



KLAMATH
Community College

2022-23

Instructional Program
Review
Criminal Justice & Addiction
Studies

James Gravley

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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.

The Criminal Justice Administration (CJA) and Addictions Studies Certificate (ADS) programs have been robust for many years, with clear and defined goals that have also been connected with the larger Emergency Response Operations (ERO) program which includes CJA, Fire Science, and Emergency Medical Technician (EMT). Both the establish goals for ERO align with the 2017/2018 improvement plan specific to CJA and ADS.

The 2017/2018 CJA and ADS improvement plan called for three primary actions: 1) a new faculty lead who will also meet with the statewide Oregon Association of Criminal Justice Educators (OACJE); 2) revise assessment maps and CCOGS; and 3) continue to work with and offer workforce training with local agency partners. All of these action items have been accomplished. The current Program Faculty Lead, James Gravley, was hired starting fall of 2018. Mr. Gravley has been actively involved with OACJE since arrival plus other statewide initiatives. Mr. Gravley has also enhanced the statewide efforts by gaining membership with the Western Associate of Criminal Justice (WACJ) plus other professional organizations. Mr. Gravley accomplished the assessment map revision and all CCOG's are current. Lastly, Mr. Gravley has continued to work with local agencies, offering a high degree of workforce collaboration.

This collaboration has led to a pilot project with the Oregon Department of Public Safety Standards and Training (DPSST) where academic services support workforce training and development at the state level for all law enforcement personnel across the state of Oregon, including our local partners. This pilot project also supported the preparation, presentation and allocation of a .5 FTE ERO Coordinator position that now supports the CJA and EMT programs, having started July of 2022.

Since 2018/2019 academic year, strategic planning has guided the CJA and ERO programs in addressing four key areas plus two sub sections: 1) Improving community outreach with local partners, 2) Improving student success, 3) Increase student access, 4) Being a premier training provider for the Klamath Basin, 4A) increasing and improving employability skills and 4B) concentrating on well-being. Each of these sections are outlined in this report with applicable notes and tracking.

CJA specifically has met, or continues to work towards these goals in the following manner:

Improving community outreach with local partners: By winter term 2019, Klamath Community College (KCC) entered into a contractual agreement with the Klamath County Sheriff's Department (KCSD) to provide law enforcement services on campus that involved having a School Resource Officer (SRO) stationed on campus. This contract also advised the assigned SRO to work in collaboration with the CJA academic program. The current SRO, Sergeant Shane Mitchell, has been an active participant in CJA courses ever since and has provided logistical support for CJA academic planning for course content, student information, student safety and student events. CJA routinely has members of KCSD present to various courses that include the Sheriff, his command staff and various front-line deputies. The Sheriff has also been a supportive agency that allows academic students to tour the agency, including the

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correctional institution. The KCSD guests have specific areas of expertise that involve key constitutional matters such as Search and Seizure, Search Warrant Applications, Liability, Job Readiness, Crime Scene Investigation, and Investigative Interviews. KCSD is also involved in a panel interview that gives students real-world experience that supports student learning and preparation for actual employment interviews. Additionally, the SRO and KCSD have been actively involved with student events such as new student orientation and student recruitment events where they have provided time, services and resources that support CJA enrollment. Plenty of examples exist of this partnership, specifically in 2019 where Sergeant Mitchell agreed to have an electronic stun tool used against him as a demonstration for prospective students, plus, KCSD landed their Search and Rescue helicopter on campus. This event was a huge success that helped connect area high school students to community programs with KCSD and with the CJA program. Once KCC cleared from the pandemic, the successful event from 2019 was revised for 2022, with similar events for high school recruitment.



Sgt. Mitchell demonstrating the electric "taser" use, at student recruitment event, spring 2022



KCSD vehicles at student recruitment event, spring 2022

As previously mentioned, one of CJA's local partners involves the Oregon Department of Public Safety Standards and Training (DPSST), also known as the police academy. Professional connections between Mr. Gravley and DPSST brought the Southern Oregon DPSST Regional Coordinator to the Klamath Basin where relationships have been forged and are now providing the guiding framework for workforce training that brings public safety agencies to KCC and more importantly, to the Klamath Basin. Additionally, KCC supports statewide training that enables law enforcement training to occur, through the use of KCC's learning management system (LMS), also known as Canvas, that reaches all corners of Oregon. The return investment in this collaboration is bringing FTE back to KCC. Oregon Legislative initiatives have provided legislation requiring over 5,600 officers in Oregon to attend various trainings. With the Legislatures mandates, DPSST has been charged with providing training and services. The online platform has begun to emerge as a tool that enables officers to receive various trainings that DPSST accepts for re-certification. No other relationship like this exists in the state of Oregon. DPSST is also an active member of the CJA advisory board.

In tandem, in 2021 Mr. Gravley became actively involved with the Oregon Coalition of Addiction Studies Educators (OCASE), which is the ADS version of OACJE that was previously mentioned. OCASE is a statewide network of educators that meet quarterly and provide academic, advising and professional support to academic programs across the state of Oregon that focus on or manage addiction related programs. This relationship has also captured a strong relationship in that members from this group have provided strong guidance on current programming available plus goals for future courses.

One of the largest successes the CJA program has seen, is the re-development of the Criminal Justice Advisory Board. The advisory board is formed by a strong group of community leaders. This group has been meeting regularly for several years and has recently grown, adding a retired judge, a prison superintendent, a private practice attorney and mental health counselor. The following is the list of current members as their position in the community:

Criminal Justice Advisory Board Members and Affiliation		
Chris Kaber	Sheriff	Klamath County Sherriff's Office
Greg Wheat	Lieutenant	Klamath County Sherriff's Office
Shane Mitchell	Sergeant (KCC Liaison)	Klamath County Sherriff's Office
Rob Reynolds	Lieutenant	Klamath Falls City Police
Eve Costello	District Attorney	Klamath County DA's Office
Joanna Williams	SUDS Counselor	KBBH
Brad Camidge	Supervisor	KBBH
Steven Ware	Crisis Services Manager	KBBH Mobile Crisis
Steve Westerberg	Regional Training Coordinator	DPSST
Dan Golden	Director	Klamath County Juvenile Dept.
Kevin Roach	Lead Juv PO	Klamath County Juvenile Dept.
Keith Endacott	Executive Director	Klamath County 911
Don Miller	Lieutenant	Oregon State Police

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Chandra Awbrey	Supervisor	DHS
Maurita Johnson	District Manager	DHS
Kyna Miller	CJA TA	KCC - TA (Student Perspective)
Aaron Hartman	Director	Parole & Probation
Rhonda Nyseth	Social Service Emergency Liaison	Oregon DHS/EMS
Chris Stickles	Dean CTE	Klamath Community College
Mark McDougal	ERO Coordinator	Klamath Community College
Jeremy Beaumont	Superintendent	DOC - Warner Creek
Cam Wogan	Retired Judge	Klamath County Court
Michelle Crane	Former Student Perspective	Catholic Charities
Dennis Oden	Adjunct	Adjunct & Local Attorney
Kyra Letzring	Adjunct & Community Counselor	Adjunct & private practice

The caliber of leaders in this list speak for themselves. Each of these individuals represent an agency that has employed CJA and ADS students or have provided strong advisory support. With the support of this group, new classes have been built, agency support has been provided and they have provided enrichment to the CJA program.

- 1) **Improving Student Success:** Improving student success is likely to remain a strategic goal for CJA. The CJA program has generally been a popular and successful program. Despite being popular and successful, there is always room for improvement. This report will outline areas that remain of concern where both the CJA program and Addictions Studies program can better retain students and provide successful outlets for student success. Student success is often measured with the number of degrees confirmed, through student survey's, assessments and general feedback from students. Student success is discussed throughout this report.
- 2) **Increased Student Access:** Online access to CJA and ADS has been a significant goal. CJA accomplished this goal by 2019 where a rotational offering of courses became available. The CJA courses offered face-to-face (F2) in year one, would rotate and be available online (DE) the next year. Students who wish to complete the CJA degree in two years would need to take a combination of F2F and DE classes. It took some time for the ADS program to catch up but beginning fall term of 2022, the ADS program operates in a similar format. However, the ADS program has also become a little more compact. Originally, the ADS program offered two ADS classes each term, for three terms for a total of seven classes.

The ADS certificate could be a stand-alone certificate or could be merged with other programs. However, enrollment for ADS has also been rather robust [INSERT DATA], however, graduation and completion data does not show such success. Few students receive the ADS degree. To initially address this, the ADS program was also put online in a similar fashion as CJA but also condensed the time to complete the certificate to two terms. This has been initiated by having two F2F classes and two DE classes for fall term, then post two classes in F2F format and two classes in DE format for the winter, effectively allowing students to complete all the course

material in a shorter time. The classes would then rotate in the spring, then again in the winter. See the table below:

2022-2023 Course offerings			
Term	Course	Description	Credits
FALL	ADS150	Basic Counseling and Addiction	3
FALL	ADS156	Ethical and Professional Issues	3
FALL	ADS280	Coop Wk Exp: ADS	3
FALL	ADS102DE	Drug use and Addiction	3
FALL	ADS158DE	Medication Assessment and Placement	3
WINTER	ADS152	Group Counseling and Addiction	3
WINTER	ADS157	Risk Assessment and Intervention	3
WINTER	ADS280	Coop Wk Exp: ADS	3
WINTER	ADS150DE	Basic Counseling and Addiction	3
WINTER	ADS156DE	Ethical and Professional Issues	3
SPRING	ADS102	Drug use and Addiction	3
SPRING	ADS158	Medication Assessment and Placement	3
SPRING	ADS280	Coop Wk Exp: ADS	3
SPRING	ADS152DE	Group Counseling and Addiction	3
SPRING	ADS157DE	Risk Assessment and Intervention	3

3) **Our Criminal Justice Department is a premier training provider for ERO in the Klamath Basin:**

The successes with being a premier training provider for ERO is a developing process and will remain a constant goal. KCC has been working on a new Public Safety Training Center (Apprenticeship Center) for several years. This new building will house ERO programs plus other Apprenticeship programs. The construction phase is still active with an anticipated opening occurring in winter of 2023. The new building will provide classroom and activity space where programs will be able to provide real-world learning within the context of industry standards. This new building will be a center point for the Klamath Basin where public safety agencies can learn and train and where students can as well. However, despite a new building being built, the CJA program has initiated a learning program with DPSST that will allow for virtual training all across the state that meets law enforcement credential requirements. CJA will not have dedicated space in the new building.

Future courses will address state standards and academic rigor that can develop into community education courses equating to academic credit. As an example, the CJA course, CJA228 (Public Safety Writing) is being redeveloped with DPSST's goals in mind, plus, will work in collaboration with the KCC Writing Department in an attempt to cover career specific content while maintaining academic writing processes. Lastly, with KCC's overall partnership with KCSD, more local law enforcement trainings have been hosted at KCC. This supports the DPSST project and bring additional FTE to the college. With the new ERO Coordinator position, previous goals of supporting a Reserve Police Officer Academy can move forward. The Reserve Officer Training

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Program KCSD's presents, is already having course material completed at KCC. While this is still a work in progress, this collaborative effort will grow.

- A) **Improving employability:** Current data is lacking in our ability to track and monitor employability. However, the CJA program addresses specific employable skills through the basic CJA101 (Careers) course, plus with the CJA280 (Work Experience/Study) course. The CJA101 courses introduces students to resume writing, agency interviews, interactions with public agencies, the preparation for extensive background investigation process, plus connects students to a variety of agencies from the Klamath Basin and beyond. The CJA280 course follows up more robust skills employees seek while helping students connect with employers in the Klamath Basin. The pandemic has been a huge barrier but students have been able to access agencies for real-world experiences. Additionally, a partnership with Oregon Department of Human Services (DHS) has been developed where a robust internship program has begun. The partnership with DHS is not exclusive to CJA students, despite its roots. The DHS internship provides students will all aspects a DHS employee may encounter, all within a real-world context. Lastly, the CJA program informally tracks graduates. This data will be discussed in section 2.
- B) **Well-being – Well-being issues is a significant topic in the ERO workforce. Issues around suicide plague public safety professionals. The experiences of trauma public safety professionals experience are intense, and long lasting. Too address well-being as early as possible, all three of the ERO core programs attempt to manage curriculum in this area. EMT has a crisis intervention course. CJA now has a similar course. Last spring (2021), a specific behavioral health course was created for CJA. **CJA244 – Introduction to behavioral health crisis services** is a course designed after a well-established law enforcement crisis intervention program, also known as Crisis Intervention Team (CIT), where students learned about the intersecting issues with law enforcement and mental health. There is a theoretical and practical approach that provides students with a greater understanding of potentially volatile circumstances. The awareness a course like this brings is designed for public officials to appropriately respond to citizen needs but the underlying curriculum can be applied to officers themselves. CJA244 follows and established program based off CIT models but because CIT is a branded model, adjustments needed to be made when this course is offered in an academic setting. This course had resounding support from the Criminal Justice Advisory Board.**

Based on the previous 5-year review and subsequent plan of action, coupled with yearly strategic goals, the CJA program specifically has met its program goals. These goals are also reflective of the College's core theme, mission and values.

Klamath Community College's Core Themes:

- 1) Provide accessible education and services
- 2) Provide quality education and services
- 3) Meet the diverse needs of our students, businesses, and community

- 4) Support student success in workforce training, academic transfer, foundational skills, and community education

The criminal justice system is facing significant challenges, nationwide and even globally. Agency's ability to hire qualified staff has been met with an onslaught of negative media attention. The context of these struggles has focused on diversity, mental health, over-militarization, communications, proper punishments, citizen reintegration, socio-economic issues, plus many more. According to the National Center for Education Statistics (NCES), between 2009 and 2020, undergraduate enrollments dropped by 9 percent. The NCES expects the next 10 years to be 8 percent positive. However, the US Bureau of Labor Statistics show a national 10-year outlook in law enforcement to be slower than average at 3 percent growth. The growth of educational opportunities with slower industry growth creates a dynamic that will challenge traditional criminal justice education.

Data does not exist for the CJA program in this specific area but it's been an observation that roughly one-third of program students want to be in a traditional law enforcement setting. Historically, criminal justice programs cater to this traditional approach. One of the successful aspects of the CJA program is that a broader approach is used. Criminal justice means just that, a larger system, not just police. In recognizing this, the CJA program embraces what would be non-traditional students, thereby providing **greater access to educational services**. CJA numbers, which will be discussed later in this report, would not be as positive if it was a *police only* orientated type program. Additionally, with the online capabilities, CJA and now ADS, provides even more access to students where the CJA program has seen students remain in many other states besides Oregon.

The CJA program connects well with other community colleges and universities. The CJA program specifically has articulation agreements with Southern Oregon University (SOU) and Oregon Institute of technology (OIT). However, while these articulation agreements provide **strong quality** because students are able to transfer and continue their education, CJA has been a part of statewide work groups (OCAJE and OCASE) where common course objectives align with the rest of the state. CJA program and course learning objectives match our state partners. Additionally, with the local partners being involved in classroom activities, there are five current adjuncts with very specific experiences that lend strong support to the CJA directed career fields. These real-world experiences the adjuncts hold, provide a **quality of content** beyond academics, rather, practical and industry related. The CJA and ADS adjuncts will be discussed later in this report.

In meeting the **diverse needs of KCC's student, businesses and community**, combined with national criminal justice issues, a new course was created; **CJA105 – cultural diversity in criminal justice**. This course is specifically designed to address a wide range of diversity issues and one of the first diversity related curriculum courses offered at KCC. This course was also well supported by the Advisory Board.

Supporting student success in workforce training, academic transfer, foundational skills, and community education is one of the CJA's strong components. Agency partnerships as shown through trainings with KCSD and DPSST, enhance community education opportunities while exposing and/or combining academic material that supports workforce training. Courses that are developed or re-developed maintains the lens of skill-based systems students may face upon graduation. Lastly, to address deficits in academic advising, the CJA program faculty lead advises all CJA and ADS students.

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While this process is time intensive, CJA and ADS students are advised in a consistent manner, with industry language and real-world perspectives that support long term employment. CJA faculty and adjuncts understand the dynamics of the field and provide realistic, honest and easy to understand guidance towards criminal justice careers.

Student success is highlighted substantially by the overall success of KCC CJA students. Enrollment, degrees and certificates confirmed and terms to completion are key benchmarks monitored. This material will be discussed in greater detail in Section B4.

ERO's previous strategic plan, goals, initiatives, measurables, action items and notes can be found in Appendix A.

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

☒ Yes

☐ No

2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

In the criminal justice program, students will learn the basics of the criminal justice system, how it works, historical perspectives, current affairs plus various other aspects that creates the entire global system. We offer classes that focus on police dynamics, correctional systems, correctional interventions, substance abuse, psychological theory, ethical expectations, certification standards, teamwork, communications and many others. KCC also offers specific AAS degrees in criminal justice, plus certificates in addiction studies, criminal justice certificate and a pathways certificate in addiction studies.

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

<http://catalog.klamathcc.edu/>

Criminal Justice AAS:

This 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.

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.

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 prepare 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. Additionally, the program exposure prepares students for statewide testing required for career placement.

2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION

Labor market material with occupation profiles can be found in Appendix B. The key occupations for consideration are "police officers", "corrections officers" and "substance abuse counselors" and other substance abuse counselor type roles.

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

☒ Yes

☐ No

Yes. 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. Oregon job projections for police officers over the next 10 years show a 12.7% growth rate potential with 355 annual replacements. This is an increase with a 3% growth rate, from 170 annual replacements. Locally, the growth potential is similar to the overall rate all over Oregon. The employment outlook for correctional officers is not as robust. While employment openings are expected, in Oregon, growth is estimated to be -.3% with annual openings targeted at 346. There is no data for our local area, despite having a state prison in Lake County. However, the employment outlook is far better for substance abuse counselors, behavioral disorder workers plus mental health counselors. The Oregon outlook for these positions expects a 27% increase in the next 10 years, with annual openings predicted at 623. Data does not exist for our local area but our neighbors in the South-Central region expect 21.7% growth with 11 annual openings. This current demand has been reflective of system changes over the last decade that require local, state and federal officials to justify their actions within the criminal justice system. This has been a system philosophical shift occurring for more than 10 years.

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

The state of Oregon has seen a significant shift in how portions of the criminal justice system operates. Law enforcement funding, retention and recruitment has been fairly even but legislative mandates have provided significant funding for treatment related services. On November 3, 2020, Oregon voters passed Measure 110, which shifts how the state deals with the use of illegal drugs. While this measure addresses key issues around de-criminalization of drug offenses, it also provides funding to programs around the state.

Measure 110 reduces penalties for drug possession, making Oregon the first state to decriminalize the personal possession of what have traditionally been illegal drugs. Secondly, the anticipated savings achieved from the current cost of enforcing criminal drug possession penalties will be combined with marijuana sales revenue to fund a new drug addiction treatment and recovery grant program ([https://www.oregonlegislature.gov/lpro/Publications/Background-Brief-Measure-110-\(2020\).pdf](https://www.oregonlegislature.gov/lpro/Publications/Background-Brief-Measure-110-(2020).pdf)).

According to the legislative mandate, the Addiction Recovery Center Grant Program was created where Measure 110 establishes a program that provides grants to existing agencies or organizations to create Addiction Recovery Centers (Centers) to provide immediate triage of the acute needs of people who use drugs and to assess and address ongoing needs through intensive case management and linkage to care and services. Moneys in the Fund are to be in addition to, and not in replacement of, any existing allocations or appropriations for the purposes of providing substance use disorder treatment, peer support and recovery services; transitional, supportive, and permanent housing for persons with substance use disorders; harm reduction interventions; and for establishing Centers. Measure 110 has essentially created a more stable funding stream to treatment related services that will require a significant boost to the workforce in this area.

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

In the 2018/2019 academic year, the criminal justice program was reconfigured whereas the entire program was put on a rotational matrix where courses would be available in an online and face-to-face format. For example, the introductory police class, CJA111, is offered in the winter term. In any given term, if a class is offered in a face-to-face format, it will be offered the following year in an online format. The next year, the class goes back to face-to-face, and so on. The entire program works off this rotational system. For the academic year 2022/2023, the same rotation was added to the Addictions Studies program but because the program is a certificate program, classes were stacked more efficiently to offer the courses more frequently. See section 1A for the course offering outline.

3. RESOURCES

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

3A.1. WHAT PERCENT OF FACULTY ARE FULL-TIME? PART-TIME?

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. One full-time faculty member has taught approximately 78% of all CJA classes, since the 2018/2019 academic year. In that same period of time, the remaining 22% of the courses were taught by eight part-time adjunct faculty members. Since the academic year 2019/2020, the core instructor group has remained steady with one-full time faculty and five adjuncts. The CJA faculty retain numerous credentials and are highly qualified in their field of study. For the Addictions Studies program, since the 2018/2019 academic year, 100% of the courses were taught by three part-time faculty. Like CJA, the ADS faculty retain numerous credentials and are highly qualified in their field of study.

Here is a snapshot of the faculty who have taught or who have been teaching in the CJA and ADS programs:

- The full-time Program Faculty Lead, James Gravley, has a bachelor's degree in administration of justice, a master's degree in education and is currently working on another master's degree in forensic psychology. Mr. Gravley has 24-years of industry experience in police, corrections and parole/probation, with over 1700 hours of state certified training and instructor level certificates. Mr. Gravley is constantly involved with professional development as he regularly attends statewide workgroups within his discipline, Oregon Association of Criminal Justice Educators (OACJE) and Oregon Coalition of Addiction Studies Educators (OCASE), and has attended national level conferences with Western Association of Criminal Justice (WACJ) in conjunction with actively pursuing a second master's degree. Mr. Gravley has attended DHS Consortium training supported by the Oregon Department of Human Services (DHS) and Oregon Institute of Technology (OIT). He also routinely attends in person and online webinars to trainings provided by the Oregon Transformative Justice program. In 2020 Mr. Gravley was invited by the Klamath County Sheriff to participate and train in, leadership and ethics, offered by a Southern Oregon company called, ETHOS. Mr. Gravley regularly attends all campus wide and in-service trainings every year.
- One of the criminal justice adjunct faculty members, Dennis Oden, is an attorney and has practiced law in the Klamath Basin for more than 30 years. Mr. Oden has a Doctorate of Jurisprudence. He regularly attends required KCC trainings, in-service sessions and course materials related to his degree and profession. Mr. Oden has been a long-standing member of the CJA teaching core.
- Another one of the criminal justice adjunct faculty members, Steve Ware, has a master's degree in human development – counseling and has worked in the counseling field for 20+ years with a current focus on crisis management, for a local agency partner in the Klamath Basin. Mr. Ware is new to KCC, having started as an adjunct this past year but as part of his own professional development, he is required by state certification standards to attend professional development regularly.
- Another one of the faculty members, Mark McDougal, has a bachelor degree in geology with an emphasis on law enforcement and wildlife management. Mr. McDougal is medically retired with 23+ years' experience as an Oregon State Trooper with more than 2200 hours of state certified training

and instructor level certificates. Mr. McDougal has been an adjunct with KCC for about a year now and teaches both criminal justice classes and college survival classes. Mr. McDougal is also the new ERO Coordinator. Mr. McDougal has attended all required training sessions through KCC and was current in all aspects of his certification requirements with the State Police until his retirement a few years ago. Mr. McDougal in his new Coordinator role is actively seeking out ways he can attend professional development that will help advance his current positions.

- Another one of the criminal justice adjunct faculty members, Joanna Williams, is also an adjunct for the addiction's studies program. She has a bachelor's degree in organizational management with 15+ years of addictions industry related experience, plus experience as a K-12 teacher. Ms. Williams also has advanced field/state certificates in addiction counseling, mental health and peer support, for a local agency partner in the Klamath Basin where she is annually required to attend numerous professional development courses to retain these certificates.
- One of the addiction's studies adjunct faculty members, Kyra Letzring, has a master's degree in counseling with 10+ years of industry work experience. Ms. Letzring also has advanced field and state certificates in addictions and mental health, who is also a private practicing counselor in the Klamath Basin, where she is annually required to attend numerous professional development courses to retain these certificates. Ms. Letzring is a KCC graduate where she obtained an Associates Degree in Criminal Justice and also obtained an Addictions certificate with KCC as well.
- A former criminal justice adjunct faculty member, Rob Dentinger, is a current police administrator with more than 20 years of service experience and is currently the Klamath Falls police department Chief. He holds a bachelor's in management along with multiple law enforcement certificates.
- A former criminal justice adjunct faculty member, Timothy Evinger, is a retired police administrator with more than 20 years of service experience. He retired from the Klamath County Sheriff's Department as the Sheriff. He holds a master's degree in public administration along with multiple law enforcement certificates.
- A former addictions studies adjunct faculty member, Franklin "Jay" Peoples, is a retired licensed social worker with more than 20 years of mental health experience and is employed 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.
- Two other criminal justice adjunct faculty, Larry Baker and Sam Franconi each taught one class in 2018. Their educational credentials and professional development are not known.
- On the support side of the CJA and ADS programs, are four workforce development employees who have each taught the ADS280 (work-study) course:
 - Michelle Horne, holds a bachelor's degree in applied psychology from OIT, with more than 15-years of industry experience. Ms. Horne routinely attends professional development in support of her program.
 - Lauren Aspell, holds a bachelor's degree in political science from Oregon State University and has over 15-years of industry experience. Ms. Aspell routinely attends professional development in support of her role in the Career Center.
 - Amy Lawrence, holds a bachelor's degree in animal science from Oregon State University and has over 1-year of industry experience. Ms. Lawrence routinely attends professional development in support of her role in the Career Center.

- Sherrie Lee, is a former career advisor in the career center who held an associate's degree in human services from Rogue Community College and had over 10 years of industry related experience.

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

A bachelor's degree is the minimum degree required to teach at KCC, with exceptions of CTE type programs. All CJA and ADS faculty meet the minimum degree requirements. Only two former instructors, Larry Baker and Sherrie Lee, did not have the requisite degree. However, Mr. Baker worked more with the ERO/EMT program and Ms. Lee was a career advisor with the Career Center.

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

- James Gravley
 - Currently attending Arizona State University, Master's in Forensic Psychology, 24/33 credits completed, 4.0 GPA. Member of *Alpha Phi Sigma* (Criminal Justice Honor Society) and recently invited to join *Psi Chi* (International Honor Society in Psychology).
 - Attends all required KCC trainings plus yearly in-service trainings. (Yearly)
 - Oregon Academic Advising Association Pathways lunch and learn (2022)
 - Transformative Justice Summit/initiative (2020 & 2021)
 - Oregon Association of Criminal Justice Educators – (bi-annually meetings & group training)
 - Western Association of Criminal Justice – online conference (2021) & full conference (2019)
 - ETHOS leadership & ethics training (2020)
 - DHS Child Welfare Consortium training (2021)

Klamath Community College Instructional Program Review:

- Dennis Oden
 - Attends yearly Continuing Education Courses for CLE requirements as required by the Oregon Bar Association; most recent – specific to Constitutional practices specific to criminal justice to include case brief updates by the Oregon, Oregon Appellate, Federal Appellate and US Supreme Court.
- Mark McDougal
 - Mr. McDougal is new to KCC but has attended all required employee trainings.
 - First-Aid, CPR
 - Jenzabar & Canvas
 - Prior to KCC (highlights):
 - Held and maintained Advanced level police certificate
 - Certified SWAT EMT & EMT instructor certified
 - CPR, First Aid and AED instructor certified
 - Certified Field Training Officer
 - Hostage Negotiator training/certification
 - DUII Multi-Disciplinary Impaired Driving certification
 - First Responder certification
 - Oregon Regional Forensic Academy (Deputy Medical Examiner)
 - Detective Academy
 - Over 2200 hours of state certified training
- Steve Ware
 - Professional Development not available at this time.
- Joanna Williams
 - Substance Abuse Prevention Training – (35 CEU's) - 2022
 - Ethics (6 CEU's) - 2020
 - Approaches to Community Based Suicide Prevention (2 CEU's) - 2021
 - Foundations for Recovery RCA/Fundamentals of Peer Support (40 CEU's) - 2021
 - Becoming Culturally Responsive for Behavioral Health Care Providers (10 CEU's) - 2021
 - Diabetes: An overview for Behavioral Health Care Providers (1.5 CEU's) - 2021
 - Introduction to Trauma Informed Care (1.75 CEU's) - 2021
 - Clinical Supervision Narrative Therapy Approaches (3 CEU's) - 2020
 - Clinical Supervision-Self of the Therapist (6 CEU's) - 2020
 - Client Patient Rights (2 CEU's) - 2020
 - HIPPA and Behavioral Health (2 CEU's) - 2020
 - Identifying and Preventing Child Abuse and Neglect (1.5 CEU's) - 2020
 - 10 Steps to Fully Integrating Peers into your workforce (1 CEU's) - 2020
 - Family Psychoeducation: Introduction to Evidence Based Practices (1.25 CEU's) - 2020
- Kyra Letzring
 - State licensure in 2022 -- Licenses Professional Counselor
 - Beyond Trauma training - Women's trauma training 2022
 - Helping Women Recover - Women's Recovery Program 2022

Klamath Community College Instructional Program Review:

- Supervisor Training - State Licensed Supervisor 2022
- MRT Trauma Training - Correctional Based Recovery 2020
- MRT DV Training - Correctional Based Recovery 2020
- MRT Facilitator Training - Correctional Based Recovery 2019
- DUII Multi-Disciplinary Training - State Training 2019
- Mental Health First Aid Training - National Council for Behavioral Health Training 2019
- ASAM Module Training 1 & 2 - The Change Companies – 2019
- Drug Court National Conference -2019
- Matrix Model of Intensive Outpatient Alcohol and Drug Treatment - 2018
- Matrix Supervisor Training - SUDs Programing - 2018
- Wraparound Training 2018
- Wraparound Supervisors Training 2018
- Wraparound Training 2018

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

Klamath Community College Instructional Program Review:

- 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 touch panel 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

Academically, the facilities available to instructors are state of the art. However, in order to provide greater learning opportunities, new technologies and learning space is needed. Budget presentations have been requesting dedicated space for CJA plus training simulators.

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

☐Yes

☐No

☒Somewhat

See above.

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 9, 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.

Klamath Community College Instructional Program Review:

- **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

4A. STUDENT LEARNING OUTCOMES ASSESSMENT

The Criminal Justice Department's instructors have completed course, program, and institutional learning outcome assessments. Traditionally, they would not have completed institutional learning outcomes assessment, but a few of the courses specifically deal with issues of cultural competence and teamwork, two of the ILOs.

4A.I. COURSE LEARNING OUTCOMES (CLO)

Klamath Community College Instructional Program Review:

Course Code Key	
	Has Plan Submitted
	Has Result Submitted
	Has Plan And Result Submitted

CLOs			
Course Code	Term Year	Instructor	Course Adjustments
<u>ADS 157 01</u>	WI2020	Peoples, Franklin	
<u>ADS 157 01 LV</u>	WI2019	Peoples, Franklin	Since the last evaluation of this class i added the use of visual aids.
<u>ADS 158 01</u>	SP2020	Peoples, Franklin	Based on what i heard from students i do not see adjustments being needed.
<u>CJA 101 01</u>	WI2018	Oden, Dennis	Since the last assessment, this term I will be providing students with a more stricter assignment sheet that includes a timeline and duties needed to complete the project in accordance with the rubric, instead of allowing the group to self-govern.
<u>CJA 101 01</u>	FA2021	McDougal, Mark	This is the first time I instructed the course, I will review objectives and outcomes as they are presented to me.
<u>CJA 105 01</u>	FA2021	Gravley, James	This is the first time this course has been taught at KCC. While this is not a new course being taught to this instructor, from prior academic experiences, this terms class was more attentive and seemed more willing to consider the course material. Given the students feedback, ensuring a safe, respectful, supportive and open platform is likely

Klamath Community College Instructional Program Review:

			going to be a key element to the success of this course in future terms.
<u>CJA 111 01</u>	WI2022	Gravley, James	Considering a switch from essay or short answer questions to multiple choice questions, next assessment for this CLO should include both essay and multiple-choice questions to see if students are able to quantify their responses in writing, versus just picking an answer.
<u>CJA 111 01 DE</u>	WI2018	Evinger, Timothy	I can add the procedural linked list as a required element to the final project providing the students with another opportunity to improve their mastery of the topic.
<u>CJA 112 01 DE</u>	SP2019	Evinger, Timothy	Based on my analysis, in the future, I will adjust make time to go over some of the assignments in class and reflect upon material that majority of students might not be comprehending.
<u>CJA 113 01 DE</u>	SP2021	Gravley, James	The assessment question was fairly general but was specific to elements of the criminal justice system that students need to know. 88% is a good amount of students grasping the information.
<u>CJA 217 01 DE</u>	SP2022	Gravley, James	The class has only 4 students in it and will be difficult to assess. Given the low numbers of students, if 75% of the students (3 out of 4), score 70% or higher on the second "pop quiz", then I will have been successful in my efforts to teach this outcome.
<u>CJA 243 01 DE</u>	SP2020	Gravley, James	Looking to Q33, students were asked to rate their ability to recognize behaviors

			that indicate substance abuse and/or mental health issues during encounters with individuals. 15 out of 21 (71%) students responded to the survey. Of the 15, all (100%) answered "average" or better, with 14 of the 15 (93%) answering "Above Average" or better. 5 of the 15 students (33%) responded with a response of "Excellent".
CJA 244 01	SP2022	Ware, Steven	On mid term exam students were asked a specific question about mental illness. 80% of students got the question correct. Based on student evaluations three out of the six students responded. All three students who responded indicated they understood this topic at or above an average level.

4A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Please see content culled from the assessment report in the above table with the column titled "Course Adjustments". Additional information is available from the following report:

<https://info.klamathcc.edu/IR/layouts/15/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/IR/Reports/Assessment/Pending%20Reports/All%20CLO%20ILO%20PLO.rdl>

4A.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 as needed. Through 2018/2019, all CCOG's were reviewed or revised and remain current. Future courses are reviewed with advisory input as needed. Once the advisory committee makes suggestions and revisions made, they are sent back to shared governance for feedback, further revision or acceptance as necessary.

Three core accomplishments have come from advisory support and input:

- 1) Course development: CJA105 – Diversity in Criminal Justice – based on national demands on the criminal justice system, plus institutional initiatives to address diversity, the CJA105 class was developed with full advisory support. Agency leaders recognize the need for diversity training for criminal justice employees.

- 2) Course development: CJA244 – Introduction to behavioral health crisis services – like diversity, mental health issues are a national topic. The need for enhancing mental health awareness was highly supported. The CJA244 class follows a branded model of programing that is evidence based and has provided positive outcomes for agencies across the United States.
- 3) Workforce Development: DPSST Pilot Project – Over two years ago, DPSST and KCC started a workforce training program that was entirely online. With KCC's technological support, DPSST began offering officer recertification courses in the state of Oregon to address to necessary and state mandated training requirements for Oregon officers. For the academic year 2021, the partnership between KCC and DPSST yielded 770 training hours which equated to a 1.51 FTE return to the college. For 2022, that number has increased from 770 hours to 1066 hours. With training potential still remaining for this year (2022), as of November 1st, 2022, the hours with DPSST are 1066, with a 2.1 FTE return to the college.
- 4) Workforce Development: KCSO training – since March of 2019, KCC has held a contract of services with KCSO. A section of this contract indicated KCC and KCSO would work collaboratively. The same approach with DPSST was used with KCC. In the same format, 2019 saw 222 training hours, 2020 saw 100, 2021 saw 2312 and as of November 1st, 2022 training hours are at 2208, for a total return to the college of 9.49 FTE. The 2022 KCSO hours are slightly lower than 2021 hours but trainings are already scheduled that will increase the 2022 hours by approximately 200 more hours.

These 4 key items as outlined were brought to the Advisory Committee and thoroughly reviewed. Each item was fully supported. This process has led to other agencies approaching the KCC CJA program for program development specific to their needs. From the Advisory Board, faculty and the ERO Coordinator are exploring options on how to help the Klamath County 911 Communications Department provide education and training that supports a 911 dispatcher specially. Current options being considered is the creation of a pathway certificate and or workforce specific community education classes.

4A.I.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

During the 2018/2019 academic year, all technical core courses were reviewed. As of this time, all CCOG's and CLO's are up to date.

4A.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.

The overall CLO assessment of the CJA classes has been routinely showing student success and student satisfaction. Student survey data however, is vague. As a matter of practice, informally, students were being asked four questions about their experiences at the end of each term course. These questions are:

- 1) What were your expectations of this course, and were they met? If not, how could they be met?
- 2) Did you find the course material relevant, yes, how? If not, what would you adjust, or add/subtract?

Klamath Community College Instructional Program Review:

- 3) Do you feel the workload was too much, too little or just about right? What adjustments would you make or suggest given what you know now, and know about how the course rolled out?
- 4) How can the course better suit, or help you attain your career goals, or, how can your instructor better help you on your academic journey?

The overwhelming student responses have been significantly positive, supportive and align with the student surveys. However, this was an informal attempt to gather more information which has become a larger task to manage so the official data collective is still in simple, student response form. Student responses have been so positive, it has been difficult to discern areas of improve which suggests the questions may need modification to other specific areas of improvement. However, with the student survey's and this informal reflection, comments that do emerge relate to communication about course material, communication about course expectations and general clarity. As a matter of routine, each year syllabus material is reviewed and adjusted to provide accurate and clear instructions and expectations. Every time a class is built, efforts are made to ensure course work is clear, concise and directly related to the material. This is a constant and evolving effort that will continue.

4A.II PROGRAM LEARNING OUTCOMES (PLO)

<https://info.klamathcc.edu/AM/SLO%20Assessment%20Plans%20and%20Reports/Forms/AllItems.aspx>

Sort Order	PLO Description
1	Explain the criminal justice system in terms of how various elements interact to accomplish the mission of the criminal justice system.
2	Interpret case law and statutes pertaining to specific criminal justice roles.
3	Describe the constitutional rights of citizens, offenders, and victims as they apply to state, federal, and procedural laws.
4	Identify legal and moral responsibilities of criminal justice professionals as they relate to cultural diversity and establishing positive community relationships.
5	Recognize behaviors that indicate substance abuse and/or mental health issues during encounters with individuals.

Course Code Key	
	Has Plan Submitted
	Has Result Submitted
	Has Plan And Result Submitted

PLOs		
Course Code	Term Year	Instructor

Klamath Community College Instructional Program Review:

<u>CJA 111 01 DE</u>	WI2021	Gravley, James	Yes. Students were able to accurately apply information obtained through various modes of instruction.
<u>CJA 112 01</u>	WI2018	Oden, Dennis	This course was assessed several years ago prior to our current PLO Assessment Planning and Reporting model. At that time, I updated all paperwork and implemented the student self-evaluation to get more specific feedback from the student regarding their
<u>CJA 112 01</u>	WI2018	Oden, Dennis	Since last year adjustments have been made in the number of work sample examples available for students to view and more time has been provided for them to discuss them in small groups.
<u>CJA 112 01</u>	WI2020	Oden, Dennis	N/A
<u>CJA 113 01</u>	SP2019	Gravley, James	65% of students passed the mid-term with a 70% or better but 2 of the students in this class stopped showing up and their numbers negatively reflect against the final tally. 73% of the students successfully passed the exam.
<u>CJA 210 01 DE</u>	FA2019	Gravley, James	Interviewing in an online format is very challenging. Scheduling to meet with students can require non-traditional meeting times. Technology is not perfect and can create significant challenges if not absolute barriers to communications and most important
<u>CJA 210 01 DE</u>	FA2020	Gravley, James	N/A
<u>CJA 217 01 DE</u>	FA2018	Gravley, James	Interviewing in an online format is very challenging. Scheduling to meet with students can require non-traditional meeting times. Technology is not perfect and can create significant challenges if not absolute barriers to communications and most important

Klamath Community College Instructional Program Review:

CJA 217 01 DE	SP2020	Gravley, James	Yes. This was the first time I assessed this course in this manner. Student involvement remains critical. Those with higher grades are often the ones who routinely complete work on time and as directed.
CJA 243 01 DE	SP2020	Gravley, James	N/A

4A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

The previous section concerning CLO's has the same observations as this PLO section. Students have continued to favorably rate their CJA courses and indicate competency when assessed.

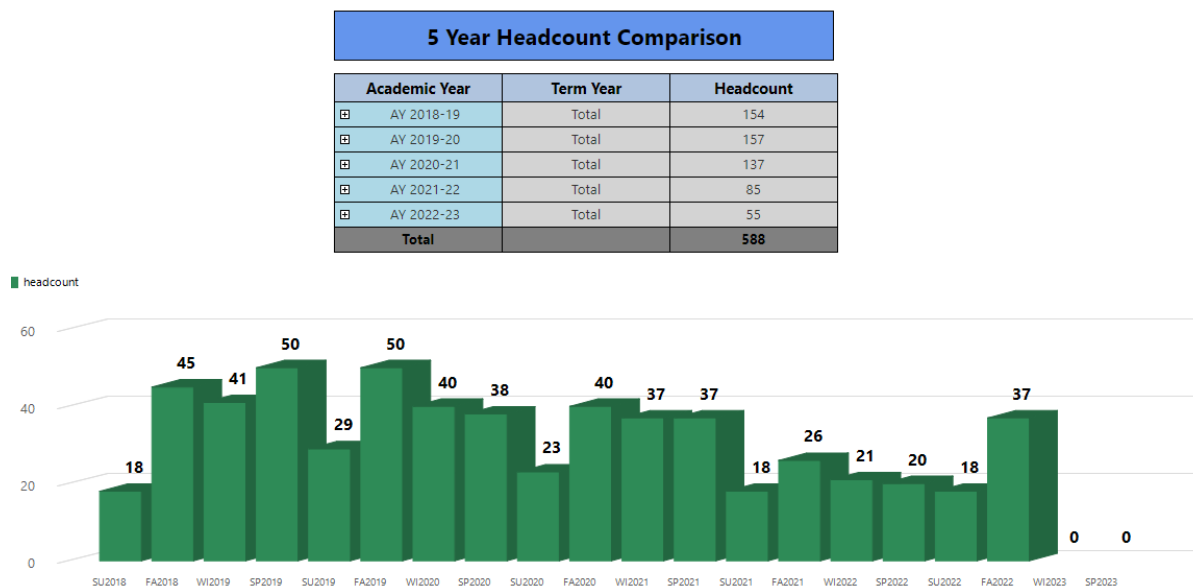
4A.II.2 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Please see the previous section as the approach for the CLO's has been the same with PLO's.

4B. STUDENT SUCCESS

4B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

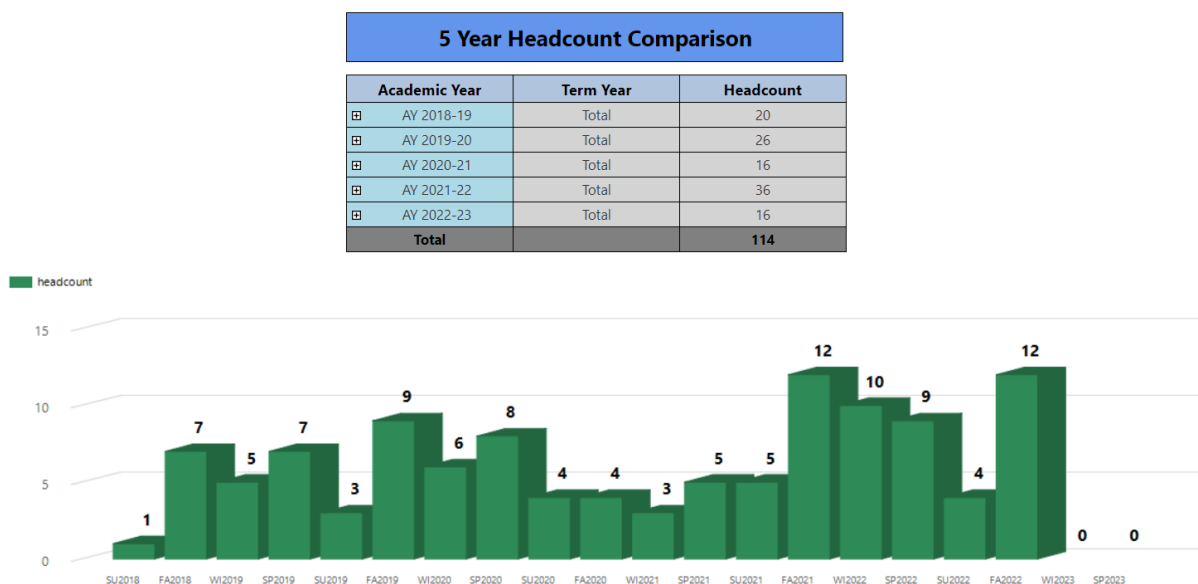
Criminal Justice:



Klamath Community College Instructional Program Review:

Academic years 2018/19 and 2019/20 were good strong years. In 2019, a large employer in Klamath Falls announced closure and subsequently did so that summer. The positive numbers were likely enhanced by displaced workers. However, 2020/21 and 2021/22 was heavily impacted by the COVID pandemic. Current numbers for the 2022/23 academic year are very promising and suggest the downward trend has turned around.

Addiction Studies:



ADS numbers are comparable to CJA's with a potential anomaly in 2021/22 academic year. Academic years 2018/19 and 2019/20 were good. Also, in 2019, a large employer in Klamath Falls announced closure and subsequently did so that summer. The positive 2019 numbers were likely enhanced by displaced workers. However, 2021/22 was heavily impacted by the COVID pandemic. At this time, it's hard to gauge the variation in academic years other than to note in the 2021/22 academic year, all ADS students began getting consistent advising from the CJA program faculty lead, suggesting retention was an element to this variation. Current numbers for the 2022/23 academic year are very promising and suggest the impact of the pandemic is behind us.

4B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

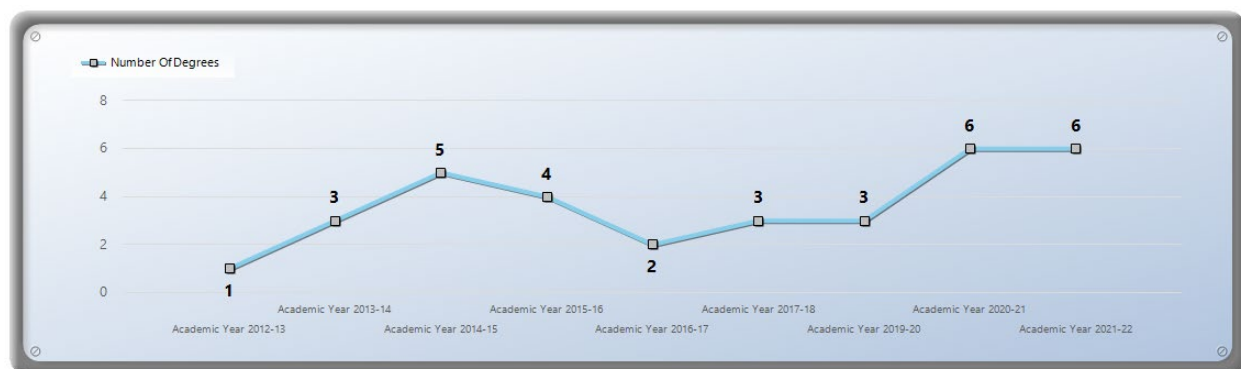
Criminal Justice

Klamath Community College Instructional Program Review:



This graph and final numbers paint a positive picture and represents an upward trend. However, all programs were faced with the struggles of COVID. Despite COVID, the 2019/2020 cohort was actually a strong cohort. With 14 degrees in 2 years, the remaining 12 the following year were partly represented from the previous cohort. The 2019/2020 cohort saw 21 graduates, even though a few students needed an additional fall term to complete their degrees. The 2021/2022 cohort is of concern, which is directly reflective of the pandemic. However, this cohort has returned to the 2022/2023 with enough numbers to maintain technical core classes at a minimum level. The 2022/2023 cohort appears to be double that of the previous but results won't be available for this report.

Addiction Studies



The ADS degree completions are something that need reviewing. Accurate data is not simple. The ADS certificates fit within multiple degrees and may not fully represent success. In the last two years, the ADS program had 43 separate students taking these classes but the successful completions are low. Asking, why, is complicated but strategies are being considered. One of the initial strategies is that the CJA Program Faculty Lead now advises all ADS students. This will help initiate tracking of student success, proper advisement into programs the certificate can merge with and provide stronger career advising.

4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

Articulation agreements are in place for Southern Oregon University and Oregon Institute of Technology. The CJA program meets state metrics for CJA objectives which provides transfer to any

state university. The ADS certificate is a course specific terminal certificate that provides curriculum meeting minimum state requirements for addiction counselors.

A current articulation agreement with SOU has been updated as of October 2022 and is pending final review.

4B.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. Additionally, CJA courses are taught during the College Now hour, where dual-enrollment students are more likely to attend courses on campus. Both CJA and ADS have complete online offerings which allows for anyone to take these courses to obtain the AAS in CJA or to obtain the ADS certificate.

4B.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 several years, KCC has collaborated with two high schools and offered four courses. Articulation agreements with universities have been long-standing.

4C. STUDENT ENGAGEMENT AND SATISFACTION

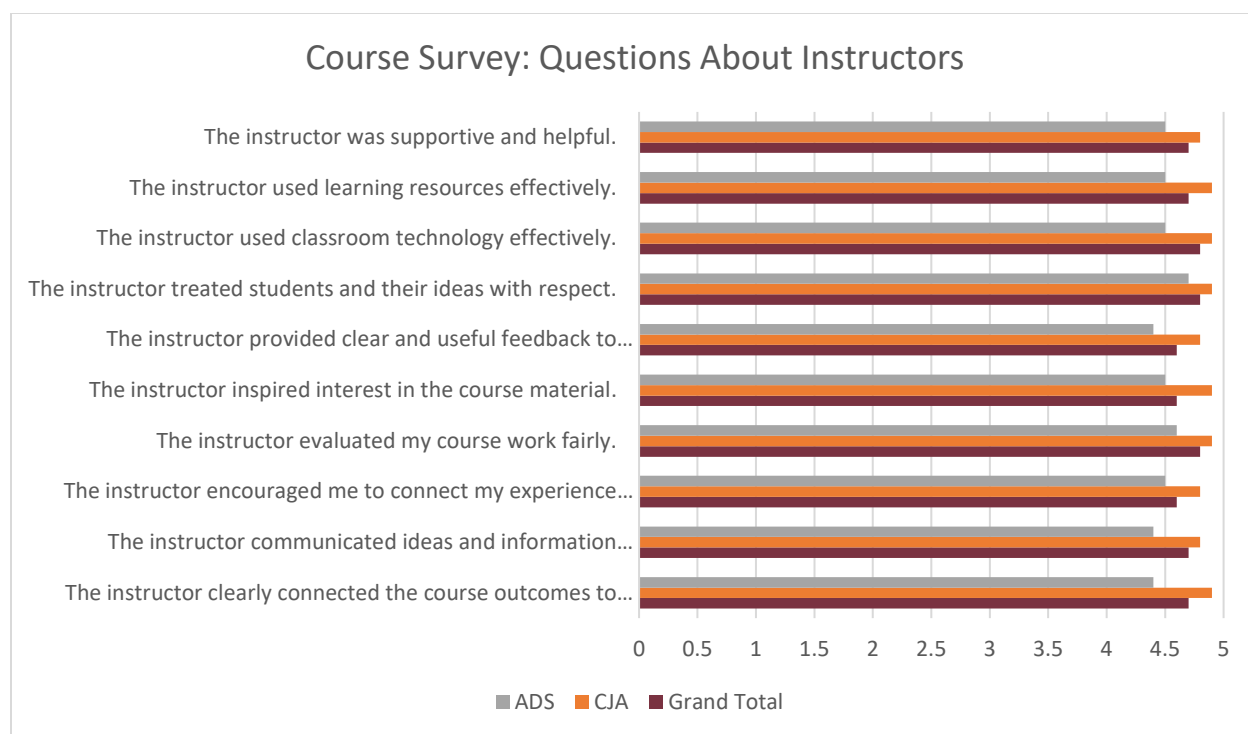
4C.I. COURSE EVALUATIONS DATA AND ANALYSIS

ADS: 138 surveys were sent, and 98 responses were received. Which gives us a 71% response rate.

CJA: 332 surveys were sent, and 191 responses were received. Which gives us a 58% response rate.

College wide: 6867 surveys were sent, and 14185 responses were received. Which gives us a 48% response rate.

Criminal justice student surveys provide a positive glimpse of the program from the student perspectives. CJA ratings remain higher than collegewide surveys. The ADS program on the other hand, has lower overall ratings. The theory with the lower ratings connects to the lack of adequate and stable advising, plus a reliance on adjunct faculty.



C.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.

4C.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. However, the ADS program, for example, now has online offerings based on student request and feedback for this option as a need. Some students live outside the Klamath Basin. Student feedback is always reviewed and considered for all course enhancement.

4C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

There is no formal data or metrics at this time. However, informally, of the known graduates in the last 4 years, 75% of the CJA students have touched the career field in some capacity, at some point after graduation. This means students have either worked full-time, part-time or volunteered outside the scope of an internship, with an agency or company that aligns with this degree. 50% of the ADS students have done the same. Many of these program students work locally. The largest employer of KCC graduates has been the Klamath County Sheriff's Department. 6 graduates have obtained employment with KCSO. The Klamath Falls City Police Department has hired 3 graduates in some capacity plus two others from previous years as patrol officers. 6 students are known to have gone on to SOU and 5 others

going to other 4-year institutions. Other graduates have been employed with the Oregon State Police, Oregon Department of Corrections, Klamath County 911 Communications, Oregon Department of Human Services, Catholic Charities, and 4 have gone on to support roles like Peer Support or Youth Mentoring. KCC CJA graduates have touched the wide range of possibilities that the criminal justice system offers.

The ADS graduates have also seen success. 8 graduates have gone into counseling services with agencies like KBBH, Lutheran Family Services and Dragon Fly Transitions. 1 ADS student became a 911 dispatcher in Klamath County. 4 other graduates came back to KCC for more education.

5. BUDGET

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

Academic Year	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21
Tuition	\$ 83,855	\$ 96,315	\$ 101,250	\$ 127,029	\$ 110,400
Enrollment	342	371	336	427	368
Cost In-Progress	\$ 54,354	\$ 57,856	\$ 94,177	\$ 109,669	\$ 79,089
Margin In-Progress	\$ 29,501	\$ 38,459	\$ 7,073	\$ 17,360	\$ 31,311
FTE	24.46	25.30	23.23	28.15	25.62

Margins have remained positive and in a general upward trend for all years in consideration. 2018/2019 likely saw a drop to the margin as this was the year the full-time faculty lead was put in place.

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.

Each year, program lead faculty members meet with the institution president to discuss program viability, to include enrollments and CMA's. For the CJA and ADS programs, enrollment has remained positive and graduations have increased. For CJA, the labor market has experienced fluctuations but appears to be in a better position than the previous forecasted cycle. The ADS related labor market has significant increase potential for the next forecast cycle.

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

The CJA and ADS programs have not struggled with budgetary issues. Both programs remain strong academic programs. However, to align more with field practices, investments need to be made. As with previous budgetary presentations have noted, dedicated space and simulator equipment will help propel strong academic programs into an even stronger level, while also provide real-world relevancy. With active statewide training occurring with KCC's support, CJA can make a larger impact with dedicated space and training simulators. Regionalized trainings at the state level should be fully supported to include on campus workforce trainings and online trainings.

Program marketing has also been an issue. While institutional marketing has made significant gains, program specific marketing lags behind. The CJA and ADS programs need marketing support.

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.
- Collaboration with local and state agencies have provided excellence guidance and opportunities.
- Students are satisfied with the instruction being provided.
- The program has high student enrollment and significant student graduation rates.
- CJA offering online and face to face opportunities for courses has increased student enrollment and completion rates.
- A collaborative pilot project with DPSST presents long term goals that are independent of any other school or program in the state of Oregon, offering strong potential for a long-term regionalized academy goal to still be attained.
 - This alignment 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.

6B. DESCRIBE PROGRAM WEAKNESSES.

- Not having a full time ADS faculty causes staffing challenges when it comes to supporting ongoing curriculum and assessment work as well as program/curriculum revision.
- Lacking a dedicated space reduces the ability to provide robust realistic learning environments.
- High school alignment/dual credit could be expanded.
- Mental health and addictions curriculums can be enhanced with the aid of state mandated traditional health worker certification which will require personal, potentially from a full time ADS faculty, to build the necessary system.

6C. DESCRIBE SUPPORT NEEDED.

Dedicated Space – the CJA program is a traditional academic program. By providing more real-world experiences, dedicated space is necessary. Dedicated space that represents a “lab” like setting would touch multiple classes and would limit time consumed for such projects. Currently, project-based learning is limited.

Simulators – simulators play an important role in criminal justice training. Instructors who use simulators are able to expand real-world scenarios into more compact, yet robust events that connect academic learning and thinking, to professional action and performance. Many of the law enforcement simulators use systems that require the use of lasers and large (and multiple) screens. Construction and deconstruction of the training environment is very time consuming and can be problematic with laser

usage, thus, the simulators support the need and use of dedicated space. Simulators are quite expensive.

Related gear – dedicate space opens up several opportunities where CJA and KCSO can collaboratively work together in support of proper, balanced substantive firearms training within a simulation context. Safety considerations require full and complete dedicated space for extended periods of time with limited access. The simulated firearm equipment necessary would cost around \$15,000.

ADS faculty – the CJA program saw success when the full-time faculty lead position was filled. This allowed the CJA program lead the time to align the curriculum with advisory recommendations, while providing strong academic and career guidance for students. The increase in confirmed degrees highlights this. The ADS program would benefit from the same support.

Program specific marketing – marketing for KCC has been very positive. However, global marketing for KCC needs to narrow to program specific needs to help build, target and encourage future students to attend.

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

Goal 1: Improve upon community and workforce development that enhances professional and academic opportunities.

Sub 1 – regionalized training with DPSST

Sub 2 – regionalized online training with DPSST

Goal 2: Improve the success of the CJA and ADS students that leads to retention/recruitment of students to completion.

Goal 3: Increase student access and enrollment into the CJA and ADS degree and certificates.

Sub 1 – expand CJA/ADS offerings to include addiction and mental health recovery

Goal 4: Improve employability measures for both traditional academic curriculum and workforce development providing a basis as a strong academic and professional choice for future students and professionals in the field.

Department Plan With Notes

ERO, EMT, FRP, WFS, CJA

Mission Statement

The Emergency Response and Operations department support industry, community, skills training, and student success by providing workforce training, academic success, and academic transfer opportunities. Through open access students will be practically and academically qualified for different positions requiring a one year certificate and/or two-year degree in one or more emphasis area. Degrees acquired may prepare students for academic transfer to a four-year college or university to further study into Emergency Response and Operations.

Goal	Goal Title	Initiative	Explanation
1	Improve community outreach by building lasting partnerships.	Community	Engage regional public safety departments in development in delivering professional training and education in Emergency Response and Operations.
Measurable Target			
<ul style="list-style-type: none"> • Increased partnership participation with a result of an increased instructor pool. • Increased collaborative training courses with partners. • Develop technologies that will facilitate training delivery for our remote partners. • Cooperate and coordinate with partners to establish comprehensive training facilities, equipment and access to apparatus and specialized equipment. • Establish, coordinate and maintain partnerships between the KBPSTC and public safety agencies. • A clear credit for prior learning certificate process. 			
Action Items			

- Continue life size class delivery and improvement of the process. Rural partners are able to access.
- Continued Public safety training center Partners Meetings
- Cooperate and coordinate with partners to establish comprehensive training facilities, equipment and access to apparatus and specialized equipment.

Progress Notes

In progress - Continued effort; Partner quarterly meetings, SRO/Contract involvement, Statewide connection (DPSST). (5/7/2019)

Continued working with EMS Partners through Klamath County Ambulance Advisory Committee (KCAAC) meetings and Oregon State EMS Consortium meetings to provide the most up to date information for students and our partners in different counties. (6/13/2019)

Building better relations with educational partners. (12/4/2019)

Continued effort with partnering agencies. Providing a location for training with our partners including in-house training, continuing education, and more. Attending meetings throughout the county and keeping partnering agencies up-to-date with new and current events happening not only at KCC, but state wide. (6/1/2020)

Continued involvement with agency partners in the classroom. KCSO involved in multiple classes this year and was able to bring OSP to the classroom for hands-on learning experiences. (6/1/2020)

CJA has added two new classes that address large national issues in Criminal Justice - Peer Support and Crisis Management. Both classes will be taught by community partner and advisory members from KBBH. (4/16/2021)

Successes

2019 Program Fair, Class demo's by partner agency staff, agency/partner tours (5/7/2019)

Continued agency partner support shown through Partner meetings and revival of CJA Advisory Committee made up over made up of 6 local agencies to include new ones: DA's Office, DHS and KBBH. (12/3/2019)

Attendance with statewide group - Oregon Association of Criminal Justice Educators (OACJE). Attendance with regional/national group - Western Association of Criminal Justice (WACJ). SOU CJ Department Chair visited

campus and spoke to intro class, recruiting and/or providing pathways for future education with strong connections with no loss of credit.
(12/4/2019)

CJA invited by KCSO Sheriff to attend ETHOS ethics/leadership training at the end of winter term. Excellent training with evidence-based material that can be beneficial for the classroom. (4/16/2021)

Created Oregon Connections video for high school kids to view, to gain a better understanding of what a CJ degree looks like from KCC. (4/16/2021)

Status

In Progress

Goal	Goal Title	Initiative	Explanation
2	Improve the success of the ERO students that leads to retention/recruitment of students to completion.	Excellence	Curriculum aligned with program outcomes, sequence of course, fun, rigorous opportunities that retain students.
Measurable Target			
<ul style="list-style-type: none"> • Student retention • Full courses • Quality classroom instruction with quality instructors. • Large graduation class of 2020 • More course offerings 			
Action Items			
<ul style="list-style-type: none"> • Continued Program assessment • Scenario Base learning • Review and update Pathway and AAS degree to look for completions Strategies 			
Progress Notes			
<p>Continued effort; EMT - statewide revision of 1 year certificate for state standards (Revision), OACJE - collaboration with statewide consortium. (5/7/2019)</p> <p>Continued effort: greater partner agency involvement in the classroom. Access to agencies through tours, guest lectures and internally with access/demos from the science department in the lab. (12/3/2019)</p>			

ERO-EMT club starting soon for helping with recruitment and retention not only for the KCC program, but for the community. (12/5/2019)

Revision of the FRP program for better student learning and retention. Revision of other course among the ERO degree to increase the overall student experience. This in turn will increase the recruitment and retention of the degree. (6/1/2020)

Successes

ERO/CJA - 5 yr program review done, ERO/EMS - 5 yr program review done, Student Resident Fire Fighter Program, greater student access to agency partners. (5/7/2019)

Status

In Progress

Goal	Goal Title	Initiative	Explanation
3	Increase student access and enrollment into ERO degree, certificates and emphasis.	Access	Each Program attached to this plan will have an increased CMA due to increase in enrollment
Measurable Target			
<ul style="list-style-type: none"> • Market the programs using different methods (i.e. handouts and promotional items). • Establish program of study for local and regional high schools. • Provide quality classes for both community education and credit. • Target community education students into enrolling into program emphasis areas. 			
Action Items			
<ul style="list-style-type: none"> • Providing more Synchronous offering And pathways that clearly defined and identify potential credit for prior learning experience and continuing education unit credits. • Comprehensive review of marketing materials with a systematic market plan to explain to traditional students a career pathway and to existing professionals in the field avenues of educational success. • Create course offerings during the college now hour that promotes guided pathways. 			
Progress Notes			

Credit for prior learning, dual enrollment (More HS classes) and request made for swag. (5/7/2019)

Have model for CPL, recognized at the state level. (12/3/2019)

Class requirements changed at state level and will be aligning our curriculum to meet that will make it easier for the students to go through the classes here at the college, then easy transition to other colleges in the state. (12/5/2019)

Consistently looking at the ease of student access into the ERO program. With the new revisions of the degree/courses this will increase student access and increase overall enrollment of the degree. (6/1/2020)

Successes

2019 Program Fair, increased student involvement in diverse conditions (classes & student led demonstrations). (5/7/2019)

Created Oregon Connections video for high school kids to view, to gain a better understanding of what a CJ degree looks like from KCC. (4/16/2021)

Status

Not Started

Goal	Goal Title	Initiative	Explanation
4	Become the premier training provider for Emergency Response training in the Klamath Basin.	Prosperity	There would not be a Klamath Basin training in ERO that didn't come to Klamath Community College.
Measurable Target			
<ul style="list-style-type: none"> • Build state of the art training facilities. • Training facility. • Increased FTE. • Increased enrollment/retention. • Established budget for facility and for three emphasis. • Increase workforce training classes. • Attract not only local, but state, regional and national agencies. • Increase instructor base and three full time employees. 			

	<ul style="list-style-type: none">• Procurement, replacement, and maintenance of equipment and apparatus.		
	Action Items		
	<ul style="list-style-type: none">• Review each program to ensure comprehensive offering that address partners needs not just traditional students.• Conduct internal and external needs analysis for Klamath basin potential trainings.• Identify funding sources and apply for these sources.• Determine equipment needs to support all ERO degrees and partners needed trainings.		
	Progress Notes		
	SRO involvement, DPSST connection (Host trainings / FTE credits), CE credit courses (FTE + non-credit). (5/7/2019)		
	Greater DPSST involvement. Greater partner agency involvement. (12/3/2019)		
	Working with the CE department to provide online continuing education for our most rural partners. (12/5/2019)		
	Continued work with the CE department to streamline the continuing education training provided by the different departments of the ERO degree. Monthly meetings to come up with solutions and ideas. (6/1/2020)		
	Successes		
	Developing (5/7/2019)		
	On going - with the aid of KCC SRO, local law enforcement agency's have been coming to KCC for various trainings, bringing in FTE. (12/3/2019)		
	Status		
	Not Started		
Goal	Goal Title	Initiative	Explanation
A	Improvement employability measures of work in the field of study and income attainment.	Community	Work with External Affairs to help measure employability measures

Measurable Target

- **Assure ERO training meets or exceeds industry standards for professional certifications.**
- **Students achieve professional certifications recognized by state and national standards.**
- **Number of students that achieve certification.**
- **Number of students placed in internships and/or gain employment in field of study.**
- **Students receive hand-on experience with professionals in their field of study.**
- **Provide opportunities for student internships experience with partner agencies.**

Action Items

- Course work Portfolio's and Interviews

Progress Notes

Mock employment interviews involving agency/partner staff. (5/7/2019)

Continue with mock interviews - feedback has been very positive. Agency partners have helped with assessment of student progress. (12/3/2019)

Working with community partners to create work study groups to help with recruiting volunteers/drivers and to give the students work study experiences. (12/5/2019)

Incorporating interviews, workplace values and requirements into the curriculum to improve the employability of the student once completed with the program. (6/1/2020)

CJA - added 4 new classes that will address national criminal justice issues. Classes are CJA105, Diversity in CJ; CJA118, Peer Support; CJA244, Crisis Behavior (Intervention); and CJA263, Case Management. (4/16/2021)

Successes

CJA101/ERO100 - students better prepared + positive feedback. More applicants in agency partner hiring processes. Filling Resident Fire Fighter Program. (5/7/2019)

At the conclusion of spring 2020 term, two CJ students were hired to work at the Sheriff's Office, in the Corrections Division, with 1 more on

the same hiring list. 3 students were actively involved in the Sheriff's Office Reserve program. 1 CJ student working through her degree was hired by the City of Klamath Falls Police Department as a Records Technician. 1 student is in the final phases of the employment process for a neighboring county. 1 student was hired by Klamath County 911 as a dispatcher and a second student was hired in a neighboring county in the same role. A 2016 graduate was hired by the City of Klamath Falls as a Police Officer. 2 students transferred to PSU to continue with similar studies and 1 student transferred to SOU to pursue a law degree. 2 students, whom already are accounted for in this list, were hired and actively maintained employment with the Juvenile Department throughout 2020. Lastly, one of our CJA graduates is an Oregon State Trooper and will be getting a pay raise based off his new degree.
(6/1/2020)

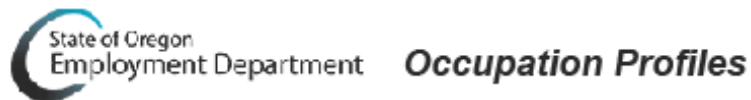
Status

Not Started

Goal	Goal Title	Initiative	Explanation
B	Well being	Planning	Course development to prepare students for the physical aspects of the career.
Measurable Target			
Results: <ul style="list-style-type: none"> • Maintain effective student/instructor ratio • Maintain low injury rates. Performance TARGET: <ul style="list-style-type: none"> • Reduce student/instructor ratio $\leq 7/1$. • Maintain injury rate of less than 1 lost time injury/year/emphasis area. 			
Action Items			
<ul style="list-style-type: none"> • Maintain optimal student/instructor ratio to assure safety and accountability. • Assure training is conducted to high safety standards to prevent injuries. 			
Progress Notes			

	<p>Early phase - gathering industry specific information. Agency staff meetings & involvement. Agency direction/input/assistance. PED182R. (5/7/2019)</p> <p>Continued representation through community meetings and events to provide information about the programs and training opportunities. So we can increase the adjunct pool for meeting the need of our partners and the college. (12/5/2019)</p> <p>Continued presence in the ERO community with providing a training location, attending community meetings, and working with our partners for equipment use, trades, and donations. (6/1/2020)</p>
	Successes
	<p>In progress. Zero injuries reported. Building upon safe practices. (5/7/2019)</p>
	Status
	Not Started

7B. OCCUPATIONAL PROFILE – CORRECTIONAL OFFICERS AND JAILERS



The Occupation Profiles tool is located on QualityInfo.org, a website of the Oregon Employment Department

Correctional Officers and Jailers (333012)

East Cascades (Crook, Deschutes, Gilliam, Hood River, Jefferson, Klamath, Lake, Sherman, Wasco, Wheeler)

Description

Guard inmates in penal or rehabilitative institutions in accordance with established regulations and procedures. May guard prisoners in transit between jail, courtroom, prison, or other point. Includes deputy sheriffs and police who spend the majority of their time guarding prisoners in correctional institutions.

Wage Range

for Correctional Officers and Jailers

Area	10th Percentile	25th Percentile	50th Percentile (Median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	\$24.74	\$31.22	\$37.37	\$39.80	\$42.03	\$35.25	\$73,339
East Cascades	25.69	29.43	32.67	39.60	39.80	33.30	69,265

Employment Outlook

for Correctional Officers and Jailers

Statewide Employment Analysis	<p>Employment in this occupation in 2020 was somewhat larger than most occupations across the state. The total number of job openings is projected to be somewhat larger than most occupations in Oregon through 2030. Employment in this occupation is expected to decline in the state between 2020 and 2030.</p> <p>Reasonable employment opportunities exist.</p>
Area Employment Analysis	Area employment analysis currently not available.

Area Employment Projections

for Correctional Officers and Jailers

Replacement openings are caused by existing workers permanently leaving their occupation. Many additional job openings occur due to job changes within occupations.

Area	2020 Employment	2030 Employment	Percent Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	4,071	4,060	-0.3%	-1	347	346

Industries of Employment

for Correctional Officers and Jailers

Industry	Ownership	2020 Employment
State Government, Excluding Education and Hospitals	State	157
State Government, Excluding Education and Hospitals	State	157
Local Government, Excluding Education and Hospitals	Local	155
Local Government, Excluding Education and Hospitals	Local	155

Educational Requirements

for Correctional Officers and Jailers

The typical entry level education for this occupation is a High school diploma or equivalent. Those with a Postsecondary training (non-degree) have a competitive advantage in the labor market.

Occupation Profiles Report

State of Oregon Licenses & Certifications

for Police and Sheriff's Patrol Officers

License	License Authority
Police Officer	DPSST - Standards & Certifications

Wage Range 2022

for Police and Sheriff's Patrol Officers

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	\$30.78	\$33.54	\$41.45	\$42.83	\$51.39	\$39.98	\$83,151
East Cascades	\$24.75	\$31.36	\$39.17	\$42.58	\$50.06	\$37.24	\$77,446

[Data Sources and Limitations](#)

Employment Outlook

for Police and Sheriff's Patrol Officers

Statewide Employment Analysis	<p>Employment in this occupation in 2020 was somewhat larger than most occupations across the state. The total number of job openings is projected to be somewhat larger than most occupations in Oregon through 2030. This occupation is expected to grow at about the statewide average growth rate for all occupations through 2030.</p> <p>Reasonable employment opportunities exist.</p>
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[Data Sources and Limitations](#)

Area Employment Projections

for Police and Sheriff's Patrol Officers

Area	2020 Employment	2030 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	5,014	5,649	12.7%	64	355	419
East Cascades	456	512	12.3%	5	33	38

Occupational employment projections in some areas may not be displayed due to confidentiality.

Replacement openings occur when workers permanently leave an occupation for reasons such as retirement.

[Data Sources and Limitations](#)

7D. OCCUPATION PROFILE – SUBSTANCE ABUSE AND BEHAVIORAL DISORDER COUNSELORS

OCCUPATION PROFILES REPORT

SUBSTANCE ABUSE AND BEHAVIORAL DISORDER COUNSELORS (211011)

EAST CASCADES (CROOK, DESCHUTES, GILLIAM, HOOD RIVER, JEFFERSON, KLAMATH, LAKE, SHERMAN, WASCO, WHEELER)

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 **					
Area	2020 Employment	2030 Employment	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	6,255	7,943	169	623	792
East Cascades	No projections data is available for this occupation.				

[Data Sources and Limitations](#)

** Projections data is not available for Substance Abuse and Behavioral Disorder Counselors, but is available for the related occupation of Substance Abuse, Behavioral Disorder, and Mental Health Counselors (211018).

Wage Range 2022 **			
Area	Median Hourly	Avg Annual	Middle Range
Oregon	\$29.41	\$62,071	\$21.19 - \$38.17
East Cascades	\$24.19	\$56,056	\$19.35 - \$31.36

** Wage data is not available for Substance Abuse and Behavioral Disorder Counselors, but is available for the related occupation of Substance Abuse, Behavioral Disorder, and Mental Health Counselors (211018).

[Data Sources and Limitations](#)

Klamath Community College Instructional Program Review:

Current Job Openings			
There are 2 current job listings for this occupation.			
Job Title	Location	Order Number	Wage Offered
Alcohol and Drug Counselor	Fossil	3427155	\$20.34/hr to \$28.89/hr DOE
CADC R,I, II, or III Counselor	Bend	3392623	

Industries of Employment	
Industry	2020 Employment
Health Care and Social Assistance	354

** Industry employment data is not available for Substance Abuse and Behavioral Disorder Counselors, but is available for the related occupation of Substance Abuse, Behavioral Disorder, and Mental Health Counselors (211018).

Occupations with Similar Skills	
Mental Health and Substance Abuse Social Workers	
Mental Health Counselors	
Marriage and Family Therapists	
Rehabilitation Counselors	
Healthcare Social Workers	

Statewide Employment Analysis

Employment in this occupation in 2020 was much larger than most occupations across the state. The total number of job openings is projected to be much larger than most occupations in Oregon through 2030. This occupation is expected to grow at a somewhat faster rate than the statewide average growth rate for all occupations through 2030.

Reasonable employment opportunities exist.

Area Employment Analysis

Area employment analysis currently not available.

Educational Requirements

Klamath Community College Instructional Program Review:

The typical entry level education for this occupation is a Postsecondary training (non-degree). Those with a Master's degree have a competitive advantage in the labor market.

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.
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.

Klamath Community College Instructional Program Review:

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