2017-18

Instructional Program Review

Criminal Justice

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CONTENTS

0. PREFACE: PROGRAM EVALUATION SUMMARY

The Continuous Innovation and Improvement Committee (CIIC) provided the following feedback:

0A. OVERALL PROGRAM EVALUATION

Weighted average: 2.73. This scores between developed (program exhibits evidence that planning guides programs and services selection that supports the College) and emerging (evidence that planning intermittently informs some selection of services to support the College).

0B. DEPARTMENT STRENGTHS

Strengths listed in feedback included dedication of adjunct faculty, community partnerships, and financial sustainability.

0C. DEPARTMENT WEAKNESSES

Weaknesses identified include the lack of a dedicated program lead, lack of systematic assessment of student learning outcomes, lack of advisory board involvement.

0D. RECOMMENDATIONS FOR IMPROVEMENT

- Hire a full-time program lead.
- Regularly and systematically conduct and report on student learning outcomes assessment.
- Combine this degree more fully with the ERO degree in terms of staffing.

1. PROGRAM/DISCIPLINE MISSION/GOALS AND LINK TO STRATEGIC PLAN

1A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

Core theme: Provides quality education and services.
Strategic Initiative: Improve Prosperity and Enhance Reputation for Excellence

Improving the success of Criminal Justice and Addiction Counseling that will lead students to completion of the program.

Criminal Justice
2014-15: Nine degrees awarded with 3.3 year completion time
2015-16: Two degrees awarded with 2.4 year completion time
2016-17: Ten degrees awarded with 2.6 year completion time

Addiction Studies
2014-15: Four degrees awarded with 1.8 year completion time
2015-16: One degree awarded with 1.4 year completion time
2016-17: Five degrees awarded with 1.9 year completion time

CJA students are completing the degree and certificate in a shorter period of time. Comparing 2014-15 to the 2015-16 cohort, time to completion has decreased by 21%. This is a direct influence of campus-wide advising. A review of the degree audits for the 2015-16 CJA students demonstrated very little course drift from the main CJA AAS degree. The program will be looking for 25 degrees awarded per year. It will also be requesting a full-time faculty in its 2018-19 budget presentation. Having a full-time faculty member would increase attention to advising and completion. This increased advising should also lower the time to completion for the Addiction Studies Certificate. The 2015-16 cohort was the only cohort to successfully meet time-to-completion goal of 1.5 years. The program would like to see 10 awards per year for Addiction Studies Certificates under or at the 1.5-year completion time.

Core theme: Supports student success in workforce training, academic transfer, foundational skills, and community education.

Strategic initiative: Increase community partnerships

Improve collaboration with the community and human service agencies.

The program has met with the Klamath Falls police department seven times this year. The chief of police and his two training lieutenants attended these meeting with KCC's dean of career technical education and the director of Klamath Basin Public Safety Training Center. Two main projects with Klamath Falls police department have begun. One project is to run a reserve academy through the Community Education department. This academy has 300+ hours of direct police training delivered to reserve cadets by city police officers and KCC instructors. When students complete this academy, they will be eligible to turn the noncredit certificate into college credits. These college credits come directly from CJA's one-year certificate. A second project underway is the delivery of work-based trainings, such as bias trainings, to all law enforcement agencies in the Klamath Basin. This training is a contracted service between Washington State University and Klamath Community College. The training is a simulated platform that allows teams of officers to understand how officers and community members react in real situations. Thirty individual police officers will attend the training.

Core theme: Meet the diverse needs of our students, businesses, and community

Strategic initiative: Improve student prosperity and employability

Improve information about student success after completion.

This goal is being tackled campus-wide for all CTE programs. The program has made no significant progress on this goal. This goal will be dropped as a departmental goal, and work will be completed through cooperation and assignments delivered by a job placement and income attainment work group comprised of a variety of KCC staff.

Core theme: Provide accessible education and services

Strategic initiative: Improve reputation for excellence.

Improve quality of service by organizing and appropriately staffing our current offerings.

During the last three years, the program has had over 18 adjunct instructors teaching 15 courses a year with expansions this past academic year into high school synchronous offerings. Three instructors handle the bulk of the instruction. Two additional instructors will be hired to help with the expansion of courses this academic year. Continued success of recruiting qualified instructors will come from continued law enforcement partnerships.

1B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☐ Yes
☒ No

The program has four strategic goals for the 2014-17 strategic plan cycle. Work on two of those goals will continue into the next strategic plan cycle. One of the goals will be inactivated, and campus-wide initiatives will be assigned to a subgroup. Another goal will be for the next strategic plan cycle.

2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

The Criminal Justice degree is offered to students interested in criminal justice and related careers. Students will gain exposure to a broad curriculum of criminal justice studies which stress both practical knowledge and theory.

Students will be academically qualified for positions requiring a two-year degree in fields such as law enforcement, corrections, and related fields. This degree may also prepare students for transfer to a four-year college or university for further study in criminal justice or a related field.

Criminal Justice Certificate

This one-year certificate program is designed to develop students' knowledge and skills in the areas of law enforcement, courts, and corrections. Students gain an appreciation of the various parts of the criminal justice system and how they function as a whole. The coursework includes cooperative work experience, which affords the student an opportunity for hands-on experience with local, federal, and state law enforcement agencies. This program may serve as a fast track leading to entry-level employment in the field of criminal justice and administration or as a ladder to a two-year AAS degree program in this rapidly growing field.

Addiction Studies Certificate

The Addiction Studies Certificate curriculum was designed to meet the educational requirements for the Addiction Counselor Certification Board of Oregon (ACCBO) for students seeking certification as a Certified Alcohol and Drug Counselor I (CADC I). After students complete the 1,000 hours of supervised training required for the certification, they are eligible to take the certification examination.

All coursework completed within this certificate transfers to KCC's Criminal Justice Associate of Applied Science degree. Articulation agreements with Southern Oregon University (Criminal Justice) and Oregon Institute of Technology (Applied Psychology) accept these courses as approved electives.

Criminal Justice Career Pathway Certificate

The Addiction Studies Career Pathway Certificate prepares students in the knowledge, attitudes and skills needed for employment in the drug and alcohol treatment field as entry level counselors working under supervision in treatment centers. Students who complete these classes will be prepared to engage in the supervised hours required to take the Addiction Counselor Certification Board of Oregon (ACCBO) written examination. For students who plan to continue their education, credits earned transfer to the Addiction Studies one-year certificate and the Criminal Justice Associate of Applied Science degree.

2B. DESCRIBE HOW AND TO WHAT DEGREE THE PROGRAM DESCRIPTION REFLECTS THE PROGRAM'S OVERALL GOALS. IF IT DOES NOT, REVISE PROGRAM DESCRIPTION.

Program students gain exposure to a broad curriculum in the criminal justice and human service fields, which emphasize both practical knowledge and theory. This practical knowledge and theory prepares students for a wide range of occupational opportunities. The degree and certificates also give students exposure to human service professionals and work environments in the Klamath Basin.

2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION

2C.I. HAS THE DEMAND FOR GRADUATES CHANGED IN THE PAST FIVE YEARS? IF SO HOW AND TO WHAT DEGREE?

☐ Yes
☒ No

According to the State of Oregon Employment Department's Quality Information website, demand for graduates in all criminal justice related fields has been steady for the past five years. **(See Appendix A.)**

KCC is still working on collecting employment data that will show students gaining employment in their chosen field. The program has identified two graduates who are currently working for the Klamath Falls police department. That would give the CJA department a 9% placement rate of its last three years of completers. This percentage will increase positively as more students' job placements are identified.

2C.II. WHAT IS THE EXPECTED MARKET DEMAND FOR THE FUTURE? HOW MIGHT THE PROGRAM ADJUST TO THESE PROJECTIONS?

Oregon job projections for the next 10 years show a 3% growth rate with 170 annual replacements. Locally there is a regular need for individuals with a human service degree for many publicly funded agencies. Additional occupations also have a 3% growth rate. **(See Appendix A.)**

2D. DESCRIBE THE SPECIFIC CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES MADE IN THE PREVIOUS FIVE YEARS.

The program created online courses offerings for students to have more access to CJA courses. These courses have been a great success and have contained to grow in popularity. Please see results below.

Summer Term	Fall Term	Winter Term	Spring Term
2015: one course with 12 students	2015: one course with 9 students	2016: Two courses with 24 students	2016: Two courses with 17 students
2016: no courses	2016: one course with 12 students	2017: Three courses with 42 students	2017: Two courses with 20 students
2017: three courses with 24 students	2017: two courses with 26 students	2018: Three courses with 48 students	2018: Two course with enrollment TBD

3. RESOURCES

3A. DESCRIBE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT.

3A.I. WHAT PERCENT OF FACULTY ARE FULL-TIME? PART-TIME?

For the last five years, the program has employed 18 part-time faculty. Part-time faculty who are full-time professionals in related fields instruct all program courses.

3A.II. WHAT ARE THE MINIMUM DEGREE QUALIFICATIONS? WHAT PERCENT OF FACULTY EXCEED MINIMUM DEGREE QUALIFICATIONS?

Program faculty bring a depth and breadth of formalized educational and work experience to the program. The minimum degree requirement for program faculty is a bachelor's degree. Three faculty members instruct 95% of the courses each term. They all meet KCC's degree qualifications; please see below.

- One is a medical social worker with more than 20 years of mental health experience and is employed full by a major health care provider in town. He holds a master's in social work and a master's in clinical child and youth work.
- The second faculty member is an attorney and has practiced law in the Klamath Basin for more than 30 years.

The third faculty member has been a police administrator for more than 17 years and is currently an operational lieutenant for the Klamath Falls police department. He holds a bachelor's in management along with multiple law enforcement certificates.

3A.III. LIST THE SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAM FACULTY ATTENDED INCLUDING BOTH ON-SITE AND OFF-SITE TRAININGS; HOW DID THE PROFESSIONAL DEVELOPMENT IMPACT INSTRUCTION, DESIGN, AND DELIVERY?

New faculty have an on-boarding process that includes a variety of technology and instructional training including phone, e-mail, in-class technology, and Canvas learning management system.

In-service trainings for adjunct faculty are held each term. Faculty are provided with Title IX training. They were oriented to our TRiO program and the LRC, testing, and tutoring services available on campus. In addition, the Center for Teaching and Learning provides trainings in assessment from our, instructional design, and instructional best practices.

Professional development opportunities for all faculty are readily available and continuously offered in both live and distance education formats. In addition, drop-in office hours, individual appointments, and one-on-one training session either face-to-face or through Skype for Business are available.

Faculty Senate offers more than $20,000 in funding to support both full- and part-faculty with external professional development opportunities.

3A.IV. ARE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes
☐ No
☐ Somewhat

3B. DESCRIBE THE SPECIFIC FACILITIES, EQUIPMENT, AND MATERIALS USED BY THE PROGRAM.

KCC provides the latest instructional technology, training, and support for all faculty. Classroom instructional technologies are exceptional.

Standard instructional technology consists of the following:
- 75" HD interactive display or HD projector
- Interactive whiteboard
- Sharelink content sharing/collaboration system
- Computer
- 22" Interactive pen monitor
- HD document camera
- Blu-ray/DVD player
- Room audio system
- 5" LCD touch panel user interface or MLC input selection interface
- Presentation switcher

Synchronous Classroom Instructional Technology consists of the following:

- 75" HD interactive display

- Interactive whiteboard
- 2 – 70" HD displays
- 2 – HD PTZ video conferencing cameras
- Sharelink content sharing/collaboration system
- Computer
- 22" Interactive pen monitor
- Document camera
- Room audio system
- 5" LCD touchpanel user interface or MLC input selection interface
- Video conference server
- Presentation switcher

3B.I. ARE FACILITIES MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes

☐ No

☐ Somewhat

3B.II. IS EQUIPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes

☐ No

☐ Somewhat

3B.III. ARE INSTRUCTIONAL MATERIALS MEETING PROGRAM NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes

☐ No

☐ Somewhat

3C. DESCRIBE THE INSTRUCTIONAL SUPPORT SERVICES THE PROGRAM USES.

3C.I. REVIEW LRC HOLDINGS FOR RELEVANCY AND CURRENCY TO PROGRAM.

KCC's Learning Resource Center (LRC) has more than adequate resources to support the Criminal Justice program and the needs of criminal justice students. In addition, KCC students, for only $25.00, can get a library card for use of Oregon Institute of Technology's library, which offers an expansive holding of criminal justice resources and supports.

Located in Building 4, the library is designed to facilitate student success by providing the information, resources and services necessary to support the needs and meet the goals of the Criminal Justice program.

The library offers students access to approximately 2,000 scholarly, full-text, electronic health occupations journals which index more than ten million articles. The library maintains holdings of print monographs and serials in criminal justice and related occupational subjects, which include copies of textbooks in its reserve collection. This print and electronic collection is continuously developed as dictated by professional library best practices in collection development.

The KCC Library is a member of the Sage Library Consortium, providing students access to the holdings of 77 member libraries in Eastern and Central Oregon.

The library also provides access to computer workstations, scanners, and quiet study areas.

As of Fall Term 2017, the library houses over 7,000 shelved books and videos, 15 periodicals, and one newspaper. The library supports the program by offering access to Legal Collection, LegalTrac, Legal Information Reference Center, and more. Currently, the KCC LRC houses over 60 physical books that were purchased specifically to support the Criminal Justice program.

3C.II. REVIEW PROGRAM STUDENT USE OF TUTORING AND E-TUTORING.

The LRC Tutoring Center provides supplemental instruction for both individuals and study groups on a drop in basis for subjects such as mathematics, chemistry, biology, anatomy and physiology, and computer skills. In addition, faculty have set up recitation groups for students studying in particular CTE programs. Tutors are regularly scheduled to support accounting, computer technology courses, human anatomy and physiology, and focused writing groups. Online tutoring for criminal justice is available free 24 hours a day, seven days a week through TutorMe.

3C.III. REVIEW PROGRAM STUDENT USE OF TESTING SERVICES.

The testing center offers testing/proctoring services for a variety of assessments to KCC students, the extended community, other partnering colleges, and local/state/federal licensing agencies, including but not limited to Oregon Department of Agriculture, Oregon Department of Taxation, Pearson, FAA, Prometrics, Ergometrics, and National Testing Network. The testing center also supports student success in workforce training, academic transfer, foundational skills development, and community education.

For the Criminal Justice program, the Testing Center provides several tests:

- REACT Corrections Department Testing: There are four components to the REACT Testing System: a video-based human relations test, a reading test, a math test and a report-writing test. Testing takes approximately two hours. This is for adult corrections and is offered by the National Testing Network.
- IMPACT Juvenile Corrections Department Testing: IMPACT is a video-based multiple-choice, pre-employment testing system designed specifically for employees who interact directly with juveniles who are in the system, including offenders. IMPACT Testing consists of 33 real-life job scenarios depicting realistic encounters with juveniles, supervisors and fellow officers. Candidates must analyze each situation and determine the best response to the situation. The National Testing Network offers this as well.

- FrontLine National Law Enforcement Testing: There are three components to the FrontLine National Testing System: a video-based human relations test, a reading ability test and a report-writing test. Testing takes approximately 2.5 hours. The National Testing Network offers this as well.
- DPSST: This is the State of Oregon Private Investigator examination. The exam consists of 50 questions, containing multiple choice and true/false questions. The exam is designed for you to demonstrate your competency skills in finding the required information and interpreting it.

The center also provides proctored testing for all instructor tests for any criminal justice courses that request this service.

3C.IV. REVIEW OTHER INSTRUCTIONAL SUPPORT SERVICES (STUDENT CLUBS, ADVISING, TRIO, VETERANS SERVICES, ETC.) IF APPLICABLE.

N/A

3D. DESCRIBE TO WHAT DEGREE THE PROGRAM USES THE COLLEGE'S LEARNING MANAGEMENT SYSTEM (CANVAS) FOR ALL METHODS OF DELIVERY (FACE-TO-FACE, ONLINE, SYNCHRONOUS, HYBRID).

All program courses meet baseline standards for Canvas use, which includes use of the gradebook and posting the course syllabus, course materials, and all assignments. All program courses rotate to an online format every other year.

4. EFFECTIVENESS

3A. STUDENT LEARNING OUTCOMES ASSESSMENT

3A.I. COURSE LEARNING OUTCOMES (CLO)

3A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Course learning outcomes have not been systematically assessed/analyzed. The current version of course learning outcomes need to be revised as they list up to 40 lesson/unit objectives rather than true learning outcomes that identify core learning. Revision of course outcomes guides/course learning outcomes began Fall Term 2017 and will continue throughout the academic year. Once these have been revised, these courses will be selected for outcomes assessment, with two outcomes per course being assessed each year. In 2015, CJA 101 was assessed for program outcome four using a rubric with a scale of one to five. Students performed at the rating of five 95% of the time. This outcome relates to the use of guest speakers, and it was recommended that this format continue for all CJA 101 classes.

3A.I.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

Instructors work with the Dean of CTE and the assessment and curriculum coordinator to revise CCOGs. Once revised, they are presented to the program's advisory committee, usually in the middle of the term, for feedback and further revision. Once the advisory committee makes suggestions and revisions, they are sent back to the assessment coordinator and then to the Vice President of Academic Affairs for final approval.

3A.I.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

Currently (Fall Term 2017) the course learning outcomes for CJA 101 and CJA 111 are being revised as there are 17 objectives listed, some of which would prove difficult to assess. Some of the objectives (as opposed to outcomes) do not follow the standard format of a student learning outcome. CJA is in the process of updating CCOGs. Five are scheduled for Winter Term revision in 2018.

3A.I.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Since CLO assessment has not been systematically conducted prior to this academic year, there is no evidence to present. As indicated above, course learning outcomes will be assessed after revision. Part of the assessment process involves analyzing and reporting results and explaining changes that occurred or recommending changes based on the data collected.

3A.II PROGRAM LEARNING OUTCOMES (PLO)

3A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Program learning outcomes will be systematically assessed and the results analyzed for the first time during the 2017-18 academic year. The two PLOs to be assessed are:

Create developmentally and culturally appropriate learning environments and curricula to foster optimum growth and development of learners.

Apply developmentally and culturally appropriate teaching and guidance theories, principles, and practices.

Two PLOs will be assessed each academic year so that all PLOs are assessed on a three-year cycle.

3A.II.2 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Since PLO assessment has not been systematically conducted prior to this academic year, there is no evidence to present. As indicated above, an assessment plan has been created for CJA program learning outcomes and is being implemented during this academic year (2017-18). Part of the assessment process involves analyzing and reporting results and explaining changes that occurred or recommending changes based on the data collected.

3B. STUDENT SUCCESS

3B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

The CJA AAS degree has had 30 to 54 students enrolled during the last three academic years. Enrollment has steadily increased over that period. **(See Appendix B.)**

It is anticipated that some full-time students may chose KCC's new Emergency Response and Operations (ERO) degree in the future. If this trend holds true, it is not cause for alarm because the same CJA courses that are the technical core of the CJA AAS degree are an emphasis in the ERO degree.

The Addiction Studies Certificate has had three to seven students declaring this major for the last three years. **(See Appendix B.)** The program expects 10 or more students declaring this certificate.

3B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

Referring to five-year trend in appendix on enrollment, the program has lost 20% to 24% of students from its height of 116 enrolled students. **(See Appendix B.)** These numbers are not overly concerning the program because of the direct correlation to other CTE program expansions at KCC. Students have had a broadening choice of degrees that may fit better with their specified transferability. Since 2015, which was the lowest recorded enrollment at 70 students, there has been a 23% increase in enrollment along with steady growth over the last three years.

3B.III. REVIEW TRANSFERABILITY OF PROGRAM.

3B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

During the 2016-17 academic year, the program began offering synchronous courses to three area high schools. It has signed dual credit agreements with five area high schools. The CJA AAS degree transfers to Oregon Institute of Technology's Bachelor of Science in Applied Psychology and a Bachelor of Science in Criminology and Criminal Justice at Southern Oregon University.

There is no loss of credit for the SOU transfer, and 87 of the 91 credits are accepted for the OIT/applied psych transfer option.

3B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

For the past three years, KCC has collaborated with two high schools and offered four courses. Articulation agreements with universities have been long-standing.

3C. STUDENT ENGAGEMENT AND SATISFACTION

3C.I. COURSE EVALUATIONS DATA AND ANALYSIS

3C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

CJA instructors regularly rank very favorably in course evaluations. Student satisfaction is high, averaging above four on a five-point scale in all categories. No areas of improvement have been identified at this time.

3C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

Currently no changes have taken place pertaining to student engagement in the classroom.

3C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

Not available at this time.

5. BUDGET

5A. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

Margins have improved in this program. In 2012, the program had a margin of $2,300. Five years later, the margin increased to $29,000. **(See Appendix C.)**

5B. SUMMARIZE PREVIOUS ANNUAL PROGRAM VIABILITY STUDY RESULTS AND EXPLAIN HOW CHANGES IMPACTED STUDENT LEARNING OUTCOME PROFICIENCY. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

The program has not been required to produce budgetary PowerPoint presentations during the fiscal year budgetary review. The program was included in a budget with has multiple degrees and general education disciplines. The dean for CTE is required to present PowerPoint budget presentations for four other CTE degrees. Therefore, budgetary focus is more to baseline funding for adjunct faculty costs.

5C. EXPLAIN ANY BUDGETARY CHALLENGES AND ANY PLANS TO ADDRESS THEM.

During the 2012-2013 academic year, the program was under the Human Services budget. The total budget was $516,975, with $4,500 of that earmarked for supplies and materials for two AAS degrees and four general education disciplines.

The 2013-2014 budget added two certificates and totaled $470,451 with $2,342 in supplies and materials.

The 2014-2015 budget had the same programs as the year before, but the total budget was reduced to $345,403. Supplies and materials increased to $3,150.

The 2015-2016 budget increased to $423,287, but supplies and materials only increased to $3,300.

The 2016-2017 budget had the program shifting over to a new budget for Emergency Response and Operations. This budget totaled $279,348, of which $62,950 was for supplies and materials. Most of those funds were used to launch three new ASS degrees that make up the four AAS degrees in this budget.

Moving forward, it will be imperative to establish a baseline supplies, materials, and personnel costs.

6. CONCLUSION

6A. DESCRIBE PROGRAM STRENGTHS.

- Faculty are highly qualified and have both extensive teaching and work experience that enriches the individual course and program offerings.
- Students are satisfied with the instruction being provided.
- The program has high student enrollment and significant student graduation rates.
- Offering on-line and face to face opportunities for courses has increased student enrollment and completion rates.
- Aligning academic courses with the academy could provide a non-traditional pathway to degree completion for employees currently in the field.
- Long time articulations provide seamless transfer to universities.
- Faculty have undergone extensive training regarding effective course design and use of Canvas.
- Online faculty have also taught face-to-face, which provides continuity of instruction.
- Two synchronous courses have been offered to area high schools.

6B. DESCRIBE PROGRAM WEAKNESSES.

- Not having a program lead causes staffing challenges when it comes to supporting ongoing curriculum and assessment work as well as program/curriculum revision.
- Some adjunct faculty are teaching full course loads to support the program offerings.
- High school alignment/dual credit could be expanded.

6C. DESCRIBE SUPPORT NEEDED.

It is abundantly clear through the program review process that the program would benefit by securing a full-time lead.

6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN.

Goal: Improve the success of Criminal Justice and Addiction Counseling that will lead students to completion of the program.

The department will provide quality education and services through qualified instructors and provide coursework that is relevant to the human service field for students to achieve graduation from the program.

Strategic initiative: Improve prosperity and enhance reputation for excellence

Core them: Provide quality education and services

Actions:

- Gather historical graduation rates for all program students
- Establish student tracking system
- Communicate with new students once a term regarding academic planning
- Gather historical FTE rates for CJA students
- Collect midterm grade data to identify students that might be struggling

Indicators:
- Quarterly check term FTE for CJA students
- Midterm progress reports

Assessment:
- Compare historical graduation rates with yearly graduation rates
- Compare baseline transfer data to yearly transfer data

Goal 2: Improve collaboration with the community and human service agencies.

In order to support student success in workforce training, academic transfer, foundational skills and community education, the department will seek to improve our partnership with various human service agencies to help advice our program and seek ways to achieve growth.

Strategic initiative: Increase Community Partnerships

Core them: Support student success in workforce training, academic transfer, foundational skills and community education.

Actions:
- Identify past and prospective advisory committee members
- Solicit participation with collaborative partners from the community
- Hold quarterly meetings starting Fall Term 2018
- Identify agencies who will accept work experience students
- Place work experience students with cooperating agencies

Indicators:
- Quarterly progress checks
- Attendance of quarterly meetings by advisory committee members
- Number of CJA students who need work experience baseline
- Number of CJA students who need work experience sites by the end of the year

Assessment:
- Number of approved work experience sites baseline
- Number of approved work experience sites by the end of the year
- Number of CJA students who used work experience baseline
- Number of CJA students who used work experience by the end of the year

Goal 3: Improve quality of service by organizing and appropriately staffing our current offerings by hiring a qualified full-time instructor who can teach up to 70% of CJA courses.

Provides accessible education and services in anticipation of growth of course, certificate, and degree offerings in multiple locations. The program will seek to improve the available staffing pool in several regional communities and online.

Strategic initiative: Improve reputation for excellence

Core theme: Provide accessible education and services

Actions:
- Staff budget proposed by January 28, 2018
- Request full-time hire in budget session in February 28, 2018
- Write and post job description

Indicators:
- Instructor candidate pool developed
- Approval from budget presentation to hire full-time faculty

Assessment:

Full-time instructor hired by Fall Term 2018

8A. LABOR MARKET PROJECTIONS

Occupation Profiles Report

Police and Sheriff's Patrol Officers (333051)

Oregon (All Counties)

Name: undefined

JSID: undefined

Description

Maintain order and protect life and property by enforcing local, tribal, State, or Federal laws and ordinances. Perform a combination of the following duties: patrol a specific area; direct traffic; issue traffic summonses; investigate accidents; apprehend and arrest suspects, or serve legal processes of courts.

Projections						Wage Range 2017			
Area	2014 Employment	2024 Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings	Area	Median Hourly	Avg Annual	Middle Range
Oregon	5,158	5,366	21	170	191	Oregon	$35.04	$70,019	$29.21 - $38.00

Data Sources and Limitations

Occupation Profiles Report

Substance Abuse and Behavioral Disorder Counselors (211011)

Oregon (All Counties)

Name: undefined

JSID: undefined

Description

Counsel and advise individuals with alcohol, tobacco, drug, or other problems, such as gambling and eating disorders. May counsel individuals, families, or groups or engage in prevention programs. Excludes "Social Workers" (21-1021 through 21-1029), "Psychologists" (19-3031 through 19-3039), and "Mental Health Counselors" (21-1014) providing these services.

Projections						Wage Range 2017			
Area	2014 Employment	2024 Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings	Area	Median Hourly	Avg Annual	Middle Range
Oregon	1,160	1,434	27	24	51	Oregon	$18.94	$46,816	$16.61 - $24.90

Data Sources and Limitations

Occupation Profiles Report

Community and Social Service Specialists, All Other (211099)

Oregon (All Counties)

Name: undefined

JSID: undefined

Description

All community and social service specialists not listed separately.

|	Projections				
Area	2014 Employment	2024 Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	1,600	1,792	19	31	50

Data Sources and Limitations

	Wage Range 2017		
Area	Median Hourly	Avg Annual	Middle Range
Oregon	$17.79	$38,988	$14.08 - $22.67

Data Sources and Limitations

8B. ENROLLMENT AND DEGREES AWARDED

2 year Criminal Justice Active

Number of unduplicated students declaring this degree by term enrolled. Snapshot date for count is last day of the term.
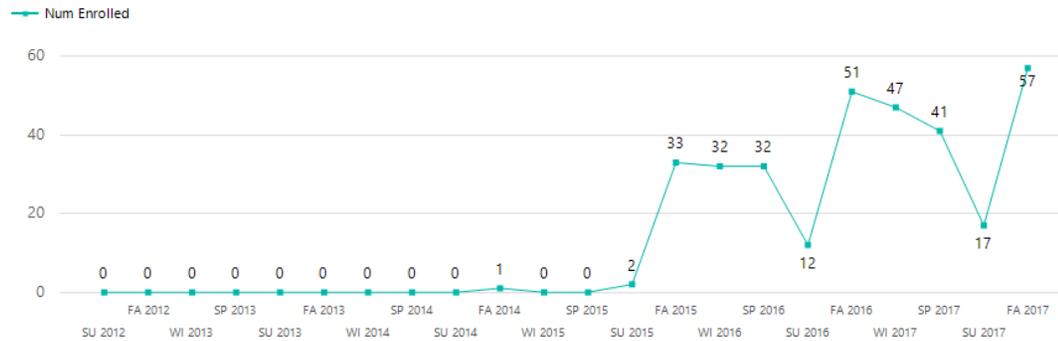
Less than 2 year Addiction Studies Certificate Act

Number of unduplicated students declaring this degree by term enrolled. Snapshot date for count is last day of the term.
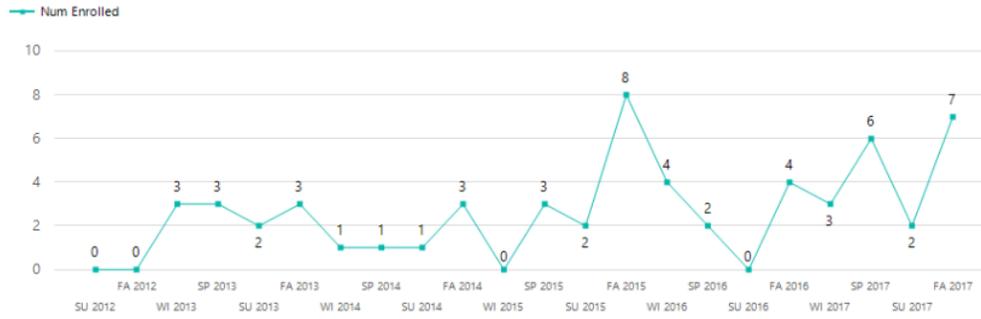
8C. COST MARGIN DATA

[Link to original document](#) (DOCX) **Requires login**

8D. INSTRUCTIONAL PROGRAM REVIEW RUBRIC

	Highly Developed	Developed	Emerging	Initial
1—Accomplishments in Achieving Goals	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence of goal achievement.	Exhibits some evidence that some goals have been achieved.	Minimal evidence that progress has been made toward achieving goals..
2—Labor Market Projection	Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection.	Explains projected market demand and discusses several possible actions to address projection.	Minimally explains projected market demand and lists one or two actions to address projection.	Presents labor market demand without analysis/explanation and fails to list possible actions to address projection.
3—Resources				
Professional Development	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
Faculty Meeting Instructional Needs	Employs a sufficient number of highly qualified faculty to meet instructional needs.	Employs an adequate number of qualified faculty to meet instructional needs.	Has a plan to employ an adequate number of qualified faculty to meet instructional needs.	Faculty numbers and/or qualifications are insufficient to meet instructional needs.
Facilities and Equipment	Facilities and resources meet current and future needs.	Facilities and resources meet current needs.	Evidence of a plan to have facilities and resources meet current and future needs.	Minimal evidence that facilities and resources meet current and future needs.
4—Effectiveness				
Student Learning Outcomes Assessment	Exhibits ongoing and systematic SLO assessment to adjust instruction.	Exhibits student learning outcomes assessment and uses results to change instruction.	Has a plan to engage in ongoing and systematic SLO assessment, including using results to change instruction.	Minimal evidence of SLO assessment.

	Highly Developed	Developed	Emerging	Initial
Student Success	Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them.	Minimal description of trends and/or fails to formulate plan to address them.
5—Budget	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.
6—Strengths and Weaknesses	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.
7—New Goals and Plan	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.
8—Overall Evaluation	Evidence of ongoing systematic use of planning in selection of programs and services.	Exhibits evidence that planning guides program and services selection that supports the college.	There is evidence that planning intermittently informs some selection of services to support the college.	Minimal evidence that plans inform selection the of services to support the college.
	Highly Developed	**Developed**	**Emerging**	**Initial**