



**ACADEMIC
PROGRAM REVIEW
REPORT**

Criminal Justice
Associate of Science
Associate of Applied Science
Certificate C

August 9, 2022



Signature Page and Archiving

Vice President of Instruction

Date

President

Date

Archiving:

Division Chair submits to Dean and then Vice President for Instructional Services.

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page



Program Review Faculty and Dean Verification

By signing I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

Brandy Unruh _____
Program Lead [Type Name]

Date_08-09-2022_____

[Type Name]

Date_____

[Type Name]

Date_____

[Type Name]

Date_____

[Type Name]

Date_____

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

Division Leader [Type Name]

Date_____

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

Dean

Date_____

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

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Other Attachments (to be completed and sent under separate cover)
 Program Review Committee Report and Rubric
 Administrative Response

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Component A - Mission and Context

A.1 Program Mission and Purpose State your program's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

Program Mission:

To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.

Students who attend and/or graduate from the Criminal Justice Program have learned and are being prepared to enter the workforce in Criminal Justice. Students have been given the knowledge base and hands-on skills to help them in their Criminal Justice career. Our agency partners frequently assist us in the classroom and in our hands-on scenario training which allows them an opportunity to see students in the educational environment and recruit as they have need in their agencies. There are many former students who are serving in a public safety role in our local community.

The Criminal Justice Program is part of the Department of Public Safety in the Technical Education Division of Garden City Community College. Our students can earn an Associate of Science degree or a Certificate C. The program also has an Associate of Applied Science degree that requires graduation from the Kansas Law Enforcement Training Center for completion.

There will always be a need for law enforcement officers and others in criminal justice. In Kansas, one must be 21 in order to be a sworn law enforcement officer. If a student begins a 2-year program at age 18, they will complete, if they stay on a 4-semester plan, at age 20. There is a gap between school and employment. Our local agencies in Finney County, Garden City Police Department, Finney County Sheriff's Office, Kansas Highway Patrol, Holcomb Police Department, and Corrections, frequently try to recruit directly from our program but many times have to wait until a student turns 21 in order to hire them. Sometimes that potential applicant has already found employment elsewhere due to the age restrictions. The Finney County Sheriff's Office can hire at age 18 to work in the jail but they had not been able to work with a student's class schedule so the student had to choose. The program and FISO are working on a plan to allow them to hire employees who are full-time students and allow them to work part-time around their school schedule. Garden City Police Department has Police Service Aides. The PSAs are under the age of 21 and fill a non-sworn position and receive training until they are able to work as a solo PSA and then when they turn 21, they are sworn in as a full-time police officer. Historically, there have only been 2 PSA positions in the budget. All of our local agencies want to recruit from the program but must wait due to age constraints. There is not data that shows how many employees at our local agencies are GCCC alumni but that would be good data to try to obtain.

Employers from across the state frequently contact me for reference checks and background checks. This tells me that our former students are filling spots in the criminal justice workforce but it typically does not happen immediately following completion of the program at age 20.

In 2020 and 2021, we acquired three patrol cars from the Garden City Police Department, Finney County Sheriff's Office and Holcomb Police Department. Those cars were wrapped with the GCCC Criminal Justice design and are used to recruit and for traffic stop and EVOG training. The partnerships we share with our agency

partners are so beneficial to our program.

A.2 Progress Since Last Review Before commencing with this review, attach the Program Goals with Recommended Action Steps (or equivalent) ([Template Appendix A](#)), as well as the Administrative Response to those goals ([Template Appendix B](#)), and your Planning Documents (Appendix D) from your last review. Identify the original goals from your report as well as any new goals that emerged from your annual reports and in the planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

It does not appear that we have a complete program review prior to this one but I located a partial review from 2016. It is attached in Appendix A.

NOTE: The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs *may* choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs *may* need to supplement the tables with information unavailable to IEPR. In such cases, programs *must* specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and make adjustments according to program records. Please provide IEPR with any updated faculty data tables.

Data queries can be found in Earth Reports under Accreditation in the Program Review folder.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

B.1 Faculty Qualifications: Faculty listed below are those who taught courses for the program within immediate previous academic year as well as those on the current academic year's faculty roster from the Dean's office as of November 1st. (Insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
Brandy Unruh	MS Criminal Justice 2007	University of Central Missouri	PPCT (Defensive Tactics) Instructor, NRA Instructor (Firearms and Refuse to Be a Victim, Range Safety Officer), Kansas Juvenile Officers Association board member and training every year. Former Police Officer, Gang Unit and School

			Resource Officer. Current part-time Police Officer.
Gary Kuenstler	AS Criminal Justice 2019	Garden City Community College	Former and current Police officer, Gang Unit, School Resource Officer. NRA Instructor, Kansas Gang Investigators Association.
[Part-time faculty listed here]			
Edward Ochs	BS Justice Studies 2003	Fort Hays State University	NRA Instructor, Rappelling Instructor, PPCT (Defensive Tactics) Instructor.
Ben Weeks	BA Homeland Security 2014	American Public University	NRA Instructor, Rappelling Instructor
Troy Davis			EVOC Instructor, Law Enforcement Officer
Rodney Dozier	AAS Criminal Justice 1997	Garden City Community College	Law Enforcement Officer
Linda Morgan	MS 1978 Public Services/Juvenile Justice	CMSU	Retired Criminal Justice Instructor, Current adjunct Criminal Justice Instructor, Firearms Instructor
David Piller	MA Criminal Justice 2013	American Public University	Adjunct Instructor
Paul Pauley	AAS Criminal Justice 1992	GCCC	ROPES Facilitator/Instructor
Katy Pauley	BA Sociology 1990	Concordia University	ROPES Facilitator/Instructor
Brianna Barton	AGS 2017	Garden City Community College	ROPES Facilitator/Instructor
Jane Schneider	MS HPER 2009	Emporia State University	ROPES Facilitator/Instructor
Robert Scrivner	BS Org Mgmt. 2010	Friends University	NRA Instructor, Taser Instructor
Larry Pander	AAS Fire Science and Safety Technology 2007	Houston Community College	FIRE Instructor, Rappelling Instructor

B.2 Faculty Demographics

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are	1	1	4	6	5	7
Non-resident (International)	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Native Hawaiian / Pacific Islander	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0
Race/Ethnicity Unknown (Or Decline to Identify)	0	0	0	0	0	0
White, non-Hispanic	1	1	4	6	5	7
Totals						
c.) Number of faculty with doctorate	0	0	0	0	0	0

or other terminal degree						
d.) Number of faculty whose highest degree is a master's, but not a terminal master's						
e.) Number of faculty whose highest degree is a bachelor's						

B.3 Faculty Scholarship/Service: Provide, in tabular or report format, a comprehensive record of faculty scholarship/service for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

Brandy Unruh – Kansas Juvenile Officers Association Board – College Liaison, 2017-2018 Endowment Outstanding Board Member, NISOD Excellence Award 2019, GCCC Employee of the Year 2021, Kansas Community College Leadership Institute Graduate 2022, Division Chair 2 years, Assistant Dean of Technical Education 2022,

Gary Kuenstler – Kansas Gang Investigators Association Board

Rodney Dozier – Kansas Community College Leadership Institute Graduate 2022

B.4 Omitted

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

Our faculty is qualified to teach in the area they are assigned. All of our faculty come from the relevant industry, whether they are current or retired. It is important that they have the skills and knowledge necessary to teach the class. While many do not have a higher-level degree, they have training and certificates, as well as first-hand experience. Our faculty are fairly representative of our community population and student population.

B.6 Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload. (get from your Dean's office).

Faculty Workload (over past 5 years, ending Academic Year 2016-17)											
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)					
	Academic Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Brandy Unruh	24/19	24/20	20/19	19/21	17/20	Program Lead, ALICE Instructor, Safety	Program Lead, SLAT, ALICE Instructor	Division Chair, Program Lead, SLAT,	Division Chair, Program Lead, SLAT,	Division Chair/Assistant Dean, KCC LI,	

						Com mittee	, Safe ty Com mitte e	ALIC E Instr ctor , Safe ty Com mitte e	ALIC E Instr ctor , Safe ty Com mitte e	SLA T, Prog ram Revi ew, Prog ram Lead for Fire Scie nce in abse nce of facul ty
Gary Kuenstler			15/ 22	18/ 16	16/ 15					
David Rupp	10/ 10									

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

Workload, as it pertains to credit hours, is a little deceiving. Many of our credit hours are 1 credit, 1 weekend classes or 1 credit, one day per week for a few weeks, classes. However, those classes do take a significant amount of time to plan and execute because they are hands-on classes with firearms, defensive tactics, ROPES or patrol cars. While a 1 credit class may be over and done in one weekend or in a short term, the planning of each class still takes a lot of time.

Criminal Justice faculty should be involved in as many aspects of campus as possible whether that be on committees or serving in additional roles. Faculty workload is adequate for the instructor who does not carry additional duties but in the Tech programs, there is a Program Leader (whether by title or just responsibilities) that must complete necessary reporting paperwork including Program Review, Annual Program Assessment, Perkins Follow-up Report, Budgets, Perkins Equipment and Professional Development Training, course scheduling, recruiting, advising and any other duties that are assigned, as well as Course Assessments and Institutional Skills Assessments that are required of all faculty. There is also a feeling of obligation from some faculty and expectation from administration/negotiated agreement to be involved on committees and be involved in campus activities. All of these extra duties happen throughout the semester and when they come up, they are usually a top priority. There has been some conversation amongst Tech faculty about possibly entering into a separate contract that would take into consideration the extra duties that Tech faculty have that other faculty do not.

B.7 Percentage of courses taught by full-time and part-time status: The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of November 1	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Full-Time	58%	47%	65%	70%	60%

Part-time	42%	53%	35%	30%	40%
TOTAL	100%	100%	100%	100%	100%

B.8 Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Student: Faculty Ratio					
Academic Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
# of Full-Time Faculty	1	1	2	2	2
# of Part-time	12	14	10	10	9
FTE Faculty					
# of Full-Time Students					
# of Part-Time Students					
FTE Student					
FTE Student: FTE Faculty Ratio*					

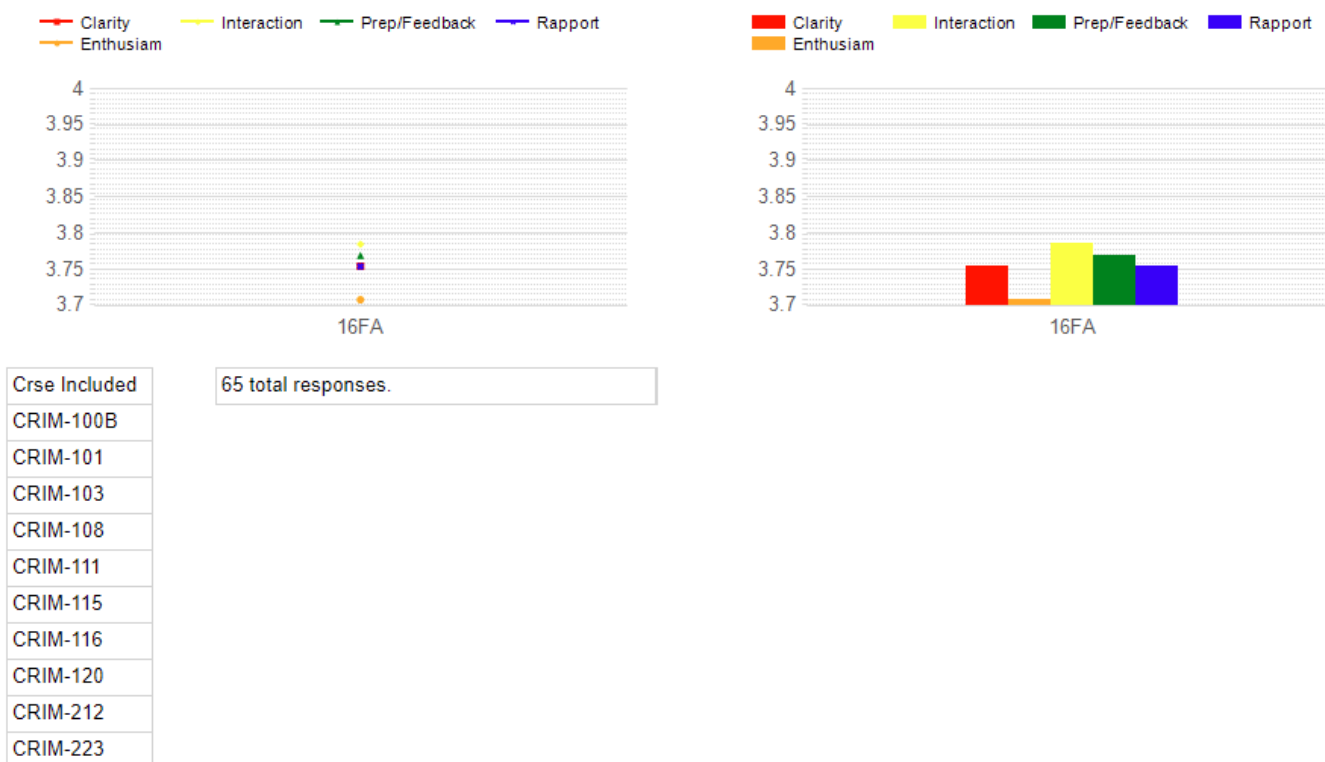
*Full-time equivalent (FTE) is calculated using the following formula:

Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

Generally speaking, we have adequate full time vs part time faculty to deliver quality education. Many of our part time instructors are teaching a one-credit weekend class that is within their expertise. We have two online instructors that teach 3 classes for us. Our full time faculty would not be able to teach those due to load. We do not have any dual credit classes being taught. Part of that reason is because Stan Kennedy is no longer qualified to teach due to the changes in the degree requirements. Kennedy taught an Intro to CJ class in Holcomb. We have had requests for dual credit at Garden City High School but, because their enrollment period is not until August, we have never been confident that there would be enough students to fill a class. If we were to teach at Holcomb and GCHS, we would might be at the point where we could use another full time instructor or, at a minimum, another part time instructor.

B.9 Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the program.



B.10 Other Evidence of Faculty Effectiveness: Programs may provide additional evidence (not anecdote) of faculty effectiveness.

B.11 Analysis of Teaching Effectiveness: Using data from the information above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

In the past 5 years, we have only had 3 years where we had two full time faculty in the program. It is very difficult to get assessments and evaluations from adjuncts when there are so many that one faculty member is responsible for. However, I have been in classrooms (whether traditional or in a hands-on situation) where I have seen faculty provide effective instruction. The only modality I currently have concerns about is the online courses. We have only had 2-3 students in any online section at any given time so it can be difficult to determine its effectiveness. I have had students express to me that they struggle to keep up in an online class and would prefer to be in the traditional classroom setting. This may be, in part, because those who are interested in the Public Safety career fields tend to be hands-on learners rather than textbook learners. I don't have data to show this but I have had many students talk about this.

Spring of 2020 and much of 2021, we were dealing with COVID or the after effect of COVID. For part of Spring 2020, we were teaching fully online with only one week to prepare. Faculty and students effectiveness suffered. When we were able to return to the classroom in Fall 2020 and Spring 2021, we still had to have Zoom options available for students who may have been quarantined. Those semesters were a real struggle as faculty were teaching in two modalities at the same time (online and face-to-face). It felt like during that time, we were in survival mode and classroom effectiveness was the first to suffer. We were very focused on physical and mental health as well as teaching students how to learn through a computer screen.

In the 2021-2022 school year, there was only one full time instructor so the consistency of faculty in the classroom and in the program would not be as effective. For 22-23, we have hired a second full time instructor.

B.12 Faculty Summary Analysis: Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

For much of the past 5 years, the program has been adjusting to some type of change, whether it be having one full time faculty member to two full time faculty member or assisting in other programs as their faculty changes. It seems that we never seem to get to move smoothly through a school year.

Because we have only had one full time faculty sometimes, those program duties fall on one person. Those duties are specific to Tech programs and include annual reporting. We are also responsible for recruiting, advising, club sponsorship, budgeting and committee memberships. When there are two faculty, some of those duties can be shared but it still seems to take away from what happens effectively in the classroom. It seems as though off-contract time is spent trying to catch up on things that don't get done so that students get what they deserve in the classroom.

If there could be a solution to the problem, it would be to decrease classroom load for full time Tech faculty to allow time for the other things to get done. It would not be beneficial for those duties to be given to someone outside of the program (recruiting, advising, club sponsorship) because the expertise in the program is what makes us able to bring students in and keep them involved. Having less of a teaching load would also create more time for faculty to attend workshops and other professional development opportunities as they become available. Perkins funding is one way that our faculty, full and part time, can attend training and professional development. This is usually enough funding annually that we don't have to ask for anything from Faculty Senate.

Each semester, a full time faculty member teaches Career Success, a course that meets the Student Success requirement of the college. We are able to teach it to all of our Department of Public Safety students and it is tailored to the public safety career field. This is also a time for our students to meet other DPS students. This course adds to the teaching load of faculty. We are also teaching Career Success to the Cosmetology program, at the request of their faculty.

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

The Criminal Justice Program has three degrees: Associate of Science, Associate of Applied Science and Cert C. The Cert C and the AAS are aligned with KBOR, so they are also aligned with other programs across the state. We do offer Firearms, EVOG, Defensive Tactics, Rappelling and Strategic Team Building, which other institutions may not offer. Because our AAS and Cert C are aligned programs with KBOR, we confirm that we are current at the beginning of catalog planning.

Our Associate of Science degree is a mix of Core Curriculum and Criminal Justice Electives. Throughout the years, the number of elective hours allowed on a degree has fluctuated between 22 and 26 hours. The Criminal Justice elective hours are the same hours that a student would take in the AAS and CERT C, so each of our degree plans works with the other.

One issue we continue to have with our AAS degree is that completion of the Kansas Law Enforcement Training Center (KLETC) is a KBOR requirement to complete the degree. If students begin their degree at age 18, they are likely on track to complete by age 20. In order for someone to attend KLETC, they must first be 21 years old and hired by an agency in Kansas. Once they complete KLETC, they must remember to bring their certificate back to GCCC to show completion for their degree. I have contacted KBOR and learned that

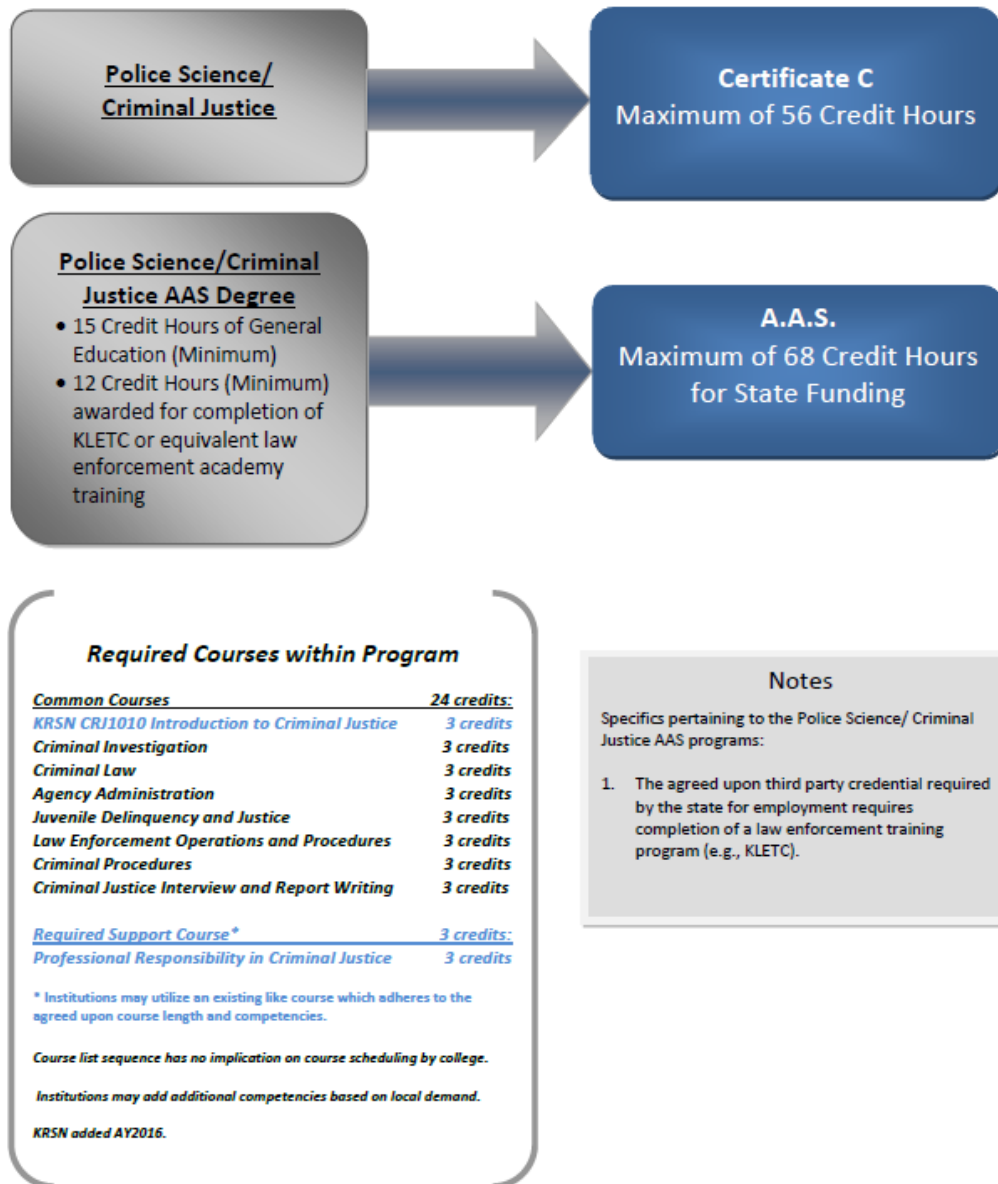
Criminal Justice is up for alignment review in 2023, and I plan to ask for this particular issue to be revisited. With this required program outcome on the AAS, we have very few completers and risk losing Perkins funding.

C.2 Assessment of Student Learning: Attach your program's most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

See Appendix C for Annual Assessment Reports.

**Police Science / Criminal Justice Program Alignment – Kansas Board of Regents
CIP: 43.0104 and 43.0107**

2011
12/15/11



Program Learner Outcomes:

At the successful completion of the Certificate C program curriculum, students will be able to:

1. Identify and discuss the steps in the criminal justice process.
2. Summarize how law enforcement, courts and corrections operate and interact.
3. Apply substantive and procedural law to practical situations.
4. Demonstrate ethics, integrity, teamwork and professionalism.
5. Illustrate general principals of criminal liability.
6. Locate specific laws in the Kansas State Statute book.
7. Complete a Kansas Standard Offense Report.

8. Demonstrate the proper way to do a traffic stop.
9. Conduct search operations.
10. Identify elements of a lawful arrest
11. Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt

At the successful completion of the Associate of Science program curriculum, students will be able to:

1. Identify and discuss the steps in the criminal justice process.
2. Summarize how law enforcement, courts and corrections operate and interact.
3. Apply substantive and procedural law to practical situations.
4. Demonstrate ethics, integrity, teamwork and professionalism.
5. Illustrate general principals of criminal liability.
6. Locate specific laws in the Kansas State Statute book.
7. Complete a Kansas Standard Offense Report.

At the successful completion of the Associate of Applied Science program curriculum, students will be able to:

1. Identify and discuss the steps in the criminal justice process.
2. Summarize how law enforcement, courts and corrections operate and interact.
3. Apply substantive and procedural law to practical situations.
4. Demonstrate ethics, integrity, teamwork and professionalism.
5. Illustrate general principals of criminal liability.
6. Locate specific laws in the Kansas State Statute book.
7. Complete a Kansas Standard Offense Report.
8. Demonstrate the proper way to do a traffic stop.
9. Conduct search operations.
10. Identify elements of a lawful arrest
11. Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
12. Complete Kansas Law Enforcement Training Center or Appropriate Law Enforcement Training Academy

Our Program Learner Outcomes are determined by KBOR and are sometimes vague and difficult to assess. In the past few years, since our last HLC visit, the institution has focused on assessment. As we have grown in our knowledge of assessment, we have found that some existing PLOs are difficult to assess. For example, "Complete Kansas Law Enforcement Training Center" is not something we can measure because they are an outside entity and we have no say in their outcomes or their assessment. In the future, we need to revisit our required Program Outcomes from KBOR and make sure we are aligned.

Our Programs are somewhat stackable. The Cert C outcomes are the same as the outcomes for the AAS because the Cert C courses are the electives on the AAS, with the exception of the Kansas Law Enforcement Training Center requirement. As we enroll students in the AS, we try to enroll them in the required Cert C courses as their electives so they are able to complete an AS and a Cert at the same time. This does not always happen as some of the required classes, Firearms, for example, are taught at times that many students cannot take them due to the range availability and a lack of desire for some students who are not interested in the law enforcement side of criminal justice. We contacted KBOR and asked about adding a Cert A or Cert B to our program so we had stackable degrees and students had other options for completion and we were told that, because we are an aligned program, adding additional Certs would "break" our alignment and we would lose funding. This is one of the things I hope to have some answers about when we meet for program alignment meetings in 2023.

Our direct measures may be questions on the final exam or a separate assignment given at some point at the end of the program. CRIM 106 Law Enforcement Capstone should be a place to do these types of assessment but we found, for a variety of reasons, students were not taking Capstone. Many of our students were not interested in Law Enforcement and the Capstone was heavy in law enforcement content. Also, many of our students are degree seeking and, while Capstone is required for the AAS and Cert, it is not required for the

AS. As previously mentioned, in order to get their AAS degree, students must complete the Kansas Law Enforcement Training Center. With all that said, we have more students who choose the AS over the AAS and Capstone is not required in the AS. That is going to change in 22-24 catalog. We will be requiring a revised CRIM 106, which will now be 2 credit hours and will be Criminal Justice Capstone so it is broader in its content.

Indirect measures are difficult to match to a Program Learner Outcome. We, as an institution (particularly on the Student Learning Assessment Team), are working on finding good indirect measures to use to assess our PLOs. In Criminal Justice, we use agency partner surveys. We have not been diligent about getting those surveys prepared and sent out to our partners. Therefore, the data is lacking. We are working towards improving those.

Students struggle to meet levels of competency in several areas. It seems that if a learning outcome is on a written test, the students struggle to meet standards. Sometimes they don't meet the target if the outcome is assessed in a hands-on activity. We have had frequent turnover and we have many adjunct instructors in the program so we don't consistently assess. I cannot pinpoint where the issue lies with assessment and student success. It does not seem to make a difference whether they are completing the Cert, AAS or AS. One of the goals in the next year or so is to improve our assessment at all levels.

C.3 Curriculum Map of Program Student Learning Outcomes:

Paste your program's curriculum map below or attach as an appendix.

		AAS											
		CERTC											
		AAS											
Criminal Justice													
Program Outcomes: Upon completion of the program, graduates will be able to...	Instructional Skills	Identify and discuss the steps in the criminal justice process	summarize how law enforcement, courts and corrections operate and interact.	apply substantive and procedural law to practical situations.	demonstrate ethics, integrity, teamwork and professionalism	illustrate general principles of criminal liability	locate specific laws in the Kansas State Statute book.	complete a Kansas Standard Offense Report	demonstrate the proper way to do a traffic stop.	conduct search operations.	Identify elements of a lawful arrest	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt.	attend and complete Kansas Law Enforcement Training Center or appropriate Training Academy
Courses													
CRIM 101 Introduction to Criminal Justice	C	I	I				I				I		
CRIM 102 Law Enforcement Operations and Procedures	CPW	R		R	R			R	IRA	RA	RA	IR	
CRIM 103 Criminal Law	CP	R	R			I	R				R		
CRIM 105 Introduction to Public Safety	C												
CRIM 106 Law Enforcement Capstone	CPW	RMA	RA		RMA	RA	RMA	RMA	RMA			RMA	
CRIM 108 Juvenile Delinquency and Justice	C	R	RA				R						
CRIM 110 Criminal Procedures	CPW	RA	RMA	R		RMA					RMA		
CRIM 111 Criminal Investigations	CPW			IRA	RA		RA	IRA		IR		R	
CRIM 114 Introduction to Corrections	C	RA	RA										
CRIM 115 Professional Responsibilities in Criminal Justice	CW				RA								
CRIM 116 Agency Administration	CPW		RA										
CRIM 120 Criminal Justice Interview and Report Writing	CPW			RA				RA					
CRIM 121 Police Firearms I	PW				RA								
CRIM 142 EVOC	PW				RA								
CRIM 149 Defensive Tactics	CPW				RA						R		
CRIM 105 Introduction to Public Safety	CPW				I						I		
CRIM 152 Advanced Rappelling	CPW				RA								
CRIM 158 SWAT	CPW				RA								
CRIM 165 Strategic Team Building	CPW				IRA								
CRIM 167 Leadership in Criminal Justice	CPW				RA								
CRIM 168 Leadership in Criminal Justice II	CPW				RA								
CRIM 169 Leadership in Criminal Justice III	CPW				RA								
CRIM 205 Criminology	C		R	R		R							
CRIM 206 Terrorism & Homeland Security	C		R	R		R	RA						
CRIM 210 Gangs	C		R	R		R	RA						
CRIM 212 Criminal Investigation II	CPW	R		RMA		RA	RA	RA		RMA		RMA	
CRIM 213 Problems in Criminal Justice	CPW				R								
CRIM 219 Sex Crimes	C		R	R		R	RA						
CRIM 222 Police Firearms II	CP				RA								
CRIM 223 Police Firearms III	CP				RA								
CRIM 250 Forensic Wounds I	CPW				RA								
PHSC 120 Introduction to Forensic Science	CPW												
PDCE 109 - Career Success	CW				I								
CRIM 180 - KLETC	CPW												IRMA

C.4 Assessment of Curricular Effectiveness: Using your program's curriculum map and the evidence collected from the assessment of student learning, outline your program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

In the next year or so, we need to revisit our Program Learner Outcomes in preparation for our program alignment visit with KBOR.

Over the past 5 years, we have made changes to the catalog in an attempt to bring more career relevance to the classroom. Changes made to the catalog:

CRIM 100 Defensive Tactics/Karate was removed from the program courses due to low enrollment and interest.

CRIM 149 Defensive Tactics was added to the program courses as it is relevant to Law Enforcement. This course includes handcuffing, takedowns, baton use and use of force training. There is also a mental health and physical health component in the course so it can be substituted for the Personal Wellness requirement.

PCDE 109 Career Success was added to our degree plans as an option for the Student Success requirement. We highly recommend our students take this course in lieu of College Success but it is not required. This class covers work ethic and soft skills that employers, specifically our agency partners, are asking for.

CRIM 105 Intro to Public Safety was added to engage high school students who "want to help people" and help them figure out which discipline best fits them.

CRIM 226 CJ Computer Apps was removed since its curriculum was based on learning basics of the computer. Students have more computer knowledge than in past years and some of the forms and applications are covered in other courses across campus.

CRIM 206 Terrorism and Homeland Security was added to the curriculum because of its relevance to current events. Other institutions have Homeland Security degree plans and this would be something that could transfer to another institution but also grab the interest of another type of student who may not specifically be interested in law enforcement.

PHSC 120 Intro to Forensic Science: We have intentions to add this back to the curriculum for students to take as one of their Science/Math requirements. We need to revisit the curriculum and figure out what qualifications the course needs. Should this be a CRIM instructor or a PHSC instructor? So far, we have not yet ironed out the detail.

For 22-24 CRIM 106 Law Enforcement Capstone 4 credit will be CRIM 106 Criminal Justice Capstone 2 cr. After implementation of the class, we will reevaluate how it maps to the PLOs in practice.

With these changes, we hope to have more students who can complete a Cert C and an AS in Criminal Justice. The Cert C counts towards our completer number for Perkins funding. We also tried to add classes that students are interested in and that can help them be career ready, whatever that career may be.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum? Diversity may include, but is not limited to, differences in religion, race, ethnic origin, nationality, socioeconomic status, sexual orientation, gender identity and expression, disability and political ideology.

Diversity is one of the college's Institutional (formerly Essential) skills and is very relevant in the Criminal Justice field; therefore, we try to incorporate it in our coursework as well as in our club, TEL. Many of our courses have diversity as a topic. For example, in Agency Administration, we talk about hiring practices, leadership and work place ethics. Professional Responsibilities in Criminal Justice is our ethics class and students engage in conversations about all of the different, diverse populations. Our students have opportunities to do community service work and do ride-alongs with local criminal justice agencies. This allows them to see different populations of people and learn about how different cultures can live together in one community. We bring that into the classroom as well when we talk about differences in background and abilities. We encourage students to learn about others who are not like them and use that to grow as a person. Assessing this is much more difficult than the other Institutional Skills though and we are still working on that.

C.6 Use of Continuous Assessment for Educational Effectiveness: Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

Every year, an annual program assessment is completed on the program (AS, AAS and Cert C). The program assessment is designed to assess the Program learner outcomes, part of which are assigned by KBOR. Some of the outcomes are more difficult to assess.

Every semester, a course assessment is completed on each course taught in that semester. With so many adjuncts who teach one time per year, these assessments are more difficult to gather so we rely on our full time faculty to complete as many as possible.

Every year, we complete our Essential Skills, or newly adopted Employability Skills, assessments. The Employability Skills include Problem-Solving, Communication and Work Ethic. The three of those include components of the 5 Essential Skills.

Each of these are important for assessment but the best assessment that happens is in conversations with other faculty and our agency partners. For example, during a conversation between two Criminal Justice faculty, we discovered that our Law Enforcement Capstone had low numbers and many of our students were not enrolling because 1.) the class was 4 credits and 2.) it was heavily focused towards law enforcement and not all of our students wanted to take that career path. Based on that information, we took the problem to our Advisory Board where we were able to meet with our agency partners. They helped us come up with outcomes that they wanted to see from students who were in their final semester in the program. We rewrote the Student Learner Outcomes and reduced the credit hours for the class to 2 credit hours. After approval from Curriculum and Instruction, the new CRIM 106 Criminal Justice Capstone will be a required course for all majors in the 2022-2024 catalog.

During some Tech Program's Advisory Board meetings, some of our agency partners expressed concern that young workers lacked soft skills like communication (oral and written), how to shake hands and look someone in the eye and even just how to engage in a conversation without their cell phone. They also noticed that appearance and timeliness were lacking in those who they interview. Based on that, Bring Your A Game to Work was adopted as a Student Success credit and became widely used in the Tech Programs. That curriculum focuses on work ethic: Attitude, Attendance, Ambition, Appearance, Accountability, Acceptance and Appreciation. It is designed to help our students who may not choose to transfer and complete a 4-year degree and instead go directly into the workforce. The idea that students would be employable meant that their employers could focus on job-related skills because they were getting employees who had good work ethic.

Component D: Student Enrollment and Success

D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

As of Fall Census	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)	0	0	0	1	1	0	0	0	1	0	3
Asian	0	0	1	0	0	1	0	1	0	2	5
Black, non-Hispanic	2	7	1	7	2	6	5	11	2	5	48
Hispanic	19	15	32	14	25	18	54	16	32	18	243

American Indian or Alaska Native	0	0	0	1	1	0	3	0	3	0	8
Native Hawaiian / Other Pacific Islander	0	1	0	1	0	0	0	0	0	0	2
Two or more races											
Race/ethnicity Unknown	0	0	0	0	0	0	0	0	0	3	3
White, non-Hispanic	9	10	6	18	10	10	23	20	16	15	137
<i>Totals</i>	30	33	40	42	39	35	85	48	54	43	

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

With the exception of females in 2019, our enrollment has been steady. I am not sure why data shows 85 females in 2019 but that is not accurate. Current media coverage and society feelings towards law enforcement may have an impact on whether or not students enroll in Criminal Justice classes but our local community is very supportive and western Kansas tends to be more conservative when it comes to feelings towards law enforcement. In the cycle of law enforcement trends, there tends to be an increase in positivity following a low period. Think about 9/11. After that tragic event, there was an uptick in applications to public safety and military because people wanted to be part of the greater good. I foresee a rise in students wanting to do public safety. However, due to the struggles with hiring viable candidates, many law enforcement agencies have removed the degree requirement from the application process. That may hurt our enrollment for a while but we will have to work on recruiting to combat that. The fact that they have to be 21 to get hired means they have a few years to work on a degree in the meantime and hopefully make the Academy a little easier with a foundation of learning. Getting a second full time instructor back in 2022 will increase our ability to recruit more often. At that point, we may be able to address offering courses, professional development opportunities and/or industry-specific training to get employees on track for degree completion.

D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

In the Criminal Justice program, we want students who are willing to learn new things and work hard. We need students with a clean background because Criminal Justice fields have background investigations that applicants have to pass. As students come to the program as adults, we work to remind them to keep their public and private life clean so it doesn't negatively impact their future. We might work to try to recruit the non-traditional or post-military a little more. The maturity of someone who is older than 18 is beneficial in some of the program work but traditional students are fully capable of doing well in the program.

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student's educational experience.

Tau Epsilon Lambda: TEL is a Chapter of the American Criminal Justice Association. Students and Faculty may be members. Each year students have an opportunity to join the “Competition Team” as part of TEL. Students on the team enroll in Leadership in Criminal Justice and Firearms II in order to participate and compete at the Regional and National Competitions. TEL is in Region III and has hosted Regional Competition in 2017 and 2021. We were scheduled to host the competition in 2020 but due to COVID-19 it was cancelled.

TEL, through ACJA, enriches a student’s educational experience in many ways. The ACJA objectives speak to the mission of the Criminal Justice program and Garden City Community College. The ACJA Objectives are:

1. To improve criminal justice through educational activities.
2. To foster professionalism in law enforcement personnel and agencies.
3. To promote professional, academic, and public awareness of criminal justice issues.
4. To encourage the establishment and expansion of higher education and professional training in criminal justice.
5. To provide a unified voice for professionals in, and students of, criminal justice.
6. To promote high standards of ethical conduct, professional training, and higher education within the criminal justice field.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

GCCC has an Accommodations policy and coordinator. We work with them to ensure our students have what they need to be successful.

As far as financial assistance, the Criminal Justice program has a Grant-in-Aid scholarship that students can receive each semester if they qualify. We also receive scholarship money from the Endowment Association as well as memorial scholarships such as the David Beasley Scholarship, Nellie Hall Scholarship, and John Miller Scholarship. Our students also help with the Endowment Association Phonathon, Ride for the Future and Shoot for Scholarships. The money raised during those events goes directly to our Department of Public Safety. We have one work study position available for students to apply for and we encourage students to work on or off campus and to be involved in other organizations and activities that offer pay or scholarships.

Prior to COVID, we hosted a Career Fair in November and invited Universities and Employers to come so students could research transfer and career opportunities. This was highly successful and hope to bring it back in 2022.

Students help with Exploration Day, a campus-wide event for high school juniors and seniors. While this event targets high school students, our students have an opportunity to share what they have learned. Some of our agency partners attend the event and our students have an opportunity to talk to them there.

Scenario Day is an event held in April every year. This is a “day in the life” of an emergency responder and involves much of campus. Students come to “roll call” and handle scenario-based calls that come up. The students are graded by instructors but are evaluated (and assisted) by agency partners during the calls. This is a great opportunity for students to hear from those in the “real world” how to do things.

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

In the last 5 years, we have had students report that they have gone on to work for the Kansas Highway Patrol, Garden City Police Department, Finney County Sheriff’s Office, Kansas Bureau of Investigation, Department of

Children and Families, Community Corrections and Kansas Department of Wildlife and Parks. It is highly likely that they are working for other agencies that we are not aware of. We do not have a particular system in place for tracking alumni.

D.7 GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

GPA Trend										
	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg
Non-resident (International)	n/a	n/a	1.937	2.915	1.909	3.0	n/a	n/a	2.022	3.302
Asian	n/a	n/a	2.778	3.313	2.355	3.261	2.279	3.135	3.221	3.200
Black, non-Hispanic	1.973	2.481	2.248	2.415	2.179	2.424	1.919	2.346	1.691	2.204
Hispanic	2.746	2.784	2.384	2.857	2.824	2.785	2.731	2.739	2.695	2.708
American Indian or Alaska Native	n/a	n/a	2.830	2.296	2.891	2.746	2.395	2.738	2.149	2.708
Native Hawaiian / Other Pacific Islander	2.545	2.517	1.833	2.116	n/a	n/a	n/a	n/a	n/a	n/a
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Race/ethnicity Unknown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.375	2.739
White, non-Hispanic	2.977	3.196	2.867	3.154	3.164	3.097	2.780	3.100	2.852	3.044
Female	2.774	3.070	2.563	3.051	3.022	3.017	2.667	2.953	2.708	2.911
Male	2.637	2.828	2.460	2.804	2.613	2.681	2.586	2.723	2.437	2.657

D.8 Completions Analysis by Ethnicity: The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

Student Diversity—Completions										
	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)										
Asian										
Black, non-Hispanic										
Hispanic	3	4	3	3	11	3	5	1	3	1
American Indian or Alaska Native										
Native Hawaiian / Other Pacific Islander										
Two or more races										

Race/ethnicity Unknown										
White, non-Hispanic	5	2	1	4	3	3	3	2	5	3

*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

D-9a Retention Rates

One-year retention rates (Fall to Fall)											
5-year average		Fall 2016-2017		Fall 2017-2018		Fall 2018-2019		Fall 2019-2020		Fall 2020-2021	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained
449	56.12%	63	57.14%	82	48.78%	74	64.86%	133	49.62%	97	63.92%

D-9b Graduation Rate (150% of time)

Program 3-year graduation rates												
5-year total			Entering cohorts Fall semester									
			2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort
20.94%	449	94	22.22%	63	10.98%	82	37.84%	174	12.03%	133	27.84%	97

D-9c Average semester credit hours for program graduates

Program Average Semester Credit Hours at Graduation														
Academic Year Graduates – Average Institutional and Transfer In Hours														
2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH
13	78.62	8.23	12	80.92	5.83	17	80.41	8.29	11	67.91	19.30	10	77.30	4.10

D-9d Program Graduates Time to Degree

Time to degree (Exiting cohort) (July 1 – June 30)									
2016		2017		2018		2019		2020	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated
4.0	13	2.5	12	3.0	17	3.0	11	3.5	10

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

- What does the evidence from above data suggest regarding how well your program is producing successful students?
- List specific events/activities that the program uses to increase student retention and degree completion.
- Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
- Identify any areas in need of improvement for producing successful students.

Students who complete the Criminal Justice Program are graduating with a GPA lower than the institutional average GPA and in more than 2 years. One thing that is noticeable is that most incoming students are not college ready. Very few begin their course work ready for English I and College Algebra and must take a few developmental classes to start.

We refer students who need assistance to the tutors in the CLC or to their instructors or other students for help. We also make sure students are aware that there is an accommodations coordinator on campus to help them if needed.

Under the current business office model, students are allowed to enroll for their first semester without making a payment but prior to enrolling for their next semester, they must pay off their bill or make a payment plan. This seems to be an issue for students because the payment plans tend to be higher than a student can pay.

Because we are a Perkins-eligible program, we are required to follow-up annually on students who were concentrators in the program the previous year. That is done by program faculty and we ask about their current education status, work status, wage and whether they went on to KLETC or not. When we contact the students, most are not yet 21 so they have not entered into the Criminal Justice workforce. We do not otherwise have a consistent method for tracking our students once they leave the program. Sometimes we learn about former students through other students and sometimes they will contact us directly to let us know how they are doing but we don't have a good place to keep track of that information.

We need to work on student success in the classroom as far as grades and GPA. The time to completion is not surprising since many students begin their degree path with developmental courses. Many students are working on an AS and a Cert C so they take more classes, such as Basic English, Reading and College Math and Beginning Algebra, than a traditional single degree seeking student.

The success of our students in the classroom is highly dependent on their attendance and completing assignments. Course reviews show that if we are not hitting our targets, sometimes it is due to the student not showing up for the assignment or test. We need to find a way to stress the importance of attendance and following through on assignments and tests. This is one area that our agency partners have also indicated they have seen as an issue with employees, not just GCCC alumni.

Component E: Academic Opportunities and Class Size

E.1 Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

Special Study Option	Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program									
	Academic Year 2016-2017		Academic Year 2017-2018		Academic Year 2018-2019		Academic Year 2019-2020		Academic Year 2020-2021	
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program (aggregate)										
Concurrent Enrollment (Outreach-HS)	9	27	6	18	Na	Na	Na	Na	Na	na
Dual Credit Enrollment (Outreach-HS)	Na	Na	Na	Na	6	18	Na	Na	4	12
On-line courses-GCCC	6	18	21	63	7	21	11	33	6	18
On-line courses-EDUKAN										
On-line courses-Contract										
Face to Face courses	366	775	365	756	356	797	328	740	290	690
Internships/practica	2	8	4	16	2	8	NA	NA	NA	NA
Independent study, tutorials, or private instruction										
Developmental courses										

E.2 Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the “100+” column in the Class Sections column and 5 times under the “20-29” column in the Class Subsections table

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Size per Academic Year								
[Please fill in academic years, i.e. 15-16.]	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2016-2017 Class Sections	25	19	0	0	0	0	0	44
2016-2017 HS Sections	1	0	0	0	0	0	0	1
2017-2018 Class Sections	20	20	2	0	0	0	0	42
2017-2018 HS Sections	1	0	0	0	0	0	0	1
2018-2019 Class Sections	30	13	1	0	0	0	0	44
2018-2019 HS Sections	2	0	0	0	0	0	0	2
2019-2020 Class Sections	28	10	2	0	0	0	0	40
2019-2020 HS Sections								
2020-2021 Class Sections	22	13	0	0	0	0	0	35
2020-2021 HS Sections	3	0	0	0	0	0	0	3
Totals Across 5 Years								

E.3 Non-credit Courses: Complete only if your department offered non-credit courses. If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

Non-credit Courses					
Academic Year	2016-17	2017-18	2018-19	2019-20	2020-21
Course	# of students completing	# of students completing	# of students completing	# of students completing	# of students completing
Concealed Carry	43	55	26	26	58
Women on Target	39	10	8	14	31
Basic Pistol					11
Refuse to Be a Victim	20	20	20	20	10

E.4

Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When

possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

COVID did not allow for Internships in Summer 20 or Summer 21. We were able to continue to offer classes during the pandemic lockdown and we had a steady enrollment of students in the year following.

We have some online options and there is room for growth there. The Criminal Justice program is a hands-on program and some of our courses are not able to be taught online. However, there are some classes that could be taught online that currently are not. This is an area to explore but a concern that has been expressed by faculty in other programs is that the online offerings take students from the face-to-face sections taught by full-time faculty resulting in a lower number in the classes. Courses with less than 8 students may be cancelled or the instructor pro-rated.

We are working on our dual-credit options. The first class in the Criminal Justice program is Intro to Criminal Justice and it is not eligible for State funding for high school students. Due to this, we have not been able to offer it for free and that may have prevented students from taking it. Another issue we have found is that there are not qualified faculty at the high schools to teach so it would fall on our program full-time faculty who are already carrying a full load and full schedule. We have online offerings of Intro to Criminal Justice but we usually only have a small few who enroll. I want to see some data on how students who took the online section of Intro to Criminal Justice did when they transitioned to other face-to-face classes in the program. In Fall of 2022, a full-time faculty member is going to go to Holcomb High School to teach a face-to-face section of Intro to Criminal Justice. This is based off of a specific request and enough students to fill a class. While those students will have to pay for that particular class, we will work to find a tiered class that can be offered for free for the spring semester to help offset costs to the student. The course is not actually free but GCCC can waive the cost to the student due to reimbursement from the state for certain courses. Intro to Criminal Justice, the jumping off point for the program, is not one of those courses.

We keep our class sizes at 24 or below to keep the faculty to student ratio at a manageable level. Nearly all of our classes are able to be held in one of two classes that are specific to the program giving students a sense of comfort and familiarity in the classroom. Our firearms classes have a smaller class size due to an NRA requirement of 5:1 student to instructor ratio. If we have classes that are larger than 5, we bring a safety assistant to help.

Component F - Student and Constituent Feedback

F.1 Student Feedback: Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

We do not have a specific mechanism in place to get feedback from students except for the course evaluations, which I have found to be difficult to collect data from. Current and former students often give feedback, solicited or unsolicited, about the program.

Students have told us that they wish we could do more hands-on course work in the first semester. First semester classes tend to be introductory and mostly lecture. They have also said they wish there were more offerings of each class so they could choose a time frame that works better for them. Until we are able to recruit more and get our numbers up, we will only be able to offer most classes one time.

F.2 Alumni Feedback: Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps

professionally and academically, and any program changes they recommend.

One example is a former student who graduated from the Kansas Highway Patrol Academy and I attended his graduation. The first thing he did was thank me and say that the program helped him in the academy because he already knew some of the information and he didn't struggle as much as some of the other cadets. I also heard from a few other former students that the Kansas Law Enforcement Training Center Academy was less daunting because they had a foundation of knowledge and skills that they felt put them ahead of others in their academy class.

We have an Advisory Board that is very involved. In the past few Spring meetings, we have met with Criminal Justice committees, instead of the full DPS Advisory Board, and discussed curriculum. They helped us revamp CRIM 106 from Law Enforcement Capstone to Criminal Justice Capstone by changing some of the Student Learner Outcomes and making it a 2 credit hour course. They also voted to support the idea to approach KBOR about changing the KLETC requirement on the AAS and request to add new Certs to the program, if we could get KBOR approval.

F.3 Employer/Supervisor Feedback: Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

No data available to attach.

I have regular contact with our local agency partners. I hear regularly that new employees still lack reading and writing skills and the ability to engage the public and communicate effectively. In the last few years, we have tried to present opportunities for students to engage local law enforcement officers and the public so they can practice these skills.

There is still a need and desire from our agency partners for us to produce quality employees. We have asked for help from our partners in the classroom and on Scenario Day and often those agency partners recruit right from the program. One of the positive aspects of our program is that we use current and/or retired criminal justice professionals to teach our courses so there is a current and relevant aspect to learning.

F.4 Constituent Feedback Analysis: Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

We do not do a good job of officially soliciting feedback from our constituents. That is a goal moving forward. This program review will be shared with our Advisory Board in our September meeting.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources: Information literacy can be understood as the ability to "recognize when information is needed and...to locate, evaluate, and use effectively the needed information" (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

The program uses Cengage Unlimited for our textbooks. Nearly all of the Criminal Justice textbooks are in an electronic version that comes with student tuition and fees. The benefits to this are that students do not have

to purchase individual books, that are very expensive, and they have the books on the first day of class instead of waiting until they get to the bookstore to get them. Cengage has activities and assignments included that can be transferred directly into our gradebooks. Students are able to maintain access to their Cengage account 6 months to a year following graduation.

The institution uses Canvas as the learning management system. Textbooks are accessed through Canvas and students are able to see power points and most assignments. They have daily access to their attendance and grades. Canvas is also a method of communicating with students in courses as a group instead of sending individual emails. Canvas and Cengage were very important when we had to move to remote learning during the pandemic, which happened mid-semester in Spring 2020.

Student can still use the library on campus for their needs outside of what they find online. There is a computer lab next to the Criminal Justice classroom area that is used by Department of Public Safety students. Discipline-specific software is stored on these computers and students have a place they can work on homework and have access to our lab and classroom in the same area.

G.2 Resource Analysis: Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program's effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

The Perkins and program funding has been sufficient for our needs annually. Because of our relationship with our agency partners, we are able to ask for and use equipment, facilities and personnel to assist in areas we might be lacking.

Annually, we are able to make budget requests, whether it be additional funding or changes in the areas we need budget adjustments. The process for that is fairly simple but often comes at the time of the year when other mandatory reports are due so we need to do a better job of making notes throughout the year of our needs.

G.3 Revenue and Expense Analysis: Insert program data from at least five academic years. **Obtain this information from your Dean.**

Academic Year	Revenue: Tuition/Fees, SCH, State	change from prior year	Expenses	change from prior year	Profit/Loss	Change in P/L from prior year
		n/a		n/a		n/a

G.4 Analysis of Acquired Resources: Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measurable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

The Criminal Justice program is a Perkins-funded program. Each year, we are able to apply for equipment and professional development funds. We have been able to purchase StressVest, a training tool used to help

students learn about force options in a safe, yet stressful, environment; Smokeless Range, a virtual shooting range to help student improve marksmanship; and force options and wraps for the patrol cars we acquired from our agency partners. The wraps have the Criminal Justice Program and GCCC logos with contact information on them. The patrol cars are used for our EVOG class and traffic stops as well as on Scenario Day. Faculty use the cars as a recruiting tool. A 2016 Dodge Charger was donated by the Finney County Sheriff's Office, a 2017 Ford Explorer was purchased from the Garden City Police Department for a small fee and Holcomb Police Department sold us a Ford Crown Victoria at a lower cost. Each of the cars has their sponsoring agency noted on the car.



GCCC funding allowed us to make a much needed update to our lab. The floors and ceiling tiles were replaced and walls were painted. We purchased workstations from Perkins funding that hold our crime scene investigation materials and fingerprinting equipment. While we are still working on making the lab a usable space that can function as a lab, classroom and computer lab, the space looks much nicer and is a great recruiting tool.

The Criminal Justice and EMT budgets were used to purchase materials and build a "Simulation House" in the ambulance bay in John Collins Building. The "Sim House" is a small footprint of a one bedroom apartment with a bathroom and living area. Furniture was acquired to make the house look real so students in both programs could use it for training. Criminal Justice students practice crime scene investigation in a space that looks realistic instead of a classroom turned crime scene. This enhanced learning. While we thought it was a crude design and we want to improve it, but many prospective students, parents and agency partners commented on how great the house is and how they had not seen anything like it on other campuses.

In 2020-2021, Perkins funding allowed for the purchase of a new repeater for our radio system, so we could communicate amongst the disciplines while handling mock calls and crime scenes. Prior to this, our radios would only reach short distances and not if students were out of site range.

In 2022, the City of Garden City completed construction on a new, state-of-the-art firearms range. Prior to this, the program used the City's existing range or the Finney County Sheriff's office range. We would provide money to assist with annual maintenance and repairs as needed. With the new range, we will pay an annual fee that will allow us to use the range as we need to for our Firearms classes and our non-credit classes offered to the public. We are one of few colleges who has this level of access to firearms facilities and instructors.

G.5 Resource Allocation Relative to Capacity: Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

With respect to faculty load and extra duties, including non-credit Firearms classes and maintenance of the ROPES course and facilitators, the workload seems to be too much for two faculty. Having a person that fills the role of recruiter, advisor, liaison for our many adjuncts, etc., would be helpful. This person wouldn't necessarily have to be faculty and could possibly be a part time person. We could even have a position in Tech that could share these duties with other programs who have similar needs.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any “intangibles” or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

There were not many surprises in this review. There are things learned though this review that data has not been, or cannot be, collected on.

In 2015 Brandy Unruh was hired as full time faculty after Linda Morgan retired. Linda had been faculty for 34 years and was a wealth of knowledge and expertise. She was an integral part of growing the Criminal Justice Program as other faculty came and went during her tenure. Brandy joined David Rupp and he then retired after Fall 2016. Brandy was then the only full-time faculty member and program administrator until Gary Kuenstler came on board in the Fall of 2018. Kuenstler returned to law enforcement in 2021 prior to the fall semester and his position was not filled until Fall of 2022. In the years where there was only one faculty member, all of the duties of administratively running the program fell predominantly on one person as well as teaching a full load, with overload, and managing several adjuncts who filled in. Aside from teaching, Tech faculty, specifically, are tasked with recruiting, advising, enrollment, managing the budget, maintaining equipment and lab space, committee work, assessment and other administrative duties. When it falls on one person, it is difficult to commit 100% to every duty so some things fall lower on the priority list.

A non-tangible that is not documented in this review is what the data does not show. While faculty contract hours are 7 hours between 7:00 am and 4:30 pm, Tech program faculty are often at work in the evenings, helping with credit or non-credit weekend classes and throughout the summer for enrollment, advising, program maintenance, meetings and such. One of the benefits of working at GCCC as faculty is the time off but with the extra duties required for the program that time off isn't always there. Criminal Justice faculty will always strive to meet goals, be responsible to students and the institution, serve on committees, maintain partnerships with local agencies, serve the community and otherwise be leaders and problem-solvers on campus. This will need to be balanced with the physical and mental health of the employee. Compensating someone who will be expected to fulfill the needs of the program as listed above and be competitive with wages in industry, a Fair Market Value percentage has been approved for DPS Faculty for the Fall 2022 contract. This was decision made by GCCC Administration a step in the right direction to recognize that we need to be competitive with industry to get the right fit for the program (and DPS).

Our students are “required” to complete 100 hours of community service in order to graduate. Currently, there is no degree hold so we do not have a mechanism to force them to. However, we would like them to want to volunteer rather than force them. Many of our classes have a community service assignment included. We offer numerous opportunities within the program for community service such as helping with campus events (Exploration Day, Lakin Futures, trash clean-up, etc.), helping the Police Department with traffic control during parades and other events, security at the Endowment Auction and other events as requested, Big Brothers/Big Sisters mentoring program and others. We also manage the concession stand for the GCCC Rodeo team which allows us to raise money while showing support for another program on campus. We have a way to track this information but it is not collected and put into a report for analysis. That is something we will work on.

Positive:

We continue to have steady enrollment. Even with the negative impact in recent years, we still have students interested in the Criminal Justice field. We continue to have support from the institution when it comes to funding and overall success of the program. We need to continue to work to increase enrollment.

Assessment has been a more intentional process on campus in the past few years. We are assessing at the course and program level. While the program is still navigating through how to assess, what to assess and what to do with the results, we are finding that there is a mechanism in place to help us learn and grow.

The Criminal Justice program would not be successful without our partnerships outside of GCCC. On any given day, I can call on any agency and have help with whatever we need for our students and program. Because our

faculty have been members of our local Criminal Justice community, we have existing relationships, and our partners see our program as a recruiting avenue for them. There are not enough ways to thank them, so I want to make sure it is documented here.

We have, and will continue to have, active Advisory Boards. We meet collectively as DPS (Criminal Justice, Fire Science and EMT) in the Fall and typically have roughly 30 attendees from our agency partners in the meeting. In the spring, the Advisory Boards meet as individual disciplines for the purpose of curriculum discussions and other needs we have. This program review will be shared in the September meeting.

Room to grow:

It is likely that we still have to overcome some of the negative opinions in the media about law enforcement and criminal justice in general. We are fortunate to have a supportive community that embraces our law enforcement officers and it is important for our students to see that. With two full time faculty in 2022, we should be able to be more visible, whether that be recruiting in person or on social media or just being out in the public eye to show the good aspects of public safety.

Our AAS degree has a requirement that students complete the Kansas Law Enforcement Training Center, as referenced previously in this review. After contacting KBOR to understand why we are likely the only program to have employment be a requirement for degree completion, I learned the Criminal Justice Programs are up for alignment review in 2023. We hope to be active participants in that discussion.

We need a good survey tool that we can use to reach out to our constituents to get feedback and we need surveys to ascertain the information we need. While this may already exist, the follow-up will be on program faculty to make sure the surveys are sent in a timely manner.

One area we can grow our program is with current public safety employees working full-time in the field that have not yet completed a degree. Much conversation has been had about having a cohort of students who take classes together online or on a schedule that works with shift work, possibly weekends, so they can work towards degree completion. With turnover in faculty, this conversation has not gained traction. This is something to improve upon in the next 5 years.

Program Goals with Recommended Action Steps

Program Name: Criminal Justice Date: 08-07-2022

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the Dean's Administrative Response, as well as ongoing strategic planning processes.**

(Attach **this** year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's **next** program review. See "Schedule for Academic Programs", Appendix A in the Academic Program Review Manual for dates of your next review. You may add rows to this table as needed.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context	Continue to produce students who are employable in the Criminal Justice work force and assist them in finding employment	Continue to hold annual career fairs for employers to meet students	Resume in Fall 2022	Perkins Follow-up report will show an increase in student in the workforce over the next 5 years	Minimal – costs of advertising and hosting the career fair	High	Students will have a job after leaving GCCC
B - Faculty Characteristics and Qualifications	Continue to use current/former criminal justice professionals to teach in the program	Actively recruit for specific position when they are open – Department faculty	As needed to fill positions	5 year Program Review will show program faculty are qualified and field-relevant	Budget resources	High if needed	Students will receive real information from relevant field professionals in addition to text book information
C - Quality of Curriculum and Student Learning	Engaging with KBOR on updating Program Alignment	Attend Program Alignment meetings with KBOR	January 2023	Updated degree plans, program review and curriculum map by the end of 2023	None	High	Students will be able to complete an AAS degree without having employment as a requirement.

D - Student Enrollment and Success	Increase GPA for graduating students by 5%	Review course work expectations for classes	Start Fall 2022 and continue	5 year program review will show increase	None	High	Students will be able to transfer to a university with a higher GPA and have more scholarship opportunities
E - Academic Opportunities and Class Size	Add additional course offerings of program required courses at different times to meet needs of the students	Recruit more so enrollment is increase which would allow more offerings	Ongoing	5 year program review will show increase in course offerings	Possibly increase in faculty salaries	Medium	Students will be able to complete program courses in a time that works for the rest of their school and work schedule, thus improving grades and GPA
F - Student and Constituent Feedback	Increase feedback results from constituents and students	Build surveys in advance of the end of the academic year to send out at appropriate times	May 2023	5 year program review will have data for this section	None if the survey tool is free	Medium	With actual data to look back on, we can make necessary changes to the program to meet student needs.
G - Resources and Institutional Capacities	Maintain Perkins eligibility for the next 5 years	Increase enrollment and keep students on a track to complete CERT and AAS. Work with KBOR to	Ongoing	5 year program review will show we maintained Perkins eligibility	None	High	Students will graduate with necessary course work to attain a degree and the program will maintain funding.

		change requirements for AAS or add a new AAS					
Summary Conclusions							

Template Appendix A

Program Goals with Recommended Action Steps—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

2016 Instructional Program Review
Program:___Criminal Justice___
Garden City Community College

I. **Mission Statement**

- A. State the program/department mission.
To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
- B. Describe how this mission supports the overall mission of the college.
The mission of GCCC is to help each person become a positive contributor to society and the economy. By educating and training professional quality employees, the Criminal Justice program is preparing students to enter the workforce and contribute to public safety as well as continuing to train current public safety professionals.

II. **Enrollment Trends and Credit Hour Productivity**

1. Has the number of students enrolled in the program during the last three years remained steady, increased, or decreased? *Remained Steady*

Are there identifiable trends in enrollment patterns revealed by the data? Why

1. Have the number of sections offered within the program remained steady, increased, or decreased during the last three years? Why?
2. Complete the charts below. Add rows as needed

What is the overall student/faculty ratio of the program?

2012-2013	2013-2014	2014-2015

What is the average class size by course (combine all sections of the same course and separate fall, spring and summer (F-Fall, SP—Spring SU- Summer)

Course Title	2012 F	2013 SP	2013SU	2013F	2014SP	2014SU	2014 F	2015SP	2015SU
CRIM-100A		2			1		1		
CRIM-100B		1			1		2		
CRIM-101	19.5	10		20.5	16		14.5	18	

CRIM-103	15			9			10		
CRIM-108	12			18	8		14		
CRIM-121	4.7	5		5.5	5		4.7	5	
CRIM-212	8				7			9	
CRIM-222	2			6	5		4.5		
CRIM-223		6			8		5	7	
CRIM-226	8	9.5		10	9.5		9	9	
CRIM-111	8	9.5		10	9.5		12	9	
CRIM-120	8			7			15		
CRIM-150	9	12		8	6		9	2	
CRIM-151		9			9		8		
CRIM-152		8			9			5	
CRIM-160	7			10	2		1		
CRIM-165	8			9.8			9.8		
CRIM-205		3			7			3	
Course Title	2012 F	2013 SP	2013SU	2013F	2014SP	2014SU	2014 F	2015SP	2015SU
CRIM-210	10	6			8				
CRIM-211	8								
CRIM-116	9			11			12	7	
CRIM-154	6								
CRIM-155	6								
CRIM-167	9			9			6		
CRIM-250	8			8			9		
CRIM-115				8.5	6		8		
CRIM-161					8		8		
CRIM-102		6			6			10	
CRIM-104		6							
CRIM-106		6			5			10	
CRIM-110		8			8			11	
CRIM-219		21			13			16	
CRIM-231		6							
CRIM-114		8						8	
CRIM-168					10				
CRIM-213			7			9			

What are the number of sections offered by course? Separate by semester (F-Fall SP-Spring SU-Summer)

Course Title	# of section offered 2012 Fall	# of section offered 2013 SP	# of section offered 2013 SU	# of section offered 2013 Fall	# of section offered 2014 SP	# of section offered 2014 SU	# of section offered 2014 Fall	# of section offered 2015 Spring	# of section offered 2015 SU
CRIM-100A		1			1		1		
CRIM-100B		1			1		1	1	

CRIM-101	2	1		2	1		2	1	
CRIM-103	1			1			1		
CRIM-108	1			1	1		1		
CRIM-121	3	1		2	2		3	2	
CRIM-212	1				1			1	
CRIM-222	1			1	2		2		
CRIM-223		1			1		1	1	
CRIM-226	1	2		1	2		1	2	
CRIM-111	1	2			2		1	2	
CRIM-120	1			1			1		
CRIM-150	1	1		1	1		1	1	
CRIM-151	0	1			1		1		
CRIM-152	0	1			1			1	
CRIM-160	1			1	1		1		
CRIM-165	6			5			5		
CRIM-205		1			1			1	
CRIM-210	1	1			1				
CRIM-211	1								
CRIM-116	1			1			1	1	
CRIM-154	1								
CRIM-155	1								
CRIM-167	1			1			1		
CRIM-250	1			1			1		
CRIM-115				1	1		1		
CRIM-161					1		1		

CRIM-102		1			1			1	
CRIM-104		1							
CRIM-106		1			1			1	
CRIM-110		1			1				
CRIM-219		1			1			1	
CRIM-231		1							
CRIM-114		1						1	
CRIM-168					1				
CRIM-213			1			1			

Format of offerings (OL-Online, Day, Evening, OR-Outreach). Please indicate the number of courses offered each year in each format

Course Title	2013	2014	2015
CRIM-100A	1 Evening	1 Evening	1 Evening
CRIM-100B	1 Evening	1 Evening	1 Evening
CRIM-101	1 Day	1 Day	1 Day
CRIM-103			
CRIM-108			
CRIM-121			
CRIM-212			
CRIM-222			
CRIM-223			
CRIM-226			
CRIM-111			
CRIM-120			
CRIM-150			
CRIM-151			
CRIM-152			
CRIM-160			
CRIM-165			
CRIM-205			
CRIM-210			
CRIM-211			
CRIM-116			
CRIM-154			
CRIM-155			
CRIM-167			
CRIM-250			
CRIM-115			
CRIM-161			

CRIM-102			
CRIM-104			
CRIM-106			
CRIM-110			
CRIM-219			
CRIM-231			
CRIM-114			
CRIM-168			
CRIM-213			

2. Has the number of department-generated credit hours during the last three years remained steady, increased, or decreased?

Remained steady

Are there identifiable trends in the number of sections offered by the department and when those sections are being offered and what are the reasons behind those trends?

There are no identifiable trends.

3. Are there student populations not currently being served by the program? **No**
 What are they? Ex. Age groups: under 21, 22-39, over 40; Race; Gender
 What will be done by the program to meet those needs?
 List strategies used to prevent discrimination against special populations.
 Alternative delivery options (distance learning short courses, weekend).
4. Does current enrollment justify the need for the academic program? **Yes**
5. What strategies are being done by the department/program to recruit new students to the program / college? **Instructors attend high school career fairs, host recruiting opportunities on campus (such as Exploration Day and Lakin "Futures" Tours) and reach out to local agencies who have officers who need to complete degrees. Instructors have also attended community events such as Building Bridges to reach out to businesses, students and parents.**
6. What strategies will you incorporate to recruit new students to the program / college? (These need to be included on the program's unit or department strategic plan.) **We will continue to reach out to high schools in the area and attend college and career fairs. We will also reach out to local law enforcement agencies to try to recruit officers who have not started or finished their Associate's Degree.**
7. List strategies used to ensure that student needs are being met regarding the timing and availability of courses. **Review class sizes each semester and make sure we are offering classes that are necessary for that particular class of students to graduate on time.**
8. What community, business/industry, or school partnerships have been formed by the program to recruit new students? **NAU**

III. Curriculum History

1. What revisions, additions, or deletions to the program curriculum were made during the last three years? Why were they made? **Some classes were deleted from curriculum because of KBOR alignment. EVOC – There was not a need to separate EVOC I and EVOC II so we combined the two classes into one. Some classes were removed or added from curriculum to align with KBOR requirements.**
2. What revisions, additions, or deletions to the program curriculum need to be made during the next three years? (These need to be included in the program's strategic plan.) **Drug Investigations and Gangs need to be added back into the program curriculum, which will help align with the NAU's transfer program. We are looking at adding a Forensic Computer class as well.**
3. How does the program ensure that course syllabi meet GCCC Standards, contain current statements of learning objectives, provide clarity in classroom management policies, and accurately describe the evaluation/assessment measures? As a result of the review of your syllabi, what outcomes and/or changes have you made or plan to make? **Syllabi used are those that approved by GCCC.**
4. List strategies used to create new markets for program course offerings and new course development. **We have met with GCPD detectives about adding a new Forensic Computer class.**
5. Are your most current syllabi on file in the Dean of Academics Office? **Yes**
6. Are your most current syllabi posted online? **Not yet.**
7. Are course prerequisites listed accurately in the catalog? Are there additional prerequisites for consideration? **Yes**
8. Describe the curriculum evaluation process. (matching up with KBOR)
9. Outline action plan for how your program will meet the 2015-2016 College Goals listed below:
 - a. Develop and Implement a Comprehensive Development Education Program
 - b. Increase on-line course offerings by 25%
 - c. Increase Credit Hour Enrollment
 - d. Complete a Comprehensive Plan for Deferred Maintenance and Technology
 - e. Secure Additional External Resources
 - f. Expand baccalaureate opportunities for GCCC Graduates
10. Describe in detail the relationship of your action plan to the goals and objectives of the college and how this action plan will assist in meeting the goals and objectives?

IV. **Student Performance and Completion**

1. Have success rates remained steady, increased, or decreased over the last three years? Why?

2. Have completion rates by course (ex. Through the English and Math sequence) remained steady, increased, or decreased over the last three years? Why?

List strategies designed to improve completion rates in classes offered by the department/program. (These need to be included in the program's strategic plan.)

- Course completion (grades A,B,C,D,F) by semester, by instructor for each class (Label as Instructor A, Instructor B with key provided so that when this information is published, it will not be tied to instructor names) and success (A,B,C) rates with and without dual enrollment (Success means they received an A,B,C for English and Math in order to transition to the next level; A,B,C,D for all others.)
 - Subsequent success rate in college-level course after completion of developmental course (MATH, ENGL, READ) to include variability of performance for each demographic variable (gender, ethnicity, and Pell grant status)
3. Completion Rates
- Number of degrees/certificates awarded
4. Comment on program participants' employment. Include in your discussion any information gathered from employer satisfaction surveys used by the program. [*Tech only]
- Labor Market/Industry Standard*
- Forecast of national, state, and local job market
 - Employee survey results
5. Student Review:
- a. What student reviews are used in this program/discipline?
 - b. Are student evaluations being administered according to policy?
 - c. How is student evaluation information shared with faculty in a timely manner?
 - d. How are student evaluations used to improve instruction?
 - e. Do the faculty who teach in this discipline have favorable student and faculty evaluations? If no, please provide specifics?
6. 20th Day Retention Rates—Include the data from each semester of the three year review specific to 20th day retention.

List strategies the program will incorporate to improve student success rates.

V. **Program Goals**

- A. Describe planning goals and strategies for program development.
- B. Identify resources required to support implementation of program goals.
- C. List educational strategies used to assist student populations, particularly special populations, succeed, including multiple teaching and learning modalities, alignment of curriculum and assessment, and the integration of technology.

- D. Include timeframe for implementation and assignment of responsibility.
- E. List all current 2+2 agreements or transfer agreements which are in place. What new transfer partnerships are planned and with what institutions?

VI. Personnel

For the following, include documentation from the previous three years and/or forecast the next three years.

- A. For each full time faculty, list the most current level of education attainment, and the number of years teaching at Garden City Community College.
- B. Describe professional development plans of faculty/staff.
- C. Include faculty goals and self-evaluations of teaching effectiveness.
- D. List the professional organizations in which faculty/staff participate. Indicate any offices held. List participation on regional, state, or national boards or committees.
- E. List honors, awards, or recognition that faculty/staff have received.
- F. List projects, presentations, or publications in which faculty/staff have participated.
- G. Describe student activities initiated (i.e. clubs, service learning, special study groups, internships, etc.) and led by program faculty/staff and how they have positively impacted students, the college and the community.
- H. List professional development activities, including post-secondary graduate hours, in which faculty/staff have participated.
- I. List staff participation on GCCC committees.
- J. List community services/activities in which faculty/staff have participated.
- K. Identify any unmet professional development needs of faculty/staff.

- L. Provide the dates of faculty evaluation for each full-time and adjunct instructor in the chart below. Please indicate whether probationary or non-probationary for full-time.

Faculty Name	FT: Full time AD: Adjunct	PR: Probationary NB: Non-Probationary	2013	2014	2015

	OL: Online				
Linda Morgan			FT/NB	FT/NB	FT/NB
David Rupp			FT/NB	FT/NB	FT/NB
Freddie Strawder			Adjunct	Adjunct	Adjunct
Stephanie Hornbaker			Adjunct	Adjunct	Adjunct

VII. Program Resources

Complete and attach Form IPR6 – Budget and Expenditures.

- A. What is the three-year average net revenue generated by the department since its last program review?
- Considering the departmental revenues and past expenditures, is the budget for the department sufficient to meet the needs within the department? Is the number of students enrolled in program courses sufficient and adequate? List justifications for any needed changes along **with consideration given to the enrollment history of the department.**
 - Use the charts below to provide revenue and expenditures

Revenue	2013	2014	2015
Program tuition revenue			
Lab Fees			
Online fees			
Other fees			
Auxiliary income, i.e. camps, sales			
Aggregate Revenue Dollars by Year			

In the chart below, provide expenditures for each year, including summer. Include an aggregate dollar amount of direct expenses for each of the categories below.

Expenditures	2013	2014	2015
Full-time salaries			
Full-time overload pay			
Full-time supplemental contracts			

Full-time faculty benefits			
Full-time faculty travel			
Full-time faculty Professional development			
Adjunct faculty pay			
Adjunct faculty travel			
Concurrent faculty pay			
Concurrent faculty travel			
Expenditures Con't.	2013	2014	2015
Administrative support salaries			
Administrative support benefits			
Administrative support travel			
Classroom supplies and materials			
Equipment			
Repair and maintenance			
Memberships			
Auxiliary funds (i.e. scholarships, program costs outside of general fund)			
Endowment funds			
Grants			

- B. Describe strengths and concerns of the facilities and equipment used in this program.
- C. Describe strengths and concerns of the current budget for the program.
- D. Identify any additional staffing needs and provide research data to support any staffing recommendation.
- E. Technical Programs only—**
1. Have all advisory committee members completed an advisory committee member survey form? Summarize and attach the results of the committee responses?
 2. Does the advisory committee reflect gender equity?
 3. Does the makeup of the advisory committee reflect the makeup of the workplace for the program?
 4. Does the advisory committee meet at least twice a year?
 5. Provide minutes of each advisory committee meeting for the last three years.
 6. Complete the chart below for each committee member.

Committee Member Name	Represented Business, Industry Name	Years of advisory committee service

VIII. Summary – Action plan for program moving forward over the next 3 years

Program Review Rotation

Program	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Agriculture	X	X				X
Business and Computers	X	X				X
Criminal Justice	X		X			
Fine Arts and Humanities (Music, Arts, Media, Philosophy, English, Drama, Speech Reading)	X	X				X
HPER	X		X			
Math	X		X			
Nursing	X			X		
Science (Biology, Chemistry, Physical Science)	X			X		
Social Science (Education, Government, Psychology, Sociology, Political	X			X		

Science, Geography, History)							
Ammonia	X	X					X
Welding	X		X				
EMT	X			X			
John Deere	X					X	
Fire Science	X					X	
Cosmetology	X					X	
Culinary	X					X	
PCDE	X						X

** In 2015-16, all instructional programs will be reviewed and submitted to the Board of Trustees.

DEPARTMENT PLAN 2021-2022 GOALS July 1, 2021-June, 30 2022									
2021-2022 Department Goals	Planned activity/strategies	Responsible individual or group	Collaborative partners (individuals or groups) internal or external	Proposed start date	Proposed end date	Progress indicator(s)	Resource requirements (in-kind & direct)	strategic plan goal/pillar this applies to	HLC Criteria (IE will fill this in)
Increase enrollment in criminal justice classes	Attend at least 1 recruiting event each semester and visit or contact at least 2 schools in our service area per semester	Brandy Unruh and Gary Kuentler	DPS Staff	1-Jul	Ongoing		Marketing materials for recruitment		1
Add a Certificate for non-law enforcement pathways	Continued discussions with KBOR, continue to work on the process	Brandy Unruh and Gary Kuentler	DPS Advisory Board	Has already started	Ongoing				1
Add an AAS without KLETC requirement	Propose new AAS to C&I and KBOR	Brandy and Gary	DPS Advisory Board	1-Aug	Ongoing				1
Increase ROPES course usage and hire someone to help with those non-credit classes that already exist	More marketing and reaching out to local entities about ROPES course usage. Hiring a tech advisor/non-credit assistant will help this	Brandy, Gary, Marketing	Julie and committee	1-Jul					2
Increase enrollment in non-credit classes	Work with Julie and marketing	Brandy, Gary and Marketing	Advisory Board	1-Jul					2
Hire additional non-credit instructors	Conduct an NRA Instructor course on campus	Brandy/Julie	DPS Advisory Board	In progress	Ongoing		Marketing, classroom space, instructor pay		3
Continue training for Gary and Brandy for the forensic science topic classes	Attend training	Brandy/Gary		1-Jul	Ongoing		Travel, tuition, registration		3
Update simulation house	Build additional rooms, improve lighting, add furniture	DPS Staff	DPS Staff/Carpentry	1-Jul			Materials		4

Template Appendix B

Administrative Response Sheet—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix C

Annual Assessment Reports—Since Last Program Review

Attach the program's Annual Reports for the last 5 years or since the last program review.

Annual Program Assessment		
Program:	Criminal Justice	
Program Mission Statement:	To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our	
Year:	2017-2018	
Instructors:	Brandy Unruh	
Phase 1: Beginning of Semester	Program Learning Outcome:	Apply substantive and procedural law to practical situations.
	Direct Measure #1:	On scene evaluation of mock crime scene
	Target:	Primary: 80% display understanding through evaluation process
	Sampling:	100% of CRIM 106
Phase 2: End of Semester	Data/Results:	Students were evaluated by outside agency and showed knowledge on the scene.
	Data Summary/Analysis:	Most students were able to show proper application.
	Action Plan (if needed):	This needs to be graded and have a better way of collecting the results.
	Responsible Party:	Brandy Unruh
	Completion Date:	Spring 2019
Resources Needed:	None	
Phase 1: Beginning of Semester	Direct Measure #2:	Discussions during class covering knowledge of substantive and procedural law
	Target:	Primary: 80% of graduates will score 80% or better on discussion
	Sampling:	100% of CRIM 106
Phase 2: End of Semester	Data/Results:	Students were informally evaluated in class.
	Data Summary/Analysis:	About 50% of students were able to distinguish the difference between during a discussion.
	Action Plan (if needed):	Create an assignment to show students understanding.
	Responsible Party:	Brandy Unruh
	Completion Date:	Spring 2019
Resources Needed:		
Phase 1: Beginning of Semester	Indirect Measure:	Student evaluations
	Target:	80% of students should be confident in their skills
	Sampling:	100% of CRIM 106
Phase 2: End of Semester	Data/Results:	None obtained
	Data Summary/Analysis:	This was not asked directly on the evaluation
	Action Plan (if needed):	Not use student evaluations for this particular PLO or write a question to address this PLO.
	Responsible Party:	Brandy Unruh
	Completion Date:	Spring 2019
Resources Needed:		
Overall Assessment of PLO:	This is a good PLO but needs to be directly assessed in class and the indirect measure needs to be something other than the current evaluation.	

Annual Program Assessment		
Program:	Criminal Justice	
Program Mission Statement:	To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our	
Year:	2017-2018	
Instructors:	Brandy Unruh	
Phase 1: Beginning of Semester	Program Learning Outcome:	Identify and discuss the steps in the criminal justice process.
	Direct Measure #1:	Chapter test
	Target:	Primary: 80% of graduates will score 80% or better on quiz.
Phase 2: End of Semester	Sampling:	100% of CJ majors in Crim 103 in Fall 2017
	Data/Results:	Unknown, this data was not correctly obtained
	Data Summary/Analysis:	
Phase 1: Beginning of Semester	Action Plan (if needed):	This needs to be a separate assessment piece in the
	Responsible Party:	Brandy Unruh
	Completion Date:	Fall 2018
Phase 2: End of Semester	Resources Needed:	
	Direct Measure #2:	Online discussion threads: Student will discuss the criminal justice process through an online (Canvas) post.
	Target:	Primary: 80% of grads display understanding through discussion
Phase 1: Beginning of Semester	Sampling:	100% of CJ majors in Crim 116 Fall 2017
	Data/Results:	Unknown, this data was not correctly obtained
	Data Summary/Analysis:	
Phase 2: End of Semester	Action Plan (if needed):	This needs to be a separate assessment piece in the
	Responsible Party:	Brandy Unruh
	Completion Date:	Fall 2018
Phase 1: Beginning of Semester	Resources Needed:	
	Indirect Measure:	Exit interviews: Rate your understanding of the criminal justice process. Excellent, Good, Fair, Poor.
	Target:	Primary: 80% of program grads will rate self as excellent or good.
Phase 2: End of Semester	Sampling:	50% of graduating CJ majors
	Data/Results:	Exit interviews were not done in Spring 2018
	Data Summary/Analysis:	
Phase 1: Beginning of Semester	Action Plan (if needed):	Do exit interviews!!!!!!!!!!!!
	Responsible Party:	Brandy Unruh and Gary Kuenstler
	Completion Date:	Spring 2019
Phase 2: End of Semester	Resources Needed:	
	Overall Assessment of PLO:	
		The PLO is good but assessment tools need to be better.

Annual Program Assessment		
	Program:	Criminal Justice
	Program Mission Statement:	To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
	Year:	2018-2019
	Instructors:	Brandy Unruh, Gary Kuenstler
Phase 1: Beginning of Semester	Program Learning Outcome:	Identify and discuss the steps in the criminal justice process.
	Direct Measure #1:	Quiz (Steps to the CJ System) on the steps of the CJ process in CRIM 103
	Target:	quiz.
	Sampling:	100% of CJ majors in Crim 103 in Fall 2018
Phase 2: End of Semester	Data/Results:	14/17 82%
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	Online discussion threads: Student will discuss the criminal justice process through an online (Canvas) post.
	Target:	discussion
	Sampling:	100% of CJ majors in Crim 116 Fall 2018
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Exit interviews: Rate your understanding of the criminal justice process. Excellent, Good, Fair, Poor.
	Target:	Primary: 80% of program grads will rate self as excellent or good.
	Sampling:	50% of graduating CJ majors
Phase 2: End of Semester	Data/Results:	7/8 88%
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	Might need to reword the measure or the question on the exit interview. The interview question asked the interviewer to rate the student, instead of the student evaluating themselves.
	Responsible Party:	Unruh
	Completion Date:	Spring 20
	Resources Needed:	
	Overall Assessment of PLO:	

	Program:	Criminal Justice
	Program Mission Statement:	To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
	Year:	2018-2019
	Instructors:	Brandy Unruh, Gary Kuentler
Phase 1: Beginning of Semester	Program Learning Outcome: 2	Apply substantive and procedural law to practical situations.
	Direct Measure #1:	On scene evaluation of mock crime scene
	Target:	Primary: 80% display understanding through evaluation process
	Sampling:	100% of Capstone class (CRIM 106)
Phase 2: End of Semester	Data/Results:	80%
	Data Summary/Analysis:	Target met
	Action Plan (if needed)	Need to find a better way to evaluate this. Having evaluators rate students is very subjective.
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	Quiz (Crime and Procedure quiz) covering knowledge of substantive and procedural law
	Target:	Primary: 80% of graduates will score 80% or better on
	Sampling:	100% of Capstone class (CRIM 106)
	Data/Results:	Appropriate quiz was not given.
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed)	GIVE THE CORRECT QUIZ!!
	Responsible Party:	Unruh
	Completion Date:	Spring 20
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Exit interviews: Rate your understanding of substantive and procedural law. Excellent, Good, Fair, Poor.
	Target:	Primary: 80% of program grads will rate self as excellent or good.
	Sampling:	100% of Capstone class (CRIM 106)
	Data/Results:	Correct question was not asked.
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed)	Rewrite the exit interviews.
	Responsible Party:	Unruh
	Completion Date:	Spring 20
	Resources Needed:	
	Overall Assessment of PLO:	

Annual Program Assessment		
	Program:	CRIM.AAS
	Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our
	Year:	2019-2020
	Instructors:	Brandy Unruh, Gary Kuenstler
Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	Unable to be met
	Data Summary/Analysis:	Scenario Day was not held due to COVID-19
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	6 out of 6 scored Excellent or Good.
	Data Summary/Analysis:	Target Met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	Difficult to measure. KBOR outcome.

Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	Questions 1, 2 and 3 on the Final exam for Criminal
	Target:	80% of students will score 80% or higher on the
	Sampling:	CRIM 110 - all students
Phase 2: End of Semester	Data/Results:	4 out of 7= 57%
	Data Summary/Analysis:	Target not met
	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	80% of students will score Excellent or Good on Exit
	Sampling:	All students in CRIM 108
	Data/Results:	3 of 6 = 50%
Phase 2: End of Semester	Data Summary/Analysis:	Target not met
	Action Plan (if needed):	I am not sure what to do here but the students did not do well at all.
	Responsible Party:	
	Completion Date:	
Overall Assessment of PLO:	Resources Needed:	
		Should be easy to measure. Need better artifacts.
Phase 1: Beginning of Semester	Program Learning Outcome:	Complete Kansas Law Enforcement Training Center or Appropriate Law Enforcement Training Academy
	Direct Measure #1:	KLETTC graduation certificate
	Target:	Unable to determine
	Sampling:	Not our sample
Phase 2: End of Semester	Data/Results:	Unable to measure.
	Data Summary/Analysis:	We do not have anything to do with KLETTC. Our students would have to be 21 and hired by an agency in order to attend KLETTC. I have reached out to KLETTC for outcomes but they don't have any. I don't believe we will ever be able to assess this outcome.
	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Completion Date:	
	Resources Needed:	
Phase 2: End of Semester	Direct Measure #2:	

Annual Program Assessment		
Program:	CRIM.AS	
Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our	
Year:	2019-2020	
Instructors:	Brandy Unruh and Gary Kuenstler	
Phase 1: Beginning of Semester	Program Learning Outcome:	Students will be able to locate specific laws in the Kansas State Statute book
	Direct Measure #1:	Quiz 1 (questions 1-6). Students will identify Kansas gang statutes from KSA
	Target:	80% of CJ majors will score 80% or better on quiz.
	Sampling:	100% of CJ majors in Crim 210 in Spring 2020
Phase 2: End of Semester	Data/Results:	8/9 88%
	Data Summary/Analysis:	Goal met. May increase evaluation to have student locate and identify specific subsections of statutes.
	Action Plan (if needed):	Rewrite quiz 1 to incorporate higher skill set.
	Responsible Party:	Gary Kuenstler
	Completion Date:	1-Jan-21
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Exit Interview Questions by students in CRIM 106
	Target:	100% of students will score Excellent or Good when asked to identify misdemeanors and felonies.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	6/6 scored Excellent or better
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Overall Assessment of PLO:	Easy to assess if the correct assessment tool is used.	

Phase 1: Beginning of Semester	Program Learning Outcome:	Apply substantive and procedural law to practical situations.
	Direct Measure #1:	Students will follow proper procedures and identify law violations for "Scenario Day" assignment.
	Target:	80% of majors will score 80% or better on "Scenario Day" assignment
	Sampling:	100% of CJ majors in CRIM 212
Phase 2: End of Semester	Data/Results:	Assessments were not conducted due to change in format from Covid 19
	Data Summary/Analysis:	
	Action Plan (if needed):	Reassess in SP21
	Responsible Party:	Gary Kuentler
	Completion Date:	14-May-21
	Resources Needed:	None
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	80% of students will score Excellent or Good when describing Scenario Day situations in Exit Interview.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	Unable to be met
	Data Summary/Analysis:	Scenario Day was not held due to COVID-19
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	

Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	Unable to be met
	Data Summary/Analysis:	Scenario Day was not held due to COVID-19
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	6 out of 6 scored Excellent or Good.
	Data Summary/Analysis:	Target Met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	Difficult to assess but this is a KBOR outcome.

Annual Program Assessment		
Program:	CRIM.CERT C	
Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.	
Year:	2019-2020	
Instructors:	Brandy Unruh and Gary Kuentler	
Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	Unable to be met
	Data Summary/Analysis:	Scenario Day was not held due to COVID-19
	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All students in CRIM 106
	Data/Results:	6 out of 6 scored Excellent or Good.
Phase 2: End of Semester	Data Summary/Analysis:	Target Met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Overall Assessment of PLO:	Difficult to measure.

Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	Procedure
	Target:	80% of students will score 80% or higher on the questions
	Sampling:	CRIM 110 - all students
Phase 2: End of Semester	Data/Results:	4 out of 7= 57%
	Data Summary/Analysis:	Target not met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	Interview
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	3 of 6 = 50%
	Data Summary/Analysis:	Target not met
	Action Plan (if needed):	I am not sure what to do here but the students did not do well at all.
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	Good outcome. Artifact needs work.

Annual Program Assessment	
Program:	CRIM.AS
Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our
Year:	2020-2021
Instructors:	Brandy Unruh and Gary Kuenstler
Phase 1: Beginning of Semester	Program Learning Outcome: Students will be able to locate specific laws in the Kansas State Statute book
	Direct Measure #1: Questions on the final. (questions 84-88 and 90). Students will identify Kansas gang statutes from KSA
	Target: 80% of CJ majors will score 80% or better on those
	Sampling: 100% of CJ majors in Crim 210 in Spring 2021
Phase 2: End of Semester	Data/Results: 7/9 or 77%
	Data Summary/Analysis: Target not met, need larger sample
	Action Plan (if needed):
	Responsible Party:
	Completion Date:
	Resources Needed:
Phase 1: Beginning of Semester	Direct Measure #2:
	Target:
	Sampling:
Phase 2: End of Semester	Data/Results:
	Data Summary/Analysis:
	Action Plan (if needed):
	Responsible Party:
	Completion Date:
	Resources Needed:
Phase 1: Beginning of Semester	Indirect Measure: Exit Interview Questions by students in CRIM 106
	Target: 100% of students will score Excellent or Good when asked to identify misdemeanors and felonies.
	Sampling: All students in CRIM 106
Phase 2: End of Semester	Data/Results: 2 out of 3
	Data Summary/Analysis: Target not met.
	Action Plan (if needed): Very small sample size, one student wasn't assessed.
	Responsible Party:
	Completion Date:
	Resources Needed:
Overall Assessment of PLO:	PLO is good. Needs work on course level.

Phase 1: Beginning of Semester	Program Learning Outcome:	Apply substantive and procedural law to practical situations.
	Direct Measure #1:	Students will follow proper procedures and identify law violations for "Scenario Day" assignment.
	Target:	80% of majors will score 80% or better on "Scenario Day" assignment
	Sampling:	100% of CJ majors in CRIM 106 and CRIM 120
Phase 2: End of Semester	Data/Results:	12 of 18
	Data Summary/Analysis:	Target not met
	Action Plan (if needed):	Need to have an evaluation form or rubric for this
	Responsible Party:	Unruh
	Completion Date:	1-Jan-22
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	80% of students will score Excellent or Good when describing Scenario Day situations in Exit Interview.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	Not assessed.
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Overall Assessment of PLO:		PLO is fine. Assessment tool needs work.

Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	assessed.
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	May need to change the measure.
	Responsible Party:	
	Completion Date:	
Overall Assessment of PLO:		PLO is fine but sampling will always be small on this measure.

Annual Program Assessment		
	Program:	CRIM.AAS
	Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
	Year:	2020-2021
	Instructors:	Brandy Unruh, Gary Kuenstler
Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All AAS Majors in CRIM 106
Phase 2: End of Semester	Data/Results:	2 out of 2
	Data Summary/Analysis:	Target met Needs a course with a larger sample size. AND we don't have many AAS majors due to KLETC requirement. Work on AAS with KBOR.
	Action Plan (if needed):	
	Responsible Party:	Unruh
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All majors in AAS in CRIM 106
	Data/Results:	2 of 2
Phase 2: End of Semester	Data Summary/Analysis:	Target met Needs a course with a larger sample size. AND we don't have many AAS majors due to KLETC requirement. Work on AAS with KBOR.
	Action Plan (if needed):	
	Responsible Party:	Unruh
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	Difficult to measure. KBOR outcome.

Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	Failed to assess
	Target: Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	Unruh
	Completion Date: Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target: Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	80% of students will score Excellent or Good on Exit
	Sampling:	All AAS majors in CRIM 106
Phase 2: End of Semester	Data/Results:	2 of 2
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date: Resources Needed:	
Overall Assessment of PLO:		Good PLO.

Phase 1: Beginning of Semester	Program Learning Outcome:	Complete Kansas Law Enforcement Training Center or Appropriate Law Enforcement Training Academy
	Direct Measure #1:	KLETC graduation certificate
	Target:	Unable to determine
	Sampling:	Not our sample
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date: Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target: Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	
	Target: Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Overall Assessment of PLO:		

Annual Program Assessment		
Program:	CRIM.CERT C	
Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.	
Year:	2020-2021	
Instructors:	Brandy Unruh and Gary Kuenstler	
Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All CERT students in CRIM 106
Phase 2: End of Semester	Data/Results:	2 of 2
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All CERT students in CRIM 106
Phase 2: End of Semester	Data/Results:	1 of 1
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	We should have more students in CERT
	Responsible Party:	
	Completion Date:	
Resources Needed:		
Overall Assessment of PLO:	Difficult to measure.	

Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	Failed to assess
	Target:	
Phase 2: End of Semester	Sampling:	
	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	Interview
	Sampling:	All CERT students in CRIM 108
Phase 2: End of Semester	Data/Results:	1 of 1
	Data Summary/Analysis:	Target Met
	Action Plan (if needed):	
	Responsible Party:	
	Resources Needed:	
	Overall Assessment of PLO:	Good PLO, assessment tools need work

Annual Program Assessment		
	Program:	CRIMAS
	Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
	Year:	2021-2022
	Instructors:	Brandy Unruh
Phase 1: Beginning of Semester	Program Learning Outcome:	Students will be able to locate specific laws in the Kansas State Statute book
	Direct Measure #1:	
	Target:	
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	Due to low enrollment, we did not have CRIM 106 this semester.
	Data Summary/Analysis:	
	Action Plan (if needed):	We made changes to the degree plans and changed the content and requirement for CRIM 106. In future years, this PLO should be able to be assessed in Capstone.
	Responsible Party:	
	Completion Date:	Ready for Fall 2022
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Exit Interview Questions by students in CRIM 106
	Target:	100% of students will score Excellent or Good when asked to identify misdemeanors and felonies.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	The PLO is good and easy to assess when we can.

Phase 1: Beginning of Semester	Program Learning Outcome:	Apply substantive and procedural law to practical situations.
	Direct Measure #1:	Students will follow proper procedures and identify law violations for "Scenario Day" assignment.
	Target:	80% of majors will score 80% or better on "Scenario Day" assignment
	Sampling:	100% of CJ majors in CRIM 106 and CRIM 120
Phase 2: End of Semester	Data/Results:	Target met in CRIM 120
	Data Summary/Analysis:	We were unable to assess CRIM 106.
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	80% of students will score Excellent or Good when describing Scenario Day situations in Exit Interview.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	None assessed
	Data Summary/Analysis:	enrollment.
	Action Plan (if needed):	See note above.
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	

Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	None assessed
	Data Summary/Analysis:	enrollment.
	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All students in CRIM 106
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	Exit interviews only occur in CRIM 106.
	Action Plan (if needed):	Every student will be required to take CRIM 106 for the 2022-2024 catalog. This should prevent lack of data in
	Responsible Party:	
	Completion Date:	
Resources Needed:		
Overall Assessment of PLO:		

Annual Program Assessment		
Program:		CRIM AAS
Program Mission Statement:		Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
Year:		2021-2022
Instructors:		Brandy Unruh
Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All AAS Majors in CRIM 106
Phase 2: End of Semester	Data/Results:	None assessed
	Data Summary/Analysis:	We did not have a CRIM 106 class this year.
	Action Plan (if needed):	We have changed the content and requirement for CRIM 106 for the 22-24 catalog so all CRIM students will be required to take it.
	Responsible Party:	Unruh
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All majors in AAS in CRIM 106
	Data/Results:	None assessed
Phase 2: End of Semester	Data Summary/Analysis:	We did not have a CRIM 106 class this year.
	Action Plan (if needed):	We have changed the content and requirement for CRIM 106 for the 22-24 catalog so all CRIM students will be required to take it.
	Responsible Party:	Unruh
	Completion Date:	Ready for Fall 22
Resources Needed:		
Overall Assessment of PLO:		

Annual Program Assessment	
Program:	CRIM.CERT C
Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
Year:	2021-2022
Instructors:	Brandy Unruh
Phase 1: Beginning of Semester	
Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
Sampling:	All CERT students in CRIM 106
Phase 2: End of Semester	
Data/Results:	None
Data Summary/Analysis:	enrollment.
Action Plan (if needed):	We have changed our content and requirements for CRIM 106 for the 22-24 catalog.
Responsible Party:	Unruh
Completion Date:	Ready for fall 22
Resources Needed:	
Phase 1: Beginning of Semester	
Direct Measure #2:	
Target:	
Sampling:	
Phase 2: End of Semester	
Data/Results:	
Data Summary/Analysis:	
Action Plan (if needed):	
Responsible Party:	
Completion Date:	
Resources Needed:	
Phase 1: Beginning of Semester	
Indirect Measure:	Question on Exit Interview
Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
Sampling:	All CERT students in CRIM 106
Phase 2: End of Semester	
Data/Results:	None
Data Summary/Analysis:	enrollment.
Action Plan (if needed):	We have changed our content and requirements for CRIM 106 for the 22-24 catalog.
Responsible Party:	Unruh
Completion Date:	Ready for fall 22
Resources Needed:	
Overall Assessment of PLO:	The PLO is fine but it is difficult to assess in classes that are early in the 4 semester plan.

Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	80% of students will score Excellent or Good on Exit
	Sampling:	All AAS majors in CRIM 106
Phase 2: End of Semester	Data/Results:	None assessed
	Data Summary/Analysis:	We did not have a CRIM 106 class this year.
	Action Plan (if needed):	We have changed the content and requirement for CRIM 106 for the 22-24 catalog so all CRIM students will be required to take it.
	Responsible Party:	Unruh
	Completion Date:	Ready for Fall 22
	Resources Needed:	
	Overall Assessment of PLO:	
Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	None
	Data Summary/Analysis:	enrollment.
	Action Plan (if needed):	We have changed our content and requirements for CRIM 106 for the 22-24 catalog.
	Responsible Party:	Unruh
	Completion Date:	Ready for fall 22
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	Interview
	Sampling:	All CERT students in CRIM 106
Phase 2: End of Semester	Data/Results:	None
	Data Summary/Analysis:	enrollment.
	Action Plan (if needed):	We have changed our content and requirements for CRIM 106 for the 22-24 catalog.
	Responsible Party:	Unruh
	Completion Date:	Ready for fall 22
	Resources Needed:	
	Overall Assessment of PLO:	Typically, this PLO is easy to assess but will need to try to assess it in different classes moving forward.

Template Appendix D

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.