Cycle: 2018-2021

ASSOCIATE DEGREE 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
Summarize how criminal law and Constitutional due process affects and guides the criminal justice professional, defendant, convicted offender and public. (Critical Thinking)	2019-2020
Differentiate the criminal justice professions and summarize their roles and standards within the criminal justice system. (Quantitative Literacy)	2020-2021
Identify and explain the causes of criminal behavior and how criminal justice professionals utilize this knowledge to navigate the decision-making process in the criminal justice system. (Critical Thinking)	2020-2021

AVP: Dan Averette
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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 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
Critical Thinking: Summarize how criminal law and Constitutional due process affects and guides the criminal justice professional, defendant, convicted offender and public.	CRJ 242	Exam will be given that students demonstrate the ability to summarize how criminal law and Constitutional due process affects and guides all aspects of the criminal justice system.	80% of students will score a combined average of 70% or higher.	Fall 2019	6 out of 8 students (75%) scored 70% or higher on the final exam. The lowest score on the assessment was 58% and the highest score was 90%. The class average was 74.5%.	The expected level of learning was not met. More focus and time need to be spent on how due process effects all aspects of the legal system. Instructors will focus on giving students more examples of criminal cases. In these cases, instructors will focus on the criminal justice professional, defendant, convicted offender and publics role in criminal law and due process.

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.

STUDENT LEARNING OUTCOMES FOR 2020 – 2021

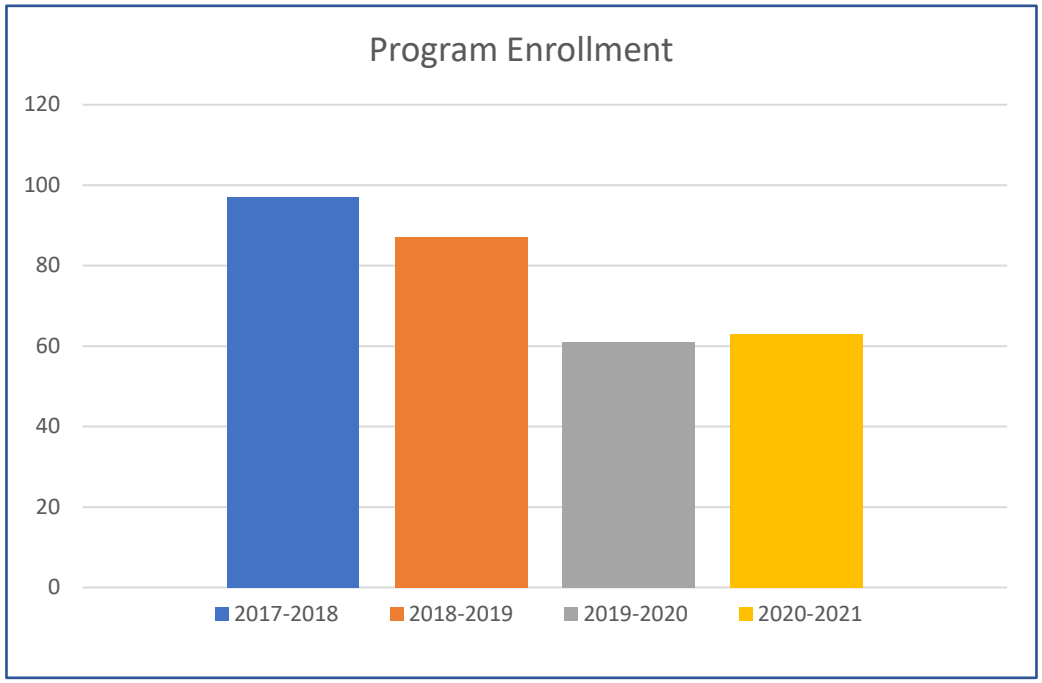
A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student 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
Identify and explain the causes of criminal behavior and how criminal justice professionals utilize this knowledge to navigate the decision-making process in the criminal justice system.	CRJ 125	Exam will be given that students demonstrate the ability to identify and explain the causes of criminal behavior and how criminal justice professionals utilize this knowledge to navigate the criminal justice decision-making process.	80% of students will score a combined average of 70% or higher.	Spring 2021	3 out of 4 students (75%) scored 70% or higher on the final exam. The lowest score on the assessment was 47% and the highest score was 91%. The class average was 76.75%.	The expected level of learning was not met. More focus and time need to be spent on explaining the causes of criminal behavior. Students will be given different examples criminal behavior and discuss what potential causes result in these behaviors and how criminal justice professionals should utilize their discretion in the criminal justice profession.

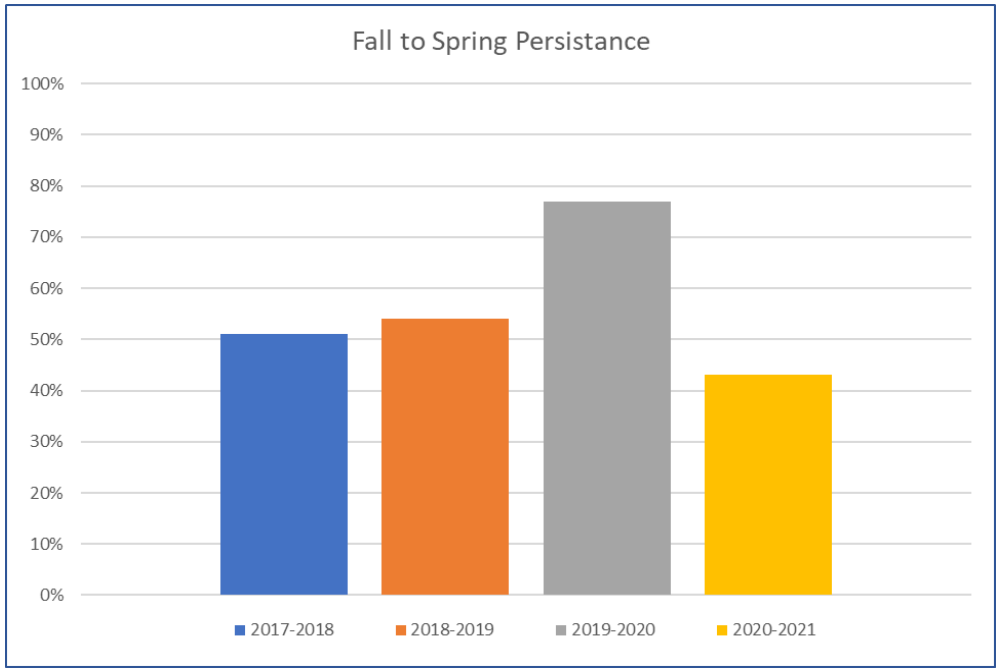
CONTINUOUS STUDENT IMPROVEMENT

This Cycle's Results and Comparison to Last Cycle's and Recommended Actions:

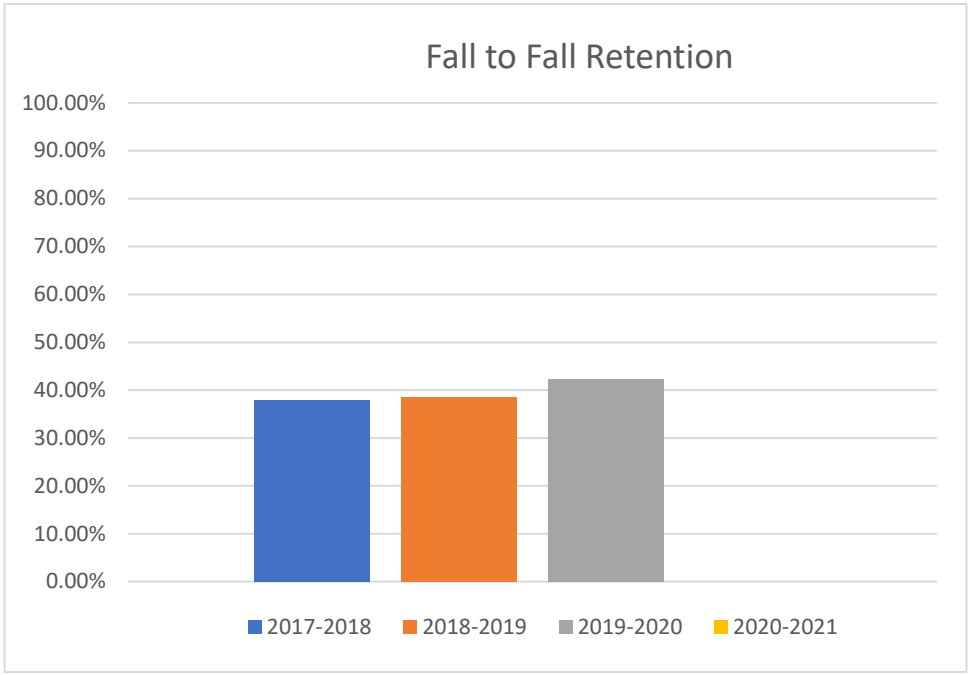
The previous cycle (2016-2018) reflected a need to restructure class material with a focus on students reading and evaluating the material. Several areas were identified for improvement. The first was to structure the Criminal Justice classes in a similar manner. This was an attempt to lessen a student's 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. While it should be noted that the expected level of program performance was not reached in CRJ 222, CRJ 115, CRJ 242, CRJ 130, and CRJ 125. However, in four of the five classes students did meet the minimum grade in order to gain credit towards their graduation from the program. In CRJ 222, CRJ 115, CRJ 242 and CRJ 125, 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

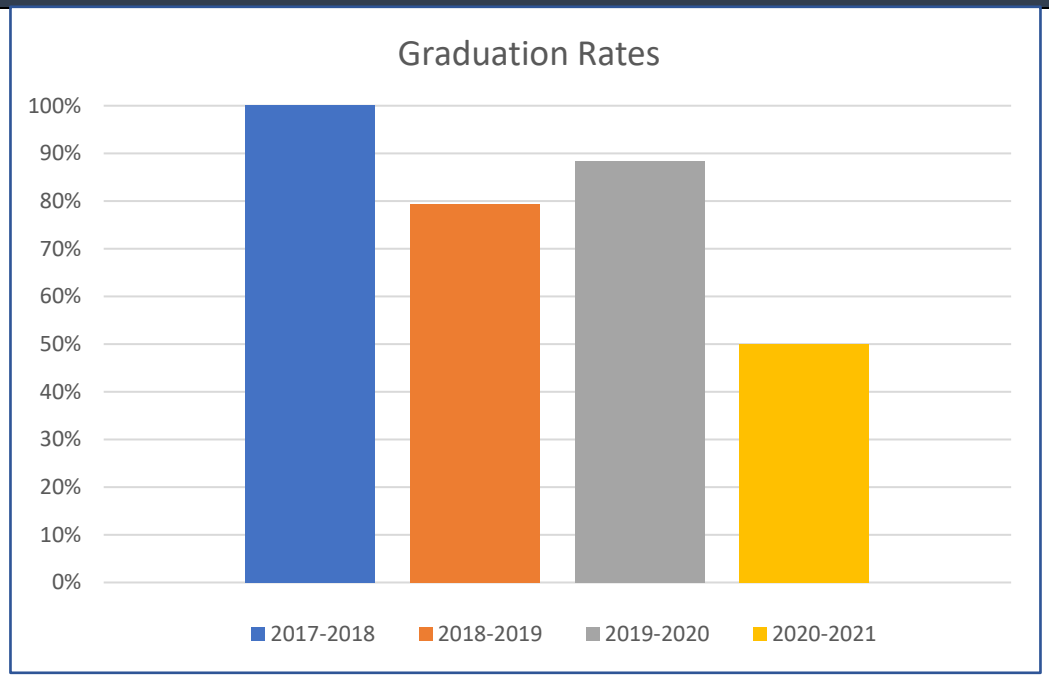
Indicator	Trend Analysis	Action Plans
 | | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | | --- | --- | --- | --- | --- | | Program enrollment | 97 | 87 | 61 | 63 |	The Criminal Justice department continues to see a decline in enrollment. This trend is not just at this college but also throughout the 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.	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.

Indicator	Trend Analysis	Action Plans
	Overall, there seems to be some consistency in the Fall to Spring persistence. While there has been a drop during 2010-2021, it is believed this can be contributed to the changes brought about due to COVID-19.	We will reach 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.

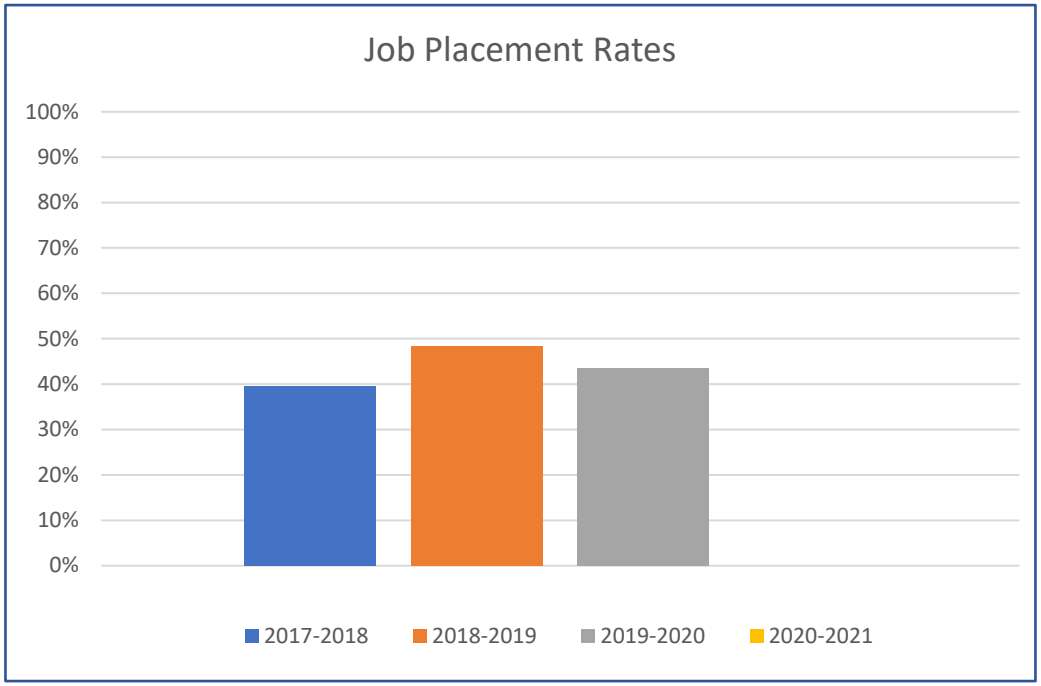
	2017-2018	2018-2019	2019-2020	2020-2021
Fall-to-Spring Persistence	51%	54%	77%	43%

Indicator	Trend Analysis	Action Plans
	This trend looks promising as there is a slight rise in the 2019 – 2020 retention rates. There has been some emphasis on having the Criminal Justice classes align into a similar format in order for students to better understand how to navigate the classes.	We will reach 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-Fall persistance	37.78%	38.46%	42.31%	0.00%

Indicator	Trend Analysis	Action Plans
	Graduation rates have decreased over the last year to the lowest point in this evaluation period. Much of this may be contributed to the pandemic has students are waiting to return to school to complete their degree once they feel safe to do so.	Continue to monitor rates to determine if this trend is merely a result of the pandemic or if there is another cause for the decline.

	2017-2018	2018-2019	2019-2020	2020-2021
Graduation Rates	129%	79%	88%	50%

Indicator	Trend Analysis	Action Plans
	Our job placement continues to be less than 50%. This can be contributed to the issue that students may not be hired into Certified Law Enforcement positions until they are close to their 21st birthday. Many of our students graduate before they qualify for these positions.	We will continue to market to our younger students interested in Criminal Justice; however, we may also focus on older students looking to change careers.

	2017-2018	2018-2019	2019-2020	2020-2021
Job Placement rates	40%	48%	43%	0%