INSTITUTIONAL ASSESSMENT REPORT
CRIMINAL JUSTICE / 2014

Department's Relationship to the College Mission and Strategic Plan
(completed Spring semester or on accreditation cycle)

In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.

The Criminal Justice department plays an important role in the fulfillment of Jefferson College's Mission. The department promotes the intellectual, social, and personal growth of its students through the courses offered. In addition, the department works to meet the diverse needs of the students and the community through varied delivery formats for each course and through partnerships with surrounding community agencies and departments. These community agencies and departments work with Jefferson College instructors and students to provide a program that meets each individual student's needs and interests. The success of the student-centered approach to teaching and learning utilized in Criminal Justice courses at Jefferson has proven to be key in the overall stability of the program. A quality college experience is maintained through the ongoing assessment of student learning. This assessment assures that changes are made to instruction and curriculum so that students are prepared for the ever-changing Criminal Justice profession and coursework at four-year institutions of higher learning. The continued service of working professionals from varied Criminal Justice careers as advisory board members and adjunct instructors in the Criminal Justice department helps to assure that each student is receiving a quality education relevant to workforce needs. The efforts listed above and described throughout this report help to ensure Jefferson College's position as a responsive and progressive community college.

The Criminal Justice department works to contribute to the fulfillment of the College's Strategic Plan. The department advances the following aims: Student Learning and Support, Community Collaboration, Support for Employees, and Financial Responsibility. Student learning is a priority. In 2012, readiness for learning was addressed by making "reading proficiency" a prerequisite for all Criminal Justice courses. With the courses being offered in a variety of approaches (online, 16-week face-to-face, hybrids, day, and evening), the consistency of assignments for all courses is being addressed and monitored (see multi-section assessment). The department has designed online homework assignments in all classes through the use of Blackboard course page in all classes. To assure "excellent instructional strategies," the full-time faculty member participates in leadership and support roles in standing committees, as well as workshops throughout the year. Through its continued use of working professionals as adjunct instructors and advisors, the department works to meet the strategic aim of "community collaboration." Further, through student internships at area agencies and departments, the working partnership is strengthened; together, faculty, students, and the community meet the desires and needs of all involved. The continued support of employees is seen in the ongoing continuing education of both full-time and adjunct faculty, which is documented in the annual faculty review. Criminal Justice faculty and students continue to use and appreciate the technology and updated classrooms provided by the College. Effective use of these resources and

resources made available by area agencies and departments, the Criminal Justice department practices financial responsibility. The Criminal Justice department regularly reviews the courses and program to support quality and innovation in all areas of the department.

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Summary of Departmental Activities, Assessment and Use of Results
(completed Spring semester or on accreditation cycle)
(may include process flowchart)

Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.

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Status of Previous Goals

An Institutional Effectiveness Review of the Criminal Justice department was completed in the 2008-2009 academic year. Listed below are the "Proposed Learning/Service Goals" for the 2008-2009 IER and the status of "previous goals":

Goal 1 ~ *Increase awareness of and development of articulation agreements*

> Since the previous assessment, the Criminal Justice department developed and has continually updated a brochure to increase awareness of the program. In addition, articulation agreements were entered into with Missouri Baptist University, Concordia University, and UMSL (University of St. Louis).

Goal 2 ~ *Continue to develop partnership with JCLEA and state law enforcement officers for continuing education and college credit*

> Since the previous assessment, the AAS degree program has been implemented and JCLEA students have graduated with degrees from Jefferson College in Criminal Justice. In addition, online courses have been developed for working officers to receive continuing education from POST. Correction officers and individuals working at state and local Criminal Justice agencies may receive recognition of past training to continue their college education and receive their degrees at Jefferson College outside of the academy.

Goal 3 ~ *In collaboration with Business and Industry staff, develop a plan to address the needs of private corporations and businesses*

> Since the previous assessment, the Criminal Justice department, in partnership with Computer Information Systems, developed and now offers a degree in Cyber Security, addressing the needs of private corporations and businesses and state and local law enforcement and correction agencies.

Goal 4 ~ *Develop a plan to address the needs of private corporations and businesses*

    See Goal 3.

Goal 5 ~ *Increase online offerings*

    During the period under review, the Criminal Justice department has developed eight courses for online delivery to meet the needs of students who prefer the online delivery format. Often these are students who are unable to attend face-to-face classes due to work and family demands.

Goal 6 ~ *Develop course guidelines and manual for adjuncts*

    Adjuncts receive direction and continuing education by attending the annual professional development event each fall. The Criminal Justice department participates, providing updates for the adjunct instructors in the department. Further, the full-time faculty member's Blackboard course pages are provided to adjunct instructors to use as a guideline rather than a manual. This has been effective and is preferred by instructors.

Goal 7 ~ *As the number of sections increase, develop assessment for multi-sections*

    See completed CRJ110 multi-section assessment.

Summary of Departmental Activities

During the period under review, the Criminal Justice (CRJ) department maintained one full-time faculty member and various adjunct faculty who work full-time in their respective areas of expertise. The CRJ department offered a variety of courses and the number of graduates from Jefferson College majoring in Criminal Justice increased. Since the 2009 program review, CRJ credit hours generated have also increased. The department completed the following activities:

- Updated the Criminal Justice Advisory Board to include State & Local representatives from law enforcement, courts, and corrections
- Added a partnership with the Missouri Department of Corrections, which provides Jefferson students access to annual tours of prison facilities and awards Jefferson College credit to Corrections employees for past Department of Corrections academy attendance and supervisory course completion
- Implemented a service/community action component to CRJ coursework through a partnership with the Jewish Cultural Center of St. Louis, the Holocaust Museum, and Holocaust survivors to instruct Criminal Justice students in ethics and duty as it relates to social justice
- Developed and offered all CRJ courses in at least two delivery formats
- Offered fully online CRJ AAS degree and AA degree with CRJ emphasis
- Required all current adjunct instructors to complete Blackboard instruction

- Completed the implementation of a Blackboard component in all CRJ courses taught by both full-time and adjunct faculty so that assignments and instruction may continue during campus closings
- Partnered with the Director of Marketing and Public Relations to create a television segment focusing on Criminal Justice professionals and careers in the County
- Revised the CRJ course schedule to address students' varying work schedules and desires for flexibility and reduced travel costs
- Arranged for online CRJ students and Sociology students to have the opportunity to attend CRJ guest speaker series and prison tours
- Co-developed new Criminal Justice Cyber Security degree
- Improved student classroom discussions and student reading comprehension as a result of full-time faculty member's completion of the Bridges facilitator's course
- Developed decision-making components in CRJ courses taught by the full-time faculty member
- Developed critical thinking and decision-making curriculum for First Year Experience courses to advance campus safety
- Completed a multi-section assessment in Introduction to Criminal Justice for the period covering August 2013-March 2014 (See the next section of this report for details and use of results.)
- Added a pre-requisite of Reading Proficiency to all Criminal Justice courses offered by Jefferson College to facilitate academic rigor and assure students have the reading skills needed for success in CRJ courses
- Developed and implemented a new course, CRJ220 Criminal Justice Internship, which has resulted in several Jefferson students being hired by Internship sites such as the Hillsboro Juvenile Detention facility and the Jefferson County Courts upon completion of their internships
- Entered into a partnership with the Juvenile Detention facility for annual placement of interns at the facility
- Updated and made available to students and advisors course sequence guidelines for the Associate of Arts degree, Associate of Applied Science degree, Dean's Certificate, and the new Cyber Security degree

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Internal and External Data Collection and Analysis
(completed by Fall semester or on accreditation cycle)

Gather and analyze relevant internal and external data (link to data).

Faculty Indicators

The following table provides information regarding the individuals who teach CRJ courses, exclusive of individuals teaching in the Law Enforcement Academy.

Faculty Indicators for Criminal Justice (CRJ), School Years 2009-2014
School Terms 201001 Through 201403 (Summer 2009 through Spring 2014)

Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Student Credit Hours Earned	Average Students	Average GPA	Annualized 5-Year Program FTE
125	2,272	91	4.0%	5,484	18.2	2.844	36.6

Attrition % represents the number of "W" grades conferred as a percentage of ALL students.
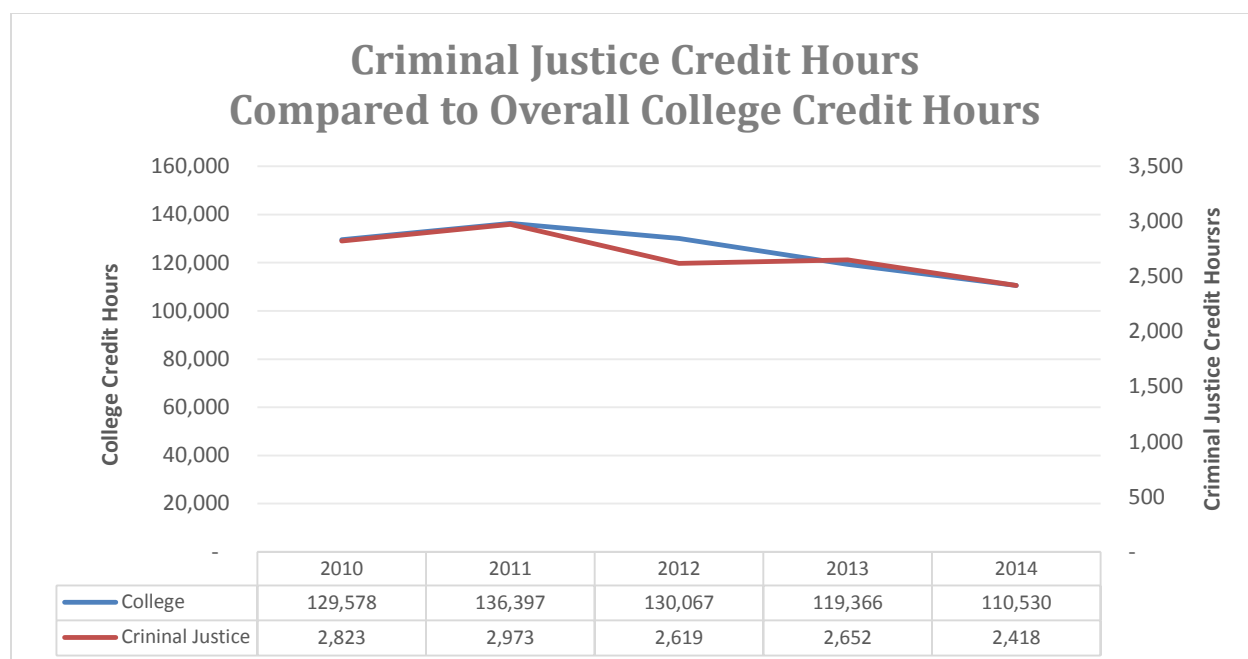
Annualized Program FTE is the number of graded credit hours divided by 150 (30 hrs/yr for 5 years).

Analysis: Seventy percent of students enrolled in Criminal Justice courses during the five years under review were taught by the full-time faculty member. The four percent attrition rate and 2.8 average GPA reflect the high motivation of students who enroll in Criminal Justice classes. The full-time Criminal Justice faculty member provides adjunct instructors with mentoring so that students enrolled in sections taught by adjunct instructors receive a quality learning experience.

Program Enrollment Trends

The following table and chart provide enrollment data for the CRJ program.

Criminal Justice Enrollments		
Academic Year	**Seats**	**Credit Hours**
2010	941	2,823
2011	991	2,973
2012	873	2,619
2013	884	2,652
2014	806	2,418

Criminal Justice Credit Hours
Compared to Overall College Credit Hours

	2010	2011	2012	2013	2014
College	129,578	136,397	130,067	119,366	110,530
Crininal Justice	2,823	2,973	2,619	2,652	2,418

Analysis: Enrollment in Criminal Justice courses has decreased at a rate similar to decreases in enrollment for the College overall. For the five-year period under review, enrollment in Criminal Justice courses declined 14.3 %; overall College enrollment declined 14.7%.

Multi-Section Assessment

A multi-section assessment of CRJ110 Introduction to Criminal Justice was conducted from August 2013 (Fall 2013 semester) through May 2014 (Spring 2014 semester). This assessment addressed students' levels of mastery of the following expected learning outcome:

> The student will identify the necessary requirements for positions in the Criminal Justice profession, including the structure, recruitment, and training of an organization.

For the purpose of this multi-section assessment, three criteria were identified to measure students' mastery level of the outcome:

> Criterion One: Position duties, characteristics, outlook, and salary
> Criterion Two: Position requirements: qualifications, education, training, etc.
> Criterion Three: Personal steps to achieve employment in the position

Data was collected from three sections of CRJ 110: a face-to-face sixteen week class, an online eight-week class, and a hybrid eight week class. All students in each of the classes were required to complete a project that required them to research a specific career in Criminal Justice (e.g., St. Louis Police Officer) and submit a written report or PowerPoint presentation. The report or

presentation included a summary of a specific position and a step-by-step process to acquire the job that included a personal time line. Students were told the project should include, but would not be limited to, the following information: Duties and Characteristics of the Job, Job Outlook, Salary, Qualifications, Educating and Training, and Steps to Personally Achieve Position.

Examples of the format and project can be found in the textbook. However, it should be noted that the examples in the text are general, and the assignment asks students to identify a specific agency. Upon the completion of the project, each student is required to submit the project online. The total number of projects submitted were 56.

For the purposes of this multi-section assessment, the following grading rubric was used to score student work:
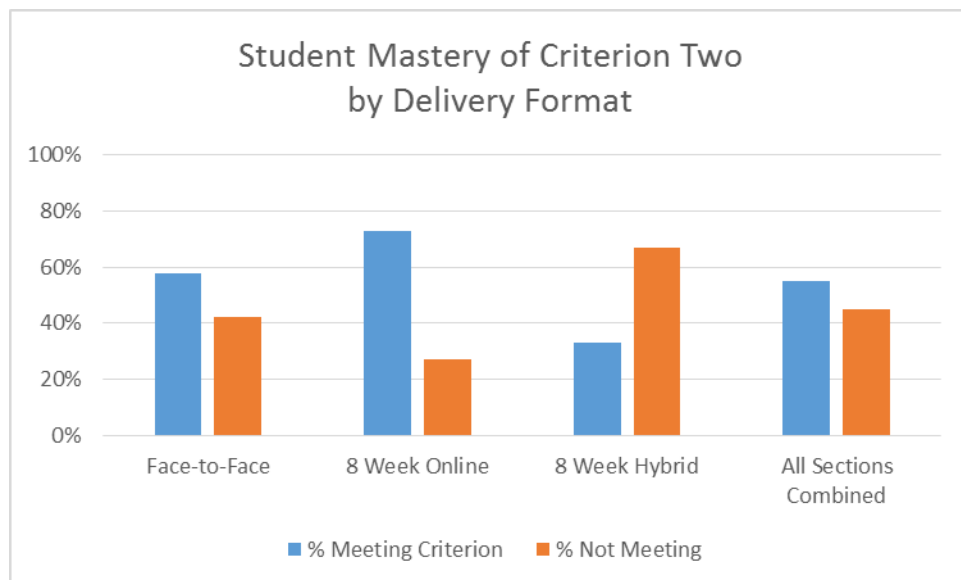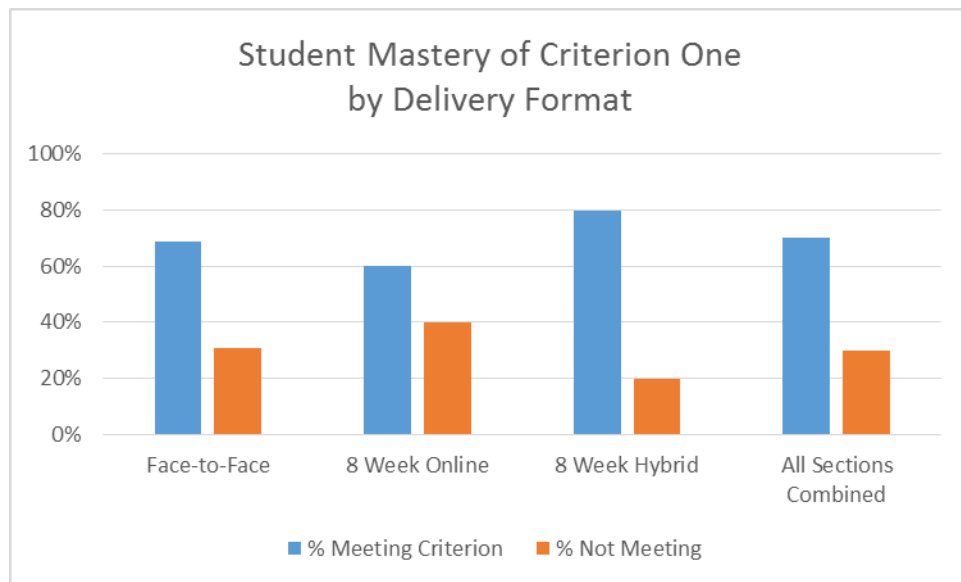
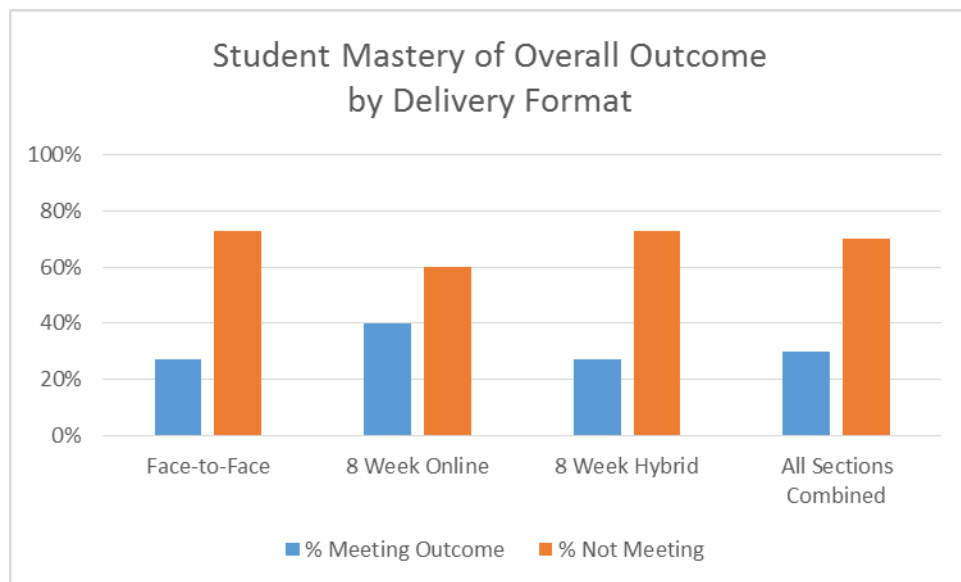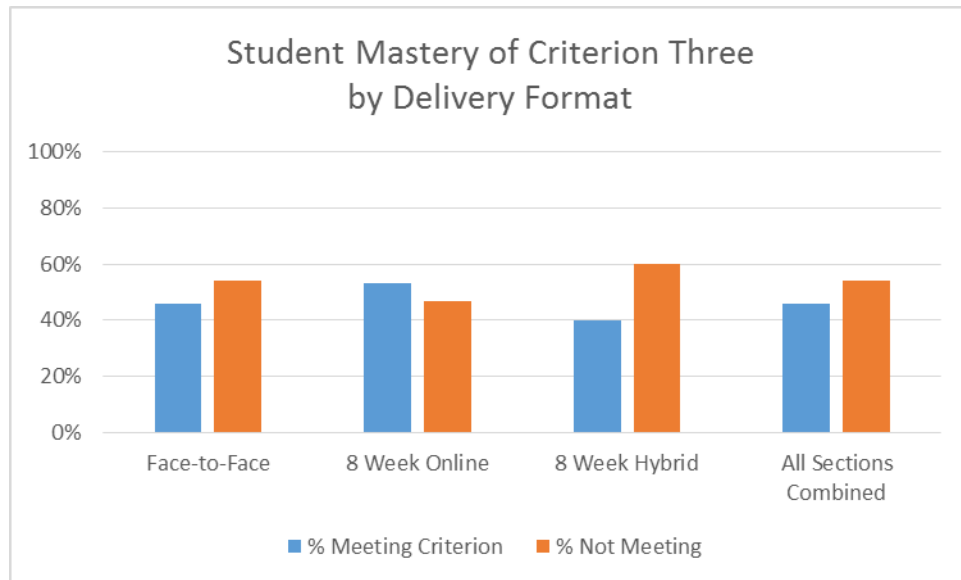| CRJ Multi-Section Assessment Scoring Rubric			
Course: CRJ110 Introduction to Law Enforcement			
Expected Learning Outcome: Identify the necessary requirements for positions in the Criminal Justice profession			
Criterion	**Limited Information**	**Some Detail**	**Detailed Information**
Criterion One Position duties, characteristics, outlook, and salary	1	2	3
Criterion Two Position requirements: qualifications, education, training, etc.	1	2	3
Criterion Three Personal steps to achieve employment in the position	1	2	3
Column Totals:			
Overall Total Points:			

Names were removed from students' submissions. The full-time faculty member, two adjunct faculty members, and the division chair participated in a norming session to facilitate inter-rater reliability. There were 56 student submissions that were divided amongst the four evaluators who scored the projects.

For each criterion, students who included Some Detail (2 points) and Detailed Information (3 points) were considered to have met the criterion. For the overall expected learning outcome, students who earned at least 6 of the 9 total possible points were considered to have met the overall expected learning outcome.

Data

Student performance on each of the criterion and the overall outcome by delivery format is displayed in the following charts.

Student Mastery of Criterion One by Delivery Format

Delivery Format	% Meeting Criterion	% Not Meeting
Face-to-Face	~69%	~31%
8 Week Online	~60%	~40%
8 Week Hybrid	~80%	~20%
All Sections Combined	~70%	~30%

Student Mastery of Criterion Two by Delivery Format

Delivery Format	% Meeting Criterion	% Not Meeting
Face-to-Face	~58%	~42%
8 Week Online	~73%	~27%
8 Week Hybrid	~33%	~67%
All Sections Combined	~55%	~45%

Student Mastery of Criterion Three by Delivery Format

Student Mastery of Overall Outcome by Delivery Format

Analysis: The data show that students performed best on criterion one; for every delivery format, considerably more students met the criterion than did not. On criterion two, with the exception of the 8-Week Hybrid section, more students met the criterion than did not. Student performance was weakest on criterion three; with the exception of 8-Week Online section, fewer than half of the students met the criterion.

After a close review of the syllabus and instructions, changes have been identified to improve student performance. Students will be provided with a more detailed explanation of the assignment. Additionally, students will be given a completed, detailed example, which will include the "personal steps" part of the assignment.

During the course of 2014-2015, the objective will remain, but the student syllabus will be revised to include a detailed explanation, of all sections of the assignment, as well as complete and detailed steps to completing the "personal steps" portion of the assignment. The Blackboard course content will include an example of a fictitious position (to avoid plagiarism) for students to review and compare. To verify that these steps aid the student in accomplishing the objective, another multi-section assessment of this course (CRJ110) regarding this objective will be done during the period of 2015-2016, with the finished posted findings to be completed Fall of 2016, using the same multi-section assessment scoring rubric.

Career Outlook

According to the *Occupational Outlook Handbook: US Bureau of Labor Statistics*, the Criminal Justice profession will have an expected growth of 11% during the period of 2012 to 2022. Police and Detectives will see a slightly lower growth rate of 5%, with Corrections (bailiffs, correction officers, and jailers) at 5%, as well. However, Paralegals and Legal Assistants will have 17% growth. The handbook also notes, "Technological advances have led to an increase in cybercrimes, such as identity theft and spamming. Internet scams, as well as other types of financial and insurance fraud, create demand for investigative services, particularly by the legal services industry."

With major growth increase in the private sector predicted to be 12%, The *Occupational Outlook Handbook: US Bureau of Labor Statistics* makes the following determination: "Security guards will continue to be needed to protect both people and property. Concern about crime, vandalism, and terrorism will result in the need for security." Additionally, "demand should be strong in the private sector as private security firms take over some of the work police officers used to do." Further, "job prospects should be good in the private sector as public authorities contract with private companies to provide and staff corrections facilities. A growing number of state and federal corrections agencies are using private prison services."

Annual Cost per FTE and Trend Analyses
(completed by Fall semester)

Provide cost per FTE and analyze for the period being evaluated.

Cost per FTE data are provided in the following table:

Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Credit Hours	2,823	2,973	2,619	2,652	2,418
FTE	94.1	99.1	87.3	88.4	80.6
Program Cost	$99,561.36	$108,102.77	$114,064.03	$114,401.36	$100,408.17
Cost per FTE	$1,058.04	$1,148.81	$1,306.57	$1,294.13	$1,245.76

Analysis: The table above shows an increased cost per FTE over the period under review. The percentage of sections taught by the full-time faculty members has increased over the past five years, due to declining enrollment. As College enrollment declined, fewer sections were offered, and the use of adjunct faculty decreased. Full-time faculty pay per section is considerably higher than adjunct faculty pay per section.

It's important to note that the above data do not provide an accurate picture of the cost per FTE of the Criminal Justice program because the Cognos report for credit hours generated includes enrollment from some of the Law Enforcement Academy (LEA) CRJ sections, but the report of expenses from the Business Office does not include expenses for those (LEA) CRJ sections.

SWOT Analysis
(completed by Fall semester)

Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.

Internal Strengths	Internal Weaknesses
• Subject matter experts serve on the advisory board and as adjunct instructors • Representatives from various Jefferson County agencies participate in CRJ classes' speaker series • CRJ courses are offered at Hillsboro, Arnold, and online • CRJ courses offered in face-to-face, hybrid, and online delivery formats • HLC approval of a fully online AAS in Criminal Justice degree • Student evaluations of adjunct and full time faculty are positive • Full-time faculty member is actively involved in the community, college, and CRJ field	• AAS in CRJ Degree Plan allows students with few CRJ courses to graduate with the degree • Limited use of transferable CRJ courses by non-CRJ majors for electives • Insufficient enrollment in the Corrections course • Poor retention of students interested in Law Enforcement who are waiting to take CRJ classes until admitted to JCLEA • Late enrollment by students results in cancelation of CRJ classes
External Opportunities	External Threats
• Growth in the private security field • Agreements with major private corporations and industry as it relates to security instruction, as well as college credit for past training	• Required minimum age for employment in CRJ careers vs. age of students attending Jefferson • Competition from for-profit schools in the immediate area • Declining overall enrollments at colleges and universities • Struggling students meeting the demands of work and education • Financial aid limitations related to students taking CRJ courses prior to admittance into the LEA and then again if admitted to the academy

Internal Strengths

The CRJ full-time faculty member is actively involved in the community, the College, and the CRJ field. His dedication has resulted in the successful recruitment of area experts in law enforcement, courts and corrections, and private security to serve as adjunct faculty and advisory board members. These experts ensure the department provides students with up-to-date information. Further, the CRJ speaker series and internship course give students direct access to recruiters, supervisors, and administrators involved in the hiring of applicants to their agencies and departments. Another strength of the CRJ program is course delivery in multiple formats and terms. The department now offers courses in the face-to-face, hybrid, and online delivery formats and in both 8- and 16-week terms. This allows students with diverse needs to meet challenging work schedules; this is especially true for the many students who want to return to college or begin a college education while having to work full-time. Further, the Criminal Justice department now offers students the opportunity to complete the AAS in Criminal Justice and the AA with an emphasis in Criminal Justice solely through online coursework. This allows the department to reach students not only in Jefferson County, but also throughout the country. Positive student evaluations of both the full-time faculty member and adjunct instructors continues to be an internal strength. Positive student experiences in CRJ classes facilitate students' regular attendance in classes throughout the semester and enrollment in additional CRJ classes. Jefferson's CRJ program provides students with a quality education at a lower cost than many competing private institutions.

Internal Weaknesses

Currently, the Degree Plan for the AAS in Criminal Justice allows students with relatively few CRJ courses to graduate with the degree; this greatly limits students' preparation, which is needed to effectively work in the field. Another weakness is the lack of an effective strategy to retain students who desire to take Criminal Justice courses after graduating high school, but also desire to attend the Jefferson College Law Enforcement academy upon reaching the appropriate age. To avoid financial aid issues related to repetition of courses, students frequently delay enrolling in CRJ courses until admittance into the LEA. This often results in students losing interest in the field of Criminal Justice prior to attending the LEA and consequently never enrolling in Jefferson CRJ courses. Further, the tendency of students to delay enrolling in classes, largely due to lack of funds, results in classes being canceled prematurely due to low enrollments; this also has a negative effect on overall CRJ course enrollments. Another contributing factor to the relatively low CRJ enrollments is the underutilization of Criminal Justice courses as electives by students with non-Criminal Justice majors. Lastly, especially low enrollment in the Introduction to Corrections course continues to be a problem.

> *Action Plans*:
> ➢ The department will submit to the Curriculum Committee a proposal to revise the AAS CRJ degree plan so that CRJ130 Introduction to Corrections, CRJ135 Terrorism, and CRJ140 Ethics in Criminal Justice are required for all students graduating with the AAS in Criminal Justice.

> ➢ The full-time faculty member will collaborate with advisors to encourage non-CRJ majors to consider taking CRJ courses as transferable electives and to encourage all students to enroll earlier. This collaboration will also address the retention of students interested in Law Enforcement who are waiting to take CRJ classes until admitted to the JCLEA. Specifically, the full-time faculty member will work with the advisors to encourage all students interested in the Criminal Justice field to enroll in the Introduction to Criminal Justice course during their first year of coursework.

External Opportunities

The growing career field of private security provides employment opportunities for Jefferson CRJ graduates; these opportunities are especially attractive for graduates who do not yet meet minimum age requirements for other positions in the Criminal Justice field. The recently developed AAS in Computer Information Systems – Criminal Justice Cyber Security Option, a collaboration between CIS and CRJ full-time faculty, addresses this opportunity. Developing agreements with major private corporations and industry as it relates to security instruction and college credit for past training could strengthen the CRJ program.

> *Action Plan:*
> ➢ The full-time faculty member will increase emphasis on the private security field through revisions to curriculum (classroom and internship), advisory board membership, and the guest speaker series. Over the course of the next two years, the CRJ department, based on recommendations from the Criminal Justice Advisory Board, will incorporate private security curriculum into CRJ110, CRJ135, and CRJ210 and will work with area private agencies and companies, which often have lower minimum age requirements for employment, to explore internship opportunities in the private security field for students.

External Threats

A major external threat to the CRJ program is minimum age requirements for many employment positions in the CRJ field; often Jefferson College students do not meet these age requirements upon graduation. (Please see the Action Plan in the External Opportunities section of this report.) Declining overall enrollments at U.S. colleges and universities along with competition from for-profit schools and nearby area colleges and universities with similar CRJ offerings are additional threats. These threats are somewhat mitigated by the affordability and flexible scheduling of Jefferson CRJ courses. Lastly, insufficient financial aid to students threatens the program. Students struggle to meet the demands of both work and education and their personal financial situation may limit the number of credit hours in which they enroll. Also, as discussed in the Internal Weaknesses section of this report, financial aid limitations related to repetition of courses negatively impacts enrollment in CRJ courses.

Action Plan:
  ➢   The full-time faculty member will collaborate with the Director and Public Relations and Marketing to advertise the fully online CRJ AAS degree.

External Accreditation (if applicable)
Link to accreditation report.

Not applicable.

INSTITUTIONAL ACTION PLANS for *Criminal Justice* / *2014*

Instl or Deptl	Org Code	Aim	Obj	Instl Strategy	Action Plan Description	Indicators	Addl Res ?	Amount	Type	Onetime Expense	Annual Expense	Funding Source	FY Compl	Status	Responsible Party	Submitted by
	55402	1	1.1D		Collaborate with the Director and Public Relations and Marketing to advertise the fully online CRJ AAS degree			0					2016	Pending (New Plan)	Mark Byington	Mark Byington

DEPARTMENTAL ACTION PLANS for *Criminal Justice* / *2014*

Instl or Deptl	Org Code	Aim	Obj	Instl Strategy	Action Plan Description	Indicators	Addl Res ?	Amount	Type	Onetime Expense	Annual Expense	Funding Source	FY Compl	Status	Responsible Party	Submitted by
	55402	1	1.3A		Submit to the Curriculum Committee a proposal to revise the AAS CRJ degree plan so that CRJ130 Introduction to Corrections, CRJ135 Terrorism, and CRJ140 Ethics in Criminal Justice are required for all students graduating with the AAS in Criminal Justice.	Placement Rates		0						Pending (New Plan	Mark Byington	1
	55402	1	1.3A		Increase emphasis on the private security field through revisions to curriculum (classroom and internship), advisory board membership, and guest speaker series	Placement Rates		0						Pending (New Plan	Mark Byington	
	55402	1	1.1G		Collaborate with advisors to facilitate retention of students interested in Criminal Justice and to encourage non-CRJ majors to consider taking CRJ courses as transferable electives	Fall to Fall Persistence Rates		0						Pending (New Plan	Mark Byington	

Evaluation

☒   Meets Expectations
Comments:

☐   Requires Attention and Submission of a Follow-Up Report
Comments:

☐   Does Not Meet Expectations and Requires Submission of a Follow-Up Report
Comments:

Follow-up report required by: _____

Comments: (Date)
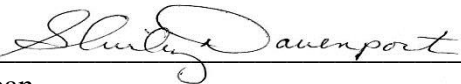

Approvals

Sandra L Frey

_____   12-08-14

Division Chair/Director   Date
Comments:

Shirley Davenport

_____   12-08-14

Dean   Date
Comments:

M. K. Selson

_____   03-09-15

Vice President/President   Date
Comments: