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**Amarillo College**

Program Review  
Form for External Review Committee

Instructional

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**Form ID**

229

**Division**

Continuing Education

**Department**

Criminal Justice

**Program**

Criminal Justice

**Review Year**

2010-2011

**Member Names**

Matthew J. Goodman

**Division Overview**

Program/Department Purpose

State the purpose of the program/department.  
How is this purpose within the mission of  
Amarillo College?

Criminal Justice Programs is located in the Continuing Education Division. We provide both academic credit and continuing education courses. This program review will discuss the programs by academic and continuing education credit and whether they fall under Criminal Justice In-Service Programs, Panhandle Regional Planning Commission (PRPC) Contract for Law

Enforcement or Intervention Programs.

**Division Mission Statement** – The Continuing Education Division strives to strengthen communities through lifelong learning.

**Departmental Purpose Statement** – To provide justice through education.

### **Overview of Criminal Justice Programs PowerPoint**

**Criminal Justice Programs** offers academic degrees and certificates to those wanting to pursue a career in the criminal justice field. We also offer training for police officers, probation officers, parole officers, CPS workers, school administrators, counselors and those associated with the criminal justice field needing to satisfy their state mandated hours of training.

#### **Academic Degrees and Certificate**

**Associate in Science – Criminal Justice CRIJ.AS** - Designed to transfer to a four-year institution, specifically Texas colleges and universities offering Bachelor's degrees in Criminal Justice.

**Associate in Science – Forensic Science FORS.AS** - Designed to transfer to a four-year institution, offering Bachelor's degrees in Forensic Science.

**Associate in Applied Science – Criminal Justice Law Enforcement CJLE.AAS.LENF** – Designed for students who wish to pursue or who are already employed in law enforcement. The AAS includes the PRLEA Certificate.

**Certificate of Completion – Criminal Justice Law Enforcement CJLE.CERT.LE** (Panhandle Regional Law Enforcement Academy PRLEA) – Designed to prepare students to take and pass the State licensing exam which will allow them to become a Peace officer in the state of Texas.

#### **Continuing Education**

***Criminal Justice In-Service Programs*** – Provides training to individuals in the criminal justice field or related fields. This does not include law enforcement officer, jailers or telecommunicators as they are addressed in the next paragraph. There are several different arrangements to deliver this category of training:

Open Enrollments

In-Kind Agreements (TDCJ-ID, APD, NNSA)

Co-sponsorships (AISD)

Conferences

**PRPC Contract for Law Enforcement** Provides training to law enforcement officers, jailers and telecommunicators. The PRPC contract pays for the tuition and fees for law enforcement officers, jailers and telecommunicators who are employed by one of the agencies in the top 26 counties of the Texas panhandle.

Law Enforcement mandates and intermediates

Conferences

Basic Jail Course

**Intervention Programs** offers courses to those who have been sanctioned by the courts and other criminal justice authorities. Some of the courses are state certified and some have been requested by entities to satisfy a need in the community. These courses are non-funded courses.

#### **Intervention Programs**

Adolescent Tobacco Cessation Program (ATCP)

Alcohol Education Program for Minors (MIP)

Alcohol Seller Education Program (ASEP)

Anger Management

Anger Management for Home Study

Cognitive Behavioral Change Program (Change)

Cognitive Behavioral Change Program Home Study

Defensive Driving

Defensive Driving Online  
DWI Alcohol Education Program  
DWI Intervention Repeat Offender Program  
Parenting Cognitive Lifeskills for Home Study  
Parent-Taught Online Drivers Ed Course  
Responsible Money Management  
Seatbelt/Child Safety Online Course  
Shoplifting/Other Theft Program  
Texas Adult Driver Education Program  
Youth/Parent Cognitive Lifeskills for Home Study

**Does the answer include a purpose statement for the program/department?  
Does the answer indicate how this program/department is within the mission of Amarillo College?**

Acceptable

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

This department's purpose statement was revised just prior to the Continuing Education Division retreat in May of 2010.

The division's mission statement was revised on May 20, 2010, during the retreat.

**Does the answer indicate the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?  
Does the answer indicate how this program/department is within the mission of Amarillo College? within the mission of Amarillo College?**

Acceptable

Yes

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

Amarillo College's mission is to enrich the lives of students and the community through student success, quality education, opportunity for all, community response, collaboration, and stewardship. Criminal Justice Programs provides quality programs evidenced through each Class Climate evaluation at the completion of one of our 700 courses by one of our more than 7400 students. Instructors are also evaluated on a regular basis to ensure quality. Criminal Justice Programs has an active advisory committee where input is sought when delivering all programs. In addition to this committee, Criminal Justice has several conference specific committees to ensure the most talented presenters are selected and that collaboration is experienced.

**Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?**

Acceptable

Yes, and yes.

Does the program have admissions policies?

**yes**

Where are the policies published?

Academic and Continuing Education courses follow the academic policies set forth by the Institution of Amarillo College.

There are admissions policies for entrance into the Criminal Justice Law Enforcement Certificate program as required by the Texas Commission on Law Enforcement Officers Standards and Education (TCLEOSE) and the polices set forth by Amarillo College Criminal Justice Programs.

The Panhandle Regional Law Enforcement Academy (PRLEA) has admissions policies that are published in the PRLEA brochure:

Supporting documentsLaw Enforcement Brochure.pdf, the Academy Rules and Regulations: Supporting documentsAcademy Rules and Regs.docx, and within the Application for Recruits: Supporting documentsBPO Application Form.docx to the PRLEA. These PRLEA admissions policies, at a minimum, adhere to the requirements set forth by the Texas Commission on Law

Enforcement Officer Standards and Education (TCLEOSE) for entrance into a state-sanctioned law enforcement academy.

## Are all the locations where the policies are published included in the answer?

Acceptable  
Concern

Explain how these policies are consistent with the mission of Amarillo College.

The AC Mission is: "Amarillo College – enriching the lives of our students and the community." By requiring law enforcement academy recruits to adhere to standards which are set forth by TCLEOSE, we are assuring that the recruit will be hireable by a law enforcement agency in the State of Texas when they graduate. We enrich the communities we serve by providing quality, well-trained law enforcement applicants for agencies to hire.

## Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?

Acceptable

Is the program/department accredited?

**yes**

Which agencies or organizations accredit the department/program?

Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Continuing Education Units (CEUs) are available based on that accreditation. The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) recognizes the important role of non-credit continuing education in the lifelong education of adults. The criterion for accreditation of the Commission on Colleges applies to all continuing education, outreach and service programs. For non-credit programs, the Commission adopted the Continuing Education Unit in 1971 for use by its member institutions. Institutions whose mission includes the offering of continuing education programs which award CEUs are to follow the guidelines contained in the Commission's document CEU Criteria and Guidelines. Both sets of criteria now place a greater emphasis on the evaluation of student achievement and the assessment of those findings.

## Are the complete names of the agencies or

**organizations which accredit the department/program cited?**

Acceptable

Links are broken for the following: TCLEOSE, Supporting documents Academy Rules and Regs, Supporting documents BPO Application Form

**How many years are in the accreditation cycle?**

10

**How many years are in the accreditation cycle?**

Acceptable

**When were the accreditations affirmed or granted?**

Amarillo College was last accredited in 2002.

**When were the accreditations affirmed or granted?**

Acceptable

**What is the current status of the accreditation?**

Accredited

**Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?**

Acceptable

**If not required, is the program eligible for**

## accreditation?

N/A

## Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?

N/A

Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses?

**yes**

Identify the external approver(s) for the department/program.

The Panhandle Regional Law Enforcement Academy (PRLEA) and the Panhandle Regional Planning Commission (PRPC) law enforcement training is approved by the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) through a continuing process of self-audits and TCLEOSE audits. TCLEOSE also monitors the passing rates for academy students and places sanctions on academies that show a pattern of low passing rates for their students.

[Supporting documentsBPO Passing Rate 2005 to 2010.xlsx](#)

Criminal Justice In-Service Programs and PRPC Contract for Law Enforcement training - TCLEOSE and PRPC. A six-month calendar of the Criminal Justice In-Service Training Schedule is made available to TCLEOSE & PRPC thirty (30) days prior to the beginning date on the calendar.

[Supporting documentsSchedule 2010 updated 12-8-2010.docx](#)

Additionally, a copy of all lesson plans taught must remain on file for future audit purposes. TCLEOSE is able to audit the college's files at any time.

Moreover, pertinent human resources documentation, as well as any special certifications is maintained in the Instructor Files.

The renewal process through TCLEOSE occurs every 5 years. Audits of the program are conducted every 12 to 18 months. The last audit conducted by TCLEOSE was in March 2010. The college received an excellent rating with no deficiencies cited.

**Criminal Justice In-Service and PRPC Contract Training –**  
Community Justice Assistance Division (CJAD-adult probation),

<http://www.tdcj.state.tx.us/cjad/cjad-home.htm>, is one of eleven divisions that fall under the Texas Department of Criminal Justice (TDCJ). AC Criminal Justice Programs obtains approval of CJAD hours on a class by class basis.

Texas Juvenile Probation Commission (TJPC), [www.tjpc.state.tx.us](http://www.tjpc.state.tx.us), with headquarters in Austin, oversees the 168 local Juvenile Probation Departments (JPO). Probation Officers must have eighty hours of training every two years. AC Criminal Justice Programs obtains approval of TJPC hours on a class by class basis.

Texas Certification Board of Addiction Professionals (TCBAP-substance abuse), [www.tcbap.org](http://www.tcbap.org), certification upgrades and standardizes the qualifications of those working in areas of addiction counseling, clinical supervision, and prevention throughout Texas. These certifications are designed to be appropriate for those professionals currently working in counseling, supervision and prevention.

Minimum Continuing Legal Education (MCLE - state bar/attorneys), [www.texasbar.com](http://www.texasbar.com), - Every active State Bar of Texas member must complete a minimum of 15 hours of accredited CLE during each MCLE compliance year. The MCLE department is responsible for ensuring that members are in compliance with yearly MCLE requirement. Course agenda and handouts are submitted to MCLE and approval is awarded based on content.

Through college affiliates, nursing, LPC/LMFT/LSW, and CPE (continuing professional education) credits are also offered.

### **Intervention Programs**

The Department of State Health Services (DSHS), [www.dshs.state.tx.us/offendered/](http://www.dshs.state.tx.us/offendered/). DSHS approves providers, curriculum, administrators and instructors for court-ordered Offender Education.

The following programs through DSHS become effective on September 1 of the year of renewal and expire on August 31 of every odd-numbered year. The instructors in these programs must be recertified every two years. These two programs were last renewed on September 1, 2009.

- [Minor in Possession \(MIP\) or Alcohol Education Program for Minors](#)
- [DWI Intervention/Repeat Offender](#)

The following program through DSHS becomes effective on September 1 the year of the renewal and expires on August 31 of every even-numbered year. The instructors in this program must be recertified every two years. This program was last renewed on September 1, 2010.

- [DWI Alcohol Education Program](#)

The following program through DSHS does not expire, rather the instructor certifications do. The instructor certifications are good for two years at a time and then require recertification.

- [Adolescent Tobacco Cessation Program \(ATCP\)](#)

National Safety Council (NSC) [www.nsc.org](http://www.nsc.org) approves the defensive driving course and it is also approved by the Driver Training Division of the Texas Education Agency (TEA) [www.tea.state.tx.us](http://www.tea.state.tx.us). Instructors in the Defensive Driving Program are required to be re-certified every year.

- [Defensive Driving](#)

Texas Alcoholic Beverage Commission (TABC) <http://www.tabc.state.tx.us> certifies the Alcohol Seller Education Program for employers/managers/owners where alcoholic beverages are served or sold. The TABC requires program renewal every 3 years and was last re-certified in 2010.

- [Alcohol Seller Education Program \(ASEP\)](#)

The following programs use standardized curricula from the American Community Corrections Institute ([www.offendercorrections.com](http://www.offendercorrections.com)). American Community Corrections Institute were one of the first to introduce **cognitive restructuring** into their programs.

ACCI offers several options when using its workbooks. Currently ACCI has 26 separate workbooks. Seven are group workbooks, 13 are Home Study, and six are for youth. They are written at the sixth



to seventh grade level for all socioeconomic groups. Workbooks are designed for the incarcerated and not incarcerated, youth and adults, domestic and international, courts, probation and parole, prisons, jails, day centers, drug courts, prosecution, child and family services, schools or any other agency requiring a change in thinking.

- Anger Management
- [Anger Management for Home Study](#)
- Cognitive Behavioral Change Program
- Cognitive Behavioral Change Program for Home Study
- Parenting Cognitive Lifeskills for Home Study
- Responsible Money Management
- Shoplifting/Other Theft Program
- Youth/Parent Cognitive Lifeskills for Home Study

**IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?**

Acceptable

What approval schedule is required by the external approver(s)?

If there is an approval schedule for an external agency, this question was answered above when discussing the various providers.

**Was the approval schedule required by the external approver(s) identified?**

Acceptable

When did the program/department last receive approval?

This question was answered above when discussing the various providers.

**When did the program/department last receive approval?**

Acceptable

**Is the reason why the program/department is required to receive this approval clear?**

Acceptable

Yes.

Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years

**Taken from 2009-2010 PET Plan for Criminal Justice Academic:**

**Goal Statement:** Offer the Forensic Science AS Degree.

**Objectives/Outcomes:** After completing FORS 2440 and 2450 respectively, 75% of students will achieve at least 80% on cumulative course grade.

**Results:** Fall 2008 – 8 students completed FORS 2440; Spring 2009 – 6 students completed 2450 (It should also be noted that since the inception of the Forensic Science degree in 2006, there have been a total of 5 graduates in the degree. At this time there are 62 declared majors in the Forensic Science AS.)

**Taken from 2009-2010 PET Plan for Criminal Justice Academic:**

**Goal Statement:** Market CRIJ.AS on-line degree.

**Objectives/Outcomes:** After developing on-line marketing materials, Criminal Justice Programs will enroll five new on-line students in fiscal year 09-10.

**Results:** On-line enrollment: Fall 2008 – 82 students; Spring 2009 – 81 students; Fall 2009 – 127 students (An increase in 45 on-line students)

(The on-line Criminal Justice AS enrollment continues to increase.)

**Taken from 2008-2009 PET Plan for Criminal Justice Programs:**

**Goal Statement:** Advise students who set an appointment, walk in, or call for advising.

**Objectives/Outcomes:** After developing a comprehensive advising scheduled, criminal justice employees who advise academic students will provide advising at 95% availability during advising hours using the Criminal Justice Advising Log.

**Results:** In the time frame of 04/25/08 through 10/31/08, a total of 253 students were advised either in the office, by phone or by email. Of those 253, none of the students were rescheduled. It

was determined that the current advising plan was accomplishing the "Goal" and, therefore, no changes were made.

**After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?**

Acceptable

Yes

Identify at least one example of improvements/revisions which resulted from the last Program Review.

1. The Committee recommended that both the Criminal Justice Corrections Associate in Applied Science (CJLE.AAS.CORR) and the Criminal Justice Corrections Certificate of Completion (CJLE.CERT.COR) be eliminated and that has been accomplished.
2. The Committee recommended that we offer our Academic CJ classes online. All of the Criminal Justice classes are now offered in an online option which means the entire Criminal Justice AS can be taken online.
3. The Committee recommended we actively approach the Panhandle Sheriff's Offices and Police Departments to bring them back into the training at Amarillo College. We have developed excellent working relationships with the Amarillo Police Department, Potter County Sheriff's Office, Randall County Sheriff's Office, and others, and continually find new and innovative ways to encourage their support of our training efforts.
4. The Committee voiced a "concern" regarding the signage at West Campus and the difficulty community members have in finding our location. Although the signage has been improved since the last Program Review, it could use more improvement.

**After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/department**

**values the Program Review process to make improvements/revisions.**

Acceptable

Identify all the delivery approaches used for courses within this program/department:  
(Select all that apply.)  
traditional classroom, web,

**After reviewing all delivery approaches for courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?**

Traditional classroom, Web

**After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?**

Acceptable

All Academic C.J. courses are now available in online sections.

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

1. In response to **Strategy 7.1: Demonstrate community impact.**

Because of the collaboration of Amarillo College Criminal Justice Programs with law enforcement agencies in the Panhandle, as well as Midland Community College, the Intoxilyzer Training conducted in May and November 2009 came to fruition and more than 50 law enforcement officers were trained and licensed as Intoxilyzer Operators in the Panhandle area.

2. In response to **Strategy 2.1: Identify and remove institutional barriers to college enrollment.**

Criminal Justice involvement in the high schools has improved greatly in the last few years and is helping to increase the enrollment at Amarillo College of high school graduates in this area. Because of the "Pursuing Real Opportunities (PRO)" initiative, numerous discussions with area high school counselors who have Criminal Justice classes at their schools and other key people, the curriculum has been streamlined for high school students at Amarillo High School and Palo Duro High School to make a smoother transition into a Criminal Justice Degree at Amarillo College. [Supporting documents Recruiting Documents for High Schools.pdf](#)

**After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?**

Acceptable

**Does this Committee have**

**recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?**

Acceptable

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

1. Toni Gray, Director, Criminal Justice
2. Sondra Beighle, Associate Director, Criminal Justice
3. Eric Wallace, Coordinator, Criminal Justice
4. Alex Chancia, Coordinator Criminal Justice
5. Sarah Uselding, Assistant Professor, Criminal Justice
6. Damaris Schlong, Dean, Continuing Education
7. Deborah Harding, Professor, Psychology
8. Dan Porter, Professor, Biology
9. Sibbie Sams, CJ Sr. Staff Assistant
10. Karen Schmidt, CJ Sr. Staff Assistant
11. Jeanetta Smiley, CJ Sr. Staff Assistant
12. Andrea Farias, CJ Sr. Staff Assistant
13. Theresa Andrade, CJ Part-time Staff Assistant
14. Connie DeJesus, Former CJ Sr. Staff Assistant (left Criminal Justice in 2007)

**Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?**

Acceptable

## Explain the primary reasons behind the competencies that were selected.

When Criminal Justice Programs began developing our PET Plans, many of the objectives to be improved and tracked were selected because they would improve the department as a whole – they did not involve student-based competencies. Because Criminal Justice Programs offers both Continuing Education and Academic, the answer to this question varies when it involves students. Student-based competencies can be broken down as follows:

### a. Academic

- **Criminal Justice and Forensic Science:** Competencies for Academic programs are based on THECB guidelines and the input of the instructors in the specific degree plans. In the Forensic Science degree (which is new since the last Program Review), we also sought the input of several Colleges that were already offering successful Forensic Science degrees. For all Academic classes, minimum competencies are listed in each syllabi for each class offered in the degrees.

[Supporting documentsSyllabus CRIJ 1301.htm](#)

[Supporting documentsSyllabus CRIJ 1306.htm](#)

[Supporting documentsSyllabus CRIJ 1307.htm](#)

[Supporting documentsSyllabus CRIJ 1310.htm](#)

[Supporting documentsSyllabus CRIJ 2313.htm](#)

[Supporting documentsSyllabus CRIJ 2314.htm](#)

[Supporting documentsSyllabus CRIJ 2328.htm](#)

[Supporting documentsSyllabus FORS 2440.htm](#)

[Supporting documentsSyllabus FORS 2450.htm](#)

- **Basic Peace Officer:** TCLEOSE Mandated Curriculum in accordance with THECB guidelines and stipulations.

[Supporting documentsSyllabus CJLE 1506.htm](#)

[Supporting documentsSyllabus CJLE 1512.htm](#)

[Supporting documentsSyllabus CJLE 1518.htm](#)

[Supporting documentsSyllabus CJLE 1524.doc](#)

[Supporting documentsSyllabus CJLE 1429.docx](#)

### b. Continuing Education

- **Basic Jail Course:** TCLEOSE Mandated Curriculum in accordance with THECB guidelines and stipulations.
- **Criminal Justice In-Service and Conferences:** Accrediting Agency (TCLEOSE) Curriculum on mandated classes. Competencies for classes which do not have TCLEOSE mandates will be determined by requirements for training in the particular topic area as well as input from instructors and Criminal Justice Staff (CJ Director, Associate Director, and Coordinator).
- **Intervention Programs:** Many Intervention courses are court-ordered and the competencies required are determined by an accrediting agency (i.e. Alcohol Seller Education Program (ASEP) is accredited by the Texas Alcoholic Beverage Commission; Defensive Driving is accredited through the National Safety Council; and DWI Education, DWI Repeat Offender, Minor in Possession (MIP) and Alcohol Tobacco Cessation Program (ATCP) are all accredited through the Department of State Health Services).

**Do the selected competencies appear to be**

## valid?

Acceptable

Yes

Identify the primary reasons for the assessment tool(s) selected.

**a. Student-based competencies:**

- We use either the guidance (curriculum requirements) of the accrediting agency involved in a particular class, or if there are no mandated requirements for the assessment in a particular class, the instructors, in most cases, develop an assessment tool.
- Many of our Intervention classes are developed and approved by the American Community Corrections Institute (ACCI). We sought out ACCI for standardized curriculum in areas such as Anger Management and Cognitive Behavioral Change Program and we adhere to their assessment tools in those cases.

**b. Improvement-based competencies:**

- One of our PET plan objectives was to develop a Criminal Justice Advising Plan. In doing so, we developed a chart where we recorded the number of students we advised, whether in our office, on the phone, or by email, and the number who could not be advised because of various reasons. From these numbers we were able to develop a form, which is filled out by either the student or staff assistant, that enables our advisors to, in many cases, advise a student by phone and to more accurately and quickly advise students in the office. We also were able to determine that students need to make an appointment (if at all possible) rather than just walking in at any given time. This particular approach to advising has worked out very well for the students, as well as the advisors. We also try to encourage students to complete their own registration process online, when possible.

## Will the assessment tool(s) selected provide valid and reliable results?

Acceptable

Yes

Evaluate the assessment approaches to date.

- a. To date, the assessment tools that are used in our various classes are adequately measuring the comprehension and mastering of the competencies by students. Within the Criminal Justice Programs, there are several methods of assessing student competencies which include written testing (both in the classroom on scantron forms and testing on computers), oral tests (i.e. speaking in front of a class), essays, and skills-



based testing (i.e., firearms, driving, defensive tactics, pepper spray, etc.) In particular, the Basic Peace Officer Academy, utilizes all of the above methods for assessing student competencies. This graph shows the results of the State Basic Peace Officer exam for the last 5 years.

[Supporting documentsBPO Passing Rate 2005 to 2010.xlsx](#)

Assessment approaches involving improvement-based competencies are also accomplishing what we need.

## **Will the assessment approaches(s) selected provide valid and reliable results?**

Acceptable

Yes.

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.

[Supporting documentsIV. A. 2. CJ Contact Hours.docx](#)

[Supporting documentsIV. A. 2. Continuing Education.docx](#)

## **Review the program's/department's five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.**

Acceptable

Contact hours have significantly decreased within CE.

What changes have been made in the curricula of the program/department because of the

## analysis of these results?

**Criminal Justice Associate in Science:** All Criminal Justice classes are now offered online

**Criminal Justice Law Enforcement Associate in Applied Science:** As a result of low passing rates in the law enforcement academy (2005/2006) the following measures were put into place: (1) Minimum GPA was increased from 70% to 80%; (2) 80% is required on all tests taken in Academy; (3) Online submission required for learning objectives and new worksheets were developed; (4) Mid-terms and semester finals taken on computers to help students familiarize themselves with computer testing.

[Supporting documentsBPO Passing Rate 2005 to 2010.xlsx](#)

## Have any changes been made in the curricula because of the analysis of these results?

Acceptable

Review the five-year graph(s) of course completions for the program/department. Explain any increase or decrease that is more than a one-year anomaly.

[Completer's enrolled in program/department 2000-2009](#) – Due to low completion rates, the CJLE.AAS.CORR Criminal Justice Corrections Degree and CJLE.CERT.COR Criminal Justice Corrections Certificate were sunset in 2007-08. The other areas and completions, CRIJ.AS Criminal Justice Degree - 7, FORS.AS Forensic Science Degree - 5, CJLE.AAS.LENF Criminal Justice Law Enforcement Degree – 5 and CJLE.CERT.LE Criminal Justice Law Enforcement Certificate (PRLEA) - 32 are satisfactory with their completion rates.

## Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

Yes, and yes.

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

There are no problems at this time.

**Will the plan of action likely improve the number of course completers?**

Acceptable

There do not appear to be any identifiable problems.

Does the program/department provide for alternative methods of awarding credit?

Tech-Prep Credit by Exam Credit for Experience

**Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?**

Tech-Prep, Credit by Exam, Credit for Experience

**What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?**

Acceptable

For general education and/or core curriculum

required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

This does not apply to Continuing Education programs within Criminal Justice. According to the AC 2010-2011 Catalog, pg. 5:

General education, as distinguished from professional or technical education, provides a broad-based educational experience. General education courses promote those skills, understandings, attitudes, and values which will equip students for effective, responsible, productive living. The General Education program is structured so that all degrees require a core of courses with each of the following areas represented: Fine Arts/Humanities, Social/Behavioral Sciences, Natural Sciences/Mathematics. The courses required for the AA, AS, AAT and AAS degrees constitute the core curriculum as required by the State of Texas.

#### **General Education Competencies**

Completion of a degree program at Amarillo College will demonstrate student competence in oral communication, fundamental mathematical skills and the basic use of computer as specified below:

**Mathematics:** Students will analyze and solve mathematical problems using computational skills.

**Critical Thinking and Problem Solving:** Students will analyze problems, acquire and evaluate information, organize concepts and construct solutions.

**Communication:** Students will evaluate, analyze and communicate effectively through written, verbal and non-verbal expression.

**Technology:** Students will demonstrate competency in using relevant technology, primarily computer related.

**Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?**

Acceptable

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

In each of the four General Education Competency areas (Mathematics, Critical Thinking and Problem Solving, Communication, and Technology) the competencies are assessed through testing or other methods which pertain to the particular competency (i.e. Communication – students are required to prepare research papers in the Basic Peace Officer Course). In all four General Education Competency areas, the outcomes for the competencies are based on the particular skill required for a particular class. In the Criminal Justice Associate in Science, Criminal Justice Law Enforcement Associate in Applied Science, and Forensic Science degree, the general education competencies are ALL included (to some degree) within the degrees and especially in the “Major Course/Core” requirements.

[http://www.actx.edu/syllabus/courses\\_viewlist.php?showmaster=catalog\\_dept&catalog\\_dept\\_1=818](http://www.actx.edu/syllabus/courses_viewlist.php?showmaster=catalog_dept&catalog_dept_1=818)

**Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the analysis of the results accurate? Have links to documentation which verify the assessment results been included?**

Acceptable

Outline a plan for correcting any weaknesses.

- Because of the physical requirements of the law enforcement academy, as well as the law enforcement profession, the Criminal Justice Programs is seeking approval for Academy students to utilize the area where their Defensive Tactics classes are conducted to do personal physical training during their lunch hours.
- A portion of the law enforcement academy is “police pursuit driving.” The vehicles used in this portion of the academy were getting old and the repairs were costing more than the vehicles themselves. Therefore, we have diligently worked with other agencies (Borger PD, AC PD), to provide us with their old, retired police cruisers. In the last year, we have acquired 3 vehicles.

**If assessment results and analysis are included, is there a plan for correcting any weaknesses included?**

Acceptable

Do students/graduates in this program/department have to be certified or licensed?

yes

Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.

Supporting documentsII. K. THECB LEA Job Placement.xlsx

No problems are identified at this time.

Provide a plan of action for the identified problem.

No problems are identified at this time.

**IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?**

Acceptable

**Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?**

Acceptable

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)?  
Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

a. Criminal Justice Law Enforcement Associate in Applied Science

[Supporting documentsII. K. THECB LEA Job Placement.xlsx](#)

No problems are identified at this time.

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for

graduates of the technical program(s)? If not, what is missing?

No problems are identified at this time.

**IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years?**

**Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?**

Acceptable

**Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?**

Acceptable

### Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

yes

Review the



affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Provide an analysis of the review.

There are no problems or issues in this area at this time.

**If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?**

Acceptable

How many curricula changes were approved by the Academic Affairs Committee during the past five years?

8

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs

## Committee?

All the steps had faculty involvement starting at the discussion phase through the Academic Affairs Committee through implementation of the actual changes in curricula.

**Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?**

Acceptable

Concern

There could be more specific information regarding faculty involvement.

Is any program within the department a technical program (e.g. AAS or certificate)?

yes

When was the last Advisory Committee meeting?

September 22, 2010

Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.

[Supporting documentsPRLEA-CJP Mins-Nov 2010.docx](#)

Provide a link to the appropriate committee membership of the Advisory Committee(s) in

the Electronic Archives.

Supporting documentsPRLEA-CJP Advisory Com 2010-2011.docx

**If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?**

Acceptable

**Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?**

Acceptable

### Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a

one-year anomaly.

If so, provide the faculty and staff analysis of their assessment of the problem.

**Academic Degrees and Certificate**

Associate in Science – Criminal Justice CRIJ.AS

Associate in Science – Forensic Science FORS.AS

Associate in Applied Science – Criminal Justice Law Enforcement CJLE.AAS.LENF

Certificate of Completion – Criminal Justice Law Enforcement CJLE.CERT.LE

(Panhandle Regional Law Enforcement Academy PRLEA)

**Amarillo College Databook**

Total students enrolled in program/department 2000-2009 – As was mentioned in Section III. Curricula, the CJLE.AAS.CORR Criminal Justice Corrections Degree and CJLE.CERT.COR Criminal Justice Corrections Certificate were sunset in 2007-08; therefore, enrollments in these two options are decreasing. The average enrollment in the CRIJ.AS is 139 over a 10 year period. 175 declared this as their major in 2009-10. The past five years, there has been an increase in the average, especially in 2009-2010.

The FORS.AS Forensic Science Degree was approved in 2006-2007. Two people were enrolled in 2007-08, 46 in 2008-09 and 66 in 2009-10. This is satisfactory growth, especially for a new program. The average enrollment in the CJLE.AAS.LENF Criminal Justice Law Enforcement Degree is 65 over a 10 year period. 82 declared this as their major in 2009-10. The past three years, there has been an increase in the average. The average enrollment in the CJLE.CERT.LE Criminal Justice Law Enforcement Certificate is 38. The enrollment was below the average in 2007-08 & 2008-09. There appears to be an upsurge in the PRLEA in 2010-11 with 31 in the Fall PRLEA.

Full-time FTE's enrolled in program/department 2005-2009 – As was experienced in total student enrollment, there is also a decrease with the CJLE.AAS.CORR Criminal Justice Corrections Degree and CJLE.CERT.COR Criminal Justice Corrections Certificate full-time enrollments (FTE's). This is to be expected since the degree and certificate were sunset in 2007-08. The CRIJ.AS Criminal Justice Degree, FORS.AS Forensic Science Degree, CJLE.AAS.LENF Criminal Justice Law Enforcement Degree and the CJLE.AAS.LENF Criminal Justice Law Enforcement Certificate are all experiencing increases in FTE enrollment. The average enrollment for the department over the past five years is 85. The department experienced quite an increase in 2009-10 with 112 FTE's.

Completer's enrolled in program/department 2000-2009 – Due to low completion rates, the CJLE.AAS.CORR Criminal Justice Corrections Degree and CJLE.CERT.COR Criminal Justice Corrections Certificate were sunset in 2007-08. The other areas and completions, CRIJ.AS Criminal Justice Degree - 7, FORS.AS Forensic Science Degree - 5, CJLE.AAS.LENF Criminal Justice Law Enforcement Degree – 5 and CJLE.CERT.LE Criminal Justice Law Enforcement Certificate (PRLEA) - 32 are satisfactory with their completion rates.

**Amarillo College Self Service Statistics**

Criminal Justice course completions 2004-2008 – There are consistent course completions over a four year period.

Criminal Justice headcount 2004-2008 – There is an increase in headcount over a four year period.

Criminal Justice enrollments 2004-2008 - There are consistent course enrollments over a four year period.

The assessment of the academic enrollment, FTE's, and completions is detailed above, however, there are no problems at the current time.

**Does the analysis by the faculty and staff**

## of this data address any obvious problems/declining statistics?

Acceptable

Create an action plan for needed improvement and commendation for any dramatic improvement.

There is a commendation for a very successful start to the FORS.AS Forensic Science Degree with 66 enrolled and 5 graduated as of 2009-10. Also, there is a commendation to the Criminal Justice department as a whole for such a dramatic increase in the total number of students, 175, 36 students above the average over a ten year period.

[Supporting documentsIV. A. 2. CJ Contact Hours.docx](#)

[Supporting documentsIV. A. 2. Continuing Education.docx](#)

**Criminal Justice In-Service** – The average number of contact hours over a five year period is 104,792. In 2009-10, Criminal Justice In-Service was 27, 778 below the average at 77,014. This is specifically attributed to the TDCJ Units requiring the 240 Pre-Service training be completed at the Region V Training Facility in Plainview, Texas. In 2005-06, 21,280 contact hours were experienced for TDCJ Pre-Service Training, 23,160 in 2006-07, 26,120 in 2007-08, 34,120 in 2008-09, and 0 in 2009-10.

The Security Police Officers (SPO) at Pantex conducted their basic training through Amarillo College from 2005-06 through 2007-08 with an average of 22,933 contact hours per year. This in-kind agreement experienced a healthy amount of contact hours that are missed in 2009-10.

The good news is that enrollments in Criminal Justice In-Service are holding steady with new agencies conducting their training at Amarillo College. Criminal Justice will continue to acquire new agencies and seek more contact hour agreements.

**Intervention Programs** – The enrollment are fairly stable in most areas. The significant decreases are in 3 programs: Adolescent Tobacco Cessation (ATCP), Alcohol Education Program for Minors (MIP) and the Alcohol Seller Education Program (ASEP).

The first two programs (ATCP and MIP) are totally dependent on citations being issued to minors. There are not as many citations being issued. The other program (ASEP) can be attributed to United Supermarkets (previously our largest customer), having an in-house instructor now.

[Supporting documentsIV. A. Analysis of Intervention Programs Enrollment.docx](#)

**Criminal Justice In-Service** - Criminal Justice will continue to acquire new agencies and seek more contact hour agreements. TDCJ and SPO will be contacted to see if there is a need to reestablish the in-kind agreements.

**Intervention Programs** – To increase enrollments in Intervention programs the following will be implemented:

- Market all of the programs to defense attorneys encouraging them to send their clients before they go to court.
- Send Defensive Driving materials to all local auto insurance companies encouraging them to send their customers for insurance discounts.
- Market ASEP program to all alcohol sellers in Amarillo.
- Get the Responsible Money Management program approved by the Bankruptcy Court to allow those individuals to attend our program for the credit they need.

**Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?**

Acceptable

**Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?**

Acceptable

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.

Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

**Academic Degrees and Certificate**

Associate in Science – Criminal Justice CRIJ.AS

Associate in Science – Forensic Science FORS.AS

Associate in Applied Science – Criminal Justice Law Enforcement CJLE.AAS.LENF

Certificate of Completion – Criminal Justice Law Enforcement CJLE.CERT.LE  
(Panhandle Regional Law Enforcement Academy PRLEA)

**Amarillo College Databook**

Total students enrolled in program/department 2000-2009 - As was mentioned in Section III. Curricula, the CJLE.AAS.CORR Criminal Justice Corrections Degree and CJLE.CERT.COR Criminal Justice Corrections Certificate were sunset in 2007-08; therefore, enrollment in these two options is decreasing. The average enrollment in the CRIJ.AS is 139 over a 10 year period. 175 declared this as their major in 2009-10. The past five years, there has been an increase in the average, especially in 2009-2010.

The FORS.AS Forensic Science Degree was approved in 2006-2007. Two people were enrolled in 2007-08, 46 in 2008-09 and 66 in 2009-10. This is satisfactory growth, especially for a new program. The average enrollment in the CJLE.AAS.LENF Criminal Justice Law Enforcement Degree is 65 over a 10 year period. 82 declared this as their major in 2009-10. The past three years, there has been an increase in the average. The average enrollment in the CJLE.CERT.LE Criminal Justice Law Enforcement Certificate is 38. The enrollment was below the average in 2007-08 & 2008-09. There appears to be an upsurge in the PRLEA in 2010-11 with 31 in the Fall PRLEA. New majors enrolled in program/department 2000-2009 – The average number of new students declaring Criminal Justice and Forensic Science as their major is 65 over a 10 year period. There has been an increase the past three years, with a substantial increase of 24 in 2009-10.

There are no problems, action plans for improvements, or commendations at this time.

**Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations for increasing the number of students majoring in this program/department based on this program's/department's data?**

Acceptable

## Resources

Review the five-year graph(s) of the student-to-faculty ratio in the program/department. Explain any increase or decrease that is more than a one-year anomaly.

There is no anomaly identified at this time.

**Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?**

Acceptable

Provide an action plan for improvement of any identified problem.

No action necessary at this time.

**Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?**

Acceptable



In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

*Unable to open link to roster - internet explorer could not display page*

**Criminal Justice Academic Faculty** meet the SACS and THECB requirements.

**Continuing Education Part-time Instructor Lists:**

[Supporting documentsPRLEA Instructors.xlsx](#)

[Supporting documentsIn-service instructors.xlsx](#)

[Supporting documentsIntervention Instructors.xlsx](#)

**Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any faculty teaching a technical course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do**

**not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.**

Acceptable

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

- a. Sarah Uselding, Assistant Professor, Criminal Justice

Last evaluation date: Spring 2010

**If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty Performance Review (FPRP) within the past two years and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and the date of the last FPRP.**

Acceptable

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

- a. Selden Hale, Part-time faculty, Criminal Justice

Last evaluation date: Spring 2010

**If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and state the specific problem.**

Acceptable

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as "full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic

freedom?

no

**If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.**

Acceptable

Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply.)

Circulating collection Reference collection

Tutorials/guides Classroom instruction

Personalized instruction Electronic journals

Circulating collection Electronic books

Information profiles Chat services

Seminars/conferences

**Does it appear that the library collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?**

Acceptable

Which two or three collection/resources/services

should be improved to support Amarillo College's mission regarding teaching and service?

We have no recommendations regarding improvements to collection/resources/services at this time.

**Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?**

Acceptable

Does your program/department have discipline accreditation?

no

How has the library participated in this discipline's accreditation?

**Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?**

Acceptable

After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

**Strengths:** Criminal Justice Programs does a good job assuring students have access and

training in technology they will be required to use in their chosen field. The entire Criminal Justice Associate in Applied Science degree is now offered completely online. In the law enforcement academy, students are trained using the most up-to-date methods for the various skills including firearms, defensive tactics, police driving, etc. Students also submit learning objectives and research papers and take their major tests on computer.

**Weaknesses:** The online registration process needs to be improved to be user-friendly. The current system for academic students is cumbersome and confusing at best. The continuing education process does not exist. Many of the students, especially those who attend our Conferences, would love the option of registering online. It would be very helpful for both academic and continuing education students if an online registration process could be developed using the “shopping cart” method.

## **Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of technology?**

Acceptable

What improvements would ensure that students use technology?

In many cases, the use of technology is required of the student (i.e. submitting work and taking tests on the computer). Students are offered computers in the computer lab if they don't have one of their own and tests are taken in a computer lab.

## **Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?**

Acceptable

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity

of student records?

yes

What changes need to be made to prevent violations of this nature?

Generally the answer is no. However, it is not realistic to believe that there is absolutely no possibility of a breach in security, confidentiality, or integrity of student information/records. However, the office staff is aware of FERPA laws and they are trained to take every precaution to prevent such a breach.

**After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.**

Acceptable

**What changes need to be made to prevent violations of this nature?**

Acceptable

Which support services need to be strengthened to better serve students in this program/department?

Support services for Criminal Justice students are accomplishing our needs at this time.

Explain what aspects of the services need to be strengthened.

Support services for Criminal Justice students are accomplishing our needs at this time.

**Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?**

Acceptable

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

The West Campus is rather isolated on evenings and weekends and there are many classes that are held during these times. It would be helpful if the AC Police Department had a constant presence on this campus.

**Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid? Are any of these recommendation(s) more significant and/or urgent?**

Acceptable

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

There are many physical facilities that would assist Criminal Justice Programs to meet the needs of the Program. A detailed list of these items was developed in Spring, 2010.

[Supporting documentsBrainstorming WCC.docx](#)

Some of the more critical items needed for our students are a heated and air conditioned defensive



tactics room, a weapons vault, and a scenario room.

We have experienced numerous occasions where the automated class scheduling component (R25) does not work well for us. This creates huge, time-consuming issues when trying to schedule classes.

West Campus is in need of a multi-purpose Conference Room. Several programs on West Campus, including Criminal Justice Programs, hold conferences, workshops, and seminars on a regular basis and having a room that could seat 300+ would be very helpful.

**Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are there any other needs which this Self-Study didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?**

Acceptable

### Budget

Which program/department outcomes have resulted in budget requests to date?

The Continuing Education Division is entrepreneurial in nature both with continuing education and academic budgets. The budget is based on historical performance and conservative, realistic expectations of future performance. The Criminal Justice Programs Departmental income must meet or exceed expenses in order to move forward and prepare future budget targets. The Division budgets at the object code level even though the College budgets at the pool level.

6 Year Cost Study  
2006-2010 BCMP  
2009-10 Budget Targets

**Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?**

Acceptable

Project the program's/department's strategic

initiatives for the next five years based on the program's/department's outcomes.

The enrollment is fairly stable in most areas. Criminal Justice will continue to acquire new agencies and seek more contact hour agreements. TDCJ and SPO will be contacted to see if there is a need to reestablish the in-kind agreements. Part time faculty is being increased to offset the cost of the full time faculty overload. Over the next 5 years, Criminal Justice Programs will maintain quality, increase contact hours, and decrease or maintain expenditures.

The significant decreases in Intervention Programs are in 3 areas: Adolescent Tobacco Cessation (ATCP), Alcohol Education Program for Minors (MIP) and the Alcohol Seller Education Program (ASEP). The first two programs (ATCP and MIP) are totally dependent on citations being issued to minors. There are not as many citations being issued. The other program (ASEP) can be attributed to United Supermarkets (previously our largest customer), having an in-house instructor now. To increase enrollments in Intervention programs the following will be implemented:

- Market all of the programs to defense attorneys encouraging them to send their clients before they go to court.
- Send Defensive Driving materials to all local auto insurance companies encouraging them to send their customers for insurance discounts.
- Market ASEP program to all alcohol sellers in Amarillo.
- Get the Responsible Money Management program approved by the Bankruptcy Court to allow those individuals to attend our program for the credit they need.

**Has this program/department been able to project strategic initiatives for the next five years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?**

### Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

yes

If no, explain what is inaccurate.

**IF the program/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department?**

Acceptable

**IF anything appears to be inaccurate, identify the apparent violation.**

Acceptable

Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?

yes

Are the references in compliance with SACS approved statement?

yes

Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

**IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved**

**reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).**

Acceptable

**IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?**

Acceptable

Other

State any additional comments/concerns which may impact this program/department during the next five years.

*During the program review process, explanations of responses to the Yes/No questions were created in a word document. The complete Program Review document is included here for your review and to ensure clarity.*

- Increase in the number of academic faculty – Because the number of students has increased in the program, additional part-time faculty have been hired. Two were hired for Spring 2010 and there will be a third hired in Fall 2011. This will alleviate the faculty overload of

the full time professor as well as assist with maintaining expenses.

- Holds/TCLEOSE /Intervention Programs– The holds on student's records continue to be a problem for the continuing education students in Criminal Justice Programs. For example, a student may have a hold on their academic record because they neglected to pay on their academic payment plan or they have violated their contract with financial aid. Therefore, when they attend a class in Continuing Education they are unable to be enrolled in class due to a hold on their academic record. While it is important the College holds the student accountable, the agencies the department report to do not agree. The agencies do not understand why a continuing education student is not able to enroll in class due to a hold on their academic record. The continuing education student is attending a class in Continuing Education either because they are required to for their employment or because they are required to by the court system.
- HB 2347-This bill was introduced last year in the Texas House of Representatives and will have an impact on Amarillo College and within Criminal Justice Programs. HB 2347 allows commissioned peace officers who are employed by an agency to be exempt from paying tuition and fees if there are enrolled in a criminal justice approved degree plan. The bill is still being discussed and final decisions will be made by the Coordinating Board between January and April 2011. The implementation of HB 2347 is scheduled for Fall 2011. Criminal Justice Programs will experience an increase in students as a result of this bill. Criminal Justice will monitor this carefully so that implementation for the student as well as the institution is smooth.
- West Campus is also in need of a multi-purpose Conference Room. Several programs on West Campus, including Criminal Justice Programs, hold conferences, workshops, and seminars on a regular basis and having a room that could seat 300+ would be very helpful.

**Additional information regarding Curricula:**

The affiliation(s)/agreement(s)/contract(s) that Criminal Justice Programs currently adhere to are all in good standing.

PRPC Contract  
TCLEOSE  
Department of State Health Services  
Texas Alcoholic Beverage Commission  
American Community Corrections Institute  
Various In-Kind Agreements  
Co-Sponsorship Agreements  
Various Contracts

CJLE.AAS.LENF Criminal Justice Law Enforcement AAS Degree

CJLE.CERT.LE Criminal Justice Law Enforcement Certificate

PRLEA Texas Higher Education Coordinating Board Licensure Report 2004-2008

**Additional information regarding Publications:**

The Amarillo College Website [www.actx.edu/cj](http://www.actx.edu/cj) is used heavily for conferences, the academic degrees and the in-service calendar.

The institutional academic and continuing education catalogs are utilized to assist with and promote programs.

**Academic Degrees**

- Criminal Justice Brochure

- [Forensic Science Brochure](#)
- [Curriculum Cards](#)
- [Protective Services Brochure](#)
- [Online Degree Postcard](#)
- [Recruiting Document for High Schools](#)

***Panhandle Regional Law Enforcement Academy***

- [Law Enforcement Brochure](#)
- [Job Fair Flyer](#)
- [Graduation Invitation](#)
- [Graduation Program](#)

***Criminal Justice In-Service and PRPC Contract***

- [Paper Schedule](#)
- [Personality Profiling](#)
- [PPCT Defensive Tactics](#)
- [Secret Service SSI](#)
- [Detecting Danger](#)
- [Crime in the Latino Community](#)
- [Domestic Interdiction](#)

***Conferences***

- [Women in Criminal Justice](#)
- [Child Abuse Prevention](#)
- [Emergency Preparedness](#)
- [The Psychopath](#)
- [Emotional Survival for LE](#)
- [Stop Teaching Our Kids to Kill](#)
- [Integrity Driven Leadership](#)
- [Annual Leadership Forum](#)
- [School & Workplace Violence](#)
- [Sexually Violent Crimes](#)
- [Verbal Judo](#)
- [Drug Symposium](#)

***Intervention Programs***

- [Adolescent Tobacco Cessation Program \(ATCP\)](#)
- [Alcohol Education Program for Minors \(MIP\)](#)
- [Alcohol Seller Education Program \(ASEP\)](#)
- [Anger Management](#)
- [Anger Management for Home Study](#)
- [Cognitive Behavioral Change Program \(Change\)](#)
- [Cognitive Behavioral Change Program Home Study](#)
- [Defensive Driving](#)
- [Defensive Driving Online](#)
- [DWI Alcohol Education Program](#)
- [DWI Intervention Repeat Offender Program](#)
- [Parenting Cognitive Lifeskills for Home Study](#)
- [Parent-Taught Online Drivers Ed Course](#)

- Responsible Money Management
- Seatbelt/Child Safety Online Course
- Shoplifting/Other Theft Program
- Texas Adult Driver Education Program
- Youth/Parent Cognitive Lifeskills for Home Study

**IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.**

Acceptable