Wayne Community College
Program Review – 2021-2022

Name of Program: Criminal Justice Technology

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

To provide students with extensive technical and professional knowledge in relation to the dynamic fields of employment within the Criminal Justice system.

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

Yes, a revision to the following is needed:

To empower aspiring professionals with the knowledge, skills, and ethical foundation essential for success in the fields of criminal justice and forensic science. Our mission is to cultivate critical thinking, practical expertise, and a deep sense of integrity while fostering a community of dedicated individuals committed to upholding justice and advancing the principles of criminal justice and forensic investigation.

This change is needed to emphasize the program's commitment to not only imparting technical knowledge, but also instilling a strong ethical foundation. The change acknowledges the importance of integrity and ethical conduct in the fields of criminal justice and forensic science. Additionally, it highlights the program's aim to cultivate critical thinking and practical skills, ensuring graduates are well prepared to navigate the complexities of their professions. This updated mission statement sets a clear and comprehensive direction for the program, aligning its goals with the broader objectives of promoting justice and professionalism in these fields.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.
  Goal 1: Increase Student Access
  Goal 2: Ensure Program Excellence
  Goal 3: Improve Student Success
  Goal 4: Ensure Institutional Quality

The Criminal Justice Technology program's mission aligns with all of the goals:

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Goal 1: Increase Student Access

The program caters to a wide range of students interested in criminal justice. By offering this program, the college expands access to relevant and in-demand career paths within the community. Most of the program is also offered entirely online, allowing students to complete the work on their own time.

Goal 2: Ensure Program Excellence

The program's mission to cultivate critical thinking, practical expertise, and ethical foundations aligns perfectly with the goal of maintaining high standards of excellence in education. It ensures that graduates are well prepared for the demands of their professions. Updates to the program will gradually occur to provide more real-life applications, updated equipment, and to keep up with the ever-evolving changes in the field of criminal justice.

Goal 3: Improve Student Success

By focusing on both technical skills and ethical principles, the program equips students with a well-rounded education. This approach improves the likelihood of student success by not only enhancing their technical proficiency, but also their ability to navigate complex ethical dilemmas they may encounter in the field. Faculty and staff provide accessibility for the student to have the opportunity to reach out for assistance/guidance in completing their coursework or when they have questions about potential employment opportunities.

Goal 4: Ensure Institutional Quality

The program's commitment to integrity, critical thinking, and practical expertise reflects the broader institutional goal of ensuring quality education. It contributes to the overall reputation and standing of Wayne Community College by producing graduates who are highly competent and ethical professionals.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Criminal Justice Technology
Certificate	Criminal Justice Technology – Correctional Management
Certificate	Criminal Justice Technology – Management

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Criminal Justice Technology	Remove local prerequisites from CJC 112 and 160 (effective Fall 2020)
Criminal Justice Technology	Replace CJC 215 with CJC 240 as a major elective (effective Spring 2021)
Criminal Justice Technology	Major course added (CJC 212) per NCCCS office uniformed articulation agreement (effective Fall 2021)
Criminal Justice Technology	Replace CJC 225 with CJC 240 as a required major course. Make CJC 225 an elective course. (effective Fall 2022)

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

Several courses changed included deleting the pre-requisites from CJC courses to align with the new RISE initiative. Changes to these courses has made it possible remove barriers for students who were seeking to complete their core requirements without having to complete their general education requirements prior to engaging in the common core of the program. Other changes were necessary to me the NCCCS office uniformed articulation agreement and to update major courses/electives based on current needs in the field.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	n/a	Due to COVID pandemic and restrictions, no advisory committee meetings were held
2020-2021	n/a	Due to COVID pandemic and restrictions, no advisory committee meetings were held
2021-2022	n/a	Due to COVID pandemic and restrictions, no advisory committee meetings were held

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?*

The evolving field of criminal justice is witnessing a surge in technological advancements. This necessitates a program that equips students with the latest skills and knowledge to navigate this era. Additionally, the growing emphasis on community-oriented policing models and restorative justice practices underscores the need for a curriculum that balances technological proficiency with a deep understanding of community dynamics and ethical considerations.

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Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

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
2018-2019	69
2019-2020	65
2020-2021	52

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	13	18.8%	8	12.3%	9	17.3%
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	11	15.9%	13	20.0%	10	19.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	7	10.1%	9	13.8%	8	15.4%
Two or More Races, Female	0	0.0%	1	1.5%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	31	44.9%	31	47.7%	27	51.9%
African American, Male	6	8.7%	4	6.2%	2	3.8%
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	22	31.9%	18	27.7%	14	26.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	10	14.5%	10	15.4%	8	15.4%
Two or More Races, Male	0	0.0%	1	1.5%	0	0.0%
Unknown, Male	0	0.0%	1	1.5%	1	1.9%
Male Total	38	55.1%	34	52.3%	25	48.1%
Total	69	100.0%	65	100.0%	52	100.0%

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Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	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	13	18.8%	8	12.3%	8	15.4%
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	23	33.3%	19	29.2%	14	26.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	14	20.3%	17	26.2%	13	25.0%
Two or More Races, 18-24	0	0.0%	2	3.1%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	50	72.5%	46	70.8%	35	67.3%
African American, 25-44	6	8.7%	4	6.2%	2	3.8%
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	9	13.0%	11	16.9%	9	17.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	4.3%	2	3.1%	3	5.8%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	1	1.5%	1	1.9%
25-44 Total	18	26.1%	18	27.7%	15	28.8%
African American, 45-64	0	0.0%	0	0.0%	1	1.9%
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	1.4%	1	1.5%	1	1.9%
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	1.4%	1	1.5%	2	3.8%
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	69	100.0%	65	100.0%	52	100.0%

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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 slight 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.

Identify Enrollment 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	Have our communications team take photos of class activities and events to post on social media
2	Recruitment events	Attend high schools and participate in senior nights, as well as other recruitment events. Recruit those that have just received their BLET certification.

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Outcome #2: Retention

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

Year	Program Retention Rate
2018-2019	41.8%
2019-2020	36.7%
2020-2021	59.5%

Retention by Ethnicity, Gender, and Age

	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	0	0.0%	1	5.6%	4	18.2%
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	5	21.7%	2	11.1%	2	9.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	8.7%	4	22.2%	5	22.7%
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	30.4%	7	38.9%	11	50.0%
African American, Male	2	8.7%	1	5.6%	2	9.1%
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	12	52.2%	7	38.9%	7	31.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	8.7%	2	11.1%	2	9.1%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	1	5.6%	0	0.0%
Male Total	16	69.6%	11	61.1%	11	50.0%
Total	23	100.0%	18	100.0%	22	100.0%

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Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	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	4.3%	1	5.6%	5	22.7%
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	12	52.2%	6	33.3%	6	27.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	17.4%	6	33.3%	6	27.3%
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	17	73.9%	13	72.2%	17	77.3%
African American, 25-44	1	4.3%	1	5.6%	1	4.5%
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	4	17.4%	3	16.7%	3	13.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	1	4.5%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	1	5.6%	0	0.0%
25-44 Total	5	21.7%	5	27.8%	5	22.7%
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	1	4.3%	0	0.0%	0	0.0%
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	4.3%	0	0.0%	0	0.0%
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	23	100.0%	18	100.0%	22	100.0%

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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 increased again. 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, and provide opportunities for field trips and conferences. The plan is also to get the Criminal Justice club back up and running to boost interest in the program.

Identify Retention 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	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
2	Criminal Justice Club	Get it back up and running to boost interest with students and provide opportunities for outreach and conferences

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

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**
2019-2020	10
2020-2021	12
2021-2022	13

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	3	30.0%	1	8.3%	1	7.7%
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	0	0.0%	1	8.3%	4	30.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	4	33.3%	2	15.4%
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	3	30.0%	6	50.0%	7	53.8%
African American, Male	5	50.0%	1	8.3%	0	0.0%
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	0	0.0%	3	25.0%	4	30.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	20.0%	1	8.3%	1	7.7%
Two or More Races, Male	0	0.0%	1	8.3%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	1	7.7%
Male Total	7	70.0%	6	50.0%	6	46.2%
Total	10	100.0%	12	100.0%	13	100.0%

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Ethnicity & Age Range Table	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	1	10.0%	2	16.7%	1	7.7%
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	2	20.0%	3	25.0%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	20.0%	2	16.7%	1	7.7%
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	5	50.0%	7	58.3%	2	15.4%
African American, 25-44	2	20.0%	1	8.3%	0	0.0%
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	30.0%	3	25.0%	8	61.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	2	15.4%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	1	8.3%	1	7.7%
25-44 Total	5	50.0%	5	41.7%	11	84.6%
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%	0	0.0%
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%	0	0.0%
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	10	100.0%	12	100.0%	13	100.0%

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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 has slightly increased each year. With the gradual future updates to the program, this number should continue to 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.

Identify Completer 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	Reach out to colleges/universities and set up meetings to add articulation agreements
2	Increase awareness of pathways after degree competition	Update website, gain articulation agreements, provide speakers, etc.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, *to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)*

The program utilizes student surveys that are provided at the end of every course to evaluate the course content relevance and clarity, instructor effectiveness, engagement and learning activities, facilities and resources, overall program impact, etc.

Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	1) Purchase five (5) Nikon D5100 16.2MP Digital SLR Camera & 18-55mm VR Lens 2) Dedicated classroom lab space	1) Submitted for purchase by Purchasing Director. Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: Cameras have been purchased and put into use by the CJC Instructor/Program Coordinator and the BLET Coordinator for all classes needing exposure

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		to photography equipment. <u>2020-21 Use of Results / Assessment</u>: Approximately 57 students and 4 faculty members have had the opportunity to utilize the new cameras and has shown 100% satisfaction with the new equipment. 2) Objective placed on hold. Not funded, no further action required.
2020-21	Dedicated classroom lab space	Objective placed on hold. Not funded, no further action required.
2021-22	Dedicated classroom lab space	Objective placed on hold. Not funded, no further action required.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

None for this program.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

Right now, there is only one full time instructor that teaches both the criminal justice technology and forensic science programs. The forensic science program consists of many laboratory classes, which require a lot more preparation/clean-up time than the non-laboratory classes. With both programs, it is difficult to teach all of the required classes in both programs with one full-time instructor. Because of this, many adjunct instructors are needed. If enrollment increases, it would be beneficial to hire another full-time criminal justice technology instructor. With this second full-time instructor, one can focus on criminal justice technology classes and the other can focus on the criminal justice technology/forensic science classes. This would also give students a more focused advisor in each program.

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

None for this program.

Provide narrative for academic / student support services needs over the next three years. *(Are services adequate for your program/service?)*

Student services through Academic and Student Support Services is adequate for the students enrolled in the Criminal Justice Technology/Forensic Science Program. Library services are adequate for research and completion of assignments. The Academic Skills Center provides students an opportunity for student success through the tutorial services offered.

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

Program strengths: Experienced faculty who have worked in various fields of criminal justice and forensic science and relevance of program to current profession objectives.

Program weaknesses: Enrollment and completion.

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Opportunities: Develop partnerships with local agencies and officers to enhance the knowledge base of students through exposure. Obtain more articulation agreements with universities for students to continue on to the Bachelors' degrees. Get the Criminal Justice/Forensic Science club back up and running to provide opportunities to attend conferences and do outreach.

Review prepared and submitted by: *(Please list name(s) and titles)*

Hope Bruehl, Criminal Justice Technology/Forensic Science Coordinator

Approvals
1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to rereadview and approve the Review.

IE Acceptance / Date: _____Dorothy Moore_____

Dean, Director, or AVP / Date: _____Angie S. Blizzard_____

Administrator Approval / Date: _____Dr. Brandon Jenkins_____

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