

Five Year Plan Review

2012-2017

Great Basin College Criminal Justice Degree Program
Associate of Applied Science Corrections Emphasis
Associate of Applied Science Law Enforcement Emphasis

Dave Sexton

CJ Program Supervisor

May 12, 2017

Thanks To:

Dean of Arts and Sciences Thomas Reagan

Social Sciences Chair Wendy Charlebois

Executive Summary

The Great Basin College (GBC) Criminal Justice Program has undergone a five-year program review process that has identified strengths, challenges, and findings. The program has improved on several fronts, and is a better program today than it was five years ago at the last review. Though not a great program, Criminal Justice is a good program, and demonstrably a very above average program when judged against its peers. Five goals have been suggested for program improvement: 1) Providing for the entire program to be available and the degree earned online, 2) Create an AA program to complement the existing AAS program, 3) Create and offer upper division CJ elective courses for existing GBC BA and BAS programs, and 4) Redesign the existing AAS degree course offerings to reduce or eliminate duplication and to broaden experience and knowledge, and 5) Allow an additional three credit release to the program supervisor for recruitment purposes.

Program Review Policy

Policies and procedures related the program reviews are outlined in Nevada System of Higher Education Handbook (NSHE Title 4, Chapter 14, Section 4) and GBC Policy and Procedures Handbook (A Guide to Program Reviews Policy No. 3.40).

The purpose of the program review is “to assure academic quality, and to determine if needed, student demand, and available resources support their continuation.” (NSHE Title 4, Chapter 14, Section 4).

The periodic program review provides an opportunity for the college to reflect on the quality of instruction within programs, to develop tools to measure program effectiveness, to ensure the viability of degrees and certificates with regard to our graduates' employment opportunities and transferability to other institutions, and to enhance our graduates' ability to be productive and discerning citizens of their communities.

The information gained can inform the college about which programs are serving the constituency well in their present form, which programs need moderate or minor changes regarding structure, instruction, curricula, and/or format, and which programs need to be changed drastically or eliminated altogether. These decisions can be difficult, and the program review process provides GBC with the most current and sound data to influence making such determinations. Program review data is useful for marketing and for accreditation self-studies.

Overview

The purpose of GBC's Criminal Justice Program is to assist students in the understanding of the intersection of biography and history within social structures

related to the criminal justice system, as well as how to be a reflective, proficient, and active agent within these systems. The Criminal Justice Program has two areas of emphasis in law enforcement and corrections.

Graduates of the Associate of Applied Science in Criminal Justice Law Enforcement degree program will have the following knowledge and skills to accomplish the following:

- Critically analyze factors involved in the causation of crime.
- Describe and demonstrate proficiency in basic investigative techniques.
- Understand the application of state and federal law to law enforcement situations.
- Describe the application of state proficiency in basic policing skills.
- Identify and analyze the major components of the American criminal justice system.
- Analyze the relationships between biology, the physical environment, and anti-social human behavior.
- Critically analyze factors involved in the relationships among justice system professionals, the clientele of the justice system, and the public.

Graduates of the Associate of Applied Science in Criminal Justice Corrections degree program will have the knowledge and skills to accomplish the following:

- Identify and analyze the major components of the American criminal justice system.
- Describe and analyze the legal framework within which the criminal justice system is embedded.
- Critically analyze factors involved in the relationships among justice system professionals, the clientele of the justice system, and the public.
- Describe and evaluate the historical factors affecting the structure of the criminal justice system.
- Understand supervision theories of rehabilitation and retribution and their application to offenders.
- Understand and apply state and federal law to corrections situations.

The Mission of the GBC Criminal Justice Program provides student-centered instruction leading to knowledge of criminal justice history and development, comprehension of criminological theories, cognition of criminal law and procedures, and proficiency with the practical application of criminal justice processes.

I (for the ease of reading this report, “I” and “Me” represent the ideas and views of the author) have two personal missions for our students. Non-attainment of these skills is a deal breaker for me – every graduate must be constantly immersed in these two worldviews while taking criminal justice classes.

First, students will become outstanding communicators in whatever situation they may find themselves.

- ▶ They will be able to speak and listen effectively to a diverse and multicultural community.
- ▶ They will write clearly, efficiently and effectively. I was a police chief for 17 years. Students will be able to write in a manner in which if they were writing a report I would not kick it back to them for containing errors or be incomplete, nor would embarrass if widely disseminated the department or me.
- ▶ They will be familiar with the concept of Verbal Judo, and the art of speaking to deescalate a situation.
- ▶ They will recognize interviewing as an important every day, every situation skill. They will recognize how to skillfully interrogate when appropriate. They will understand how to establish an instant, effective command presence.

Second, I want to install, encourage and engage their curiosity. They should become naturally curious about everything. I want them to become like a dog on the hunt ☺. Once curious I want them to have the resources, knowledge and skills to get their questions answered.

Past History

This is the third criminal justice program review on record. Dr. Stephen Baker assumed responsibility for the program on October 1, 2004. He assessed the criminal justice program, as it existed on that date and came to the following conclusions:

- Program had 2-3 adjunct instructor.
- No short-term or long-term scheduling existed.
- Required classes were not being taught to fulfill program requirements.
- There were a limited numbers of criminal justice courses in the catalog.
- Very few local criminal justice practitioners were taking classes.
- There was minimal support of the program from local law enforcement and other criminal justice agencies.
- No organized effort to market the program was present.
- Hybrid or online courses were not being developed and taught to increase student access.
- A disconnect existed between the program and the GBC Social Sciences Department that limited collaboration and integration among other programs.
- Advisement was, at best, inconsistent at the GBC main campus and the satellite campuses.
- Satellite campuses felt that they were being ignored.

Putting together a plan to improve the program, Dr. Baker decided his first responsibility was to try to create a respectful relationship with the local law

enforcement (police and sheriff) as well as other criminal justice agencies in the GBC service area. Over the next eight years, the program continued to grow and prosper. He believed he achieved the following accomplishments:

- ▶ Expanded pool of adjuncts from differing backgrounds (adult Probation & Parole, juvenile probation, district attorney, Public Defender's office, NDOC, etc.).
- ▶ Required that adjuncts have a minimum of a bachelor's degree, and most had master's degrees.
- ▶ Hired adjuncts who lived and worked in satellite campus service areas like Ely and Pahrump.
- ▶ Created a policy to award college credit for Nevada P.O.S.T. training.
- ▶ Added new course offerings.
- ▶ Created four online and several hybrid courses.
- ▶ Recruited and implemented a Criminal Justice Program Advisory Board.
- ▶ Created a long-term schedule of offered courses each semester.
- ▶ Devised a schedule that allowed a student to complete the program in two-years.
- ▶ Enhanced advisement for declared criminal justice majors.
- ▶ Coordinated satellite campus visits and class instruction from satellite campuses.
- ▶ Implemented a student recruitment program.
- ▶ Updated of program brochures for law enforcement and corrections emphases.
- ▶ Coordinated common course numbering with Nevada's colleges and universities.
- ▶ Increased class sizes from 5-10 to 20-30.
- ▶ Nominated several students as Outstanding Criminal Justice Program Students.
- ▶ Conducted several presentations on safety and impaired driving.
- ▶ Worked with transition team to bring Nye County on board as a branch campus.
- ▶ Worked collegially with members of the Social Sciences Department as well as other departments and faculty at GBC to strengthen program.

Several of these accomplishments apparently did not last through to today.

The program reviewed next in 2012, by the Social Sciences department in-between program supervisors. City of Elko Chief of Police Don Zumwalt, a product of the GBC Criminal Justice Program (and an earned Bachelor of Applied Science degree from the college), assumed the administrative duties of the program in 2011-12 while the search was conducted for a new full time criminal justice instructor. He noted that as a student going through the Criminal Justice Program, he experienced a wide variety of criminal

justice courses that allowed him to choose career and educational paths that he was interested in pursuing. There were a sufficient number of courses and faculty to choose from to provide a strong foundation for criminal justice education to him and other students that he had subsequently hired as police chief.

Findings: Current Program by the Numbers

The current criminal justice degree program offers two emphasis: law enforcement or corrections. Enrollment is split approximately 70% law enforcement and 30% corrections, although this changes year to year. For 2017 there are 13 graduates, 7 law enforcement and 6 corrections. The annual average for the past five years is 11 graduates or 2-3% of the graduates campus-wide. Five of the seven law enforcement graduates this year are female, as are eight of the total 13. This is in line with a long-standing trend of criminal justice programs attracting more females than males, even though criminal justice is still a male-dominated field.

The program needs to offer seven or eight mandatory criminal justice courses each semester to meet college goals for the ability to earn a two-year degree in two years. The program has besides the full time instructor/supervisor four very good adjuncts (see section on bios and resumes). To fulfill contract requirements and to give each adjunct one class per semester requires offering nine classes per semester. This is a challenge given the number of courses available to teach, and the number of students available to take these courses.

The number of declared criminal justice majors has remained relatively stable over the years, currently at 66 students. Students are taking fewer classes however – in 2004 it took 1.5 criminal justice major to equal one FTE, in 2011 it took 1.7 CJM to equal one FTE, and in 2016 it takes 2 CJM to equal one FTE. Institutional Research was unable to tell me how this corresponds to students campus wide.

Most students are passing their classes, ranging from a low of 55% of students earning a C- or better in Introduction to Criminology to 98% of students earning the same grade in Principles of Patrol Techniques. The mean over the last five years is approximately 85% of students pass a criminal justice course with a c- or better.

Goals From The 2012 Program Review

- ▶ From the previous five-year review of 2012: “Despite the many accomplishments over the past eight-years, the following areas have been identified to address and improve upon in the future”:
- ▶ Goals from 2012 that I no longer see as goals:
 - ▶ Addition of another full-time faculty member with a background in corrections, probation, and/or parole.

- ▶ *This goal does not have institution budgetary support.*
- ▶ Development and presentation of training sessions to local law enforcement, including, but not limited to police, sheriff, Fish and Game, NHP, etc.
 - ▶ *This goal depends on outside organizational support to succeed.*
- ▶ A faculty exchange program whereby faculty from other Nevada colleges could be invited to teach a course or seminar to students.
 - ▶ *This goal depends on outside organizational support to succeed.*
- ▶ Add Criminology as a required course for the Social Work Program.
 - ▶ *According to the Social Work Program this was/is not a shared goal.*
- ▶ One question consistently asked is the viability of a bachelor's degree in criminal justice. According to the Academy of Criminal Justice Sciences, full-time faculty should be responsible for 80% of the classes offered in a bachelor's program. This means that to implement a bachelor's program, GBC would have to add at least two more full-time faculty members.
 - ▶ *This goal does not have institution budgetary or political support.*
- ▶ Develop a memorandum of understanding with UNR, UNLV, Boise State and other institutions of higher education to establish a transitional program so students could take their first two years of courses at GBC and then have a seamless transfer to a bachelor's or master's program.
 - ▶ *This goal depends on outside organizational support to succeed.*
 - ▶ *A current goal is to design GBC programs to meet this goal.*
- ▶ Goals That Have Been Accomplished:
 - ▶ Faculty should have working experience in law enforcement, corrections, probation, parole, prosecution or defense to ensure the broadest exposure for students.
 - ▶ Continuing growth of the adjunct faculty pool so that students would have more exposure to differing points of view (e.g. more than one person teaching criminal law or criminal procedures each calendar year).
 - ▶ Maintenance of standards for adjunct faculty to require a minimum of a bachelor's with preference for a master's degree or higher.
 - ▶ Creation of a paralegal program, although this should be fully evaluated and have the support of the local legal community to determine viability.

- ▶ *This goal has been accomplished through continuing education dept.*
- ▶ Provision of funding so that criminal justice faculty can attend the annual Academy of Criminal Justice Sciences (ACJS) meeting.
 - ▶ *I attended this year with financial assistance from the college.*
- ▶ Expansion of course offerings to include one on Women in the Criminal Justice System, Police Management, Comparative Criminal Justice, Victimology, and Terrorism.
 - ▶ *I offered Women in CJ for the first time this year. Other classes could be offered as upped division electives or through the proposed AA degree and AAS degree offerings (see new goals).*
- ▶ Reestablishing and nurturing the relationship between the GBC Criminal Justice Program and law enforcement and corrections community in Nye County.
 - ▶ *We picked up an adjunct instructor in Pahrump this year, and are starting a new correctional program between GBC, the private prison and area high schools.*
- ▶ As a program director, the full-time Criminal Justice Program coordinator should have one class release for that responsibility.
- ▶ Goals From 2012 Review That Are Still Goals To Accomplish:
 - ▶ Expansion of course offerings to include one on Women in the Criminal Justice System, Police Management, Comparative Criminal Justice, Victimology, and Terrorism.
 - ▶ *Expansion can be achieved as upped division electives or through the proposed AA degree and AAS degree offerings (see new goals).*
 - ▶ Expansion of online courses with consideration given to offering all courses online, thereby extending the reach of GBC's Criminal Justice Program and increasing numbers of students and class sizes.

Brand New Goals For 2017

Along with the above existing goal of making our degree fully available online, I have identified three more goals for improvement I would like to pursue. I have discussed these goals with my Dean, Department Chair, and Social Science faculty members and all have given their blessing as worthwhile (and exciting) projects.

- ▶ **Goal #1:** Offer an AA as well as an AAS Degree

- ▶ *Truckee Meadows CC and College of Southern Nevada both do this, and the opportunity would be attractive to new students. An AA degree could flow smoothly into our existing BA degrees in Social Sciences and Natural Resources – keeping more students here rather than transferring out of town or out of state. We also need to push harder to get students to join our BAS in Supervision and Management after earning their Criminal Justice AAS rather than transferring.*
- ▶ **Today we offer a Criminal Justice AAS Degree (Source: CSN)**
- ▶ *The AAS degree in Criminal Justice is intended to provide students with the skills, abilities, and knowledge needed in order to become criminal justice practitioners or to transfer to other institutions to continue their education. The degree addresses both the legal and professional aspects of the criminal justice system while integrating crime control and identifying factors that contribute to deviant behavior. The program prepares students seeking entry-level employment within the field of criminal justice.*
- ▶ **STUDENT LEARNING OUTCOMES**
- ▶ • *Summarize the three components (police, corrections, and the courts) of the criminal justice system and the workings of these institutions in society.*
- ▶ • *Compare and contrast society's concept of justice with the limitations of the criminal justice system.*
- ▶ • *Analyze the overall problem of crime in the United States, including different types of crimes.*
- ▶ • *Evaluate current issues related to crime prevention and rehabilitation of offenders.*
- ▶ • *Demonstrate effective oral and written communication skills applicable in the fields of law enforcement, corrections, or criminal law.*
- ▶ **I propose we also offer a Criminal Justice AA Degree (Source: CSN)**
- ▶ *The Associate of Arts Degree in Criminal Justice provides a broad overview of the criminal justice system, its subsystems, and the roles of the participants therein. It provides a comprehensive overview of criminal law and procedure, law enforcement ethics, and criminology. Students will choose additional elective credits in corrections, juvenile justice, forensics and other interdisciplinary topics. This degree may be used for transfer to a four-year academic institution or may serve as a qualification for public safety or social service positions.*
- ▶ **STUDENT LEARNING OUTCOMES**
- ▶ • *Explain the history and nature of the major components of the criminal justice system: police, courts, and corrections.*

- ▶ • *Outline the basis of decision-making in the criminal justice process and important constitutional issues.*
- ▶ • *Differentiate criminal law from other forms of law.*
- ▶ • *Analyze the overall problem of crime in the United States, including different types of crimes, and identify current issues related to criminal prosecution and rehabilitation of offenders.*
- ▶ • *Demonstrate effective oral and written communication skills applicable in the fields of law enforcement, corrections, or criminal law.*

Goal #2: Emphasize GBC BA programs to our University Bound Students

- ▶ **BAS Supervision and Management**
- ▶ *Our Criminal Justice AAS degree can transfer into our BAS in Management and Supervision:*
 - ▶ *Graduates with a BAS with an emphasis in Management and Supervision will be able to:*
 - ▶ *Interpret and analyze business situations, identify concerns, and recommend solutions.*
 - ▶ *Demonstrate theoretical and practical understanding of concepts, models and approaches associated with effective leadership.*
 - ▶ *Recognize the broad contexts within which businesses operate and recognize that this context is global.*
 - ▶ *Demonstrate an appreciation of perspectives associated with other cultures.*
- ▶ *What is it that our officers do beside supervise and manage events, crises, crime scenes, search and rescue missions, investigations, etc? Attractive to students looking for careers in Law Enforcement, Corrections.*
- ▶ **BA Natural Resources**
- ▶ *Our Criminal Justice AA degree can transfer into our BA in Natural Resources:*
 - ▶ *Students graduating from the BA Natural Resources will have the knowledge and skills to:*
 - ▶ *Acquire and interpret scholarly information and data to reach informed, reasoned and balanced conclusions.*
 - ▶ *Synthesize information effectively in oral and written form.*
 - ▶ *Develop and demonstrate professional skills.*
 - ▶ *Comprehend and analyze how the study of biological and physical systems contributes to understanding the natural world; and*
 - ▶ *Apply concepts and methods to an original professional study of the natural world.*
- ▶ *The mission of the Bachelor of Arts with a major in Natural Resources (BANR) is to fulfill and extend the mission and philosophy of Great Basin College. The BANR focuses on an integrated view of the natural world through courses on the biological and physical environment. The BANR prepares students to*

develop abilities in critical thinking, writing, presentation, and research skills needed to address the challenges of conserving and managing natural resources while maintaining the traditions of a Bachelor of Arts degree. Attractive to students looking for careers in Wildlife Management, State and Federal Park Law Enforcement.

- ▶ **BA Social Sciences**
- ▶ *Our Criminal Justice AA degree can transfer into our BA in Social Sciences:*
 - ▶ *Students graduating from the BA Sciences program will have the knowledge and skills to:*
 - ▶ *Acquire and interpret scholarly information and data to reach informed, reasoned, and balanced conclusions.*
 - ▶ *Synthesize information effectively in oral and written form.*
 - ▶ *Demonstrate comprehension of how the core social science disciplines-- anthropology, history, political science, and psychology--approach the analysis of human social behavior.*
 - ▶ *Apply concepts and methods to an original professional study in social sciences.*
- ▶ *The mission of the Bachelor of Arts (BA) in Social Science is to fulfill and extend the mission and philosophy of Great Basin College. The BA in Social Science provides a broad interdisciplinary knowledge base and professional experience. This course of study is designed to instill abilities in critical thinking, writing, presentation, and research skills as well as build an interdisciplinary knowledge base. Upon completion of the BA in Social Science Program, students will have developed professional skills that can be applied to many career paths, including the ability to research, communicate, and problem solve. Employers in both the private, public, and non-profit sectors value this skill set. Graduates of the program might also pursue graduate study in Anthropology, History, Political Science, or Psychology. Attractive to students looking for careers in Probation and Parole, Corrections.*

By offering criminal justice upper division electives as part of our BA and BAS programs these programs become more attractive and relevant to CJ students.

Existing NSHE Upper Level Criminal Justice Classes

CRJ 311 - Forensic Science

CRJ 312 - Administration

CRJ 313 - Community Policing and Problem Solving

CRJ 320 - Courts in Criminal Justice

CRJ 325 - Serial Killers and Sexual Predators

CRJ 380 - Diversity and Multiculturalism in Community Policing

CRJ 381 - Diversity and Multiculturalism in Criminal Justice

CRJ 411 - Comparative Criminal Justice Systems

CRJ 413 - Dilemmas in Law and Law Enforcement

CRJ 420 - Jurisprudence

CRJ 425 - The Correctional Institution

CRJ 427 - Struggle for Justice

CRJ 437 - Theories of Delinquency Prevention and Control

CRJ 462 - Community-Based Corrections

CRJ 463 - Victimology

CRJ 465 - Sex, Crime, and the Media

CRJ 469 - Psychology and the Legal System

CRJ 475 - Women and the Criminal Justice System

CRJ 479 - Feminist Jurisprudence: Violence Against Women

CRJ 489 - Star Trek, Law, and Ethics

CRJ 490 - Crime Prevention

CRJ 491 - Internship in Criminal Justice

Goal #3: Review, rework and revise our AAS degree course offerings to reduce or eliminate duplication and to broaden experience and knowledge.

Too many of our existing classes teach repetitive or overlapping material between courses. I would like to tighten this up, and add depth to our instruction, possibly offering a class for crisis intervention for first responders, or a class on drug addiction.

Existing Criminal Justice classes taught in local colleges

CSI - CJ - AA	(18 Core Credits)	CSI - COR - AA	(21 Core Credits)
CRIJ 101	Intro to CJ	CRIJ 101	Intro to CJ
CRIJ 102	Intro to Police	CRIJ 103	Intro to Law & Justice
CRIJ 103	Intro to Law & Justice	CRIJ 104	Intro to Corrections
CRIJ 104	Intro to Corrections	CRIJ 201	Community Based Corrections

CRJ 275 Criminal Evidence Law
CRJ 276 Laws of Arrest, S&S

CRJ 205 Constitutional Rights of Inmates
CRJ 220 Evaluation and Treatment
CRJ 270 Criminology

TMCC-CJ-AA (15 Core Credits)

TMCC-CJ-AAS (39 Core Credits)

CRJ 104 Intro to Admin of Justice
CRJ 222 Criminal Law & Procedure
Any 3 of:
CPD 116 Substance Abuse
CRJ 106 Intro to Corrections
CRJ 125 Legal Careers & Law School
CRJ 126 Legal Research & Methods
CRJ 127 Legal Writing
CRJ 211 Police in America
CRJ 289 Land and Justice

CRJ 104 Intro to Admin of Justice
CRJ 211 Police in America
CRJ 222 Criminal Law & Procedure
Any 10 of:
CRJ 125 Legal Careers & Law School
CRJ 126 Legal Research & Methods
CRJ 127 Legal Writing
CRJ 155 Juvenile Justice
CRJ 162 Investigative Photo I
CRJ 163 Investigative Photo II
CRJ 164 Intro to Investigation
CRJ 214 Principles of Patrol
CRJ 215 Probation and Parole
CRJ 225 Criminal Evidence
CRJ 226 Delinquency
CRJ 265 Intro to Physical Evidence
CRJ 270 Criminology
CRJ 289 Law & Justice
CRJ 290 Internship
CRJ 299 Special Topics

CSN-CJ-AA (27 Core Credits)

CSN-CJ-AAS (42 Core Credits)

CRJ 104 Intro to Admin of Justice
CRJ 107 Intro to Ethics in CJ
CRJ 120 Community Relations
CRJ 130 Criminal Law
CRJ 225 Criminal Evidence
CRJ 270 Criminology
CRJ 288 Second Year Capstone
CRJ Any 2 CRJ Class Electives

CRJ 103 Communications for CJ
CRJ 104 Intro to Admin of Justice
CRJ 106 Intro to Corrections
CRJ 107 Intro to Ethics in CJ
CRJ 111B Firearms I
CRJ 114B Firearms II
CRJ 120 Community Relations
CRJ 164 Intro to Investigations
CRJ 170B Physical Training for LE
CRJ 214 Principles of Patrol
CRJ 225 Criminal Evidence
CRJ 229B Defensive Tactics
CRJ 233 Nevada Criminal Law
CRJ 251 Correctional Administration

WNC-CJ-AAS (27 Core Credits)

CRJ 101	Intro to CJ I
CRJ 102	Intro to CJ II
CRJ 106	Intro to Corrections
CRJ 164	Intro to Investigation
CRJ 211	Police in America
CRJ 222	Criminal Law & Procedure
CRJ 225	Criminal Evidence
CRJ 234	Intro to Courts & Legal Sys
CRJ 270	Criminology

GBC-LE-AAS	(27 Core Credits)	GBC-COR-AAS	(27 Core Credits)
CRJ 104	Intro to Admin of Justice	CRJ 104	Intro to Admin of Justice
CRJ 120	Community Relations	CRJ 106	Intro to Corrections
CRJ 164	Intro to Investigations	CRJ 164	Intro to Investigations
CRJ 211	Police in America	CRJ 155	Juvenile Justice
CRJ 214	Principles of Patrol	CRJ 215	Probation and Parole
CRJ 220	Criminal Procedures	CRJ 220	Criminal Procedures
CRJ 230	Criminal Law	CRJ 230	Criminal Law
CRJ 265	Intro to Physical Evidence	CRJ 226	Prevention of Delinquency
CRJ 270	Criminology	CRJ 270	Criminology

Goal #4: Recruit and liaison with service-area law enforcement.

There are ten sheriff's offices and a half dozen police department scattered across GBC's ten county 86,500 square mile service area. There are also numerous private, city, county and state correctional facilities. I have so far had the opportunity to make personal contact with very few of them. While none of these departments currently requires a college degree for basic entry hire, some of the state and federal law enforcement departments in our region do. And while not required, the International Association of Chiefs of Police, The National Sheriffs' Association and the American Correctional Association all recognize the benefits of a college educated officer:

- Better behavioral and performance characteristics
- Better skilled with independent decision-making and problem-solving
- Better skilled at articulating their thoughts
- Greater aptitude for innovative thinking
- Improved adaptability
- Fewer on-the-job injuries and assaults

- More proficient in technology
- Fewer departmental disciplinary actions and internal investigations
- Less likely to be involved in unethical behavior
- Less likely to use force as the first response
- Enhanced report writing skills
- Displays maturity for age
- Better at discovering extra resources
- Demonstrated enhanced department responsibilities
- Less use of sick time (work ethic and seeing the big picture)
- Greater acceptance of minorities (diversity and cultural awareness)
- Decrease in dogmatism, authoritarianism, rigidity and conservatism
- Improved communication skills (oral and written)
- Fewer formal citizen complaints
- Promotion of higher aspirations
- Better adapted to accepting critical feedback on job performance

(Source: Patrick Oliver (2014) *Recruitment, Selection & Retention of Law Enforcement Officers*, Looseleaf Law Publications, Flushing, NY)

GBC needs the opportunity for face-to-face time to recruit working officers and to work with and discuss with department leadership on what we can offer to improve their departments and their lives. Currently working officers make up 10% of GBC criminal justice majors.

Summary and Conclusions

The Criminal Justice Program is in a good place at a good time. The program is solid, and able to sustain the recommended goals for improvement. The campus wide effort to re-write the general education requirements will assist our development of a new AA program. We have the adjunct base necessary to teach an increasing number of courses and offerings. Our full-time instructor is qualified to teach upper division classes. There is a spirit among social science faculty and colleagues to see the program prosper and grow.

GBC Criminal Justice Faculty and Adjuncts

Dave Sexton

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Professor, Peacekeeper, Public Safety Professional. Over my multifarious career I have had the privilege to manage a criminal justice degree program for an Oregon Community College and an Alaska University. I have designed, written and taught dozens of online and on-campus classes for both public and private colleges up and down the Pacific Coast. I have 30 years of law enforcement experience, 17 as a working police chief, specializing in tourism-recreation oriented destination communities with the added flair of high seasonal population fluctuations and high customer service expectations. I have been certified as a peace officer on the highest attainable level offered in both Alaska and Washington. I was appointed by the Governor to direct the police training and standards division of the Alaska Department of Public Safety. I have managed and directed two large and competent hospitality orientated private security forces.

EDUCATION

Master of Arts Degree. Negotiation, Conflict Resolution and Peacebuilding. University of California Dominquez Hills, and University of Alabama. Current field of study.

Master of Arts Degree. Criminal Justice Administration Program. University of Alaska, Fairbanks Alaska. Awarded 2004.

Graduate Certificate. FBI National Academy, Quantico Virginia. Eminent by-invitation-only public safety leadership program. While there my course of study had a focus on training liability, risk management and leadership ethics. Awarded in Criminal Justice Education by the University of Virginia, 1996.

Certificate of Proficiency. Supervisory Management Program. Clark Community College, Vancouver Washington. Concentrated course of study in management technique, personnel management, budgeting, labor law, adult supervision and training. Awarded 1988.

Bachelor of Arts Degree. Community Studies Program. The Evergreen State College, Olympia Washington. Liberal Arts degree emphasizing research, problem solving, decision-making, politics, and planning for the needs and wellbeing of communities. Awarded 1984.

Associate of Arts Degree. Law Enforcement Program. Bellevue Community College, Bellevue Washington. Awarded 1977.

PUBLICATIONS

Besides appearing in the 17th annual Inside Sports swimsuit issue (a special Alaska cruise ship edition), my literary achievements to date include publishing in The Informer magazine an article entitled "Small Agencies: The Highest Evolutionary Form of Policing" (Summer 1997), "Tenure and Turnover of Small Town Police Chiefs" in the Academy of Criminal Justice Sciences journal Police Forum (Fall 2006), "Sleep Inertia and Shift Work" in Law and Order magazine (August 2008) and "There's no substitute for community policing and high standards", featured commentary, Alaska Dispatch News, September 12, 2014. I have a review of the book "Simple Statistics, Applications in Criminology and Criminal Justice" in the December 2007 issue of ACJS Today. I am an acknowledged reviewer in Careers in Criminal Justice and Related Fields (Thompson Wadsworth 2006), Homeland Security (Pearson 2010) and an acknowledged reviewer and contributor to Event Risk Management and Safety (Wiley 2002). I conducted a community policing / problem relationship investigation and consultation for City of St. Paul Island, AK (September 2012), results of which were printed in Anchorage Daily News December 07, 2012. The second volume of The Best of the Skagway Police Blotter, books I co-authored hit the shelves Spring 2016.

ET CETERA

I believe deeply in community service. I have worked on or chaired numerous volunteer boards and committees. I have actively worked my way to President-elect for three different Rotary International clubs – always moving on to a new opportunity in a new town before getting to sit in the big chair. I have maintained my training and education over the years through many short courses, and continued attendance at annual state or national training conferences. I have been an active participant in the International Association of Chiefs of Police, FBI National Academy Associates, and the Academy of Criminal Justice Sciences

Heather C. Plager-Heard
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EDUCATION/CERTIFICATION:

- Certified Public Manager**
- Nevada Advanced P.O.S.T. Certificate, Category II,**
- Bachelor of Science, Psychology, with Honors**
 - Minor: Drug and Alcohol Studies
 - Boise State University; May 1995; Cum Laude

WORK EXPERIENCE:

August 2005 to Present **Adjunct Faculty** *Great Basin College, Elko, Nevada*

Jan. 2011 to Present **Unit Manager**

State of Nevada, Youth Parole Bureau, Elko, Nevada

- Manage the operation of the Elko parole unit
- State Coordinator for PbS (Performance based Standards) in state juvenile correctional programs:
- Review Use of Force investigations for all State juvenile correctional facilities

Nov. 2015 **Acting Superintendent – 90 day assignment**

To Feb. 2016 *State of Nevada, Nevada Youth Training Center, Elko, Nevada*

Responsible for leadership, operations and administrative oversight for the 60 bed male residential youth correctional facility.

Feb. 2001 **Youth Parole Counselor**

To Jan. 2011 *State of Nevada, Youth Parole Bureau, Elko, Nevada*

Supervise adjudicated youth committed to the State of Nevada for correctional and/or residential treatment.

March 1998 **Juvenile Probation Officer**

To Feb. 2001 *Elko County Juvenile Probation Department, Elko, Nevada*

Supervise adjudicated youth under the jurisdiction of the Fourth Judicial District Court.

July 1997 **Juvenile Detention Officer**

To March 1998 *Elko County Juvenile Probation Department, Elko, Nevada*

Provide supervision to incarcerated juveniles

OTHER EXPERIENCE/ACCOMPLISHMENTS:

March 2016 Voting Member, Juvenile Justice Representative, with the Rural Children's Mental Health Consortium.

Gene Hall

- ▶ A law enforcement career beginning in 1968.
- ▶ Bachelor's in Criminal Justice.
- ▶ Long-time current member of International Law Enforcement Education and Trainers Association.
- ▶ Law Enforcement teaching career began in 1972 teaching at Dallas County Sheriff's police academy, academia (CCSN 6 years; Law Enforcement, Dept. Chair Las Vegas College 3 ½ years), security academies, and most recently retired after 9 years as Coordinator of police academy in Palm Beach County (FL).
- ▶ Anticipate teaching in the Nye County Sheriff's Academy in the future.

Mark Mills

I am currently employed as a deputy district attorney with the Elko County District Attorney's Office. Prior to that, I worked for the late Honorable Judge Andrew Puccinelli in the Fourth Judicial District Court in Elko. I have a bachelor's and a master's degree from BYU, a juris doctorate (i.e., law degree) from the University of Nebraska at Lincoln, and a master's degree in criminology from the University of California at Irvine.

Don Zumwalt

I have lived in Elko 25 years. I earned my Associates of Applied Science degree in criminal justice from GBC. I also earned my Bachelor's of Applied Science degree in Management from GBC. I then earned my Master's degree in criminal justice from Kaplan University. I have been teaching at GBC for 12 years. I have also worked almost 25 years in law enforcement and recently retired as Police Chief from the Elko Police Department.

**“Five-Year Review”
External Academic Review Report**

**Great Basin College
Criminal Justice Department**

31 May, 2017

Introduction

The “five-year review” is not only an accreditation requirement for higher education institutions as a means to assess institutional effectiveness, but also an integral part of the process by which colleges and universities assess their continuing efforts to maintain and improve the quality of academic offerings in pursuit of academic excellence and achievement of mission.

The purpose of the program review is “to assure academic quality, and to determine if needed, student demand, and available resources support their continuation.” (NSHE Title 4, Chapter 14, Section 4).

The review panel, consisting of the Dean, Program Supervisor, inter-departmental faculty, current students, local LE, and visiting faculty convened on 12 May, 2017 in the DCIC Building, main campus. The review process examined the goals, structure, performance, and needs of the academic program, students, and community via presentations, interviews of faculty and students as well as inspection of facilities, program curriculum, and institutional self-study data.

Overview

The criminal justice program at Great Basin College presents as a healthy, vibrant program well poised to meeting the educational needs of the community. Program goals and objectives are solid, realistic and adeptly crafted to maintaining a high quality educational experience for its students. This will serve the program’s stakeholders well into the future and ensure continuing growth and prosperity for the program. Course content is rigorous, relevant, and appropriate in breadth/scope and, thereby, adeptly attuned to exploring current issues in the discipline.

The Program administrator an excellent match for overseeing the CJ programs. Sexton’s robust blend of professional, academic, and personal experience shows up in the structure and processes within the program. His commitment to staying abreast in his field and his ability to foresee trends far into the future of the CJ community at large is to be commended. He is well respected by his students, colleagues, and the community at large and is a pleasure to work with. Faculty are diverse and offer students a good many worldviews as they bring both academic and professional experience to the classrooms. Campus facilities are aesthetically beautiful and inspiring. Classrooms, equipment and technology would arguably be the envy of many colleges.

Upon completion of the review, the following themes emerged:

- Program staff are high quality, diverse, and well respected among colleagues, students, peers, and community
- Respectable focus on communication and critical thinking threaded throughout program

- Exceptional capabilities in both online and on-campus and integration between the two modalities
- Curriculum has appropriate rigor, scope and breadth of program appropriate to discipline
- Moderate to heavy repetition among course content and offerings
- Limited number of ‘currently active in the field’ students
- Vast opportunity for increased collaboration with community

Recommendations

- Revise programs goals to increasingly reflect the emphasis on communication and critical thinking skills
- Include an overarching goal to encompass the ‘courts/law’ aspect of the program
- Increase oral presentation requirements and formative assessments
- Increase collaborative relationships between class and community
- Re-evaluate the sequencing of course offerings
- Increase course offerings
- Foster student clubs within discipline
- Reduce content overlap among courses
- Develop/enhance a digital database of interviews, podcasts, etc. of professionals in the field

Vanessa D. Escalante
Core Faculty
School of Professional Studies
National University
31 May, 2017