Annual

Program Review

Of

Criminal Justice

For

AY 2018-19

Prepared by

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Table of Contents

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# 1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

* Number of Faculty (Full Time; Part Time; Total)
* Student Credit Hours by Faculty Type
* Enrollment by Faculty Type
* Faculty Name by Type
* Average Class Size, Completion, and Attrition
* Course Completion, Success and Attrition by Distance Learning v Face-to-Face
* Number of Degrees/Certificates Awarded
* Number of Graduates Transferring (if available from IR)
* Number of Graduates Working in Related Field (technical programs only)
* Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

### Narrative:

CRM Assessment Data AY 2018-2019

Semester / Course Taught / online or on-ground

Summer 2018 (1st session) / Introduction to Criminal Behavior / on-ground

Fall 2018 / Introduction to Criminal Behavior / online

Spring 2019 (2nd session) / Introduction to Criminal Justice / online

Spring 2019 (2nd session) / Introduction to Criminal Behavior / online

**Number of Faculty:**

 full time: 0 ()

 part time: 1 (Harrison)

**Enrollment & Student credit hours by Faculty type:**

Full time: 0 total credit hours taught, with 0 total students enrolled

Part time: 12 credit hours taught (4 classes), 54 total students enrolled

**Average Class size based on completion:**

23 students in Face-to-Face classes (1 section)

8.67 students in online classes (3 sections)

12.25 students across all courses

**Completion rates (% of students enrolled who did not drop or withdraw):**

88.5% face-to-face

92.9% online

90.7% all courses

**Pass (‘D’ or better) rates:**

100% face-to-face

65.4% online

81.6% all courses

**Pass (‘C’ or better) rates:**

100% face-to-face

57.7% online

77.6% all courses

**Number of Majors:** 8 (2 returned in Fall 2019)

**Degrees Awarded:** 0

# 3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

### Narrative:

No data was submitted for assessment of course or program outcomes.

Given the courses averaged an 80% pass rate, at a D or better, one presumes the course objectives were successfully met.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

## 4.1: Program Advisory Committee:

* Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
* Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

### Narrative:

There is no program advisory committee for this program.

## 4.2: Specialized Accreditation:

* Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
* Upload the most recent self-study and site visit documents.
* Upload agency correspondence which confirm accreditation status.

### Narrative:

There is no specialized accreditation for this program.

## 4.3:  Other:

Discuss any external constituencies that may apply to the program.  *(See Section 4.3 in the Program Review Handbook for more information.)*

### Narrative:

Program falls under general education at ICC and thus fits accreditation requirements of HLC, specifically serving HLC criterion 3.

#### Program Planning & Development for Student Success

* 1. **Narrative Reflection on Qualitative and Quantitative Data and Trends** –

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section, program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (*See Resource C*)

### Narrative:

While the two criminal justice major courses are not part of the ICC the liberal studies or general studies programs they can be used as electives and will generally transfer. The Introduction to Criminal Justice course is part of the KBOR transfer matrix. Introduction to Criminal Behavior has been discussed as a KBOR transfer course but is not yet approved. Online enrollment trends indicate these are specialized courses only declared criminal justice majors enroll in. Enrollment has not grown or shrank by any significant amount over the years. It is likely the summer enrollment jump was due to course availability more than student interest in pursuing a criminal justice major as enrollment was 3x greater than declared majors.

* 1. **Academic Program Vitality Reflection, Goals and Action Plans** –

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource D for detailed descriptions of the vitality recommendation categories*.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

### Narrative:

It makes sense to keep these courses and the program if the marketing and recruiting departments believe a Criminal Justice program is a draw for potential students. Exposure to the survey courses in a discipline are the first step towards students determining if they want to pursue a specific degree when they transfer.

It would be nice to see a foreign language component added to the degree

* 1. **Mission and Strategic Plan Alignment**

–Program faculty should indicate the ways in which the program's offerings align with the ICC mission *(Appendix 3)*. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan, KPI’s *(Appendix 4)* or Higher Learning Commission (HLC) accreditation AQIP categories *(Appendix 1)*. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC.

### Narrative:

The program itself falls into the category of liberal arts degree geared for students who plan to transfer to a four-year school. The uniqueness of this program to ICC is exposure to criminal justice, which is a career field with growing employment opportunities.

# 8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments/

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college’s Chief Financial Officer.  Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

* Budget Projections (personnel and operation)
* Position Change Requests
* Educational Technology Support
* Instructional Technology Requests
* Facilities/Remodeling Requests
* Capital Equipment
* Non-Capital Furniture & Equipment
* New Capital Furniture & Equipment
* Replacement Capital Furniture & Equipment
* Other, as applicable
* Accreditation Fee Request
* Membership Fee Request
* Coordinating Reports

 Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

### Narrative:

No budget changes are needed at this time as the program requires no full-time faculty and can function at its current capacity with the use of adjunct instructors and current budget allocations for adjuncts.

The program would benefit by having a full-time foreign language instructor and adding a foreign language component to the degree.

# 9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

### Narrative:

This report was prepared by Ben Seel, political science faculty, who was not associated with the criminal justice program. During the year being reviewed the program was overseen by Mr. Jared Wheeler. Mr. Wheeler is no longer employed at the college and he left no notes or reports concerning the criminal justice program at ICC. The report was prepared based on data retrieved by ICC institutional researcher Anita Chappuie.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

### Narrative:

I agree with this plan. Tamara Blaes 1/19/2020