

1.0: Program Data and Resource Repository

1.1: Program Summary

Provide narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, goals, etc. Please limit to one page. It is appropriate to include the catalog description.

Narrative:

The criminal justice program at Independence Community College [ICC] exists for students who are interested in careers in law enforcement or social work and is an appropriate major for those interested in pursuing a law degree. There are two program specific courses to provide students an introduction to the field (Introduction to Criminal Behavior and Introduction to Criminal Justice). In addition to these required program specific courses the program as it currently exists is transfer-oriented and meets the general study requirements of ICC. The overall discipline is broad at the upper levels but at the freshman and sophomore level there are not many classes that are available that are widely transferable.

1.2: Quantitative and Qualitative Data

All programs are provided with the most recent three years of data by the Office of Institutional Research (IR) as well as three-year budget data provided by the Business Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

The data sets provided by the Office of Institutional Research include the following elements for the most recent three (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring
- Number of Graduates Working in Related Field
- Expenditures and Revenues

Additional data may also be available for reporting by the Office of Institutional Research, as applicable. Requests for additional data must be made through the Data Request link on the website.

Narrative:

No assessment data exists for this program since no one has ever been responsible overseeing such data entry (nor have program-level outcomes been developed). The program specific courses (Introduction to Criminal Justice and Introduction to Criminal Behavior) are both three credit hour courses. Over the past 3 years these courses have typically been taught by adjunct faculty. A single section was taught by the sociology professor one semester, but he was teaching more than 15 hours and as this is not his primary teaching area his teaching is being considered overload/adjunct for the purpose of this review.

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
Declared Majors	18	11	14	15	7
Introduction to Criminal Behavior					
Was the course taught (Yes or No)	Yes	No	Yes	No	No
If yes					
how many students enrolled	18		17		
how many students completed	18		17		
Passed 'D' or better	18		14		
Introduction to Criminal Justice					
Was the course taught (Yes or No)	No	Yes	No	Yes	Yes
If yes					
how many students enrolled		3		11	8
how many students completed		3		11	6

Passed 'D' or better		3		8	5
Credit hours generated	54	9	51	33	24

In academic year 2016 there were 2 CRM grads. In academic year 2017 there were 3 graduates.

As one course was offered per semester over the last 3 years and taught by an adjunct or as overload, the cost to the college to offer these classes and have the program is at most \$3,300 a year above and beyond operational costs.

2.0: STUDENT SUCCESS

2.1: DEFINE STUDENT SUCCESS

Provide a definition of how student success is defined by the program. (*See Resource C in manual*)

Narrative:

Success in the program can be looked at in two ways: success in the two program-specific courses and completion of the degree.

Passing Introduction to Criminal Justice and Introduction to criminal behavior would give students the knowledge that defines this degree as being more than just a liberal studies degree.

The total program is transfer-oriented for students who wish to pursue a major in criminal justice, or a related field. Yet, since the degree is also a full A.S. degree anyone who completes the degree can use it for workplace credentials as appropriate.

2.2: ACHIEVE/PROMOTE STUDENT SUCCESS

Describe how the program achieves and promotes student success.

Narrative:

Proper advisement of criminal justice majors to take the program specific courses is the unique aspect of promoting and achieving student success for this degree. Below is a copy of the current program of study for criminal justice majors:

Criminal Justice	
Degree: Associate of Science	
Suggested Four-Semester Plan	
First Semester:	
<i>Course Title</i>	<i>Credit Hours</i>
English Composition I (ENG 1003)	3
College Algebra (MAT 1023)	3
Introduction to Sociology (SOC 1003)	3
Elective	3
Introduction to Criminal Justice (SOC 1113)	3
Term Total	15
Second Semester:	
<i>Course Title</i>	<i>Credit Hours</i>
English Composition II (ENG 1013)	3
Public Speaking (COM 1203)	3
General Psychology (BEH 1003)	3
Arts/Humanities Elective*	3
Biological Science Elective*	5
Term Total	17
Third Semester:	
<i>Course Title</i>	<i>Credit Hours</i>
Physical Science Elective*	5
Introduction to Criminal Behavior (SOC 1133)	3
Elective	3
American Government (POL 1023)	3
U. S. History Elective	3
Term Total	17
Fourth Semester:	
<i>Course Title</i>	<i>Credit Hours</i>
Arts/Humanities Elective*	3
Introduction to Literature (ENG 1073)	3
Computer Concepts & Applications or Computer Information Systems (CIT 1003 or CIT 2003)	3
Social/Behavioral Science Elective*	3
Elective**	3
Term Total	15
Total	64

*See Courses that meet General Education Graduation Requirements for a list of courses meeting the math/science, arts/humanities, and social/behavioral science requirements.

****Recommended Electives:** Abnormal Psychology, Social Problems, Foreign Languages, Interpersonal Communication, Ethics

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.1: REFLECTION ON PROGRAM/COURSE OUTCOMES

Provide a narrative reflection on the assessment of program curriculum. Please provide an individual chart for student learning outcomes at both program and course level. Once the chart has been completed by the program, it can be updated in each cycle to reflect changes in assessment initiatives.

Narrative:

The program curriculum does need to be updated to align with the changes made to the general education curriculum recently adopted at ICC. There is also a question if two discipline specific classes are enough to count as a major. Yet, based on the course level they are appropriate for being taught at ICC. That said, there are no program-level outcomes for Criminal Justice and no data available to truly reflect upon the appropriateness of outcomes.

3.2: SIGNIFICANT ASSESSMENT FINDINGS

Provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

There is no assessment data at the course or program level.

3.3: ONGOING ASSESSMENT PLANS

Describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

Beginning course-level assessment data collection and developing program-level outcomes are the next steps to be taken.

4.0: EXTERNAL CONSTITUENCY AND SIGNIFICANT TRENDS

External Constituency and Significant Trends - An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.)

4.1: PROGRAM ADVISORY COMMITTEE

Please list or attach all Advisory member's Name/Title/Organization/Length of Service on committee; note the Committee Chair with an asterisk (*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

There is no advisory committee for this program.

4.2: SPECIALIZED ACCREDITATION

Include the following information: Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.

Upload the most recent self-study and site visit documents.

Upload agency correspondence which confirm accreditation status.

Narrative:

This program does not have any specialized accreditation.

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

Due to the college's current accreditation status with the Higher Learning Commission (HLC), this program is afforded the same accreditation status. More specifically, the Criminal Justice program helps the college address HLC's criterion 3A (the program is appropriate for higher education). With some work, it is also believed this program will also afford the college to demonstrate to HLC that it can meet criterion 4A and 4B as the program is overhauled to create more accountability for assessment. Furthermore, Introduction to Criminal Justice is in the KBOR transfer matrix guaranteeing it will transfer statewide across all public institutions.

5.0: CURRICULUM REFLECTION

5.1: REFLECTION ON CURRENT CURRICULUM

Provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

Currently the ICC criminal justice program consists of two specific criminal justice courses: introduction to criminal justice and introduction to criminal behavior. There are a number of designated courses in the program, opposed to open ended electives, that were picked because they align with skills or knowledge for most criminal justice careers.

The criminal justice program in its entirety has stayed the same the last 10 plus years. No courses have been added to or removed from the program. Individual courses are updated as they are taught per the course specific changes. Assigning someone to oversee the program will ensure proper data-driven updates to the program are made on an on-going basis moving forward.

5.2: DEGREE AND CERTIFICATE OFFERINGS OR SUPPORT

List what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The degree offered for completing this program is an A.S. of Criminal Justice.

The two program specific courses, Introduction to Criminal Justice and Introduction to Criminal Behavior, are required for this program. They serve only as electives (not general education electives but pure electives) for any other student who takes these courses.

The Introduction to Criminal Justice class is part of the KBOR Transfer and Articulation process and should be accepted by other Kansas schools for students who transfer. The Introduction to Criminal Behavior course is transfer institution dependent.

6.0: FACULTY SUCCESS

Before completing the Faculty Success sub- sections, the program should reflect on a program pedagogy of success that identifies activities (publications, presentations, awards, and service) that promote success and why these specific activities were chosen. This philosophy or statement of pedagogy should be used as a framework for structuring future activities based on measurable outcomes in other sections of the program review.

6.1: PROGRAM ACCOMPLISHMENTS

Please highlight noteworthy program accomplishments.

Narrative:

This program does have student interest and is selected as a major. But there are no specific accomplishments to list due to the lack of data since no full-time faculty member has ever been in control of the program. Moving forward, it will be imperative to assign someone to oversee this program to ensure adjunct instructors are fulfilling assessment expectations.

6.2: FACULTY ACCOMPLISHMENTS

Highlight noteworthy accomplishments of individual faculty.

Narrative:

There are no full-time faculty for this program. The adjunct instructors have expressed interest in offering additional criminal justice programs and are looking to see what other discipline-related courses are usually considered freshman and sophomore level.

6.3: INNOVATIVE RESEARCH, TEACHING, AND COMMUNITY SERVICE,

In this section the program should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Adjuncts have been encouraged to determine what other courses they would like to offer.

7.0: PROGRAM PLANNING & DEVELOPMENT FOR STUDENT SUCCESS

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section provide a narrative reflection on trends observed in the data from section 1.0. (See Resource C)

Narrative:

There is no data and therefore no data trends to be observed.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See Resource D for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use

S.M.A.R.T. goal setting for this purpose. (See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)

Narrative:

The program falls under Category 2 (Maintain Current Levels of Support/Continuous Improvement). There are several options for the future of this program:

1 - this program can continue as is with limited courses taught by adjuncts. The program offers a solid first 2 years for any student who intends to take a break after earning their Associates degree and if a student plans on transferring they are in good shape.

2 - criminal justice courses can be added to strengthen the discipline specific knowledge earned at ICC. This approach would serve ICC students who intend a legal criminal justice career at the end of their time at ICC. From a transfer perspective this approach is dependent upon how transfer schools view criminal justice courses (are they lower or upper level courses), some courses may need to be repeated.

3 - criminal justice can also be a technical program preparing people to go into law enforcement situations or who are in law enforcement and seeking additional training. Hutchinson Community College has a program that goes down this path if we need a model to review.

4 - this program can be eliminated. Declared majors could be liberal studies or social science majors and would be able to take all but two classes found in the current program. As this program is low impact, only needing one adjunct a semester to teach a single course a semester, there is very little benefit to cancelling the program if students are interested in the field.

SMART Goals

- 1) A full-time faculty member or division chair will be designated to oversee assessment for the Criminal Justice program by May 2018. (Ben Seel will be asked to do this.)
- 2) This program will be updated to align with new Liberal Studies degree by May 2018.
- 3) Common assessments will be developed for the two major-specific courses by May 2018.
- 4) Assessment data will begin being entered into Tk20 during Fall 2018.

7.3 Mission and Strategic Plan Alignment

In this section, indicate the ways in which the program's offerings align with the ICC mission (Appendix 3). Also, in this section provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan, KPI's (Appendix 4) or Higher Learning Commission (HLC) accreditation AQIP categories (Appendix 1). It is not necessary to consider an example for each HLC category, but programs are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC.

Narrative:

As with all academic programs at ICC, the Criminal Justice program aligns with the ICC mission by providing academic excellence. Cultural enrichment and economic development are circumstantial; depending on what a student plans on doing with their degree but both are plausible. The program is at a spot it could go many different directions in the future.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, complete the budget worksheet to identify proposed resource needs and adjustments. These worksheets will be available in October. (See Resource G for more details on possible items to include.)

Narrative:

Having a full-time faculty member with the credentials to teach the major courses on a regular basis would be the ideal situation. Realistically, this will only occur if a person who has credentials to teach in multiple disciplines is found as there is not enough demand for criminal justice courses to make a full-time load.

If this is kept as a transfer-oriented program, ensuring the program classes are taught at least once each academic year is a must. Ideally the classes would both be offered each semester alternating which course is taught in person and which course is taught online.

This review has not looked into the cost of turning this program into a more technical oriented program. But it seems probable this option would be the most expensive.

As a result of the program's Category 2 placement (Maintain current level of support/Future improvements), however, it is recommended that a full-time faculty member or division chair be assigned to oversee assessment for the Criminal Justice program (Ben Seel will be asked to do this). This workload would be the equivalent of 1 credit hour of release time or \$550 per semester.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

The criminal justice courses are taught by adjuncts. There are no full-time faculty members at ICC who teach the criminal justice courses. As a result, this program review was completed by Ben Seel.

Students who declare criminal justice as a major are currently advised by a full-time faculty member, Ben Seel. Ben does not have a background in criminal justice but is a trained academic adviser who can talk to students about their goals and aspirations and ensure students are enrolled in the correct classes to earn the degree.

9.2 Dean and/or Administrative Designee Response

After review and reflection of the program review, planning and development, the Division Chair and CAO will complete the Summative Assessment form. The Division Chair and CAO's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division chair: I agree with the findings of this program review. I believe the program falls under Category 2 (Maintain Current Levels of Support/Continuous Improvement) based on the vitality assessment. Although there are opportunities for growth, I think the biggest concern is being able to guarantee the transferability of major-specific courses. As a result, I believe the best action currently is to increase oversight of the two courses currently being offered (and the program as a whole) before considering future improvements.

Program review committee: We agree with the findings presented by Ben Seel. Now that he has been asked to oversee this program, it can be strictly monitored over the next year with plans to redesign a better transfer-oriented program. In particular, program-level outcomes need to be developed immediately and assessment data needs to begin being collected next semester.

VPAA: I agree with the findings of this program review. I believe Category 2 is accurate based on the current program being set up as a transfer program. Ben Seel did volunteer to oversee this program last year, so it will be imperative to create program and course level outcomes to assess the vitality of the program moving forward. Decisions regarding the options for adding a more technical-based program will potentially come from Ben in the future, and will include the necessary data to allow the Board of Trustees to make a decision.