**Criminal Justice Program Review Report
AAS Degree**

**2012 – 2017**

**Prepared by: Michael Wetsch**

**Draft Submitted:**

**Final Submission:**

**United Tribes Technical College**

**Academic Program Review**

**Criminal Justice AAS Degree**

**August 2017**

**Academic Program Review Schedule**

An annual timeline for program review rotation will be published on the Office of Institutional Assessment (OIA) website page. Department Chairs, in collaboration with the OIA, are responsible for adhering to the review schedule for their units. Those units with specialized accreditation may incorporate many of those materials into this report but the UTTC Annual Program Review (APR) process and format as described here should be followed.

***Instructions:*** *Please complete all sections of this APR template. If your department offers more than one degree, diploma or certificate, one of these templates will be completed for each degree, diploma or certificate offered. There will be similarities between the reports, particularly as it relates to your department (1 department – multiple programs). If an item is not applicable, and there will be very few that are not, simply indicate “N/A”.*

**Department Chair name and contact information (phone, email):**

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United Tribes Technical College

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**Part 1 – Program Review**

1. **Program Demand:**

|  |  |
| --- | --- |
|  | **UTTC CJ AAS Enrollments** |
| 2012 | 2013 | 2014 | 2015 | 2016 | 2017**\*** |
| On Campus | 40 | 44 | 41 | 31 | 32 | 12 |
| Online | 4 | 18 | 7 | 8 | 15 | 3 |
| Total | 44 | 62 | 48 | 49 | 47 | 15 |

**\***= Current enrolled numbers for upcoming semester. Registration period not complete at time of this report.

|  |  |
| --- | --- |
|  | **UTTC Criminal Justice AAS Graduates** |
| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| On Campus Graduates | 11 | 7 | 5 | 8 | 6 | 4 |
| Online Graduates | 0 | 0 | 2 | 0 | 2 | 1 |
| Totals | 11 | 7 | 7 | 8 | 8 | 5 |

As can see seen in the above table, the yearly criminal justice graduation rates for the AAS degree for the past five years have averaged the recommended graduation guideline rate of 6.

\* Guidelines for graduation completion rates:

* Bachelor Programs: Average – 5 per year; 5-year total: 25
* Associate Programs: Average – 6 per year; 5-year total: 30
* Diploma Programs: Average – 5 per year; 5-year total: 25
* Certificate Programs Average – 8 per year; 5-year total: 40

*(See APPENDIX A for types of programs excluded from review or from meeting the guidelines for completion.)*

1. **Quality of Instruction and Curriculum**

* 1. **Program accreditation**
		1. For programs currently accredited include:
			1. Name of accrediting body/organization
* Higher Learning Commission
	+ - 1. Date most recently accredited
* 2012
	+ - 1. Next reaccreditation date
* 2022
	+ - 1. List recommendations from most recent visit and progress to date.
* There were no direct recommendations for the Criminal Justice Department. The only area to note is the HLC will request a monitoring report of the academic progress in regards to the Evaluation and Improvement criterion 4B with all of the assessment systems that have been initiated. The core component has been met but with concerns. This is a repost for the academics department as a whole.
	+ 1. For programs seeking accreditation include:
			1. Name of accrediting body/organization
* N/A – at this time, there are no programs in the AAS Criminal justice degree seeking accreditation
	+ - 1. Timeline for seeking accreditation
* N/A – at this time, there are no programs in the AAS Criminal justice degree seeking accreditation

* + 1. For all other programs include:
			1. Date of most recent Academic Program Review (APR)
* N/A
	+ - 1. List of recommendations from the most recent APR and progress to date.
* N/A

*(Note: For first-time reviews, include N/A in response.)*

* 1. **Credentials of faculty**

Michael Wetsch – Masters in Criminal Justice / Masters in Management
 Male
 White
 No grants awarded for last 5 years

 No grants submitted for last 5 years

 Professional Development -

* Currently in Ph.D program – Grand Canyon University
* CTE training and certification
* Crime Lab Alco-Sensor FST Initial Training 8-03-2015
* 2015 Teaching Professor Conference 5-31-15
* Implementing Emergency Management into the Classroom 4-14-15
* School Safety Advocacy Council Conference 7-27-2015
* McIntosh SO Qualification Course #2 7-18-2015
* Homeland Security Active Shooter Workshop 11-21-2014
* Calibre Press Street Survival 4-14-2014
* Lifeline Training Arresting Communications 2-20-2014
* Lifeline Training Arresting Communications 2-19-2014
* McIntosh SO Qualification Course #2 1-05-2014
* McIntosh SO Qualification Course #2 12-23-2013
* National School Safety Conference Program 8-22-2013
* POST MOI Refresher 4-16-2013
* Uniform Crime Reporting 7-17-2012
* CJIS LERMS Training 7-17-2012
* ND Crime Lab S-D5 Initial Training 5-17-2012
* Vehicle Traffic Stops 3-19-2012
* DOT Law Enforcement Summit 3-08-2012
* DOT Law Enforcement Summit 3-07-2012
* Emmons SO County Course B Qualification 2-19-2012

Mark Turner – Masters in Criminal Justice

Male
 White
 No grants awarded for last 5 years

 No grants submitted for last 5 years

Professional Development

* Currently enrolled in Ph.D Program at Capella University
* School Safety Advocacy Council Conference 7-27-2015
	1. **Curriculum**
1. **Describe the strengths of the curriculum, its quality and rigor, and justification for your response:**

The main strength of the curriculum is in its intent to provide a quality education, which will ultimately provide students with the knowledge, skills, values, and attitudes to be successful in their current studies, future studies, professional lives, and as global citizens. To ensure this quality, facility members continually review the course material, assignment results, course completion rates, and graduation rates to ensure the curriculum is of quality and sufficient rigor. This is completed in the following methods:

• Many of the assignments are written assignments in which students need to articulate their responses in detail.

• In a number of assignments, the focus is on the student’s ability to conduct research at the appropriate level of expected ability, in order to demonstrate higher order thinking, and implement and demonstrate APA citation skills.

• Faculty ensures that the content is of high quality, ensuring a greater level of thorough and detailed understanding of concepts. In a number of classes, concepts in history, math, and science are utilized in order to compliment the general education courses.

• Curriculum is developed with industry standards in mind. With this, there is input for practicing industry professionals.

• Concepts and Skills are developed and strengthen in a sequential manner. One concept builds on the previous one in a manner in which students grasp concepts. If students appear perplexed, extra time is given to the instruction of the specific material.

• Each lesson plan entails an introduction, discussion, practice, and assessment of each construct. Each of these steps is conducted in a manner which is appropriate to the education level of the student. Each lesson is rich in content, practical, and engaging and are balances between complexity and simplicity.

• Faculty ensures they utilize in teaching methods which are based upon accepted and effective practices for successful content delivery.

• Faculty continually evaluates their student population to determine strengths and areas for improvement.

• The curriculum meets the standards of the institution and of the Higher Learning Commission.

• Course completions and graduation rates are within the accepted ranges.

1. **Identify the emerging trends in your field and how your program and faculty are poised to address the trends.**

The emerging trends in the criminal justice profession seem to be consistent with the trends found in many professional fields, Through conversation with the UTTC Criminal Justice Advisory Board, meeting with professionals in the field, through literary study / research, and with the UTTC Criminal Justice Department Chair being active in a field capacity, a number of trend that present themselves involve the increase in technology, increase in diversity, ethical instruction, the redefining of professional expectations, and need for people skills.

* Technological advances are continually occurring. Faculty ensures that they remain knowledgeable about the changing technological environment and the application of these technologies in the professional setting. Additionally, faculty ensures that the responsibilities and negative uses of these technologies are highlighted through class lectures and assignments. Finally, students are exposed to the number of data gathering methods available through technology.
* With the changing in of demographics in society, there are a number of lectures and lessons geared toward diversity. Cultural sensitivities, lifestyles, expectations, and communication factors have been placed into the curriculum.
* There is currently an Ethics course in the AAS Criminal Justice degree plan. With this ethics course, every course in the AAS Criminal Justice programs has a minimum of one, and in some course more than one, ethical lesson.
* The criminal justice profession is currently facing a changing professional expectations resulting from current societal views. With this, instruction is given in how to balance the need for law and order with the expectations of society.
* A number of professionals have pointed out that there is a major lacking in the people skills from the younger applicants attempting to acquire positions in the criminal justice profession. With that, faculty members provide a number of lessons on the expected professional people skills that are necessary in both the profession and the global environment.

Employment trends in the criminal justice profession are detailed in the following tables:

|  |
| --- |
| **National Employment Projections, 2012 – 2022**  |
| **Occupational Category**  | **Projected Increase**  |
| Post-Secondary Law Teachers  | 17.6%  |
| Paralegals and Legal Assistants  | 16.7%  |
| Social Science Research Assistants  | 15.0%  |
| Post-Secondary Criminal Justice and Law Enforcement Teachers  | 13.1%  |
| Security Guards  | 12.1%  |
| Private Detectives and Investigators  | 11.2%  |
| Court, Municipal, and License Clerks  | 10.6%  |
| Lawyers  | 9.8%  |
| Court Reporters  | 9.6%  |
| Protective Service Workers  | 8.6%  |
| Police, Fire, and Ambulance Dispatchers  | 7.7%  |
| Gaming Surveillance Officers and Gaming Investigators  | 7.0%  |
| Transportation Security Screeners  | 5.9%  |
| Police and Sheriff’s Patrol Officers  | 5.9%  |
| Forensic Science Technicians  | 5.8%  |
| Bailiffs  | 5.3%  |
| Correctional Officers and Jailers  | 4.9%  |
| First-line Supervisors of Police and Detectives  | 4.9%  |
| Legal Support Workers  | 3.1%  |
| Judges, Magistrate Judges, and Magistrates  | 2.3%  |
| Detectives and Criminal Investigators  | 2.0%  |
| Fish and Game Wardens  | 1.2%  |

(Bureau of Labor Statistics, 2012, Selected Occupational Projections)

|  |
| --- |
| **North Dakota Employment Projections, 2012 – 2022**  |
| **Occupational Category**  | **Projected Increase**  |
| Paralegals and Legal Assistants  | 21.1%  |
| Transportation Security Screeners  | 13.9%  |
| Emergency Management Directors  | 13.6%  |
| Court, Municipal, and License Clerks  | 13.1%  |
| Security Guards  | 12.9%  |
| Law, Public Safety, Corrections, and Security Occupations  | 11.1%  |
| Court Reporters  | 10.8%  |
| Police, Fire, and Ambulance Dispatchers  | 9.8%  |
| Judges, Magistrate Judges, and Magistrates  | 9.7%  |
| Bailiffs  | 9.3%  |
| First-Line Supervisors of Correctional Officers  | 9.0%  |
| Lawyers  | 8.9%  |
| Fish and Game Wardens  | 8.9%  |
| Correctional Officers and Jailers  | 8.7%  |
| Detectives and Criminal Investigators  | 6.6%  |
| First-Line Supervisors of Police and Detectives  | 6.0%  |
| Gaming Surveillance Officers and Investigators  | 5.6%  |
| Probation Officers and Correctional Treatment Specialists  | 3.4%  |

(Job Service North Dakota, 2013, Workforce Intelligence Network)

1. **Explain the role and function of online and hybrid learning in your programs.**

Currently, the UTTC AAS Criminal Justice program does not offer any “hybrid” (combination of online and residential) courses. The UTTC AAS Criminal Justice program does offer an AAS in Criminal Justice via an online setting. The function of this online learning is to afford a learning opportunity for those that may not reside within the geographical area making residential education available. In addition to the residency issues, individuals with bust lifestyles are able to partake in online courses, ultimately granting them the ability to attain a degree.

The online degree plan mirrors the degree plan for residential classes yet there is a greater amount of technology usage for content deliver in the online classes. Course material is shared through formats such as videos, slideshows, word documents, PowerPoints, and PDFs. Additionally, instructors engage with online student through chat abilities and via phone.

Finally, it is the function and role of the online classroom to provide for the level of engagement that would be expected in a residential class room. This engagement provides a sense of community, fostering the growth of social skills, writing ability’s, and critical thinking attributes. Ultimately, the online classroom must function in a manner similar to the residential classroom, in that it plays a role in preparing the students to be members and contributors to a global community.

1. **Articulate the status of the program core curriculum and if it has been updated and approved by the UTTC Curriculum Committee within the past 3 years. If it has, provide an overview of updates completed. If it hasn’t, what particular areas have you identified as needing to be updated?**

All courses in both of the AAS Criminal Justice degree plans (Online and Residential) have been reviewed by the UTTC Curriculum Committee within the past 3 years and have been re-approved by the Curriculum Committee with changes to course descriptions and course objectives. Teaching methods, teaching aids, and means of evaluation were also updated by the UTTC Curriculum Committee to keep these areas consist with methods, aids, and means of evaluation of other courses being taught at UTTC.

1. **Has the Advisory Board provided any feedback on the program curriculum (i.e. internships, certificates/diploma options, adjunct faculty) and has the feedback resulted in changes to the curriculum? Why or why not? If not, what are your plans for getting feedback on the curriculum from your Board?**

The UTTC Criminal Justice Advisory Board is a board made up of diverse criminal justice professionals made up of individuals representing law enforcement, the court system, corrections, and supporting agencies. This board meets approximately two times per academic year. The advisory board has provided support to the criminal justice program by providing insight into the needs of the curriculum and by providing feedback on past criminal justice program endeavors. Additionally, the board members have evaluated the program goals of the criminal justice program, and have found that the goals are sufficient to provide students with an adequate understanding and expectations of the professional environment. With this, he board members have provided a number of directions for assignments and research development opportunities. The board has assisted in providing opportunities to our students to partake in job shadows, field trips, offer presentations and speakers, and even employment opportunities. Finally, the board members inform criminal justice faculty of the current trends and expectations of the criminal justice profession.

A continuing theme in the information that is provided by the board to the criminal justice staff is the need for continued ethics and personal skills training. With this, approximately two years ago, the criminal justice depart added an Ethics in Criminal Justice course to the AAS degree plan. This is in addition to the ethics course that was being offered in the BS program. Additionally, every course in the criminal justice program has a minimum of one ethics lecture and lesson. Finally, criminal justice faculty members have added a number of personal skills lessons to a majority of criminal justice courses.

Current Criminal Justice Advisory Board Members are as follows:

* Kevin Arthaud - Program Administrator for the Bismarck Transition Center
* Sgt. Jeff Olson - Burleigh County Sheriff's Dept
* Deputy Chief Leingang - Mandan Police Department
* Justice Lisa McEvers – ND Supreme Court
* Amanda Harris - Defense Attorney – Harris Law Firm
* Gabrielle Goiter – Prosecutor – Morton County States Attorney’s Office
* Beth Kohler - Victim Witness Coordinator – Morton County
* Cory Sailer - Medical Examiner Administrator - ND State Forensic Examiners Office

|  |
| --- |
| Supporting Data |
| *Common data elements (required):*  | *Common data elements (for future APR):* |
| * Faculty teaching load
* Faculty characteristics
* Faculty service
* Number and percentage of diverse faculty
 | * Faculty by full-time/part-time status
* Number of faculty with terminal degrees
* Online and hybrid programs and courses offered
* Number of Community Based Learning (CBL), Capstone, or other community-based courses offered
 |

* 1. **Program reputation**
		1. **Include a brief description of any indicators of program reputation such as demand (e.g. waiting lists or over enrollment) for admission into program, employer data/feedback, etc.**

Currently, there is no waiting list for entry in to the criminal justice program. With this, the number of enrollments in to the UTTC AAS criminal justice program continues to be sufficient to high. If the number of enrollees continues to escalate, faculty members can consider adding additional sections of courses.

Currently, it is unknown of the number of past students that are currently working in their degree field. From the limited employment sources that the criminal justice faculty has been able to make contact with, a continuing theme is that those that have hired out students have been pleased with the professionalism and abilities of our graduates. Some remakes are that they are knowledgeable of the expectations, the professions, and are dependable workers.

* 1. **Curriculum of major or specialization**
		1. **Include a list of core courses by prefix, number, and title (do not include general education course unless required as part of the core requirements.)**

CJU 104 Traffic Law and Enforcement

CJU 150 Patrol Procedures

CJU 201 Introduction to Criminal Justice

CJU 210 Indian Country Policing –OR - CJU 211 Introduction to Policing

CJU 212 Introduction to Homeland Security

CJU 221 Criminal Law

CJU 225 Weapons & Physical Fitness –OR- CJU 203 Drugs and Crime

CJU 226 Criminal Investigations

CJU 231 Ethics in Criminal Justice

CJU 254 Juvenile Justice

CJU 270 Introduction to Corrections

* 1. **Distance delivery of program**
		1. **Note if the program is offered online and a brief overview of the online degree status, enrollment trends, and plans for the program.**

Currently, the Criminal Justice AAS degree is offered online. The courses offers in the online degree mirror that of the residential program in course numbering, courses content, and credit count. When examining the enrollment data verses the graduation data, there appears to be a significantly low number of graduation rates. There may be a number of reasons for this but further investigation will be needed to determine concrete reasoning’s.

A common cause found in the past was that many of those who enrolled in online courses were not ready for the course rigor and expectations of online learning. Additionally, it has been found that a number of enrollees did not have access to the proper technology or internet services in order to assure success.

Currently, in order to attract and enroll students with a greater opportunity at success, the online program has enacted a pre-enrolment survey aimed at determining if the potential student is ready for the online rigor expected for online instruction and if the potential student has the necessary technologies and capabilities for online coursework. Faculty will monitor to determine if this survey increases the number of enrollees who graduate the program.

* 1. **Quality of Assessment Plan/Data**
		1. **Include a brief description of the program assessment plan and how the data are used to inform decisions related to program quality and student learning.**

The program assessment plan is utilized to assist faculty and the department chair in making informed decisions about what areas of instruction, assignments, and coursework are working effectively for students in their courses and what areas need to be changed or modified to meet the needs of our learners. Since our data collection is in its infancy, it will take some time to make determinations based on trends or relationships in the data.

At the current time, each performance goal of the AAS degree will be assessed on a semester by semester basis in specific courses to determine effectiveness. The first semester in which this process was occurred was Spring 2017 in which the program goal “Describe the multiple foundations of multiple entities within the Criminal Justice system” was assessed in the following courses:

* + - CJU 211 Intro to Policing
		- CJU 212 Intro to Homeland Security
		- CJU 221 Criminal Law
		- CJU 226 Criminal Investigation

Through assignments, projects, and testing, is appears that this specific program goal was successfully taught to students.

* 1. **Department Action Plan**
		1. **Include a brief description of any plans for the program that appears in the department action plan (i.e., facilities upgrades, curriculum changes, online delivery, enrichment learning opportunities, etc.), as well as an overview of the summary of progress reported on the action plan.**

The main three goals that were highlighted in the department action plan entail the following:

* Recruit, retain, and graduate competent professionals who meet industry requirements.
* Apply and evaluate effective systems of assessment.
* Recruit and retain highly qualified faculty.

To recruit, retain, and graduate competent professionals who meet industry requirements, faculty members of the criminal justice department strive to develop and/or improve academic, co-curricular, and extracurricular/activity programs, and technical programs. This is accomplished through the continued assessment and evaluation of courses currently offered ensuring that relevant course material is delivered. It is ensured that faculty members incorporate practical activity based lessons and exercises where applicable. Faculty members assess student success through measurable outcomes, consisting of graded assignments, practical opportunities, and participation in professional experiences. It there are additional student needs that faculty cannot provide, faculty members encourage students to utilize campus assistance programs and individuals. There has been an increase in the number of academic field experiences, field trips, and guest speakers, leading to an increase in the number of students having interactions with criminal justice professional. Finally, there has been an increase in the number of students participating in Criminal Justice Pre-Professional Student Organization

To apply and evaluate effective systems of assessment, faculty members ensure that effective advising is occurring. This begins with communication between the admission office and with criminal justice department personal. Occurring is a sufficient evaluation of transcripts for transfer students, and degree planning for all criminal justice students. This proper degree planning occurs from the first time a student meets with their advisor, and occurs on a continual bases (usually at least once a month), throughout he students time in the criminal justice program. Additionally, students are expected to take the Accuplacer test prior to course registration and prior to graduation, in order determine course needs and level of academic improvement respectively. Finally, student will have a degree audit by both their advisor and the registrar a minimum of one week prior to graduation.

A second methods of apply and evaluate effective systems of assessment, faculty members encourage students to develop effective study skills and academic success strategies. This occurs through the requirement that all students successfully complete First Year Experience. With this, students partake in continued meetings with advisors to discuss advancement in the program, successes, shortcomings, and concerns. Additionally, tutoring services are provided for those students needed extra assistance. Finally, faculty members identify students with special needs and develop appropriate courses of study, often including the connecting of the student with the Disabilities Services Coordinator or with academic counselors.

To recruit and retain highly qualified faculty, each faculty member is evaluated to determine their teaching strengths in reference to a specific content / course area. With this, course instructors are possess a significant level of knowledges of the courses area, ensuring they are highly qualified to instruct such courses. With this, instructors are expected to remain current in content area through continued research and professional development. Each faculty remains current in evolving professional standards and practices. Finally, each faculty is current in professional credentialing requirements and licensures. It should also be noted that the two current fulltime criminal justice instructors are currently enrolled in, and making sufficient progress toward their PhD’s.

* 1. Other:
1. **Mission Centrality**

* 1. **Describe how the program supports the mission and strategic goals of UTTC.**

 The mission of United Tribes Technical College is as follows: “United Tribes Technical College provides quality post-secondary education and training to enhance knowledge, diversity, and leadership for all indigenous nations.” The criminal justice department ensures that this mission is supported and followed through ensuring that the institutional learner outcomes are at the forefront of the department’s goals. These learning outcomes and methods of support are as follows:

• Exhibit effective oral and written communication. (Communication)

Faculty members of the criminal justice department ensure that assignments, tests, and class projects entail a number of communication types in which appropriate delivery methods are employed. Examples would be verbal communication through speeches and oral reports / presentations, written reports, and interpersonal communication skills. Proper communication mechanics are discusses, employed, and evaluated. With this, students must be able to articulate the significance of the material present to the criminal justice profession by employing examples and scenarios.

• Analyze information from diverse sources. (Critical Thinking)

Through coursework in the majority of their courses, students will engage in a number of critical thinking opportunities. Examples would be in the review of current issues facing the criminal justice profession, tactics utilized by criminal justice professionals, and public perceptions of these issues. Students must demonstrate that they understand the totality of these issues, ultimately providing solutions.

• Develop solutions to mathematical and scientific problems (Quantitative & Scientific Reasoning)

Students partake in a number of assignments in a majority of courses in which scientific and mathematical practices must be utilized. They demonstrate that the proper sequences of steps are taken in order to attain a reasonable / correct result for the specific assignment. With this, they are able to establish a hypothesis as to the cause and effect of the specific tack. Ultimately, they need to properly report / communicate these results.

• Demonstrate skills necessary for living and working in a global society. (Personal & Social Responsibility)

In every course with the criminal justice program, students a provided a number of assignments and lessons which highlight the necessity to be global participants. These assignments and lessons are geared toward the need to engage in collaborative skills when working with a diverse population. They are provided a great number of ethical lessons and assignments. Finally, they are provided numerous lessons in professional expectations.

* 1. **Describe how the program contributes to other programs across campus (i.e., general education courses, interdisciplinary program, etc.)**

In the criminal justice department, it is important to ensure that the students are prepared to be global participants who are well rounded in the vast diverseness of the world around them. To ensure this happens, faculty endure that a number of lesson emphasis the elements of the required general education courses. These lesion / assignments entail the need for proper verbal and written communication (Speech and Composition I and Composition II). With the need to be literate with technology and its software, a number of assignments are required to be completed via technology (Introduction to Computers). Students receive a number of lessons which highlight the need to engage with divers populations and understand the behaviors associated with these populations (Sociology and Psychology). A number of courses in the criminal justice program require the ability to correctly conduct mathematical operations, supporting that which they have learned in their math courses. Finally, in order for student to understand the complexities of the criminal justice system, the lessons they have learned in their history and government courses are reinforced through many lessons in the criminal justice program.

* 1. **Include placement data for graduates for the past five years and indicate if graduates are working in the field or not.**

|  |  |
| --- | --- |
|  | UTTC Criminal Justice AAS Graduate Job Placements – In Field |
| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| On Campus Graduates | 4 | 0 | 1 | 1 | 4 | Not available |

* 1. Other:
1. **Program Productivity (for the most recent academic year – fall and spring)**
	1. **Ratio of student credit hours per full-time faculty (FTE**)

It is currently expected that full-time faculty (including the department chair) in the criminal justice department will instruct 15 credit hours a semester for a total of 30 credits per year. These credits instructed cover the AAS, BS, and AAS online degrees. The ratio is as follows: 30:1 per academic year.

* 1. **Ratio of student enrollment in core program courses per full-time faculty (FTE).**
	It is currently expected that full-time faculty (including the department chair) in the criminal justice department will instruct 15 credit hours a semester for a total of 30 credits per year. These credits instructed cover the AAS, BS, and AAS online degrees. The ratio is as follows: 30:1 per academic year.
	2. **Ratio of student enrollment in courses outside of the program (Gen. Ed.) per full-time program faculty (FTE)**

It is currently expected that full-time faculty in the general education department will instruct 15 credit hours a semester for a total of 30 credits per year. These credits instructed cover the AAS, BS, and AAS online degrees. The ratio is as follows: 30:1 per academic year.

* 1. **Course enrollment**
		1. **Number of classes exceeding UTTC minimum (7 for 100-200 level, 5 for 300-400 level), as well as number of classes underperforming in enrollment**

Fall 2016 - 2017 Criminal Justice AAS Course Enrollment Numbers

|  |  |
| --- | --- |
| Course | Student Enrollment number |
| CJU 104 (OL) Traffic Law & Enforcement | 8 |
| CJU 150 Patrol Procedures | 19 |
| CJU 201 Introduction to Criminal Justice | 30 |
| CJU 203 Drugs & Crime | 8 |
| CJU 211 (OL) Introduction to Policing | 4 \* |
| CJU 212 (OL) Introduction to Homeland Security | 9 |
| CJU 221 (OL) Criminal Law | 4 \* |
| CJU 226 (OL) Criminal Investigations | 11 |
| CJU 231 Ethics in Criminal Justice I | 14 |
| CJU 254 (A) Juvenile Justice | 10 |
| CJU 270 (A) Corrections | 20 |

\*= Classes not exceeding UTTC minimum of seven for AAS 100-200 level courses.

Spring 2016 - 2017 Criminal Justice AAS Course Enrollment Numbers

|  |  |
| --- | --- |
| Course | Student Enrollment number |
| CJU 104 Traffic Law & Enforcement | 18 |
| CJU 150 (OL) Patrol Procedures | 5 \* |
| CJU 201 (OL) Introduction to Criminal Justice | 4 \*  |
| CJU 211 Introduction to Policing | 15 |
| CJU 212 Introduction to Homeland Security | 18 |
| CJU 221 Criminal Law | 16 |
| CJU 226 Criminal Investigations | 7 |
| CJU 231 (OL) Ethics in Criminal Justice I | 5\*  |
| CJU 254 (OL) Juvenile Justice | 7 |
| CJU 270 (OL) Corrections | 4 \*  |

\*= Classes not exceeding UTTC minimum of seven for AAS 100-200 level courses.

* 1. **What type of recruiting efforts have the department staff/faculty participated in? Does the department have recruiting materials and, if so, what types and when were they updated? If not, what is the plan to have these available, what type and by when?**

UTTC Criminal justice staff has partaken in a number of student tours facilitated by admission personal. These tours usually consist of a high school groups touring the UTTC campus and meeting with criminal justice staff for approximately a half hour, at a minimum. Faculty members discuss the criminal justice programs, courses, expectations, the job outlook, and the diversity of the criminal justice system. Many times, staff members will show the tour group equipment, including the Virtra Shooting Simulator that students of the criminal justice program will engage with to foster learning.

Faculty members have assisted in summer camps that occurred on UTTC campus. Additionally, during the Summer of 16, the Criminal Justice department hosted approximately 70 high school counselors from area schools, in which faculty discussed the criminal justice program and UTTC. Finally, the criminal justice department has been profiled by local new media outlets who have conducted news pieces on the criminal justice department.

* 1. **Is the department information on the UTTC website accurate and when was the last time it was updated? How often is it updated and who is responsible for assuring it is accurate and current?**

The criminal justice content on the UTTC website is current and accurate as for the beginning of summer 2017. The criminal justice department chair is responsible for ensuring that the content is current and accurate. To ensure that the content is current and accurate, the Criminal Justice department chair conducts a periotic visual inspection, usually at the beginning and end of each semester

* 1. Other:
1. **Student Advising**
2. **Describe your department philosophy for advising students. Who serves as the primary advisor and how do you view the role of the advisor? Include discussion about your position on proactive advising (formerly referred to as intrusive advising) and if it is implemented in your department.**

The criminal justice department advises students in a manner that can best be described as student friendly and “in the best interest of the student.” Throughout the semester, faculty members utilize proactive advising consisting of the advising of students of their academic options, course load expectations and concerns, course scheduling, and potential completion period for degree requirements. In essence, faculty members provide information on critical matters to the student before they ask in order to avoid many complex problems before issues are likely to occur. It has been found that when students are advised of all of their options they are afforded the ability to make informed decisions and not one based on fear of unknown variables.

1. **Explain your department’s approach to advising, including the inclusion of practices used to advise students on general education requirements and degree completion pathways.**

The faculty approach to advising is based on the individual student. Each student is unique and in order to best advise the student, the advisor must get know the student, what their interests are, understand the specific students strengths and weaknesses, and ultimately what the student intends to accomplish upon receiving a criminal justice their degree. Advisors inform students of the degree requirements are and in the best desired sequence they should complete both core and general education requirements. In general, it has been found that it is of a greater benefit to the student to complete the general education requirements sooner rather then later in the program. It is the belief of the criminal justice faculty members that unless the student has failed a general education course multiple times, no student should be taking a general education course in their final semester of their degree program.

1. **Have you ever advised a student to pursue a different field of study at UTTC or another institution? If so, what were the circumstances? If not, explain why you haven’t.**

One a few rare occasions, faculty members have informed students of other options regarding other majors at UTTC; mainly because of past criminal convictions and the extreme difficulty of future employability upon graduation with a criminal justice degree. Careers in criminal justice require strict background checks and in most cases, a felony conviction is a bar to employment in the criminal justice field. There have been occasions in which faculty members inform students with questionable background of the possibility of applying to law school upon completion of a Bachelor’s Degree in criminal justice; however, faculty members caution that this is on a case by case basis regarding admittance to accredited law schools and licensure by state bar associations. To the best of faculty members recollection, there has been no time in which a student has been advised to pursue a different field of study at an institution other than UTTC.

1. **Describe how you evaluate the effectiveness of your advising practices, including the impact of your advising techniques on retention and degree completion.**

Faculty members evaluate the effectiveness of advising practices based upon two methods of feedback; informal and formal. The informal methods come in the form of direct feedback received from students on an ongoing basis. This includes the number of students who return semester after semester and persist even when they struggle. These students persevere with faculty members acting not only as their advisors but as mentors to them in the study of criminal justice. Formal methods include what students provide on end of course evaluations and exit surveys they complete upon graduation. From these informal and formal evaluative practices, the vast majority of students appear satisfied with the academic process at UTTC, most of which are retained through the semesters necessary to attain a degree.

1. **Would the department faculty, including yourself, benefit from professional development on advising practices? Describe why or why not and identify specific areas of strengths or areas for improvement.**

Like any member of any profession, members of the criminal justice department would always benefit from professional development opportunities. Professional development opportunity affords individuals the opportunity to grow and strengthen the abilities they possess, and attain abilities they do not have. Although any professional development is beneficial, currently faculty may benefit from additional training in online advising practices. From time to time every advisors encounter the online student advisee who is difficult to reach; the student who does not offer a whole lot of information about him or herself and it is difficult to break the ice with that student, let alone every truly establish a student-teacher relationship. For an online program to attain success, online advising techniques would be of assistance. Any opportunity to strengthen the criminal justice online program may lead to an increase in online graduation rates.

1. **Persistence and Completion**
2. **Identify and describe any barriers to student persistence and degree completion in your program/department (for example bottleneck courses or courses with significant D, W, F rates), and what efforts are being undertaken by the department to alleviate those barriers.**

The criminal justice department does not have any true bottleneck courses with significant rates of D, W, and F grades.

1. **Specifically address how students are being supported and how that will lead to improved rates of persistence and degree completion. Are there any supports that specifically address the needs of students from diverse backgrounds? Please describe.**

Students are being supported by a unique campus community that cares about them as individuals and by a Criminal Justice Department that is invested in their success. Two full time faculty members with posted office hours in the morning and afternoon avail a faculty member to all students throughout the business day. A network of criminal justice professionals from diverse ethnic and cultural backgrounds provide student with exposure to professionals who represent the diversity of the student body. Individual needs are assessed and provided by the Wellness Center and the Office Disability Support Services located on the UTTC Campus.

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| Supporting Data |
| *Common data elements (required):*  | *Common data elements (for future APR):* |
| * Classes with high DFW rates
* Course sequence
* Degree plan
* Time to Completion
* Retention and persistence rate
 | * Enrollment demographic data
* Number of degrees awarded, include diplomas and certificates
* Number/proportion of diverse students
* Gainful employment information (certificates)
 |

1. **Assessment of Student Achievement**
2. **Evidence of Student Learning**
3. **List and number the expected student learning outcomes for your program. Outcomes should explicitly describe what students know, understand, or are able to do. Include the performance indicators for each program learning outcome. Identify the UTTC institutional learner outcome(s) (ILO) that have been assessed in the program courses – which ILOs, in which courses, and how was it assessed.**

Program goals and performance indicators:

1. Describe the foundations of the multiple entities within the criminal justice system
2. Articulate the historical developments of the criminal justice system
3. Apply the significance of historical contributions to the modern day expectations of the criminal justice system.
4. Diagram the stages of the criminal justice process
5. Illustrate the process of each component of the criminal justice system
6. Articulate the interagency collaborations.
7. Identify the components of the U.S. Constitution
a. Describe the significance of the U.S. Constitution
b. Identify the Constitutional limitations on the criminal justice system.
8. Address Constitutional safeguards
9. Interpret the significance of the Bill of Rights contained in the U.S. Constitution
a. Apply the Bill of Rights to each component of the criminal justice system
b. Articulate due process guarantees
c. Demonstrate the powers granted to criminal justice entities
10. Apply interagency communication skills
11. Demonstrate written reporting methods
12. Evaluate verbal communications methods
13. Evaluate ethical issues within the criminal justice system
14. Articulate ethical schools of thought as they apply to the criminal justice system
15. Demonstrate models of ethic decision making
16. Discuss the presence of dilemmas faced in the criminal justice system
17. Assess the effectiveness of offender rehabilitation programs
18. Compare offender data
19. Evaluate various offender rehabilitation programs

UTTC ILO’s / Courses assessed and how assessed

1. Exhibit effective oral and written communication. (Communication)
2. Introduced in CJU 104 Traffic Law
3. Students are introduced to and demonstrate the proper steps in conducting a proper traffic stop.
4. Students must properly conduct all the communication steps in a DUI field test.
5. Reinforced in CJU 150 Patrol Procedures
6. Students are tested on the Use of Force continuum.
7. Students are introduced in conflict de-escalation techniques.
8. Proficiency demonstrated in CJU 212 Intro. to Homeland Security
9. Student must communicate a disaster utilizing the SARA model.
10. Reinforced in CJU 226 Criminal Investigations
11. Students complete an evidence chain of custody form
12. Students write a press release for a hypothetical investigation
13. Reinforced in CJU 231 Ethics in Criminal Justice
14. Students conduct essays comparing and contrasting ethical foundations and how these foundation play in role in the criminal justice professionals actions.
15. Reinforced in CJU 270 Corrections
16. Students write an incident report
17. Analyze information from diverse sources. (Critical Thinking)
18. Introduced in CJU 104 Traffic Law
19. Students analyze the sources of traffic law.
20. Reinforced in CJU 150 Patrol Procedures
21. Students complete a number of police scenarios
22. Introduced in CJU 201 Introduction to Criminal Justice
23. Students analyze the formulation of law and century code.
24. Reinforced in CJU 211 Introduction to Policing
25. Students complete a number of police scenarios
26. Reinforced in CJU212 Introduction to Homeland Security
27. Students partake in a mock disaster response.
28. Reinforced in CJU 221 Criminal Law
29. Students analyze the formulation of case law.
30. Proficiency demonstrated in CJU 225 Weapons & Physical Fitness

i. Students must demonstrate the breakdown of a number of weapons utilized in the criminal justice profession.

1. Reinforced in CJU 226 Criminal Investigations
i. Students partake in a mock criminal investigation
2. Proficiency demonstrated in CJU 231 Ethics
i. Students analyze the need for ethical controls
3. Reinforced in CJU 254 Juvenile Justice
i. Students conduct a comparison / contrast between the juvenile corrections systems and the adult corrections system.
4. Develop solutions to mathematical and scientific problems (Quantitative & Scientific Reasoning)
5. Introduced in CJU 104 Traffic Law and Enforcement
i. Students conduct a traffic crash investigation including measuring and diagraming out a scene.
6. Introduced in CJU 203 Drugs and Crime
i. Students determine the causes, results, and treatment of drug addiction with special attention given to the specific effects of specific drugs.
7. Reinforced in CJU 212 Introduction to Homeland Security
i. Students examine the mitigation process for a declared disaster.
8. Reinforced in CJU 221 Criminal Law
i. Students examine the origins of case law.
9. Proficiency demonstrated in CJU 226 Criminal Investigations
i. Students demonstrate an understanding of scientific investigation principles.
10. Demonstrate skills necessary for living and working in a global society. (Personal & Social Responsibility)
11. Introduced in CJU 104 Traffic Law and Enforcement
12. Students demonstrate the elements of emotional intelligence.
13. Reinforced in CJU 150 Patrol Procedures
14. Students demonstrate the elements of emotional intelligence.
15. Introduced in CJU 201 Introduction to Criminal Justice
16. Students demonstrate and are testes on people skills.
17. Reinforced in CJU 203 Drugs and Crime
18. Students examine treatment plans and communication procedures for those addicted to illegal drugs.
19. Reinforced in CJU 211 Introduction to Policing
20. Students examine the use of force continuum, aimed at the reduction of excessive force.
21. Proficiency demonstrated in CJU 231 Ethics in Criminal Justice
22. Students write essays on the need for ethical guidelines to ensure a harmonious society.
23. **Describe the kinds of experiences you expect students to have inside and outside of the classroom to meet these learning outcomes.**

There has been an increase in the number of academic field experiences, field trips, and guest speakers, leading to an increase in the number of students having interactions with criminal justice professional. Each of these experiences stem from a diversity of criminal justice agencies, ensuring a well-rounded understanding of the criminal justice system. Finally, there has been an increase in the number of students participating in Criminal Justice Pre-Professional Student Organization Students engage in a number of in class practical activities which.

1. **Evaluation of Student Academic Performance**
2. **Present justification that students graduating from your program are meeting the expected level of proficiency for the Institutional Learner Outcomes. Are they all being met? If so, explain. If not, what is your plan to increase your students’ knowledge and skills so they meet the expected criteria for the ILOs?**

The strongest justification that graduates of the criminal justice program at United Tribes Technical College are meeting the expected level of proficiency for Institutional Learner Outcomes is the proof provided by the ILO’s that were measured in CJU 221 Criminal Law. Data was collected during the Spring Semester of 2017. The data was collected utilizing the UTTC Writing Assessment Form, assessing student academic work on a 5 point scale with 1 meaning “needs Improvement” to 5 being “Excellent.” In CJU 221 Criminal Law, an Associate’s Degree course where the mean score was a 2.3 or a 6.9 overall adding up Content, Organization, and Mechanics. The scores show that the ILO is being met. With the assessment process being in its infancy, data is just being collected and future analysis will need to be conducted. It should be noted that when examining beginning of the semester writing assignments verses end of the semester writing assignments, that there was a noted significant improvement in course work.

1. **Specify which direct measures you are using to assess student learning. Direct assessment includes students’ demonstration of knowledge, skills and abilities.**

Direct measures include research papers in which students were required to demonstrate information literacy, APA Citation skills, and synthesis.

1. **Analysis of the Results of Assessing Student Academic Performance**
2. **Report and discuss the findings from each learning outcome assessment activity.**

During the Spring Semester of 2017, Institutional Learner Outcome 1, “Exhibit effective oral and written communication. (Communication)” was assessed. This was assessed through the completion of a research paper in which students were required to demonstrate information literacy, APA Citation skills, and synthesis. The data was collected utilizing the UTTC Writing Assessment Form, assessing student academic work on a 5 point scale with 1 meaning “needs Improvement” to 5 being “Excellent.” In CJU 221 Criminal Law, an Associate’s Degree course where the mean score was a 2.3 or a 6.9 overall adding up Content, Organization, and Mechanics. The scores show that the ILO is being met.

1. **Review Assessment Plan to see if any changes or modifications will create a more meaningful process.**

More writing assignments are needed at the A.A.S. level introducing and applying APA skills and the mechanics of writing. The more we introduce these concepts and begin reinforcing them at the lower division, we can hypothesize that mean scores of Associates students will rise. Improved writing skills and APA application among these students is a departmental goal.

1. **Incorporate Changes Based on Assessment Evidence of Student Learning Outcomes**
2. **Describe how the assessment findings are used to improve student learning and classroom instruction. How are the assessment findings used to assist in department action planning?**

Currently, with the assessment process in its infancy, and with being in the data gathering stage, there are no clear cut plans as to the needed future direction that will need to be taken. Once the data is properly analyzed, and needs are determined, faculty members will alter course plans in order to have a greater positive effect on department action planning.

1. **Provide examples that show how the program has closed the feedback loop and used assessment findings to review, evaluate, and modify the curriculum.**

In general, the course evaluations and course results summaries have been positive in nature. The only real student issue that is noted is in the 8:00am courses, in which a few student states that it is hard to get to class on time, especially if they need to drop children off at the daycare. Some have noted that the daycare does not open until 8:00am. With this, and because 8:00am is a real world time expectation in the working environment, there have been no changed to the schedule or coursework. Faculty members have however been able to work with those students who need to drop children off so grades and attendance are not negatively affected.

1. **What changes have been made based on feedback from course evaluations and course results summaries?**

In general, the course evaluations and course results summaries have been positive in nature. Because faculty members continue to evaluate and assess a number of factors affecting student success throughout the semester, rarely has there been an issue failing to be addressed early enough to be rectified well before a notation on an assessment or evolution is conducted.

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| Supporting Data |
| *Common data elements (required):*  | *Common data elements (for future APR):* |
| * Program level learning outcomes
* Assessment plan
* Measures and indicators used to assess student learning
* Number of students assessed
 | * Learning outcomes alignment with workforce or post-graduate goals
* Metrics used to determine long-term outcomes of student’s experiences
* Baseline and trend information of student learning and progress
* Alignment of program level learning outcomes with campus wide learning outcomes
 |

**Part II – Summary Narrative**

The Criminal Justice Associate of Applied Science (AS) Program consists of a solid curriculum which is a 60-credit hour program of study, approved by the UTTC Curriculum Committee. The program was developed to ensure that students receive the necessary skills to attain entry level positions in the criminal justice profession. The program mirrors the North Dakota University Systems criminal justice program degree plan, including common course numbering. Courses are designed in a manner to ensure that the program goals and the Institutional Learner Outcomes (ILO’s) are met and instructed by faculty members with advanced knowledge of instruction areas. Instruction is presented in a manner to ensure that students completing the program are afforded the skills to compete, contribute, and ensure success on a global stage. Finally, special attention is given to the criminal justice needs of tribal nations though out the United States.

Much of the current needs of the program stem fem the Criminal Justice Advisory Board, who meet twice a year. Valuable insight is provided in the areas of professional expectations, technology, trends, and tactics. Additionally, valuable networks are formed increasing the opportunity at profession interaction between agency members and students.

Course enrollments, with the rare exception, consistently meet or exceed the required minimum student count. Additionally, the average yearly graduation rates remain at the required minimum average. Future assessments may be necessary to determine if graduations rates can be increased.

Currently, the biggest concern is with the AAS online degree. There appears to be a sufficient spread between the number of students enrolling in the program and the number of students completing the program with a degree. With this, within the last semester, the entrance process has added a questioner to ensure that perspective students have an adequate understanding as to the expectations of an online student. This process will be assesses though out the upcoming semesters to determine if further contingencies need to be examined and put in place.

**Part III - Recommendations**

***Instructions:*** *After the review is completed, the Director of Institutional Assessment, in consultation with the Department Chair, will select one of the following recommendations. In the justification, address each of the items associated with the recommendation. At the conclusion of the program review, the completed Academic Program Review report, accompanied by one of the following recommendations, is shared with the Vice President of Academic Affairs on or before the deadline identified on the APR rotation schedule*

1. **Retain Due to Critical Need**
	1. A recommendation may be that a degree program will be retained due to its ability to fulfill a critical workforce need or shortage area for the region or tribal communities.
	2. Justification for retaining due to critical need must include:
		1. Explanation of why the program is important to the region or tribal communities.
		2. Description of specific steps (already taken and/or planned) to increase enrollment and graduate production;
		3. Preliminary outcomes of steps taken.
2. **Retain with Further Review Required**
	1. A recommendation may be that a program will be retained for further review for those degree programs that serve a specific function central to the mission of the college.
	2. Justification for retain due to further review must include:
		1. Explanation for how the program is central to UTTC’s mission and the benefit to the system;
		2. Description of specific steps (already taken and/or planned) to increase enrollment and graduate production;
		3. Preliminary outcomes of steps taken.
3. **Consolidate with Another Program within College**
	1. A recommendation may be that a program will be consolidated with a similar program on campus that achieves similar degree requirements.
	2. Justification to consolidate with another program on campus must include:
		1. Explanation for how the degree requirements for the two programs warrant consolidation;
		2. Evidence that the consolidation will meet graduate production thresholds, or specific steps to increase enrollment to meet production thresholds;
		3. Preliminary outcomes of steps taken.
4. **Terminate**
	1. A recommendation may be that a program will be terminated due to limited graduate production, lack of student interest, shifts in a given field of study, or continued declines in major enrollments.
	2. If the exigency for termination results from the program productivity review process, then a brief justification to terminate a program should be included. Such a justification must include:
		1. Explanation for the decline in graduate production in the degree program;
		2. Intended timeframe for submitting a program termination request to the UTTC Curriculum Committee for their consideration;
		3. Expected timeline to meet teach-out requirements established through the regional accrediting body.

**APPENDIX A**

**Special Considerations for Programs Excluded from Review**

**or Meeting the Guidelines for Completion Criteria**

1. **Program Specializations**
	1. Degree programs that have one or more specializations that reduce the total number of graduates.
	2. Program specializations include degree programs that require specific criteria on standardized tests for inclusion in the program. Examples are Nursing (NCLEX) and Elementary Ed BS (Praxis). These programs will participate in the APR process but will be exempt from meeting the graduation rate criteria due to program (testing) requirements.
	3. Other program specializations include the pre-engineering degree program. This program will participate in the APR process but will be exempt from meeting the graduation rate criteria due to the specialized enrollment classification for engineering (Arbeit & Horn, 2017).

*Arbeit, C.A. & Horn, L. (2017). A Profile of the Enrollment Patterns and Demographic Characteristics of Undergraduates at For-Profit Institutions. (NCES 2017-416). U.S. Department of Education. Washington, DC: National Center for Education Statistics.*

1. **Terminated Programs**
	1. Degree programs that have been suspended, or discontinued, during the reporting period and are in “teach out” status until all students have either graduated or stopped out.
	2. Terminated programs will not be reviewed.
2. **New Bachelor Programs**
	1. Degree programs that have been activated within the past 7 years will be exempt from meeting the graduation rate criteria due to program implementation.
	2. New programs will participate in the APR process during the 7 year period but graduation rates will not be a consideration until after the 7 year period concludes.