**Instructional Program Review  
Criminal Justice Programs**

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC’s mission by “*enriching the lives of our students and our community*.”

On an annual basis the Program Review process will capture a holistic view of a department’s/program’s strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College’s continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.   
 If available, you may also provide a link/reference to other documentation that answers each question.**

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program)**:**

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| --- |
| Toni Gray, Director Panhandle Regional Law Enforcement Academy (PRLEA) & Department Chair Criminal Justice  Sondra Beighle, Associate Director Criminal Justice  Eric Wallace, Coordinator Intervention Programs and Specialized Training  Hank Blanchard, Coordinator Law Enforcement Programs  Sarah Uselding, Assistant Professor of Criminal Justice  Connie Haskins, Adjunct Instructor Criminal Justice  Richard Martindale, Adjunct Instructor Criminal Justice  Karen Schmidt, Administrative Assistant  Sibbie Sams, Senior Staff Assistant  Andrea Farias, Senior Staff Assistant  Janet Workman, Part-time Staff Assistant |

1. **Department and/or Program(s) Purpose Statement:**

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| --- |
| Justice Through Education |

1. **Program Review Year (i.e. Most Recent Academic Year)**

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| --- |
| 2014-15 |

1. **Date of Submission:**

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| --- |
| September 15, 2015 |

1. **Lead Person Responsible for this Program Review:**

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| Name: Toni Gray, Director (PRLEA) & Department Chair Criminal Justice  Title: Director  E-mail: tbgray@actx.edu  Phone Number: 80.371.2912 |

1. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

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| --- |
| Eric Wallace, Coordinator Intervention Programs & Specialized Training  Sarah Uselding, Assistant Professor Criminal Justice |

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. **Based on the most recent reported data, please evaluate your program(s).**

***A .Overall Program Data*** (Complete this section if your dept. produces any certificate and/or terminal degree.)**(Place an ‘X’ in each text box that corresponds to your evaluation.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Data Reported/Collected** | **Needs Improvement** | **Meets Standards** | **Exceeds Standards** | **Not Applicable** |
| a. Employment Rates/Wages  ([EMSI](https://actx.emsicareercoach.com/), [College Measures,](http://esm.collegemeasures.org/esm/texas/) [CREWS](http://reports.thecb.state.tx.us/approot/thecb_tcr_ews/figure2.htm), [Perkins](http://www.thecb.state.tx.us/apps/Perkins/perkdata.cfm)) |  | x |  |  |
| b. [Completion](https://iresearch.actx.edu/html/databook/dbtbl4g.html) |  |  | x |  |
| c. [Licensure Pass Rates](http://www.txhighereddata.org/reports/performance/ctclbb/licensure.cfm) |  |  | x |  |
| d. Retention ([FA-SP](https://iresearch.actx.edu/html/databook/dbtbl2ke.html)) and ([FA-FA](https://iresearch.actx.edu/html/databook/dbtbl2ke-f.html)) |  | x |  |  |
| e. [Grades A-C](https://iresearch.actx.edu/html/databook/dbtbl2ge.html) |  | x |  |  |
| f. [Annual Enrollment](https://iresearch.actx.edu/html/databook/dbtbl3a.html) |  | x |  |  |
| g. [Survey, Focus Group, & Related Data](http://www.actx.edu/iea/index.php?module=article&id=61) |  | x |  |  |

**Based on the data in Part A, respond to the following two questions:**

1. Identify one area in which your program(s) excel.

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| Licensure Pass Rates – The Panhandle Regional Law Enforcement Academy has experienced a 100% pass rate, on the first attempt, 14 academies in a row.  The completion rate in Criminal Justice has increase from 49 in 2009 to 114 in 2014. This is a 133% increase. |

1. Identify one area in which your program(s) need to most focus for the next few years.

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| Increasing the number of completions and improving the percentage of A-C grades in the CRIJ. AS, FOS.CRIJ.AS and CJLE.AAS.LENF.  **Increasing completions:**   * Continuing intensive advising at the departmental level and offering all 7 courses in both the fall and spring semesters. * Offering dual credit in the Panhandle area high schools. * Offering 8 week courses in both formats in all 7 courses by fall 2016. * Continuing to work with WT CJ to transfer students. * Attending recruiting events and recruiting in the high schools on a consistent basis.   **Improving the percentage of A-C grades in the CRIJ. AS, FOS.CRIJ.AS and CJLE.AAS.LENF:**   * Tutoring online students in a class setting on a scheduled basis. * Utilizing the AC retention tools to assist all students, especially those who are struggling in class. |

***B. Course-Specific Data*** (Complete this section to evaluate the courses that fall under your dept./program.) **(Place an ‘X’ in each text box that corresponds to your evaluation.)**

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| **Student Data Reported/Collected** | **Needs Improvement** | **Meets Standards** | **Exceeds Standards** |
| a. Grades A-C (IDS - Race/Ethnicity) |  | x |  |
| b. Grades A-C (IDS – Age) |  | x |  |
| c. Grades A-C (IDS – Gender) |  | x |  |
| d. Grades A-C (IDS – First Generation) |  | x |  |
| e. Grades A-C (IDS – Pell) |  | x |  |
| f. Grades A-C (IDS – Full/Part-Time) |  | x |  |
| g. Course-level Enrollment (IDS) |  | x |  |
| h. Survey, Focus Group, & Related Data |  | x |  |

**Based on the data in Part B, respond to the following two questions:**

1. Identify two courses that are doing well.

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| The CJLE courses have the highest success rate. This is obvious because it is a cohort of student who are thoroughly vetted before they start the 26 credit hour program. It is highly supervised and the licensure test required at the end of the class allows them to be peace officers in the state of Texas, a clear plan from A to B. |

1. Identify two courses in which your dept/program(s) needs to most focus for the next few years.

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| Looking at the data was useful as it indicated students struggle with CRIJ 1301 and CRIJ 1307. These two classes are typically the first two classes the students take. Tutoring sessions have been implemented for CRIJ courses beginning fall 2015. There will be an ongoing need to analyze this particular data until the problem is resolved or explained. |

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

**List 1 or more ways your program(s) most focus on any of the** [**No Excuses goals/initiatives**](http://www.actx.edu/iea/index.php?module=article&id=83) **and how you have helped AC fulfill its No Excuses goal.**

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| **No Excuses**  1) **Focus on Student Success Performance Measures:   e) Successful completion of a degree, certificate or transfer.**  **Criminal Justice has been addressing this initiative for many years and the completions rate has increased by 133%, from 49 in 2009 to 114 in 2014.** |

PART B – Strategic Planning:  
 Each department/program is expected to support [**AC’s Strategic Planning**](http://www.actx.edu/iea/index.php?module=article&id=10) initiatives.

1. **Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.**

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| **Goal 1.3 –** **Assess required competencies in credit CTE course/programs and CE certification programs** - as mandated by the Texas Commission on Law Enforcement (TCOLE), the accreditation agency for all CE courses and the PRLEA. Audits are conducted each year by TCOLE and have been satisfactory to date.  **Goal 1, 1.7 –** **Align AC’s program offerings with university baccalaureate degrees –** through efforts with WT CJ. WT changed the name of their Criminal Investigation to Advanced Criminal Investigation so that AC Criminal Investigation was able to transfer to WT.  **Goal 4, 4.1 –** **Connect planning and budgeting** – through strategic scheduling of classes in addition to augmenting with advising and recruiting to maximize resources and increase enrollments.  **Goal 4, 4.3 – Identify additional funding** – through exceptional relationships with local and federal entities for additional training dollars and in-demand training paid for via the federal government. |

1. **(If applicable) What additional item(s) should AC’s Strategic Plan address?**

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| The Enrollment Plan Through 2020 is excellent and needs to be known and embraced college wide in order to maximize it. |

PART C– General Education Objectives   
SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. **Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the** [**ACGM**](http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm)**/**[**WECM**](http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/)**.**(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

|  |  |
| --- | --- |
| **Objective** | **Course(s)** |
| Communication Skills | \*CRIJ 1301, CRIJ 1306, \*CRIJ 1307, CRIJ 1310, CRIJ 2313,  CRIJ 2314, CRIJ 2328, CJLE 1506, CJLE 1512, CJLE 1518,  CJLE 1524, CJLE 1429, CJLE 1135 and CJLE 1136 |
| Critical Thinking Skills | \*CRIJ 1301, CRIJ 1306, \*CRIJ 1307, CRIJ 1310, CRIJ 2313,  CRIJ 2314, CRIJ 2328, CJLE 1506, CJLE 1512, CJLE 1518,  CJLE 1524, CJLE 1429, CJLE 1135 and CJLE 1136 |
| Empirical & Quantitative Skills | \*CRIJ 1301, CRIJ 1306, \*CRIJ 1307, CRIJ 1310, CRIJ 2313,  CRIJ 2314, CRIJ 2328, CJLE 1506, CJLE 1512, CJLE 1518,  CJLE 1524, CJLE 1429, CJLE 1135 and CJLE 1136 |
| Teamwork | CJLE 1506, CJLE 1512, CJLE 1518,  CJLE 1524, CJLE 1429, CJLE 1135 and CJLE 1136 |
| Personal Responsibility | CJLE 1506, CJLE 1512, CJLE 1518,  CJLE 1524, CJLE 1429, CJLE 1135 and CJLE 1136 |
| Social Responsibility | \*CRIJ 1301, CRIJ 1306, \*CRIJ 1307, CRIJ 1310, CRIJ 2313,  CRIJ 2314, CRIJ 2328, CJLE 1506, CJLE 1512, CJLE 1518,  CJLE 1524, CJLE 1429, CJLE 1135 and CJLE 1136 |
| Note: May Insert other Objective(s) |  |

\*Course in the General Education Core Curriculum – Social and Behavioral Sciences

1. **Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.**

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| It is not difficult to ensure criminal justice general objectives are taught. The program is targeted to a small array of classes. The ACGM specifically lists the objectives for 5 of the 7 CRIJ courses: 1301, 1306, 1310, 2313 and 2328. The students reflect the understanding of the objectives through study, readings, discussion boards, group projects and tests.  The CJLE courses make up the academy and the objectives followed are mandated by TCOLE. The various instructors use a matrix to assess skills. Other methods to ensure understanding include writing assignments, vocabulary assignments, pop tests, topic tests, midterm and finals. Lastly, the recruit must take the state test in order to practice law enforcement.  CJLE 1135 & 1136 is the fitness component of the academy. The certified instructor measures course success based on participation and improvement. |

1. **What method(s) are your faculty using to assess the required objectives in your courses?**(List individual course prefix, state “all courses”, state “N/A” for each method, etc.):

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| --- | --- |
| **Method** | **Course(s)** |
| Capstone Project/Exam | x |
| Embedded Questions | n/a |
| Licensure Exam | x |
| Portfolios | x |
| Projects/Essays | x |
| Testing (i.e. course-based testing; finals) | x |
| Practical Skills Assessment. (Firearms, Mechanics of Arrest, Physical Fitness, Handcuffing, CPR & First Aid, etc.) | x |

1. **Briefly address any improvements made in your department/program(s) based on your data findings.**

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| The process for improvement in Criminal Justice is ongoing throughout each semester. The largest change made most recently was when TCOLE strongly recommended fitness be a part of the academy. Two new classes were added from the WECM and approved by the Curriculum Committee. The two fitness classes are 1 academic hour each for semester 1 and semester 2. The added classes increased the academy from 700 t0 800 clock hours. |

1. **In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?**

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| The first strategy implemented by faculty for critical reading included discussion boards reflecting and discussing current material in the media in criminal justice.  Another faculty member developed a Facebook page, only open to her students in class, and she posts current articles for her students to reflect on continually and consistently during the semester. This is the second most impactful strategy that has recently been implemented. |

PART D: Core Curriculum Assessment – Program Outcomes  
Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses  
The Texas Higher Education Coordinating Board (THECB) has identified 3-4 core objectives (competencies) that each core curriculum course is required to teach and assess.

**You may either collect data and information from all core curriculum courses in your program/department or you may attach a separate document for each course/area in your department/program that answers the questions below.**

1. Do you certify that your courses annually assess and collect data on the core objectives as required by the THECB?

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| --- | --- |
| **Yes** | **No** |
| x |  |

1. Do you certify that each course section is equitable in their assessment of the collection of data and assessment required by the THECB?

|  |  |
| --- | --- |
| **Yes** | **No** |
| x |  |

1. Do you certify that the work assessed has an equal chance (i.e. you did not “cherry pick”   
   the best student work) for assessment?

|  |  |
| --- | --- |
| **Yes** | **No** |
| x |  |

1. Briefly describe the internal and external data you used to form your assessment benchmarks. Note: The THECB requires external data (e.g. [CCSSE](http://www.actx.edu/iea/index.php?module=article&id=61)) be used to create your benchmarks.

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| We looked at various external data and discussed among internal colleagues, during the core proposal process, to determine what assessment benchmarks were standard practice. |

1. \*\*The “[Call for Course Proposals for Inclusion](https://www.actx.edu/courseproposal/)” contains a description of each assignment/activity, direct assessment method, etc. for each of your department’s/program’s courses in the core curriculum.

For each course approved for core curriculum inclusion, provide the following information:

1. Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

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| (See Attached Samples)  Summary:  CRIJ 1301FA: 22 Students (4 0s; 14 between 75-100; 4 between 1-74)  CRIJ 1302FA: 23 Students (5 0s; 17 between 75-100; 1 between 1-74)  CRIJ 1307FA: 20 Students (3 0s; 13 between 75-100; 4 between 1-74)  CRIJ 1307SP: 14 Students (2 0s; 10 between 75-100; 2 between 1-74) |

1. Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

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| Yes. Seventy (70%) of students will achieve a score of more than 75% on the assignment. |

1. Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

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| Data was collected from a sampling of students via Blackboard and results evaluated by Director of Criminal Justice Programs.  The Director of Criminal Justice requested artifacts from students 3, 6 and 9 for CRIJ 1301 and 4, 8 and 12 for CRIJ 1307 Fall 2014.  The Director of Criminal Justice requested artifacts from students 3, 6 and 9 for CRIJ 1301 and 4, 8 and 12 for CRIJ 1307 Spring 2015. |

1. Please explain how your results were evaluated (e.g. a team evaluated the data,   
   data was collected from every student in the course via Blackboard, etc.):

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| Data was collected from a sampling of students via Blackboard and results evaluated by Director of Criminal Justice Programs. |

1. How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

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| Sample artifacts were taken from student assignments, according to an even-number or odd-numbered system without knowledge of the actual student’s name or assignment. Artifacts were pulled by the instructor who had specific knowledge of the course and assignment. |

1. Please list the facts you feel contributed to your results (Analysis):

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| Students had to integrate the objectives into their assignment, as that was part of the grading process. |

1. How have you or will you improve student learning in each course based on the   
   most recent assessment results?

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| --- |
| We will be able to utilize the data from this analysis to improve student learning in the future. The seventy percent benchmark was met in both classes and it is believed we can improve on that. |

6. For each core curriculum course and each core objective, please include a copy of the assessment instrument and five randomly selected, evaluated assessment samples with this form. Some examples of things you may include with your submission are as follows:

* + **Embedded Questions** – Copy of possible question bank and copy of five student work samples that include questions from the question bank
  + **Juried Assessment** – List of members on juried panel and copy of five panel evaluations. If student performance, picture or work, etc. is available, include that with your submission as well.
  + **Pre-Post Test** – Copy of pre-test/post-test questions and five samples of student work from pre-test and five samples of same students’ work from post test
  + **Rubric** – Copy of rubric and copy of five student work samples
  + **Other Types of Assessment** –Use the above bullets as a reference point for what you may wish to provide. Please contact the Director of Institutional Effectiveness with specific questions.

Also, if it is not clear, please identify on your student work the portions of the student work that address the required THECB objective/s.



\*\*See core curriculum results and summation above in #5.

PART E: Curriculum Assessment - Program Outcomes:  
This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses  
SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. **For this review year, what were each program’s most important goal(s)   
   (i.e. broad goals you wanted to accomplish)?**

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| Introducing the general education core competency based assignments, advising and completions. |

1. **For this review year, what is/were each program’s most important measurable outcome(s)   
   that helped you achieve your goals (referenced above)? Provide examples of 1-3** [**outcome statements**](https://www.actx.edu/iea/filecabinet/117)**.** (An outcome provides observable, objective evidence that your student’s or client’s knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

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| Students are forced to think critically about the moral and ethical aspects of the criminal justice field. Students are writing intensively in all courses. Students are completing certificates and degrees and obtaining employment. |

1. **Identify your results and analyze your data.**

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| 70% of the students earned a grade of 75% based on the data analyzed. |

1. **What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?**

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| --- |
| To include quantitative data analysis into the writing assignment. This was somehow not articulated thoroughly but is an easy fix moving forward. To provide consistent and scheduled on site tutoring sessions to students who are struggling in the criminal justice courses. To implement retention tools and monitor students and respond to them when they are participating and where there is a lack of activity. |

**5. Please provide supporting documentation with this review that relates to this outcome(s).   
 For example, if you’re using a rubric to assess student work, attach a copy of the rubric and   
 five student samples. If you’re focusing on licensure exam data, attach a copy of your   
 pass rate results.**

IV: Conclusions

1. **How have you or your staff adjusted your pedagogy (method and practice of teaching) to   
   improve your academic quality and/or aid in some other area related to student success?**

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| The staff have historically responded positively to different ideas and styles discussed over the years. In January 2016, all online classes will be launched as 8-weeks in duration. Fall 2016, the seated classes will be taught using an 8-week timeline.  Students are required to write intensively in each class when responding to critical thinking scenarios or articles. |

1. **What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?**

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| Employees are strongly encouraged to be involved in college activities and committees and also outside committees. The criminal justice department offers CE training and conferences on a regular basis and all employees, including clerical staff, are encouraged to attend when there is an offering that will benefit them. |

1. **What is the biggest issue/obstacle that your program currently faces?**   
   **Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.**

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| --- |
| The biggest issue faced is the inability to hire another full time faculty member. The criminal justice department has operated on one full time instructor for over 25 years. There was a spike in enrollment in 2010 and it has not tapered much since.  \*\*\*\*A full time faculty member was approved in September 2015. |

1. **Additional Comments Pertinent to this Review (Not Required):**

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| n/a |