College: <u>Central Maine Community College</u>   Program: <u>Criminal Justice</u>
CIP: <u>43.0104</u>   Credential(s): <u>Associate in Applied Science (AAS)</u>
Review team: <u>Margaret Brewer, Betsy Libby, Brianna Doyle, Matt Tifft, David King, Amos Bickford, Jennifer Bilodeau, Stephen Strengari</u>
Date: <u>March 2021</u>   Period of review: <u>AY1516-AY1920</u>

Program Overview:

1) **Program description** (*from the most recent college catalog*):

> The Associate in Applied Science Degree in Criminal Justice is designed with a three-fold purpose: (1) to prepare graduates for entry level positions relevant to law enforcement, (2) to prepare students for upper division coursework at universities and colleges where a bachelor's degree is desired, and (3) to respond to the growing demand of law enforcement employees seeking to upgrade their skills and knowledge base for career advancement with a college degree.

2) **Program Learning Outcomes: all program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.**

List the program learning outcomes:	Method of assessment: list the courses and activities/assignments used to assess the learning outcomes
1. Demonstrate an understanding of the sociological and psychological theories of crime causation and evaluation of human behavior.	Please see attached Five-Year Assessment Plan for Student Learning Outcomes.
2. Apply critical thinking and problem-solving techniques to the criminal justice and computer forensics environment.	
3. Demonstrate the ability to apply principles of statutory law and due process within the criminal justice system.	
4. Demonstrate interpersonal, written, and presentation skills required for successful employment in a criminal justice field.	
5. Consistently exhibit ethical behavior and respect for a diverse community, applying services equitably to all people.	

3) **Credentials Awarded within the IPEDS year, i.e. July 1-June 30:**

Credentials Awarded					
Credential	AY1516	AY1617	AY1718	AY1819	AY1920
AAS	41	31	32	33	42

4) Program Graduates Employed:

Number of Completers with any Wage Data	95
% of Completers with any Wage Data	87%
# of Completers with First Year Earnings	54
Median First Year Earnings	$33,591

5) Partnerships, collaborations, associations and memberships

a) Advisory Meeting Dates and Attendance (past 3 years)

Date(s) of Meeting	# of college attendees	# of Non-college attendees
04/27/2017	2	3
04/25/2018	2	5
11/08/2018	2	5
11/07/2019	2	3
11/18/2020	2	5

b) Program external accreditation, associations, and memberships (if applicable):

n/a

6) Other Indicators of student success, direct and/or indirect, which may include:

	AY1617	AY1718	AY1819	AY1920
Licensure/certification pass rates (if applicable)				
Program Advisory Committee Member Survey (on scale of 1-5 averaged):				
Program Curriculum				4.75
Technical currency of the program				4.50
Preparation of program graduates for work in the field				4.25
Communication from program administration/faculty				4.75
Overall quality of the program				4.50
Other (please specify): Major equipment purchased recently for this program with federal funds				3.67

7) Student demographics:

Admissions					
	AY1516	AY1617	AY1718	AY1819	AY1920
Fall Applications	170	197	172	188	182
% chg in Fall Applicants from PY	--	16%	-13%	9%	-3%
Enrolled (Yield)	69	58	56	51	61
% chg in Enrolled from PY	--	-16%	-3%	-9%	20%

Student Enrollment[1]

	AY1516	AY1617	AY1718	AY1819	AY1920
Unduplicated Headcount Enrolled in Program	155	124	116	121	126
% chg in Headcount from PY	--	-20%	-6%	4%	4%
Enrolled Credit Hours	1,769	1,450	1,403	1,394	1,613
% chg in Credit hours from PY	--	-18%	-3%	-0.6%	16%
FTE	118	97	94	93	108
% chg in FTE from PY	--	-18%	-3%	-1%	16%

[1] = students within the program in the fall of the academic year

Student Success					
Cohort Year	AY1516	AY1617	AY1718	AY1819	AY1920
Cohort Enrollment	85	75	80	81	94
Retained to the next semester	60%	64%	71%	58%	62%
Retained to the next year	46%	43%	56%	40%	33%
Graduation Rates					
100% of program time	22%	21%	28%	32%	
150% of program time	31%	32%	41%		
200% of program time	33%	32%			
Transfer Rate (non-graduates)[2]	25%	15%	15%	7%	14%
Transfer Rate (graduates)	4%	11%	6%	4%	
Enrolled in Another Program[2]	1%	3%			
Graduated from Another Program[2]	5%	7%	4%	2%	

[2]. Determined at the maximum graduation point in this table, i.e. 200%

8) **Strengths, challenges, and planned steps for continuous improvement: In your summary assessment you should reference sections of this review that informs the plan.**

Program Strengths:

- The Criminal Justice program is unique in its ability to maintain a healthy connection between theory and practice. The program's simulation equipment and police cruiser promote a hands-on learning experience. This differentiates the program from others in the state and region. The program is currently one of two programs in the United States training on the Stressvest system. The program's use of a contained training area for building defensive and tactical communication skills has met the Advisory Committee's request to increase the emphasis of these skills.
- The full-time and adjunct faculty in Criminal Justice are a high caliber and represent a wealth of experience in the field. As examples, adjunct faculty also work for the following organizations: State of Maine Emergency Management Agency; Auburn Police Department; Maine Warden Service; and Maine State Police.
- The program can be completed 100% on-campus, 100% online or in a hybrid format. The curriculum is flexible and offers electives to meet student need, interest and career goals. Students can tailor the program to match their individual interests and career goals. The program supports a diverse, cutting-edge course catalog (e.g. Death Investigations, Juvenile Justice, Victimology, Corrections, Police Operations, Crime Scene Photography).
- There is a strong connection with high school programs through dual enrollment opportunities. The faculty designed a "Road Show" to promote the programs to area high schools throughout the state, visiting 10-15 high school programs each fall. These took place virtually throughout the Fall 2020 semester due to the COVID-19 pandemic, and then materials were mailed to the schools as a follow-up.
- Partnerships exist with many organizations including the Maine State Police, Auburn Police and Lewiston Police and are essential to the program. These relationships provide mentorship opportunities for students and are

helpful with equipment needs (e.g. bullet proof vests for advanced certificate students) and guest instructors, etc. The District Attorney's office provides a unique opportunity for students to learn the inner-workings of the court system. The City of Auburn's Police Activities League (PAL) program is a great learning opportunity for students and helps develop concepts of community policing by working with the city's at-risk youth.

- There are articulation agreements with the University of Southern Maine and Husson University.
- The Criminal Justice department and Social Sciences department were stand-alone departments prior to fall 2020. The departments were combined this past fall to form the Public Service and Social Sciences Department, which has provided a more streamlined educational pathway options for students.
- There is a strong relationship with the program advisory board who continuously review curriculum so that it remains current with industry practices.
- Some students in the program choose to work for the campus student security team, which provide additional connections to campus and hands-on learning.

Challenges:

- Due to the nature and wide array of Criminal Justice occupations, career counseling and well-planned course selection is unique to each individual student. A lot of time is needed to advise each student to ensure correct choices are being made.
- The program vacated its former space two years ago to make room for a plumbing and HVAC program. The new space does not allow for a student gathering area or computer area for students to do work during their breaks as the old space did. These types of spaces are important for retention because students form deeper relationships with each other and with faculty through these types of informal opportunities.
- The COVID-19 pandemic and national police issues have negatively impacted the number of students interested in law enforcement, creating challenges for recruitment.

Planned steps for continuous improvement:

- With the assistance of The Foundation for Maine's Community Colleges, a grant was received from the Davis Family Foundation to build a Criminal Justice Simulation Center on Campus. The Center is planned to be built this summer and completed for fall 2021 instruction. This space will allow the program to stay true to the theory-practice model, and provide the training space needed for the size of the program and spaces for students to interact as they had in the former criminal justice space.
- Students and faculty will continue to utilize the Learning and Advising Center specialists who are professional, full-time advisors. These advisors serve as back up advisors to students in all programs and can assist with the student to faculty advisor ratio.

Five-year Assessment Plan for Student Learning Outcomes

Criminal Justice   March 2021
Name of Program or General Education Domain   Date

Learning goal (as appropriate):

Program learning outcomes:	Academic year during which assessment will occur	Source(s) and type of assessment artifact(s) that will be collected (e.g.: embedded questioning, capstone assignments, standardized testing, performance observation, portfolio reviews, etc.)	Method(s) to be used for assessing artifact(s)	Assessment Goal (targets/criteria) for direct measure	Assessment Outcome (*Number of Students Achieving an "acceptable" or better*)	Assessment Goal was:		
						Met	Not Met	Pending Review
1. Demonstrate an understanding of the sociological and psychological theories of crime causation and evaluation of human behavior.	2019-20	Standardized testing (final exam JUS 245)	Industry professional(s)	70%	91%	✓		
2. Apply critical thinking and problem solving techniques to the criminal justice and computer forensics environment.	2019-20	Standardized testing (final exam CRJ 201)	Industry professional(s)	70%	56%		✓	
3. Demonstrate the ability to apply principles of statutory law and due process within the criminal justice system.	2019-20	Standardized testing (final exam CRJ 201)	Industry professional(s)	70%	56%		✓	
4. Demonstrate interpersonal, written, and presentation skills	2019-20	Performance Observation (Student presentation CRJ 201)	Instructor observation	70%	94%	✓		

required for successful employment in a criminal justice field.								
5. Consistently exhibit ethical behavior and respect for a diverse community, applying services equitably to all people.	2019-20	Standardized testing (final exam CRJ 201)	Industry professional(s)	70%	56%		✓	

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.

➢ Students struggled to meet Outcomes 2, 3, and 5. This is possibly due to the impact of the COVID-19 pandemic (the college went remote halfway through the spring semester, and added stressors likely influenced the overall student performance). The usual study/lecture sessions were less available (and less attended, although offered via ZOOM) during the live section of this course in Spring 2019-20. This may have skewed the numbers in the negative direction (52% did not meet these outcomes in the live section).

➢ 61% achieved Outcomes 2, 3, and 5 during the 2018-19 year (compared to 56% during this assessment period), which was also below the threshold. Pedagogical changes took place during that assessment period to include more group work and active scenarios in class. We will monitor these figures moving forward, and may consider adjusting the assessment tool as needed.

➢ Outcome 5 will be revised at the end of 2020-21, as this is ambiguously written and difficult to measure.

➢ A rubric is being created to assess Outcome 4, bringing more transparency and consistency to the grading process.