice system.	CRJ 130	Exam will be given that students demonstrate the aspects of the different criminal justice professionals and summarize their roles and standards within the criminal justice system.	80% of students will score a combined average of 70% or higher.	Spring 2021	10 out of 18 students (55%) scored 70% or higher on the final exam. The lowest score on the assessment was 39% and the highest score was 94%. The class average was 69.9%.	The expected level of learning was not met. More focus and time need to be dedicated to criminal justice professional roles and standards. Instructor will bring in different professionals from the criminal justice field to explain their roles and standards within the criminal justice system and provide real life examples of how those roles apply in the system.

CONTINUOUS STUDENT IMPROVEMENT

This certificate began in the Fall semester of 2019. This certificate was developed to mainly to attract dual credit high school student into the program. The dual credit student would be able to complete the certificate at the completion of their high school diploma.   The marketing for this certificate was below par because of the budget constraints on the College and because of the impact of the pandemic arriving in the Spring of 2020. An additional factor that may continue to affect the enrollment in this program is the student's ability to change their curriculum from the certificate program to the associate degree. Students may utilize the certificate program as a "trial" of the overall criminal justice program before committing their time and energy to the pursuit of a two-year associates degree. Therefore, the Criminal Justice Department saw a very small enrollment in this certificate. Criminal Justice faculty are hoping to do some high school recruiting this Fall semester to increase the enrollment in the degree and certificate programs for the Fall semester 2022. Currently, the upcoming academic year is showing growth with an increase of students enrolled in the certificate program, with several students beginning classes in the Fall 2021 semester.

In general, the previous cycle (2016-2018) reflected a need to restructure class material with a focus on students reading and evaluating the material. Several areas were identified for improvement. The first was to structure the Criminal Justice classes in a similar manner. This was an attempt to lessen a student's time in learning how to navigate the class so that students could spend more time immersing themselves in the material and assignments. Secondly, the books and material for each Criminal Justice class was updated and an addition of MindTap was added where applicable. This addition allowed students to have a variety of activities with the class material to aid in their learning. It should be noted, due to some logistic issues, the updates of books and addition of MindTap was not added fully until two years into this current cycle (2018-2021), so true results from these changes should continue to be reflected in the next cycle. As seen with other colleges, the Criminal Justice program has seen a decrease in enrollment, which directly affects the data collected for this cycle. It is noted that the expected level of program performance was not reached in CRJ 222, CRJ 115, and CRJ 130. However, in two of the three classes students did meet the minimum grade in order to gain credit towards their graduation from the program.   In CRJ 222 and CRJ 115, the class average exceeded the minimum requirement, and in CRJ 130, the class average was .1% below the minimum requirement (69.9%). This is promising information that the changes made during this cycle are steps in the right

direction for the Criminal Justice students. Due to some of these changes not taking place until the last year of this current cycle, it is recommended that they continue to be implemented. This will allow more data to be collected and give a clearer picture on what adjustments need to be made to the program.
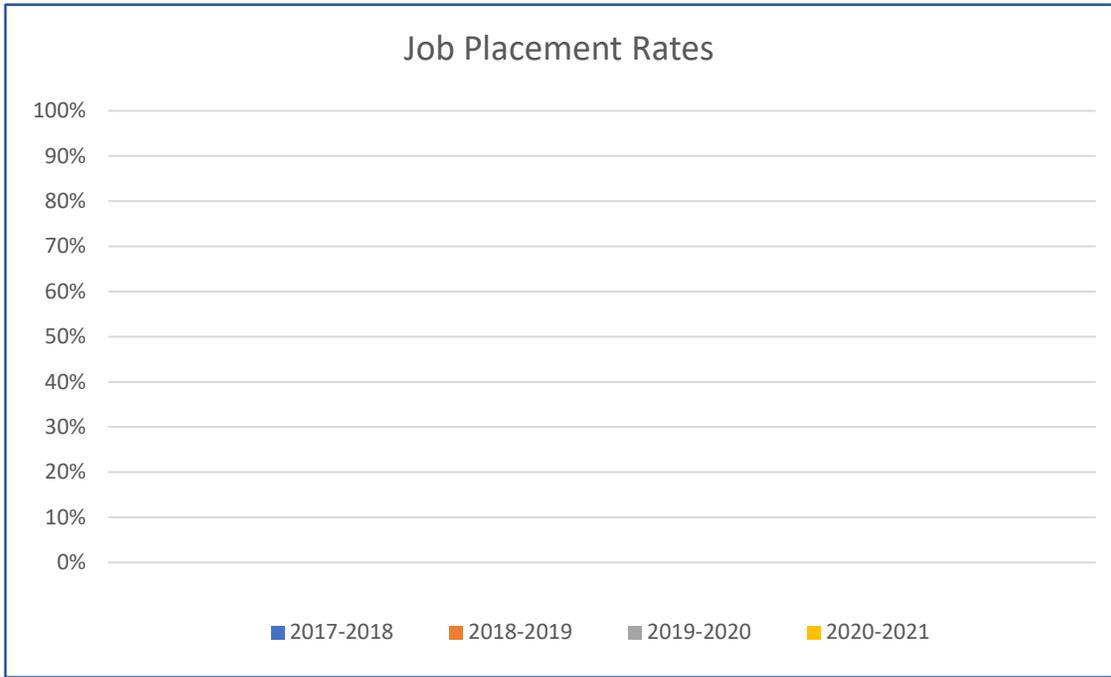
PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans
	The Criminal Justice department continues to see a decline in enrollment. This trend is not just at this college but also throughout the state and nation. The Criminal Justice profession has been shown in a negative light in the media over the few years and perhaps has students reconsidering their career choices.	This certificate was just launched in 2019. We will begin to reach out to local departments and the community to emphasize that education is a key foundation of producing professional, critical-thinking criminal justice professionals.

		2017-2018	2018-2019	2019-2020	2020-2021
Program enrollment		0	0	1	

Indicator	Trend Analysis	Action Plans
Fall to Spring Persistence (chart showing 2019-2020 at 100% gray bar and 2020-2021 at 100% yellow bar; legend: 2017-2018, 2018-2019, 2019-2020, 2020-2021)	A trend analysis is not feasible with data this small in magnitude.	The action plan is to grow the program and we will do this by reaching out into the community to let them know we have resumed on campus classes and encourage students to return to the class formats that meet their needs.

		2017-2018	2018-2019	2019-2020	2020-2021		
Fall-to-Spring Persistence		#DIV/0!	#DIV/0!	100%	100%		

Indicator		Trend Analysis	Action Plans
Graduation Rates		This certificate has had no graduates. One reason is the initial enrollment of one student each Fall Semester for two years. The other reason is the impact of the pandemic during the first Spring semester of this program. A trend analysis is just not possible with the sample size this small. The graduation rate is dependent on the initial Fall enrollment into the program	The action plan is to grow the program by recruiting more dual credit high school students into this certificate. This program will benefit from increased marketing to the local high schools and law enforcement departments.

		2017-2018	2018-2019	2019-2020	2020-2021
Graduation Rates		#DIV/0!	#DIV/0!	#DIV/0!	0%

Indicator	Trend Analysis	Action Plans
Job Placement Rates	This certificate has had no graduates, thus yielding no job placement rates during this cycle.	Job Placement rates will be monitored as students graduate from the program and enter the workforce.

		2017-2018	2018-2019	2019-2020	2020-2021
Job Placement rates		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!