Program Outcomes Assessment Follow-Up
2022-2023 Program Outcome (PO) Year End Reporting Form

In response to SACSCOC 8.2, *"The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results …"*

Name of Program: Criminal Justice Technology

Outcome #1: Enrollment *(unduplicated)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	More targeted marketing (Assessed by: Have our communications team take photos of class activities and events to post on social media.)	Currently in progress.
2	Recruitment events (Assessed by: Attend high schools and participate in senior nights, as well as other recruitment events. Recruit those that have just received their BLET certification.)	Currently in progress. Have attended Trunk or Treat and Senior night, thus far, which were community events that could recruit interested individuals into the program. Plans are to attend ECU night and other future recruiting events. I have also spoken to the current BLET class to advise them on their options to join the program once they are done with their certification.

Baseline: **62** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: **63** #
Target: **65** #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	**Enrollment**
2019-2020	65
2020-2021	52
2021-2022	45

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	8	12.3%	9	17.3%	5	11.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	13	20.0%	10	19.2%	7	15.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	9	13.8%	8	15.4%	9	20.0%
Two or More Races, Female	1	1.5%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	31	47.7%	27	51.9%	21	46.7%
African American, Male	4	6.2%	2	3.8%	4	8.9%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	18	27.7%	14	26.9%	15	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	10	15.4%	8	15.4%	4	8.9%
Two or More Races, Male	1	1.5%	0	0.0%	0	0.0%
Unknown, Male	1	1.5%	1	1.9%	1	2.2%
Male Total	34	52.3%	25	48.1%	24	53.3%
Total	65	100.0%	52	100.0%	45	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	8	12.3%	8	15.4%	7	15.6%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	19	29.2%	14	26.9%	11	24.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	17	26.2%	13	25.0%	10	22.2%
Two or More Races, 18-24	2	3.1%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	46	70.8%	35	67.3%	28	62.2%
African American, 25-44	4	6.2%	2	3.8%	2	4.4%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	11	16.9%	9	17.3%	10	22.2%
Hawaiian/Other Pacific Islander, 25-44	2	3.1%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	3	5.8%	3	6.7%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	2.2%
Unknown, 25-44	1	1.5%	1	1.9%	0	0.0%
25-44 Total	18	27.7%	15	28.8%	16	35.6%
African American, 45-64	0	0.0%	1	1.9%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	1.5%	1	1.9%	1	2.2%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	1.5%	2	3.8%	1	2.2%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	65	100.0%	52	100.0%	45	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

There was a decrease in enrollment during the COVID pandemic. To further increase enrollment, more recruitment events and marketing strategies will occur to further boost interest. Another way to increase enrollment is to recruit students who have just completed their BLET certification. 20 credits transfer over to the Criminal Justice Technology program from BLET, which would allow those students to complete their Associate's degree in a shorter amount of time.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	More targeted marketing	Assessed by: Have our communications team take photos of class activities and events to post on social media.
2	Recruitment events	Assessed by: Attend high schools and participate in senior nights, as well as other recruitment events. Recruit those that have just received their BLET certification.

Outcome #2: Retention

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Update program. (Assessed by: Provide more updated materials that apply to what is currently being used in real world applications, provide speakers in the field, and attend field trips/conferences.)	Currently in progress. The course materials have been updated for the current courseload in order to keep materials up to date with real world applications. Numerous speakers have or are planned to speak to a variety of the classes, including a probation/parole officer, career exploration speaker from the career center, and a public speaker for the Wayne County Re-entry program who can speak to his own experiences about prison life and re-entry. Plans for the future include field trips, continuing to update the course materials, and to update the curriculum.
2	Criminal Justice Club (Assessed by: Get it back up and running to boost interest with students and provide opportunities for outreach and conferences)	Currently in progress. I have been attempting to get the club back up and running. I currently have some students who are trying to gain interest in recruiting officers for the club.

Baseline: **46.0** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **47** %
Target: **50** %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	36.7%
Fall 2020 to Fall 2021	59.5%
Fall 2021 to Fall 2022	50.0%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Female	1	5.6%	4	18.2%	2	11.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	11.1%	2	9.1%	4	22.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	22.2%	5	22.7%	4	22.2%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	7	38.9%	11	50.0%	10	55.6%
African American, Male	1	5.6%	2	9.1%	3	16.7%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	7	38.9%	7	31.8%	4	22.2%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	11.1%	2	9.1%	1	5.6%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	1	5.6%	0	0.0%	0	0.0%
Male Total	11	61.1%	11	50.0%	8	44.4%
Total	18	100.0%	22	100.0%	18	100.0%

Ethnicity & Age Range	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	1	5.6%	5	22.7%	4	22.2%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	6	33.3%	6	27.3%	1	5.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	6	33.3%	6	27.3%	4	22.2%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	13	72.2%	17	77.3%	9	50.0%
African American, 25-44	1	5.6%	1	4.5%	1	5.6%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	3	16.7%	3	13.6%	6	33.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	4.5%	1	5.6%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	5.6%	0	0.0%	0	0.0%
25-44 Total	5	27.8%	5	22.7%	8	44.4%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	1	5.6%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	1	5.6%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	18	100.0%	22	100.0%	18	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

The retention rate for the 2019-2020 year dropped more compared to the other years due to the COVID pandemic. Afterward, the retention rate increased for a year, but then took another dip. However, the target goal was met. The plan to further increase retention is to update the program to provide more hands-on activities that apply to real-life applications in the field, provide speakers in different sub-disciplines in the field, provide opportunities for field trips and conferences, and to update the curriculum. The plan is also to get the Criminal Justice club back up and running to boost interest in the program.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase program retention?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Update program	Assessed by: Provide more updated materials that apply to what is currently being used in real world applications, provide speakers in the field, attend field trips/conferences, and update the curriculum.
2	Criminal Justice Club	Assessed by: Get it back up and running to boost interest with students and provide opportunities for outreach and conferences

Outcome #3: Completers *(unduplicated by highest level of attainment)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Increase the number of articulation agreements. (Assessed by: Reach out to colleges/universities and set up meetings to add articulation agreements)	Currently in progress. The final stages are occurring with Mars Hills University in order to have Criminal Justice Technology students seamlessly transfer over to their Bachelor's program in Criminal Justice. This program is entirely online and is a great option for those currently working in the field. The program also allows for those students to then gain their Master's degree in less time at the same University. Plans for the future include gaining more articulation agreements.
2	Increase awareness of pathways after degree competition. (Assessed by: Update website, gain articulation agreements, provide speakers, etc.)	Currently in progress. Numerous speakers have or are planned to speak to a variety of the classes, including a probation/parole officer, career exploration speaker from the career center, and a public speaker for the Wayne County Re-entry program who can speak to his own experiences about prison life and re-entry. A new articulation agreement with Mars Hill University would allow students to seamlessly transfer over to their Bachelor's program in Criminal Justice. Plans for the future are to continue bringing in speakers from various disciplines, gaining more articulation agreements, and updating the website.

Baseline: **12** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **13** #
Target: **15** #

Number of Completers (*unduplicated*) – *Graduation Year – Summer, Fall, Spring*	
Graduation Year	**Total Completers**
2020-2021	12
2021-2022	13
2022-2023	8

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	1	8.3%	1	7.7%	1	12.5%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	8.3%	4	30.8%	1	12.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	33.3%	2	15.4%	2	25.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	6	50.0%	7	53.8%	4	50.0%
African American, Male	1	8.3%	0	0.0%	2	25.0%
erican Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
an, Male	0	0.0%	0	0.0%	0	0.0%
ıcasian, Male	3	25.0%	4	30.8%	2	25.0%
vaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	8.3%	1	7.7%	0	0.0%
Two or More Races, Male	1	8.3%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	1	7.7%	0	0.0%
Male Total	6	50.0%	6	46.2%	4	50.0%
Total	12	100.0%	13	100.0%	8	100.0%

Ethnicity & Age Range Table	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
can American, Under the age of	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
panic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	2	16.7%	1	7.7%	2	25.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
an, 18-24	0	0.0%	0	0.0%	0	0.0%
ucasian, 18-24	3	25.0%	0	0.0%	2	25.0%
waiian/Other Pacific Islander, 18-	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	16.7%	0	0.0%	2	25.0%
Two or More Races, 18-24	0	0.0%	1	7.7%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	7	58.3%	2	15.4%	6	75.0%
African American, 25-44	1	8.3%	0	0.0%	1	12.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
an, 25-44	0	0.0%	0	0.0%	0	0.0%
ucasian, 25-44	3	25.0%	8	61.5%	0	0.0%
waiian/Other Pacific Islander, 25-	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	2	15.4%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	8.3%	1	7.7%	0	0.0%
25-44 Total	5	41.7%	11	84.6%	1	12.5%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
an, 45-64	0	0.0%	0	0.0%	0	0.0%
ucasian, 45-64	0	0.0%	0	0.0%	1	12.5%
waiian/Other Pacific Islander, 45-	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	1	12.5%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
erican Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
an, 65+	0	0.0%	0	0.0%	0	0.0%
ucasian, 65+	0	0.0%	0	0.0%	0	0.0%
waiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	12	100.0%	13	100.0%	8	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The completer rate slightly increased for a couple of years and then decreased again. Because of this, the target was not met. With the gradual future updates to the program, this number should increase. With most of the program completely online, this allows those students currently working in a criminal justice field to be able to complete the program more easily. The goal is to increase the number of articulation agreements with universities in the area to allow for a seamless transition for students who wish to further their education.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase student completion in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Increase the number of articulation agreements	Assessed by: Reach out to colleges/universities and set up meetings to add articulation agreements
2	Increase awareness of pathways after degree competition	Assessed by: Update website, gain articulation agreements, provide speakers, etc.

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Outcome Assessment when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Department Chair, Division Dean, Director, and/or AVP is asked to read and approve the Program/Service Outcome Assessment.

IE Acceptance / Date: ___*Dorothy Moore*_____ 11/9/2023

Department Chair, Dean, Director, and/or AVP / Date: ___*Angie S. Blizzard*_____ 11/9/2023