Institutional Goal 2: Increase Student Access
Institutional Goal 3: Improve Student Success

Name of Program: Criminal Justice-Forensic Science

Mission/Purpose Statement: The mission of the .

Outcome # 1: Program Retention, Fall to Fall

Baseline: 38.7% (Average of fall to fall program retention - 2012-13;-2013-14; 2014-15)
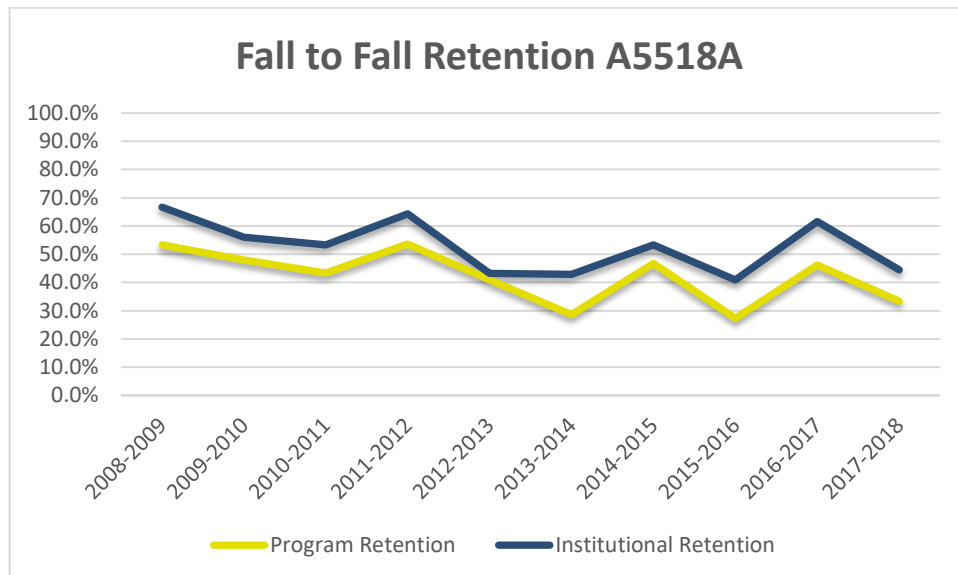**Standard:**   40.7%   Fall to Fall
Target: 42.7%   Fall to Fall

Data / Results:

Fall-to-Fall

Year	Fall Enrollment	Grads	Return	Non-Completers	Program Retention	Program Transfer	Institutional Retention
2008-2009	15	0	8	5	53.3%	2	66.7%
2009-2010	25	3	9	11	48.0%	2	56.0%
2010-2011	30	0	13	14	43.3%	3	53.3%
2011-2012	28	0	15	10	53.6%	3	64.3%
2012-2013	44	1	17	25	40.9%	1	43.2%
2013-2014	35	4	6	20	28.6%	5	42.9%
2014-2015	15	0	7	7	46.7%	1	53.3%
2015-2016	22	1	5	13	27.3%	3	40.9%
2016-2017	13	0	6	5	46.2%	2	61.5%
2017-2018	9	0	3	5	33.3%	1	44.4%

Sources: Curriculum Registration Progress Financial Aid Reports (CRPFA) and Entrinsik Informer Report – IE – Graduates – Acad Credentials by Term by Program Code

Fall to Fall Retention A5518A

2018-2019 Strategies / Action Items:

Item #	Strategies / Action Items *(Action items identified in the 2017-18 year-end report)*	Results *(State the progress/results of the action items identified based on your method of assessment. Provide number/percent accomplished.)*
1	Continue early intervention with students in the classroom and invite members from Academic Skills Center to come in and talk to students in the first couple weeks of class.	Students were consoled in person every 4 weeks on their progress, in addition to using Aviso.
2	Move from Grades First to the Aviso program for early alerts.	Students are sent alerts if they are in jeopardy of falling behind in a class. Alerts were sent out to approximately 12 students in fall semester and were retained.
3	Dedicate a class session to have a representative from the Writing Center to provide assistance to students with formatting papers for class assignments.	Have reached out to Academic Skills Center and received no response. However, time was used during class time to cover appropriate writing skills.

Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect / increase your retention.)*

Overall we have seen our enrollment go down which may reflect on our retention. The cause for the enrollment change could be the results from a name change. Our program changed from Latent Evidence to Forensic Science in the fall 2018. With this, there may be confusion on what the program can prepare the graduate to do for a career. We anticipate that if we can do some target marketing, specifically if we could target the CCPC programs we will see an increase in enrollment.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

In 2016/2017 we surpassed both our Standard and Target, but dropped again for 2017/2018. Based on this, we do not wish to change either our Standard or Target.

2019-2020 Strategies / Action Items: *(Identify new action items as a results of your review and assessment of previous year data and action item results.)*

Item #	Action Items *(Identify action items as a result of your program outcome assessment.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Consulting with Office of Communications on marketing strategy for the program.	Focus on marketing the program to increase the retention rate and enrollment.
2	Continue early intervention with students in the classroom and use Avsio.	Track them every 4 weeks throughout the semester. And act on alerts that are received.

| 3 | Dedicate a class session to go to the Writing Center to provide assistance to students with formatting papers for class assignments. | Take CJC 111 early in the Fall Semester to the Writing Center. |