

# Criminal Justice

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**Criminal Justice:**

**Date: 09-07-2022**

- Criminal Justice 2020-21 PUR Self-Study

**Sorted by:** Section

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## 1.A. Program or Unit Description

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### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

**Briefly describe the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic area(s) represented, degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.**

**Academic Division:**

The Criminal Justice Program (CRJ) at Truckee Meadows Community College (TMCC) belongs to the Technical Sciences Division.

**Description:**

The program serves students interested in the vast career opportunities within the criminal justice system; including law enforcement, corrections, the courts and community services. With

the latest technologies offered through the Technical Sciences Division, students receive comprehensive education, hands-on training, and practical work skills for the chosen field of study.

**Areas Represented:**

The Criminal Justice Program serves students wishing to transfer to the university as well as students wanting to enter the career field following studies at TMCC. The program includes the Criminal Justice AA and Criminal Justice, Law Enforcement AAS degree pathways. Each program provides studies specifically designed to meet the student's future goals in this area of study and future career opportunities.

**Degree Options:**

The Criminal Justice AA degree includes a 60 unit requirement, general education requirements, (6) six core CRJ units, (9) nine CRJ emphasis units, and (7) seven transferable electives. The Criminal Justice, Law Enforcement AAS Degree includes a 60 unit requirement, general education requirement for AAS, (9) nine CRJ core units, and 30 CRJ elective units.

**Staffing:**

The CRJ Department is staffed by (1) one full time tenured criminal justice professor, (7+/-) seven adjunct faculty members and (1) one shared AA3 clerical person.

**Historical Enrollment:**

The CRJ Department boasts robust enrollment numbers in the Division. Average student enrollment for the CRJ Program in Fall 2021 was 247 students (203-AA /44-AAS).

**Course Delivery Methods/Strategies:**

Courses are offered to students in person at the TMCC campuses and also through distance education/online instruction formats. Both daytime and evening classes are offered to serve traditional and continuing students. Through elective course offerings, students can emphasize their studies on law enforcement, policing, legal studies, and/or corrections. In Spring 2020, CRJ offered 13 web sections with an average class size of 25

students and (5) five in-person classes with an average class size of 24 students.

## 1.B. Program or Unit Mission

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### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

**State the department's or unit's mission. Describe how it aligns to the College's Mission, and how program learning outcomes (PLOs) for degrees and certificates offered, or for the unit, align to the department/unit mission. If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.**

#### **PROGRAM MISSION STATEMENT**

“TMCC’s CRJ Program is committed to providing students with extensive practical and professional knowledge pertinent and responsive to the dynamic fields of employment in the Criminal Justice system via readily accessible proven teaching platforms. The faculty endeavors to teach students with sufficient depth, breadth and rigor to be able to critically examine issues related to crime, law and justice. The curriculum embraces collaborative decision making, ethics, equality, innovation and inclusion while focusing on the application of law and theory through functional experiences. The program and faculty prepare students to be competitive for entry-level positions in the criminal justice system; including, but not limited to the areas of: law enforcement; probation and parole, corrections, juvenile justice and the private system. Graduates of this program will possess strong skills in critical thinking, written and verbal communications, analysis and research, and ethical considerations.”

This CRJ mission statement aligns with TMCC’s vision, mission and values. It captures the essence of TMCC’s stated Vision to provide innovative education meeting student and community needs; fully embraces the stated Mission to create accessible educational opportunities at TMCC; and augments the stated Values to highlight

the principles, standards and qualities the college considers worthwhile and desirable for its students.

## 1.C. Program Learning Outcomes

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

Program Learning Outcomes (PSLOs or PLOs)
<b>Criminal Justice</b>
<b>Associate of Arts, Criminal Justice</b>
PSLO1: Describe the rights and protections granted under the US Constitution, particularly the Bill of Rights, to individuals involved in the criminal justice system.
PSLO2: Explain the process of conducting a professional criminal investigation, the process of an arrest and pretrial detention, criminal trial procedures, and possible sanctions after conviction
PSLO3: Describe ethics adhered to by individuals involved in the various professions in the criminal justice system.
<b>Associate of Applied Science, Criminal Justice, Law Enforcement</b>
PSLO1: Describe the rights and protections granted under the US Constitution, particularly the Bill of Rights, to individuals involved in the criminal justice system.
PSLO2: Explain the process of conducting a professional criminal investigation, the process of an arrest and pretrial detention, criminal trial procedures, and possible sanctions after conviction.
PSLO3: Describe ethics adhered to by individuals involved in the various professions in the criminal justice system.
<b>PSLO</b>

## 2.A. Progress on Previous Findings and Recommendations

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

**Describe your progress on the major findings and recommendations for the program/unit from the last PUR, any annual progress reports (APRs), and if applicable, external reviews, (e.g. advisory boards, articulation committees, and program accreditors).**

- Which findings and recommendations have the program/unit addressed?**

- **Which have yet to be accomplished? Which are no longer relevant, and why?**
- **Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the last PUR?**

### **PAST PUR FINDINGS:**

A 2013-14 CRJ PUR and two resubmissions (2014-15 & 2017-18) completed and submitted by others contained omissions and weaknesses. All were deemed unacceptable. In 2015, then VPAA Dr. Jane Nichols recommended CRJ address eight overarching issues. In 2018, then Acting Dean Dr. Kyle Dalpe recommended CRJ focus it's next effort on nine findings (the same eight plus one other). This 2022 report addresses these nine recommendations.

### **PROGRESS:**

**Strategy #1: Reporting Line:** Move the CRJ reporting line. Reverse the isolation of the CRJ program from its counterparts in the L.E. Academy. Dr. Nichols reports this issue is resolved in her undated progress report while Dr. Dalpe believes CRJ must work more closely with other Public Safety Programs.

**Progress:** CRJ is assigned to Applied Technologies and reports through its chain of command. Research suggests most CRJ programs are assigned to Liberal Arts or, if there is an emphasis on Criminology, assigned to Social Sciences. Regardless, moving the reporting line will not substantially improve the efficiency or productivity of CRJ members, nor is it likely to improve its standing with the local law enforcement community. A successful relationship with local law enforcement partners is predicated far more on "who" the L.E. agencies collaborate with than on "what" division CRJ may be assigned. Program standing in the community, and with students and criminal justice partners, is a critical element of the reporting line dynamic. Currently, the strategy of working more closely with public safety programs need significantly more work and demonstrated commitment from the College.

**Strategy #2: Coordinate With Other Programs:** Coordinate

with TMCC's BAS - Emergency Mgt. & Homeland Security, local law enforcement academies, etc.

**Progress-Local Law Enforcement:** Late in 2020, CRJ made significant changes to the L.E. Advisory Board including its membership make-up, focus, and problem-solving orientation. The changes came after TMCC's Coordinator learned prior meetings were historically pro forma events, that were irregularly held and staffed by people with no authority to affect change. As a retired local chief of police and experienced academy commander, the Coordinator believed a senior group of peer law enforcement executives should partner with TMCC to identify "big picture" shared interest issues and develop realistic solutions that could be implemented quickly to benefit the members and their respective constituents.

To test the theory, TMCC hosted a "Senior Executive" L.E. Advisory Board Meeting via Zoom. Every invited chief of police, executive director and/or sheriff attended or was represented by their immediate second in command. The participants listened to the proposal, expressed support for TMCC, and agreed to serve as standing members on TMCC's L.E. Advisory Board.

During the summer months of 2021, the Coordinator recruited Washoe County District Attorney's Office Investigations Chief Michelle Bays (Adjunct Faculty & L.E. Advisory Board Chair) and Washoe County Sheriff's Office Criminologist Dave Astles (Adjunct Faculty) to its CRJ team. Chief Bays is a PhD student at UNR and a 27-year L.E. veteran while Dr. Astles is an experienced scientist, criminologist, and educator. In addition to their impressive academic and professional credentials, both serve as perfect example of TMCC's renewed commitment to relevant, current, and quality instruction for its stakeholders, including its local law enforcement agencies.

The most recent L.E. Advisory Board convened on February 4, 2022. Of note, the local Chiefs and/or Deputy Chiefs from Reno, Sparks & Washoe County attended. From the outset, the pre-existing long-standing relationships shared by the participants

resulted very worthwhile and productive dialog.

The L.E. Advisory Board agreed in principle to actively explore opportunities to:

- Re-establish an academy teaching/for credit relationship.
- Develop a pool of qualified in-service or recently retired adjunct faculty.
- Regularly review course curriculum and update as needed.
- Provide guest speakers and staff CRJ job fairs to TMCC CRJ students.
- Work closely to offer as many different online classes as possible.

**Progress - Other Programs:** CRJ has been in contact with faculty from UNR, Great Basin, and Western. The Coordinator is working closely with Chair Dave Sexton at Great Basin on several shared academic and program-related issues of mutual interest. The timing is perfect for collaboration insofar as Great Basin's CRJ PUR is due this year.

With reference to the BAS - Homeland Security recommendation, the implied natural nexus between the two programs doesn't exist. See below from the catalog:

"The Bachelor of Applied Science in Emergency Management and Homeland Security (BAS-EMHS) provides students with a well-rounded foundation in the history, politics, defense and preparedness aspects of terrorism. It will also provide students with the management principles of planning, mitigation, response and recovery from natural and man made disasters in emergency management roles. Graduates of the program will be able to conduct planning analysis, write, and implement emergency plans for public and private entities while addressing the issues of homeland security within the emergency management role."

None of Homeland Security general education, degree, or elective class requirements include criminal justice coursework.

**Strategy #3: CRJ Faculty Search-Tenure Track:** Dr. Nichols recommended TMCC convene a search committee for a tenure-track faculty position to begin Fall 2015. Dr. Dalpe restated this recommendation

in his 2018 annual report.

**Progress:** Authorization to hire a replacement position remains on hold due to existing budget issues and other priorities. CRJ realized a staffing increase in 2017 when tenured Professor Randy Flocchini returned to the classroom after serving in a leadership position for 18+/- years. Professor Brock retired in 2020. Professor Flocchini is the only full time professor in the department and is retirement eligible. Succession planning should begin ASAP.

**Strategy #4: Transfer Courses:** Review all transferable courses with UNR faculty to ensure articulation agreement compliance requirements are being met.

**Progress:** This task is complete per Dr. Nichols' 2015 undated PUR document. UNR reviewed and updated the articulation agreement based upon the revisions made to the AA degree in 2015.

In November 2021, Advisory Board Chair Michelle Bays and the Coordinator met with UNR faculty/student advisor Professor Pamela Everett, JD reference the transfer class recommendation. Professor Everret believes TMCC is adhering to expected standards for uniform, consistent and relevant coursework/delivery. Her assessment is based upon applicable anecdotal impressions & personal student counseling feedback.

**Strategy #5: Administrative Assistant:** Seek/fill an administrative assistant position to support all Technical Science programs at the Dandini campus.

**Progress:** TMCC assigned a full-time Administrative Assistant to support the division on September 13, 2017.

**Strategy #6: Assessment:** Ensure CRJ class assessments are completed as required.

**Progress:** In-progress.

**Strategy #7: Advisory Boards:** Schedule CRJ advisory board twice yearly. Ensure advisory boards are backed up with meeting minutes.



**Progress:** CRJ held one Advisory Board meeting in each of the last two academic years. Chair Michelle Bays presided over the February 4, 2022 CRJ Advisory Board meeting. The Coordinator attended. The meeting was very productive. Minutes were taken. Semi-annual meetings are planned. See Strategy #2 for additional details.

**Strategy #8: Specific CRJ Mission:** Develop program-specific mission, goals and objectives.

**Progress:** See PUR Section 1B.

**Strategy #9: Resources:** Evaluate the need for crime scene, fingerprinting and firearm computer forensics lab equipment. Develop a working relationship with the Washoe County Crime Lab.

**Progress:** This action item comes from the 2013-14 PUR and is not repeated in the 2015 or 2018 follow-up documents. The Coordinator sought counsel from Washoe County Crime Lab Criminalist Dr. David Astles. Dr. Astles does not recommend additional purchases of equipment at this time for a number of well-articulated reasons, including ROI concerns particularly for short life cycle technology-based equipment. Dr. Astles accepted the Coordinator's offer to teach an asynchronous forensic science course with no actual lab time required. The enrollment numbers were sufficient enough CRJ was able to run the course this semester.

### 3.A. Technical Programs (AAS degrees and Certificates; Allied Health Programs only)

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#### Criminal Justice

##### Criminal Justice 2020-21 PUR Self-Study

**Describe how your program(s) are meeting labor market demands and industry curriculum needs by answering the accompanying questions. The following are potential resources for labor market data, though other sources may be referenced.**

**Nevada Department of Employment Training and Rehabilitation (DETR) (<https://detr.nv.gov/>)**

**Economic Development Authority of Western Nevada (EDAWN) (<http://edawn.org/>)**

**U.S. Bureau of Labor Statistics (<http://www.bls.gov/>)**

- **What is the evidence for the regional need for the program (DETR and EDAWN data)?**
- **What is the evidence that program curriculum meets the latest industry trends or workforce needs?**

**Relevant National Data:**

The U.S. Bureau of Labor Statistics (BLS) publishes the Occupational Outlook Handbook that provides relevant information about police, detectives, probation officers, and correctional treatment specialists nationwide. BLS segregates police/detectives into one report and probation officers/correctional treatment specialists into another.

With reference to police and detectives, BLS reports 795,000 jobs nationwide with a job outlook increase for 2020-30 of 7% - representing an employment change of 51,700. The increase is classified “as fast as average”.. About 67,100 job openings for police and detectives are projected each year, on average, over the next decade (2020).

With reference to probation officers and correctional treatment specialists, BLS reports 92,700 jobs nationwide with a job outlook increase for 2020-30 of 4% - representing an employment change of 3,500 jobs, This increase is classified as “slower than average”. About 8,100 openings for probation officers and correctional treatment specialists are projected each year, on average, over the next decade (2020).

**Relevant Statewide Data:**

The Nevada Department of Employment, Training, and Rehabilitation (DETR) publishes occupational forecasting data (2021). DETR segregates the occupational categories found in the BLS report into more specific categories; however, for comparison and ease of use, the DETR job classification data is aggregated to remain as closely aligned to the reported BLS national occupation categories as possible.

The State of Nevada currently has up to 7660 police and sheriff patrol officer positions. Employment of police and detectives is projected to grow 5% from 2019 to 2029, faster than the average for all occupations. The continued need for public safety is expected to lead to new openings for officers, although demand may vary by location. The State of Nevada has up to 1020 probation officers and/or correctional treatment specialists. Employment of probation officers and correctional treatment specialists is projected to grow 4 percent from 2019 to 2029, about as fast as the average for all occupations. Job openings should remain plentiful because many people leave the occupation each year (DETR, 2021).

**Industry Indicators: Early Retirements/Resignations:**

Law enforcement. agencies project significant numbers of law-enforcement officers will retire early and/or leave the industry soon, and this trend will continue into the foreseeable future. Reasons cited include low morale, a perceived lack of community support, backlash from social justice initiatives, and increasingly restrictive changes to civil/criminal statutes many officers find untenable. Regardless, affected agencies cannot suspend critical law enforcement services or routinely fail to meet acceptable public safety staffing ratios. The agencies must hire, train and deploy new personnel.

In the November 2020 CRJ Advisory Board meeting, members unanimously agreed current and future hiring demand for qualified sworn positions will be high based upon factors like those described above. Early retirements/resignations, as unfortunate as they are, create opportunities for L.E. agencies and TMCC to explore more

efficient ways to conduct business. New hire/academy, ongoing in-service, and leadership/management education/training are natural venues to consider sharing efforts.

### **Workforce Trends:**

According to the 2021 Survey on Police Workforce Trends (Police Executive Research Forum), 194 respondents from agencies of virtually all sizes, reported the following:

**Current Staffing Levels:** On average, when comparing the total number of authorized sworn positions in each agency with the actual number of sworn positions filled, the agencies actually filled only 93% of their authorized positions as of April 1, 2021.

**Hiring:** The reduction in hiring was relatively modest. Smaller agencies actually saw an increase in hiring, while larger departments experienced dramatic reductions.

**Resignations:** Increases in resignations were more significant. Agencies reported an overall 18% increase in the resignation rate from 2020-21 compared to 2019-20.

**Retirements:** Increases in retirement were even larger. Among all responding police departments, there was a 45% increase in the retirement rate.

### **Relevant Survey Respondent Feedback**

- All of my resignations are leaving the profession completely... The candidates are nonexistent or even subpar.”
- “We have seen an increase in applicants who have changed careers to enter into law enforcement.”
- “Hiring has been a challenge. Many who applied could not meet minimum eligibility requirements...”

### **What is the evidence that program curriculum meets the latest industry trends or workforce needs?**

TMCC’s CRJ Program has struggled to meet PUR expectations and requirements since 2012. In August 2021 and in January 2022, the CRJ Coordinator and Acting Dean were appointed to their respective

positions. They are working diligently with CRJ stakeholders to identify issues and institute measured, thoughtful, proactive and inclusive changes that ensure the program meets the latest industry trends and workforce needs.

Anecdotal information gathered from TMCC L.E. Advisory Board members, current/former students, active/retired law enforcement and a UNR CRJ Professor/Student Advisor supports the notion TMCC's CRJ program meets industry trends and workforce needs.

The CRJ Department examined several peer institution's curricula. CRJ Program core requirements do not differ significantly from TMCC; however, topics like social justice, women in law enforcement, unconscious bias and ethics are becoming must-haves in a well-rounded CRJ education. Some may argue these topics are better addressed at the bachelor's degree level. Many L. E. executives disagree.

Chief Bays is collaborating with the Coordinator and Advisory Board members to prepare a simple online opinion survey for distribution this Spring.

### 3.B. Transferability

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#### Criminal Justice

##### Criminal Justice 2020-21 PUR Self-Study

- **Which Bachelor's degrees(s), especially within the Nevada System of Higher Education, does the program's AA or AS degree(s) align?**
- **Does the AA or AS transfer seamlessly in a 2+2 agreement without a loss of credits or a substantial amount of courses counting only as general electives? Please reference the appropriate transfer agreement in the receiving institution's catalog and explain.**

**The AA, Criminal Justice** is designed as either a stand-alone associate degree in the field of criminal justice or as a university transfer option to UNR. The transfer option allows students to ensure a smooth transition in the the university transfer process.

The UNR General Course Catalog (2021-2022) confirms TMCC's CRJ Associate of Arts degree aligns with UNR's CRJ Bachelor of Arts degree. The degree is designed as either a stand-alone Associate Degree in the field of Criminal Justice or as a university transfer option to UNR. The transfer option allows students to ensure a smooth transition in the university transfer process.

Quoting from UNR's catalog;

"Students who start their career at Truckee Meadows Community College may complete a Bachelor of Arts degree with a major in Criminal Justice by following the course of study described below. TMCC program to be completed - Associate of Arts, Criminal Justice."

**The TMCC AAS, Law Enforcement** is **NOT** intended as a university transfer degree for those students who wish to continue on to complete their bachelor degree. Based upon the above, it appears TMCC's CRJ AA aligns seamlessly. The authors located no evidence to the contrary. There is no mention of any "loss of credits" in the catalog.

ViewUNR's Catalog @: [https://catalog.unr.edu/preview\\_program.php?catoid=47&poid=129652](https://catalog.unr.edu/preview_program.php?catoid=47&poid=129652)

### 3.C. Student-centered Offerings

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#### Criminal Justice

##### Criminal Justice 2020-21 PUR Self-Study

- **Is the program Information In the catalog up-to-date?**
- **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students? Is there a recommended sequence for part-time students?**
  - **Describe how courses are scheduled and faculty teaching schedules are assigned. How does the department/unit schedule its course offerings in a student-centered manner that meets student demand and allows for efficient completion? How are teaching assignments determined so that they are equitable for faculty?**

**Is the program Information In the catalog up-to-date?**

Yes (02/2022)

**Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students?**

2 Years - Yes. (Both AA & AAS)

**Is there a recommended sequence for part-time students?**

No

**Describe how courses are scheduled and faculty teaching schedules are assigned.**

Several years ago, the CRJ Faculty Chair delegated teaching scheduling duties from the Faculty Chair to the division's AA. The AA solicits preferred courses, days of the week, and times from faculty and adjuncts. The AA develops and publishes a draft schedule. If class headcount isn't acceptable or full time faculty fails to meet credit load requirements, the AA either combines sections, cancels sections, offers independent study, or replaces adjunct faculty with full time faculty to meet load. The Dean signs off on the final schedule.

Commencing August 2021, the Coordinator assumed oversight responsibilities for course scheduling and faculty teaching

assignment duties. The AA continues to assist but no longer has the duty to oversee the process. The CRJ Coordinator added additional metrics to improve and enhance the scheduling equation (e.g., needs of the organization, faculty and adjunct performance, stakeholder feedback, etc.).

**How does the department/unit schedule its course offerings in a student-centered manner that meets student demand and allows for efficient completion? How are teaching assignments determined so that they are equitable for faculty?**

Course sequencing allows for a two-year completion. Courses are scheduled at different times throughout the Spring and Fall semesters to accommodate a variety of work schedules. Faculty are assigned by their experience and expertise in their respective CRJ fields (patrol, law, detectives, probation, corrections, investigations, forensics, etc.). Online teaching platforms have created equitable conditions for many of the part-time faculty. The only full-time faculty member teaches four different classes each semester, which is arguably problematic. An additional full-time hire will mitigate this issue.

### 3.D. Accessibility of Instructional Materials

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#### Criminal Justice

##### Criminal Justice 2020-21 PUR Self-Study

**What is the department/unit currently doing or planning to help ensure that instructional materials are accessible to students with disabilities? For example, have all full-time faculty attended accessibility workshops? Have full-time faculty used the accessibility purchase checker when purchasing new curricular materials? Has the department/unit taken steps to ensure part-time faculty are using accessible instructional materials?**

CRJ faculty are required to complete NSHE mandated new hire and refresher training courses. More specifically, CRJ faculty work





Truckee Meadows				
Criminal Justice				
Map Origin: Associate of Applied Science in Law Enforcement				
Map Target: Associate of Applied Science, Criminal Justice, Law Enforcement				
CSLOs	Associate of Applied Science, Criminal Justice, Law Enforcement			
	PSLO1: Describe the rights and protections granted under the US Constitution, particularly the Bill of Rights, to individuals involved in the criminal justice system.	PSLO2: Explain the process of conducting a professional criminal investigation, the process of an arrest and pretrial detention, criminal trial procedures, and possible sanctions after conviction.	PSLO3: Describe ethics adhered to by individuals involved in the various professions in the criminal justice system.	
<b>CRJ104</b>				
1. Demonstrate a basic understanding of the field of criminal justice including its key components and the importance of research and critical thinking to criminal justice policy.	X (I)		X (I)	
2. Identify and define the roles and functions of the police, courts, and corrections components of the criminal justice system including their key actors and organizational structures.	X (I)		X (I)	
3. Identify central issues and ideas about criminological theory and the study of crime victims.		X (I)		
4. Understand the importance of law including the US constitution in regard to the functioning and goals of the criminal justice system	X (I)		X (I)	
<b>CRJ211</b>				
1. Students will demonstrate understanding of the different levels and missions of law enforcement agencies.			X (R)	
2. Students will demonstrate understanding of the history, manner and evolution of American law enforcement.	X (R)			
3. Students will demonstrate understanding of the impact of the socialization of police work.	X (R)			
<b>CRJ222</b>				
1. Students will describe ethical conduct in their preparation of a criminal case from all positions of a courtroom work group.		X (R)	X (R)	
2. Students will detail the components of the American criminal justice system.	X (R)	X (R)		
3. Students will identify the elements of criminal statutes.	X (R)	X (R)		
	0	0	0	
Attainment Levels: M: Mastered RM: Reinforced/Mastered IR: Introduced/Reinforced DM: Demonstrate/Mastery PR: Practiced/Reinforced IRD: Introduced/Reinforced/Demonstrated IPD: Introduced/Practiced/Demonstrated DP: Practiced/Demonstrated D: Demonstrated IP: Introduced/Practiced P: Practiced R: Reinforced I: Introduced				

**Once your map is complete, please analyze the following:**

- **PLOs: Do all PLOs still reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated?**
- **Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?**
- **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
- **Course sequencing: Is there a need to modify the course sequencing, so students have a more seamless learning experience?**
- **Curriculum and learning opportunities: Is it necessary to introduce new learning opportunities to reinforce learning? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.**
- **Other?**

**PLOs: Do all PLOs still reflect what you want students to demonstrate once they complete the program? YES**

**Are there any PLOs that need to be updated? NO**

**Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? NO**

**Are there any unwanted redundancies of PLOs in the curriculum? NO**

**CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs? YES**  
- Add CLO for CRJ 211. "Students will demonstrate understanding of the importance and impact of social justice initiatives, LGTBQ, diversity, race, gender, and women in policing."

**Course sequencing: Is there a need to modify the course sequencing, so students have a more seamless learning experience? NO**

**Curriculum and learning opportunities: Is it necessary to introduce new learning opportunities to reinforce learning? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program. NO**

## 4.B. Evidence of Program Learning Outcomes Assessment

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

**Now that you have completed your curriculum map, summarize the most significant *program* assessment results since your last PUR. These will come from any data we have available in eLumen as well as past assessment reports. Please discuss these findings as they relate to the program and program learning outcomes, not just individual courses.**

Summarizing the most significant program assessment results since the department's last PUR is problematic given the fact that no acceptable PUR has been submitted since sometime before 2013. Regardless, an examination of relevant current TMCC institutional data (2016-2020) and supporting CRJ data reveals the following:

- TMCC CRJ students recognize the value of a CRJ degree and pursue it on a full-time basis at a rate (19%) higher than TMCC students enrolled in other programs.
  - Persistence for TMCC students remains high at 80%.
  - Degrees awarded actually increased by (7) seven - (AA-(+8) / AAS-(-1)).
  - Law enforcement agencies filled only 93% of their available openings last year nationwide (PERF, 2021). Local law enforcement reports a significant need for qualified new hire employees (L.E.

Advisory Board, 2022).

- TMCC is a perfect recruiting ground given its documented existing diversity, gender, age, and student academic orientation in the CRJ Program. For example, Hispanics constitute 51% of the CRJ program enrollment versus 31% college wide-a 20% difference. 78% of CRJ program majors are in the prime 18 to 24-year-old recruiting age group.

- Senior law enforcement executives believe in the value of formal education. For example, Reno Police Department offers pay incentives totaling between 2% and 8% (depending on the degree) for their sworn employees. Sparks Police Department (SPD) provides employees with up to \$1700 annually for education reimbursement. SPD requires a bachelor's degree for promotion to the rank of Lieutenant (L.E. Advisory Board, 2022).

- Senior L.E. Advisory Board members have a profound interest in rekindling an Academy/College relationship (2022).

**Agency Feedback:**

SPD reports 20 sworn employees are actively pursuing higher education and attending classes primarily at two different online accredited institutions. None are attending TMCC. Anecdotal information received from a TMCC CRJ graduate and current Washoe County School District Police Sergeant posits several CRJ faculty are so far removed from current L.E. practices and procedures, their instruction is stale and of little value.

While CRJ program faculty appear to be meeting the articulated PLOs and CLOs, there is, at the very least, a troubling shared perception by local law enforcement and TMCC's CRJ Coordinator; the program has room for improvement in a number of areas, including assessment.

**Describe how plans were implemented to try and improve teaching and learning. What changes did you make to the program based on assessment results and improvement plans?**

CRJ Assessment efforts have been virtually nonexistent since 2010. Headcount data for CRJ AA & AAS program majors is down 31% and 58% respectively between 2016 and 2020. This is particularly concerning given the fact that TMCC's enrollment was down only 6% during the same period - a significant difference.

In 2021, while course pass rates (retention) remained relatively high (80%), available data suggests changes in CRJ's Enrollment by Mode & Delivery data reflect a very real need for regular data monitoring, review and analysis. For example, CRJ Distance Education increased from 19% to 62% - a 43% uptick (2016-2020). There is no evidence CRJ made any particular effort to coordinate delivery strategies (e.g., e-textbooks, LMS platforms, etc.) for same class/different section courses.

Historically, CRJ staff and leadership have been somewhat apathetic to these changes. The Department did not have a Coordinator. Multiple recommendations to fill an open tenure-track faculty position were delayed. CRJ has work to do.

After reviewing the AA/AAS Criminal Justice degrees and assessed courses, the Coordinator is recommending five +/- courses be deactivated. CRJ will work in conjunction with its stakeholders and peer institutions to identify, build and implement appropriate replacements.

In the future, the Department must demonstrate agility; particularly as it relates to data collection, analysis and change implementation strategies. The Coordinator is re-instituting semester start-up meetings with PT adjunct faculty. Related course visits, observation, syllabi review, etc. will occur consistent with existing policy/contract provisions.

## 4.C. General Education Outcomes Assessment

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### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

- **Identify which general education learning outcomes (GELOs) you assessed and summarize the most significant assessment results.**
- **Describe how plans were implemented to try and improve teaching and learning in general education (GE). What changes did you make assessment results and improvement plans? Do any CLOs need to be changed to meet GE assessment requirements?**

Not Applicable.

## 4.D. Five-year Course Assessment Cycle

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### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

Criminal Justice 5-Year Assessment Cycle 2022-2027

Revised 2\_23\_2022 Y - means the course has been approved for General Education X - means the course is scheduled for assessment that semester

Make corrections and changes in Red

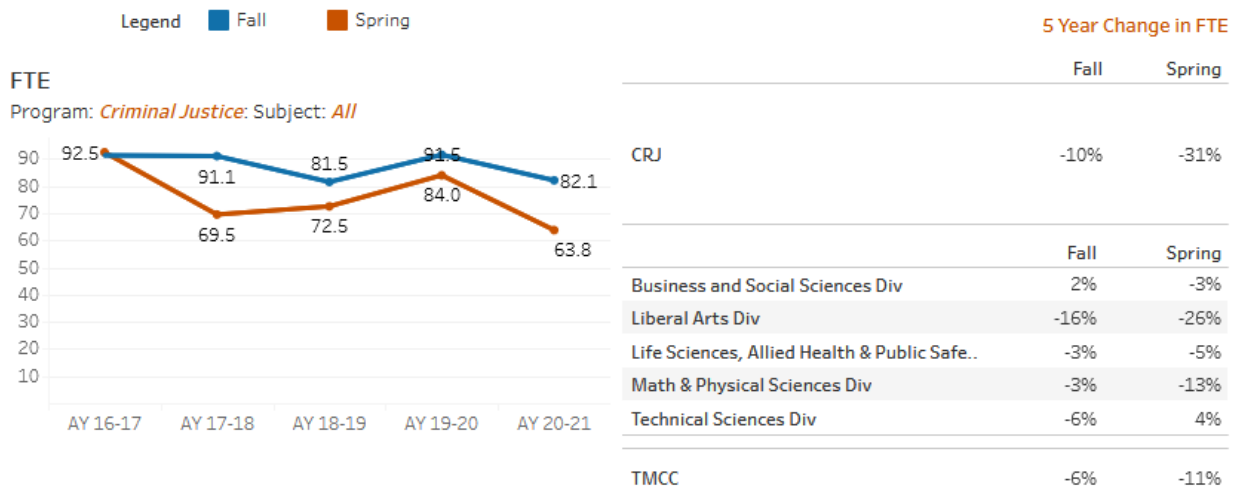
Prefix	Course #	Course	Taught	Academic Year		Academic Year		Academic Year		Academic Year		Academic Year	
				Fall 2021	Sp 2022	Fall 2022	Sp 2023	Fall 2023	Sp 2024	Fall 2024	Sp 2025	Fall 2025	Sp 2026
CRJ	103	COMMUNICATION WITHIN THE CRIMINAL JUSTICE FIELD	X										
CRJ	104	INTRODUCTION TO ADMINISTRATION OF JUSTICE				X							
CRJ	106	INTRODUCTION TO CORRECTIONS		X				X					
CRJ	110	INTRODUCTION TO NEVADA LAW ENFORCEMENT	X										
CRJ	125	LEGAL CAREERS AND LAW SCHOOLS	X										
CRJ	126	LEGAL RESEARCH AND METHODS	X										
CRJ	127	LEGAL WRITING	X										
CRJ	155	THE JUVENILE JUSTICE SYSTEM					X						
CRJ	164	INTRODUCTION TO CRIMINAL INVESTIGATION				X							
CRJ	198	SPECIAL TOPICS IN CRIMINAL JUSTICE	X										
CRJ	211	POLICE IN AMERICA: AN INTRODUCTION						X					
CRJ	214	PRINCIPLES OF POLICE PATROL TECHNIQUES							X				
CRJ	215	PROBATION AND PAROLE								X			
CRJ	222	CRIMINAL LAW AND PROCEDURE					X						
CRJ	225	CRIMINAL EVIDENCE						X					
CRJ	226	PREVENTIONS AND CONTROL OF DELINQUENCY		X					X				
CRJ	234	INTRODUCTION TO THE COURTS AND AMERICAN LEGAL SYSTEM	X										
CRJ	265	INTRODUCTION TO PHYSICAL EVIDENCE							X				
CRJ	270	INTRODUCTION TO CRIMINOLOGY					X						
CRJ	285	SELECTED TOPICS IN CRIMINAL JUSTICE	X										
CRJ	289	LAW AND JUSTICE						X					
CRJ	290	INTERNSHIP IN CRIMINAL JUSTICE	X										
CRJ	299	SPECIAL TOPICS	X										

The 5-Year Assessment cycle is updated to align with the courses currently being offered.

## 5.A. FTE, Section Count, Course Fill Rate, and Unsuccessful Enrollment Attempts

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study





**FTE:**

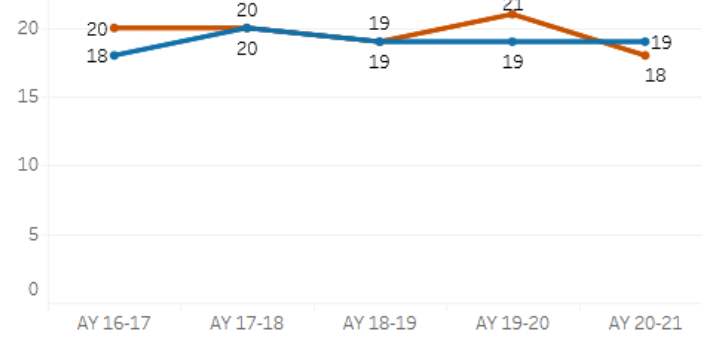
During the five-year cycle (AY16-17 through AY20-21), CRJ FTE for the Fall and Spring are down (-10%) and (-31%) respectively. For the same period, Technical Sciences Division FTE is down (-6%) in the Fall but bounces back for a (4%) increase in the Spring. TMCC is also down (-6%) and (-11%) in the Spring. Industry related issues (e.g., job dissatisfaction, safety concerns, social justice initiatives, increased judicial/legislative scrutiny, early retirements and unanticipated resignations) are the suspected primary drivers of this CRJ downward trend.

**Please analyze and discuss the trends you see in FTE and section counts, including how they compare to those of the division and College. Discuss any factors that could have led to significant trends or shifts in enrollment and sections offered.**

**Please analyze the default settings first. Then, you may use the drop-down menus to examine more disaggregated data sets. If you describe any trends in these more specific data, please include a screen shot of the data to accompany your discussion.**

**Section Count**

Program: *Criminal Justice*; Subject: *All*

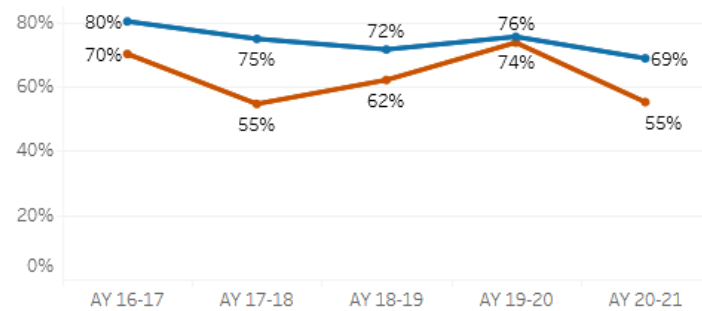


**5 Year Change in Section Count**

	Fall	Spring
CRJ	-10%	-31%
Business and Social Sciences Div	2%	-3%
Liberal Arts Div	-16%	-26%
Life Sciences, Allied Health & Public Safe..	-3%	-5%
Math & Physical Sciences Div	-3%	-13%
Technical Sciences Div	-6%	4%
TMCC	-6%	-11%

**Average Fill Rate**

Program: *Criminal Justice*; Subject: *All*



**5 Year Average Fill Rate**

	Fall	Spring
CRJ	74%	63%
Business and Social Sciences Div	70%	65%
Liberal Arts Div	82%	75%
Life Sciences, Allied Health & Public Safe..	82%	79%
Math & Physical Sciences Div	86%	78%
Technical Sciences Div	48%	44%
TMCC	73%	68%

**Section Count:**

During the five-year cycle (AY16-17 through AY20-21), CRJ Section Coount for the Fall and Spring are down (-10%) and (-31%) respectively. For the same period, Technical Sciences Division FTE Is down (-6%) in the Fall but bounces back for a (4%) four percent increase in the Spring. The differences are nominal given the fact CRJ offered (38 sections in AY16-17) vs. (37 in AY20-21).

**Average Fill Rate:**

During the five-year cycle (AY16-17 through AY20-21), CRJ Average Fill Rate for the Fall and Spring are 74% and 63% respectively. Technical Sciences Division Average Fill Rate for the same time period is 48% in the Fall and drops to 44% in the Spring. TMCC's Average Fill Rate is 73% in the Fall and 68% in the

Spring. The CRJ Average Fill Rate is significantly better than the Technical Sciences Division's numbers and nearly matches TMCC's numbers for the period.

**Please analyze and discuss the trends or shifts you see. Discuss any factors that could have led to significant trends or shifts in course fill rate and unsuccessful enrollment attempts.**

**Please analyze the default settings first. Then, you may use the drop-down menus to examine more disaggregated data sets. If you describe any trends in these more specific data, please include a screen shot of the data to accompany your discussion.**

### Course Level Fill Rate & Enrollment Attempts

Review\_year  
2020-21

Program: Criminal Justice | Subject: CRJ | Level: By Term

#### 5 Yr Avg Course Level Fill Rate

Program: *Criminal Justice*; Subject: *All*

	Fall	Spring
CRJ 101	89%	
CRJ 102	89%	86%
CRJ 104	89%	67%
CRJ 106	89%	87%
CRJ 125	61%	52%
CRJ 126	64%	58%
CRJ 127	57%	53%
CRJ 155		58%
CRJ 164		57%
CRJ 211	86%	79%
CRJ 214	39%	
CRJ 215		42%
CRJ 222	72%	86%
CRJ 225	87%	46%
CRJ 226	29%	20%
CRJ 265		46%
CRJ 270	61%	44%
CRJ 289	71%	58%
CRJ 299		100%

#### 5 Yr Average Unsuccessful Enrollment Attempts

An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

#### Division & College Wide

Business and Social Sciences Div	5.36
Liberal Arts Div	9.48
Life Sciences, Allied Health & Public Safety Div	8.35
Math & Physical Sciences Div	22.31
Technical Sciences Div	3.44
TMCC	8.56

#### Course Level

Program: *Criminal Justice*; Subject:

CRJ 101	12.00
CRJ 102	2.00
CRJ 104	6.67
CRJ 106	5.89
CRJ 211	2.33
CRJ 222	4.25
CRJ 225	1.00
CRJ 265	3.00

### Course Level Fill Rate & Enrollment Attempts:

CRJ 5-year course level fill rates for all CRJ courses average 64% in the Fall and 61% in the Spring. A more narrowly focused search limited to those courses listed in the Unsuccessful Enrollment Attempts analysis, course level fill rates average 85% in the Fall) and 69% in the Spring - significantly better than the full program analysis.

Unsuccessful Enrollment Attempts is 4.65 for CRJ, 3.44 for the Division, and 8.56 for TMCC.

CRJ is deactivating several elective courses that either underperform or are no longer applicable (e.g., High Sierra Law Enforcement Academy only).

## 5.B. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

Program Majors by Ethnicity

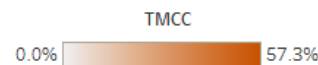
Term: *Fall* Program: *Criminal Justice*.



	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
International			0.3%	0.3%	
American Indian	2.0%	1.8%	2.2%	0.8%	1.4%
Asian	2.4%	2.8%	3.3%	2.4%	4.2%
Black	2.9%	1.5%	2.2%	1.3%	2.1%
Hispanic	40.8%	48.3%	48.1%	52.5%	51.4%
Caucasian	48.1%	41.4%	38.6%	37.3%	34.9%
Two or more races	2.6%	2.6%	3.1%	4.8%	3.9%
Unknown	1.1%	1.5%	2.2%	0.5%	2.1%

TMCC by Ethnicity

Term: *Fall*

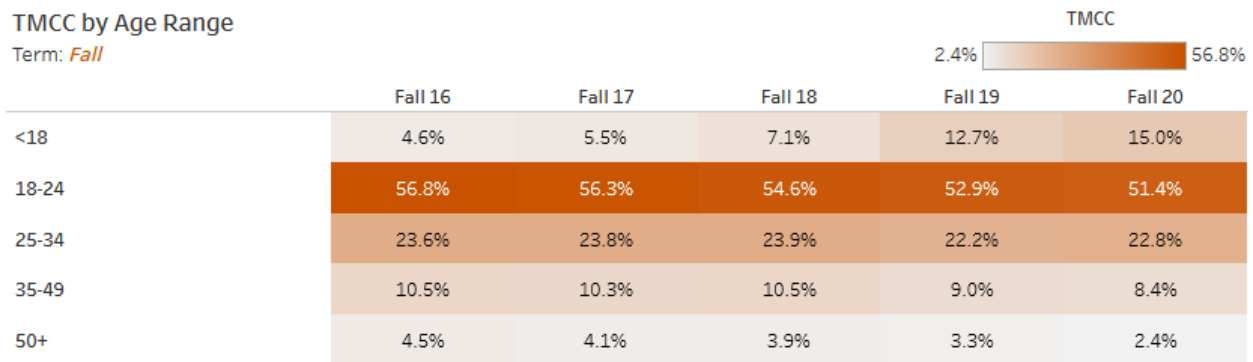
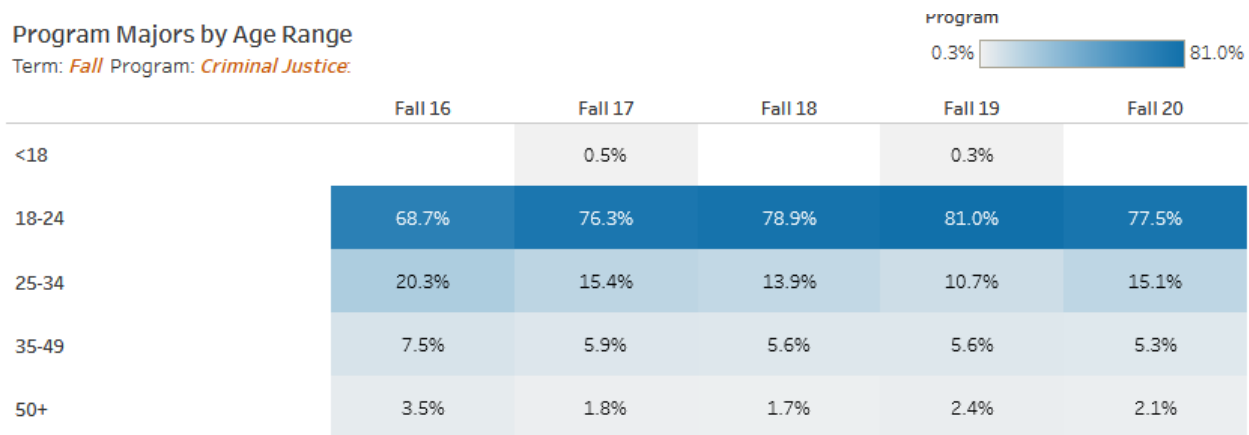


	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
International	0.4%	0.4%	0.4%	0.3%	0.4%
American Indian	1.3%	1.3%	1.3%	1.0%	1.0%
Asian	5.9%	6.0%	5.9%	5.8%	6.5%
Black	2.4%	2.5%	2.6%	2.8%	2.8%
Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.1%	0.1%
Hispanic	27.1%	28.8%	29.9%	32.3%	31.1%
Caucasian	57.3%	55.7%	54.1%	51.7%	51.5%
Two or more races	3.9%	3.5%	3.7%	4.2%	4.7%
Unknown	1.5%	1.7%	1.9%	1.7%	1.9%

### Ethnicity:

During the five-year cycle (AY16-17 through AY20-21), CRJ Ethnicity data for the Fall 2016 and Spring 2020 are up (10%) for Hispanics (47% vs. 51%) and down (-13%) for Caucasians (48% vs, 35%) respectively.

During the five-year cycle (AY16-17 through AY20-21), TMCC Ethnicity data for Fall 2016 and Spring 2020 are up (4%) for Hispanics (27% vs. 31%) and down (-5%) for Caucasians (57% vs, 52%) respectively.



During the five-year cycle (AY16-17 through AY20-21), CRJ Student Majors Age Range data for the Fall 2016 and Spring 2020 are up (9%) for 18-24 year olds (69% vs. 78%), and down (-1%) for 25-34 year olds (24% vs, 23%) respectively.

During the five-year cycle (AY16-17 through AY20-21),

TMCC Age Range data for Fall 2016 and Spring 2020 are down (-6%) for 18-24 year olds (57% vs. 51%), and down (-1%) for 25-34 year olds (24% vs, 23%) respectively.

Of note, TMCC reported a 10% increase in students 18 ( 5% vs.15%) during the five year cycle (AY16-17 through AY20-21). No data exists in the 18 CRJ declared major age category.

**Briefly describe the typical student profile in terms of ethnicity, gender, credit load, student status, and age in your program/unit. Please note and discuss any reasons why the demographics of students in your program noticeably differ from TMCC's student demographics. Please note any potentially underserved student populations and the reasons why they may exist.**

In reviewing age range dynamics for both the CRJ Program and TMCC overall, multiple trends can be observed:

The TMCC age range statistics show that generally the college has remained constant in student age categories, with one exception. The TMCC 18 range has significantly increased over the past five years from 5% to 15%. This is most likely associated with expansion in high school/college collaborations (dual credit programs).

The CRJ Program 18-24 year old age group increased 9% the past five years. Other age ranges have remained constant for the CRJ Program. Data suggests a possible reason for the increase in 18-24 year old students may be the greater interest reported by Hispanics and female students.

The drop of the in-service age group (25-34) may be explained by lower CRJ system hiring rates that carried over following the economic recession in 2008. During this time frame, fewer law enforcement agencies were hiring new applicants, thus fewer in-service employees were seeking additional education. During this same time, CRJ Advisory Board members report retirements slowed

due to the economic uncertainty associated with retirement restructuring efforts and decreased funding initiatives emanating from L.E. agencies at every level.. As a result, L.E. agencies have an aging workforce that may be more interested in retirement planning than taking professional development or degree seeking college courses.

## 6.A. Course Completion

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

Avg Completion & Successful Completion Rates by Subject

Program: *Criminal Justice* Subject: *CRJ*

Subject	AY 16-17 AY	AY 17-18 AY	AY 18-19 AY	AY 19-20 AY	AY 20-21 AY	5 yr Avg
CRJ Completion Rate	82%	82%	82%	82%	80%	82%
Successful Completion	73%	74%	76%	74%	75%	74%

5 Yr Avg Completion & Successful Completion Rates by Division



	Business & Social Sciences Div	Liberal Arts Div	Life Sciences, Allied Health & Public Safety Div	Math & Physical Sciences Div	Technical Sciences Div	TMCC
Completion Rate	80%	78%	86%	70%	82%	79%
Successful Completion	71%	70%	76%	55%	75%	69%



**Please describe any substantial trends or shifts that you see in overall course completion rates and successful completion (C or better). What might these trends or shifts mean? Discuss any factors that could have led to these trends or shifts in the data. Next, disaggregate the data by student demographics and describe any substantial trends. An educational equity gap is where there is a significant and persistent disparity in educational attainment between different groups of students. Are there any equity gaps in course completion or successful completion rates?**

### **TMCC Institutional Research Data Dashboards Summary of Program Information:**

#### **Course Completion Rates:**

AY16-17 - AY20-21:

CRJ **completion** rates over the past five years have decreased from 82% to 80%, with a five-year average completion rate of 82%.

CRJ **successful completion** rates (C grade or above) over the past five years have increased from 73% to 75%, with a five-year average completion rate of 74%.

These completion rates are above the general TMCC overall completion rates. The college general completion rates for the same time frame are reported as: 79% completion rate and 69% successful completion rate.

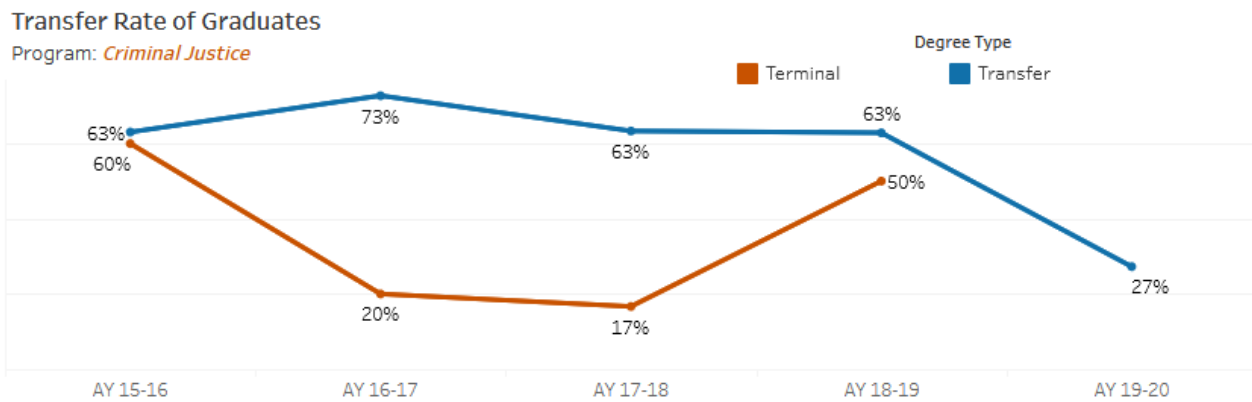
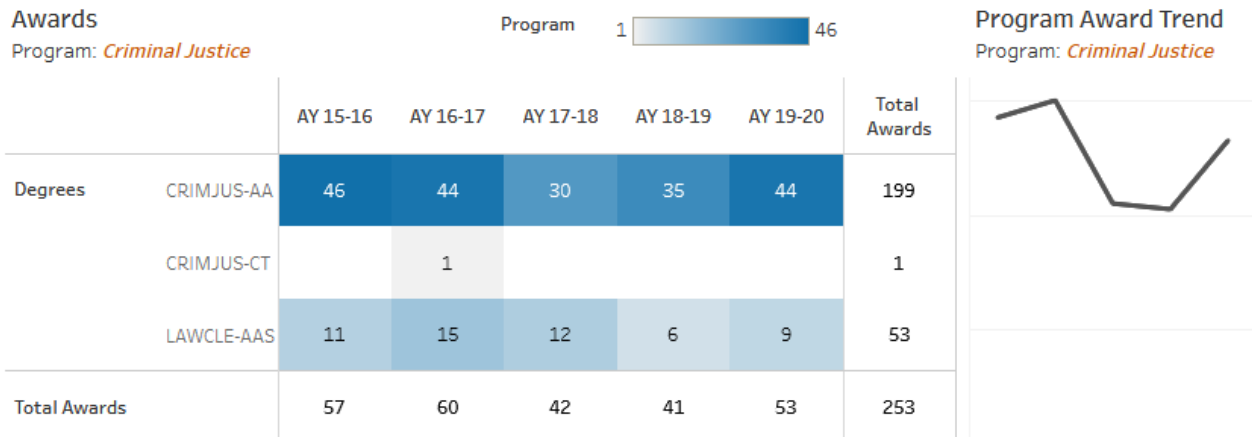
CRJ Program instructors work closely with students in the classroom and through distance learning platforms to promote course engagement and success. Students who fall behind in studies or are not engaged in the course are contacted directly by instructors and offered assistance. Expanded use of Canvas LMS applications by CRJ Instructors also contributes to student success through consistent course design and instructional strategies.

## 6.B. Graduation and Transfer

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

Please discuss any trends or shifts that you see in overall graduation and transfer. Next, disaggregate the data by student demographics and describe any substantial trends. An educational equity gap is where there is a significant and persistent disparity in educational attainment between different groups of students. Are there any equity gaps in graduation or transfer?



**Transfer Schools**  
Program: *Criminal Justice*

	# of Transfer Graduates	% of Transferred Graduates
NSHE	100	78%
Non-NSHE	29	22%
<b>Total Transfer Graduates</b>	<b>129</b>	<b>100%</b>

**Degrees and Certificates Conferred:**

For the five-year period (2016-2020), the CRJ AA Program graduated on average 40 students per year. For the same five-year period, the CRJ AAS Program graduated on average approximately 10 students per year. Only one Certificate was conferred during that time.

**Transfer Rate of Graduates:**

129 of the 252 degree graduates transferred. 100 graduates or 78% transferred to NSHE institutions, while 29 graduates or 22% transferred to non-NSHE institutions.

Terminal student graduate rates in 2016 were 60%. In 2017 and 2018 terminal student graduate transfer rates dropped to 20% and 17% respectively. Fortunately, terminal student graduate transfer rates for 2019 rebounded to 50%.

Transfer student graduate rates in 2016 were 63%. In 2017, 2018 and 2019, transfer student graduate rates fluctuated between a high of 73% and a low of 63%. In 2020 the transfer student graduate rate cratered to 27%.

While the data is not flawed or intentionally misleading, it does not capture the ongoing and pervasive negative feelings in society about policing and the significant impact realized by law enforcement officers and family members emanating from the COVID pandemic.

## 7.A. Faculty Achievement

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

**Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.**

- **Faculty Name, FTE**
- **Degree(s) or professional certification(s) awarded,**

**discipline, awarding institution**

- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (please limit to 3)**

- **Number of years teaching at TMCC**

- **Total number of years in academia**

- **Primary courses taught**

- **Significant activities or contributions made to TMCC**

**(Please limit to 3)**

**Faculty Name, FTE:**

Randy Flocchini FTE 100%

**Degree(s) or professional certification(s) awarded, discipline, awarding institution:**

- University of Nevada, Reno, NV, B.A.- Criminal Justice

- University of Phoenix, Phoenix, AZ, M.A. - Organizational Management

- FBI National Academy, Quantico, VA, Graduate - CRJ Professional/Leadership Studies

- Basic\*, Intermediate\*, Advanced\*, Supervisor\*, Management, Executive POST Certs (NV) (\*CA)

- 2000+/- hours of documented Professional CRJ/Leadership & Executive Education

**Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (please limit to 3)**

- Regional Law Enforcement Academy Commander

- TMCC Police Chief - 18 years

- National Judicial College Guest Lecturer

**Number of years working at TMCC (Public Safety)**

- 26 years

**Total number of years in academia:**

- Community College Professor, Criminal Justice - 26 years

**Primary courses taught:**

- Criminal Justice / Business MGT.

**Significant activities or contributions made to TMCC (Please limit to 3)**

- Represented TMCC as a standing member of International Association Chief of Police (IACP), Nevada Chief's and Sheriff's Association, FBI Law Enforcement Executive Development Association (LEEDA), International Association College Law Enforcement Administrators (IACLEA).
- Represented TMCC/NSHE/Stakeholders as TMCC's Chief of Police for 18-years reporting directly to the President of the College for many years. Collateral duties included responsibilities for Environmental Health & Safety, Risk Assessment, and Threat Assessment Team.
- Represented TMCC negotiating Regional Public Safety Training Center (RPSTC)/ L.E. Academy development & partnership agreements.
- Began PT teaching (CRJ) at TMCC circa 1981. Relationship spans 40+ years.

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**Part-Time Instructor Cadre**

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**Michelle M. Bays**

**EDUCATION**

**PhD - Political Science - University of Nevada, Reno -  
Currently Pursuing**

**Master of Arts - Political Science - University of Nevada,  
Reno, May 2009**

- Major coursework in international relations, democracy, government, criminal justice, policing and public policy
- Advanced study in quantitative analysis, research methods, statistical interpretation and data mining

**Bachelor of Arts - Humanities and General Studies -  
University of Nevada, Reno, May 2004**

- Major coursework in political science, criminal justice,

government, fine arts and literature

- Minor in criminal justice with an emphasis on crime and justice procedures

## **SKILLS**

- Knowledge of international, federal, state and local laws, policies and approaches to public safety and government
  - Skilled in conducting complex investigations, research projects and policy analysis related to public administration
  - Ability to investigate, analyze and brief others on complex questions and problems requiring the collection, review and analysis of quantitative, qualitative and statistical data from a variety of sources
  - Experience in composing and delivering professional correspondence including grants, reports, executive summaries, statements and news releases
  - Extensive experience in crisis communication, inter-governmental negotiations, managing publicized situations or incidents, coordinating media and public relations campaigns and effective public administration communication

## **TEACHING EXPERIENCE**

**Adjunct Faculty Instructor and Chair L.E. Advisory Board-  
Truckee Meadows Community College  
December 2020 to Present 10 hrs per week**

- Instruct college level coursework for the Criminal Justice Department in areas of criminal law and procedure, criminal evidence and administration of justice

## **WORK HISTORY**

**Washoe County District Attorney's Office (WCDA), Reno,  
Nevada**

Chief Investigator January 2019 to Present

- Responsible for the operations of the Investigations Division of the Washoe County District Attorney's Office including command of all sworn investigative staff who perform law enforcement duties related to criminal and pre-trial investigations of adult and juvenile felony, gross misdemeanor and misdemeanor cases

- Management of all Victim Advocates and support staff assigned to the Investigations Division
  - Coordination with local law enforcement agencies on planning, development and implementation of programs and responses to crime, prosecution and public safety issues
    - Advise the District Attorney and Executive Staff on a variety of internal and external topics to support decision making, policy direction, inter-governmental relations, strategic goals and office administration
      - Coordinate WCDA investigative response and public reporting for all officer involved shooting (OIS) incidents that occur within Washoe County
        - Continued designation as the WCDA's Office Public Information Officer

**Washoe County District Attorney's Office, Reno, Nevada**

Supervising Criminal Investigator                      July 2011 to January 2019

Criminal Investigator    March 2008 to July 2011

- Upon promotion, responsible for supervision and administration of the work of Criminal Investigators, Victim Advocates and other support staff, along with continuing to perform a limited amount of investigative casework
    - Criminal and pre-trial investigations of adult and juvenile felony, gross misdemeanor and misdemeanor cases
      - Obtain and serve arrest warrants, search warrants, administrative subpoenas and other legal documents
        - Prepare investigative reports, crime scene diagrams and other necessary documents and materials related to criminal investigations, trials and legal process
          - Grant writing, research and other administrative duties as assigned by the Chief Investigator or District Attorney
            - Additional duties as of June 2015 included designation as the Office's Public Information Officer and tasked with the development of a first ever WCDA media relations and public outreach initiative
- Washoe County Sheriff's Office, Reno, Nevada**  
Deputy Sheriff, August 1995 – March 2008 – Various Assignments

- Professional law enforcement experience in a variety of

assignments to include detention, training, public information, administration, hostage negotiations, courts and the Consolidated Narcotics Unit

- Significant administrative responsibility for the office's development of a statewide Nevada AMBER Alert program, the Sheriff's Honorary Deputies Association and construction of a Regional Public Safety Training Center
- Lobbying and inter-governmental relations experience at the federal, state and local level
- Conducted complex research and policy analysis on a variety of topics assigned by the Sheriff and agency executives
- Extensive experience speaking in public forums and preparing written and oral briefings for command staff

### **SIGNIFICANT TRAINING COURSES**

- Arrest Procedures and Techniques
- Budgeting in Government Organizations
- Chem/ Bio Agent Response (FEMA Certification)
- Computer Information Systems (Multiple)
- Community Policing
- Criminal Law and Procedure (Instructor)
- Crisis Communication and Response (Instructor)
- DEA Undercover Operations and Tactical Raids
- Defensive Tactics (Instructor)
- Drug Abuse Recognition Training (Instructor)
- Emergency Medical Technician (Level II Training)
- Emergency Vehicle Operations
- Ethics in Policing (Instructor)
- Evidence Handling and Basic Analysis (Instructor)
- FBI Hostage Negotiations (Advanced)
- First Aid/CPR (Instructor)
- Firearms (Advanced, Multiple)
- Grant Writing and Administration
- Incident Command System Certification (Multiple)
- Internet Crime Investigation
- Interview and Interrogation (Multiple)
- Leadership (Instructor)
- Legislative Lobbying in Government
- Media Relations/Public Relations (Instructor)



- Orienteering, GIS and Map Reading
- Officer Involved Shooting Investigations
- Report Writing (Instructor)
- Risk Management and Supervision
- Search and Seizure
- Statistical Analysis in Public Administration
- Supervision of Police Personnel
- Taser and Less-Lethal Weapons Training
- Terrorism and WMD Response (DHS Certification)
- Threat Assessment and Mitigation

**CERTIFICATIONS:**

Category I, II & III Nevada Peace Officer Certification (Advanced, Intermediate and Supervisory)

**PROFESSIONAL AFFILIATIONS:**

International Association of Woman Police  
Pi Sigma Alpha - Political Science Honor Society  
California District Attorney Investigators Association  
International Homicide Investigators Association  
Western States Hostage Negotiators Association  
International Association of Chiefs of Police  
Nevada Sheriffs and Chiefs Association  
University of Nevada, Reno - Alumni

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**DAVID J ASTLES****Education:**

B.Sc. Chemistry, 1981 - University of Ottawa, Ottawa, Canada  
Canada

M.B.A., 1988 - University of Western Ontario, London, Canada

Ph.D. Chemistry, 1985 - University of Ottawa, Ottawa,

**PROFESSIONAL EXPERIENCE**

09/16 – Current

Criminalist, Washoe County Sheriff's Office, Forensic Sciences  
Division.

Criminalist and Forensic Analyst of Alcohol in the Breath Alcohol Section. Responsible for calibration and maintenance of evidential breath alcohol testing instruments (Intoxilyzer 8000), training and certification of officers on evidential and preliminary breath testing, testifying to calibration and training, and related duties. Became Technically Responsible Person for the Breath Alcohol program in January 2018. October 2019 began casework in IBIS/NIBIN fired cartridge case acquisitions and correlations. Conduct administrative reviews and approvals of controlled substances reports. Deliver miscellaneous forensic training.

### **Teaching Experience:**

- Associate Faculty, Feather River College, Quincy, CA. Taught laboratory freshman chemistry and substitute-taught chemistry lecture.
- Faculty, Sierra Nevada College, Incline Village, NV. Taught a variety of undergraduate business courses.
- Practice Manager, Reno, NV.

### **TRAINING & CONTINUING EDUCATION:**

- Washoe County Sheriff's Office, Nevada POST Reserve Academy
  - Indiana University, Robert F. Borkenstein Course on Alcohol and Traffic Safety: Testing, Research and Litigation.
  - National Institute of Justice, Online Firearms Examiner Training.
  - CMI Inc., Owensboro, KY, Intoxilyzer 8000 Breath Alcohol Analysis, Instrument Operation, Maintenance & Calibration.
  - Orange County Crime Lab, Santa Ana, CA, Driving Under the Influence of Drugs Expert Witness Testimony.
  - Association of Ignition Interlock Program Administrators, Richmond, Virginia, Training Institute & Annual Conference.
  - Washoe County Sheriff's Office Forensic Sciences Division, Reno, NV, Accreditation training.
  - Advanced Roadside Impairment Detection & Evaluation (ARIDE), Audited only. Did not certify.
  - 2017 Intoxilyzer Users' Group Conference, Kansas City, MO IBIS Acquisition Training, Reno, NV
  - 2019 Conference: International Association for Chemical

## Testing, Coeur d'Alene, ID

- IACT Oral Fluid Testing and DUID Workshop, Coeur d'Alene, ID
- NIBIN Basic Correlation Review Training, Huntsville, AL
- 2019 Intoxilyzer User's Group, Gettysburg, PA
- California Association of Criminalists Alcohol Impairment

## Workshop

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## **Robert K. Schmidt**

### **Employment:**

JOB TITLE: PRIVATE INVESTIGATOR  
SPENCER INVESTIGATIONS LLC.

JOB TITLE: PRIVATE INVESTIGATOR  
THE ADVANTAGE GROUP

QUALIFYING MANAGER/INVESTIGATOR LICENSED; NEVADA/CALIFORNIA  
JOB TITLE: COLLEGE INSTRUCTOR

TRUCKEE MEADOWS COMM. COLLEGE Criminal Justice Department

JOB TITLE: POLICE COMMANDER  
SPARKS POLICE DEPARTMENT Detective Division Commander Acting Chief of Police

JOB TITLE: POLICE LIEUTENANT  
SPARKS POLICE DEPARTMENT Internal Affairs Lieutenant  
Patrol Watch Commander SWAT/Bomb Commander  
Acting Division Commander

JOB TITLE: POLICE SERGEANT  
SPARKS POLICE DEPARTMENT Detective Supervisor  
Patrol Supervisor

JOB TITLE: POLICE OFFICER  
SPARKS POLICE DEPARTMENT  
Patrol, Traffic, Motor Officer, Community Relations Detectives, Field Training Officer

JOB TITLE: DEPUTY SHERIFF  
CARSON CITY SHERIFF'S OFFICE Patrol, S.W.A.T., Field Training Officer

### **Education:**

MASTERS IN EDUCATION  
American College of Education

BACHELOR OF ARTS  
University of Nevada, Reno

ASSOCIATE IN APPLIED SCIENCE

Truckee Meadows Community College

F.B.I. NATIONAL ACADEMY  
University of Virginia

**Vocational / Technical:**

- P.O.S.T., NEVADA - Basic, Intermediate, Advanced & Management Certificates (Executive Certificate qualified)
- COMMUNITY POLICING - R.P.D., I.A.C.P. & U.N.R.
- ETHICS IN LAW ENFORCEMENT - Southern Police Institute
- SUPERVISORY MANAGEMENT CERTIFICATE - U.N.R.
- TACTICAL COMMANDERS SCHOOL - National Tactical Officers Association
- SUPERVISORY LEADERSHIP PROGRAM - Las Vegas Metro Police Department
- HOMICIDE INVESTIGATORS PROGRAMS - Basic & Advanced Certificates
- CRITICAL INCIDENT MANAGEMENT - F.B.I.
- MANAGING POLICE DISCIPLINE - Las Vegas Metro Police Department
- HIGH PERFORMANCE GOVERNMENT - City of Sparks
- LICENSED - PRIVATE INVESTIGATOR AND PRIVATE SECURITY PATROL – Nevada and California
- ADVANCED SEXUAL ASSAULT INVESTIGATION S.A.R.T./S.A.N.E. Cabrillo College - Santa Cruz, California

## Jerome Tushbant

**SUMMARY:**

Dedicated and proactive law enforcement leader with over 30 years of experience, who specializes in training, coaching, motivating, and evaluating personnel to create teams of excellence.

Cumulative 12 years in investigations and nearly a decade of management and mentorship. Natural, experienced, results-oriented operational leader noted for innovative methods, superior administrative and organizational skills, course facilitation, accountability, and exceptional interpersonal skills.

Specializing in: Administrative & fiscal leadership, • Leadership • Process improvement • Resource management • Reporting & document preparation • Polygraph services • Public Presentations • Training and education • Personnel guidance & mentorship • Oral & written communications

**PROFESSIONAL EXPERIENCE**

CARSON CITY SHERIFF'S OFFICE, Carson City, NV December 2017 –Present

Current Position: Assistant Sheriff

- Division Manager for detention, communications, and volunteers. In the absence of the Sheriff/Undersheriff assume command for daily operations and critical incidents. Member of the Emergency Operations Center; formulates/implements policy and oversees compliance.

NEVADA DEPARTMENT OF PUBLIC SAFETY, Carson City, NV June 2013 – December 2017

Chief of Police/Capitol Police Division

- Direct, plan, and organize patrol and operations resources, and coordinate assignments of personnel sworn and civilian personnel in multiple locations; incident command, developing

cooperative relationships with federal, state, and local agencies; with shared \$5 million budget; hiring authority, develop and advise personnel on policies and procedures.

OFFICE OF THE ATTORNEY GENERAL, Reno, NV Nov. 2003 – July 2005; July 2006 – June 2013

Deputy Chief of Investigations

Senior Special Investigator/Special Investigator/Polygraph Examiner

- Direct, plan, and organize investigations and operations resources, and coordinate assignments of personnel in multiple locations; develop and advise personnel on policies and procedures; create environments of teamwork and excellence as a supervisor, including hiring, training, motivating, and program evaluation.

OFFICE OF THE WASHOE COUNTY DISTRICT ATTORNEY, Reno, NV Aug. 2005 – July 2006  
Major Crimes Unit Investigator

OFFICE OF RENO CITY ATTORNEY, Reno, NV Aug. 2001 – Nov. 2003  
Program Manager/Investigator

CITY OF SAN LUIS OBISPO, San Luis Obispo, CA Oct. 1992 – April 2001  
Police Officer, Detective, Field Training Officer

CITY OF MORRO BAY, Morro Bay, CA 1987 – 1989; July 1991 – Oct. 1992  
Police Officer, Cadet, Dispatcher

COUNTY OF SAN LUIS OBISPO, San Luis Obispo, CA June 1989 – July 1991  
Deputy Correctional

#### RELATED EXPERIENCE

UNIVERSITY OF PHOENIX, NORTHERN NEVADA CAMPUS, Reno, NV June 2007 – December 2015

Lead Faculty Area Chair in Criminal Justice Administration, Adjunct Faculty

- Facilitate courses in management, organization, policing, and ethics; assist with training, recruitment, hiring, assessment, and guidance of faculty; conduct faculty and student development workshops; serve as liaison between academic team and faculty.

TRUCKEE MEADOWS COMMUNITY COLLEGE, Reno, NV Jan. 2007 – Present  
Adjunct Faculty (Online and On-campus)

#### EDUCATION

- Master of Justice Management, University of Nevada, Reno, 2009
- Master of Business Administration, University of Phoenix, 2006
- Bachelor of Science, Criminal Justice, University of Phoenix, 2004

#### MEDALS, AWARDS & COMMENDATIONS

- 2016 – Award for Community Excellence, Sparks Rotary
- 2010 – Faculty of the Year, Undergraduate Program, University of Phoenix
- 2008 – Investigator of the Year, “Top Cop” Award, Nevada Office of the Attorney General
- 2007 & 1999 – Commended by the Director of the Federal Bureau of Investigation for leadership, organization, and investigative skills
- 2001 – Distinguished Service Award, City of San Luis Obispo Public Safety Committee
- 2001 – Award of Distinction for Outstanding Performance, California Peace Officers

## Association

- 2001 – Recognized by California State Assembly for Distinguished Service in Public Safety
- 2001 – Recognized by California State Senator for extraordinary contributions to public safety and for serving beyond the call of duty
- 2001 – Recognized by Member of Congress for outstanding and invaluable service to the community

## SKILLS &amp; PROFESSIONAL TRAINING

- Certifications: Nevada P.O.S.T. Management Certificate, Supervisory Certificate, and Instructor Development; California P.O.S.T. Leadership Development, and Intermediate Certified; Nevada F.L.E.T.C. Instructor Development
- Specialized Training: Advanced Management, Major Case Management & Operation, Media Management, Polygraph Examiner
- EMERGENCY MEDICAL TECHNICIAN: Advanced EMT

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## Gregory S. Sly

**OBJECTIVE**

Continued public service to TMCC as **Instructor, Criminal Justice**

**EDUCATION**

**M.S. Curriculum & Instruction** · Western Governors University - Teachers College 2019

Capstone Excellence Award

Emphasis in development of college criminal justice courses

**B.S. Administration of Justice** · California State University, San Jose 1990  
Academic Scholar Award / Graduated with Great

Distinction

Minor area of study: Business & Accounting

**PROFESSIONAL / MANAGEMENT EXPERIENCE PROFILE**

Over 36 years of **Diverse Professional Experience**, including 29 years in criminal justice systems. Professional with extensive experience at all levels of law enforcement, corrections, community corrections, court systems, victim services, and as an investigation professional. Seven additional years professional experience in higher education for Nevada. Experienced community college instructor, leader, collaborator, and team builder with excellent communication and project management skills.

**Instructor, Trainer, Program Coordinator** in Nevada and California community college programs management and criminal justice systems. Experienced Western Nevada College (WNC) CRJ Instructor and Program Coordinator, receiving positive student evaluations each semester for all courses.

Professional, experienced, trained **Leader, Manager, and Administrator** with personal and professional ethics, integrity, and dedication to excellence in job

performance. Proven ability to develop programs from concept and design through funding, implementation, evaluation, and fiscal audit.

**Management Expertise** includes, but is not limited to, **Chief Probation Officer** of a Probation Department / five Divisions / 131 staff. Three years as the **South Lake Tahoe Administrator** for probation services, juvenile institutions, and grant programs. Assigned as the **Facility and Construction Project Manager** to the Juvenile Treatment Center (JTC) Construction Project Team responsible for coordination of Juvenile Detention Facility Needs Assessment and the application for a \$4.2 million grant for facility design, land acquisition, construction, staffing, training, and Title 15/24 CCR compliance and inspections.

**Grant Project Director** for a four-year \$10 million grant from the U.S. Department of Labor for a college consortium of Western Nevada College, Great Basin College, and Truckee Meadows Community College. Duties included program management; management and oversight of consortium budgets, purchases, and invoicing; sub-recipient monitoring, advising, and audit; evaluation of Career & Technical Education and Nursing courses/training programs; data collection, compilation, and analysis; federal financial and program report preparation and submission; and WNC and consortium colleges program sustainability.

Recognized **expert in grant identification, applications, and award implementation**. Specialist in Request for Proposals evaluation, grant application writing, project design/implementation, sub-recipient monitoring, and successful grant audit performance.

**Technology development, implementation, and maintenance** of Probation Services and Institutions Case Management software/systems. Administration and development **Team Leader** for the Probation, Revenue, and Institutions Operating and Records System (PRIORS).

## **PROFESSIONAL EMPLOYMENT**

### ***2018 - present Criminal Justice Instructor Nevada System of Higher Education (WNC & TMCC)***

Extensive experience teaching in-person and online CRJ courses for two community colleges (previous teaching experience for California community college). Assignments have included both fulltime CRJ Instruction and Adjunct Faculty Instruction. During fulltime assignment, experience included assisting with coordination of CRJ program, course and instructor scheduling, course assessment, and CRJ Program Review. Extensive experience in Canvas utilization for all courses, including unique and engaging curriculum and instructional design. Coordinator of CRJ Advisory Committees and meeting coordination for both WNC and TMCC CRJ programs.

### ***2021 - present Perkins Grant Manager & CTE College Credit Coordinator***

**2014 - 2018 Grant Project Director / Manager Western Nevada College,  
Carson City, NV**

**1990 - 2013 Law Enforcement Probation Officer El Dorado County,  
California**

Chief, Assistant Chief, Deputy Chief, Detention Center Superintendent, and Deputy.  
Designed and implemented juvenile rehabilitation programs  
California prison system realignment (AB 109)

**2004 - 2005 Adjunct Faculty / Instructor Lake Tahoe Community  
College (LTCC)**

Parttime instructor for CRJ courses supporting Standards and Training for Corrections,  
Juvenile Detention Officer Academy. Additionally, guest instructor for general CRJ  
courses.

1990 Juvenile Hall Group Counselor / Juvenile Detention Officer Santa Clara  
County, California

1987 - 1988 Peace Officer / California Highway Patrol Officer Redwood City,  
California

1982 - 1986 Law Enforcement Specialist; Sergeant, U.S. Air Force Police

### **COMMITTEES / ADVANCED TRAINING / AWARDS / HONORS**

#### **Committees**

Nevada Department of Education, CTE Programs Assessment & Evaluation, 2021 -  
2022

Western Nevada College (WNC) Grants Committee, member, 2017 - 2020

WNC Budget Committee, Chair/Vice-Chair, 2017 - 2019

WNC Administrative Faculty Senate, member, 2014 - 2018, 2021 - 2022

#### **Advanced Training**

WNC Nevada Promise Mentor & Faculty Student Academic Advisor Training

Grant Management Training: U.S. DOL: Program and Financial Reporting, OMB Uniform  
Guidance

Chief Probation Officers of California (CPOC) Command College

Standards and Training for Corrections (STC) Manager Administrator CORE (MACC)  
academy

STC Supervisory CORE, Probation Officer CORE, Juvenile Detention Officer CORE  
academies

California Highway Patrol Academy (P.O.S.T.)

United States Air Force Basic, Law Enforcement Technical, and Professional Training  
Programs

#### **Awards / Honors**

Capstone Excellence Award, Western Governors University, 2019

Outstanding Administrative Faculty of the Year (Grant Director), Western Nevada  
College, 2017



STC CORE: Manager Administrator, Supervisory, Probation Officer, Highest Academic Achievement  
 Academic Scholar Award / Graduation with Great Distinction, San Jose State University, 1990  
 California Highway Patrol Academy, Highest Academic Achievement award, 1987  
 Honor Graduate, U.S.A.F. Basic, Law Enforcement, and Professional Training, 1982-1986

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## Robert A. GARLOCK

### SUMMARY OF QUALIFICATIONS

- \*Master of Divinity Degree in Religious Studies, Medical Ethics, Pastoral Counseling
- \*Certificate of Training in Clinical and Research Ethics which included two years field level experience as an analyst/resource graduate assistant, crisis intervention, consult investigator, short-term counseling, policy and procedure, implementation and evaluation, case management, and public speaking
- \*Twenty-Four (24) years' experience instructing university level courses in an effective, Practical manner, applicable to the work force environment.
- \*Qualified and experienced as an effective consultant and instructor pertaining to moral and Ethical conflicts in professional settings
- \*Extensive experience in *analysis and research* of policy and procedure development and implementation
- \*Qualified in formal investigative techniques involving many diverse issues ranging from moderate to complex
- \*Trained and experienced in the process of managing and resolving conflicts through analytical problem solving techniques
- \*Extensive experience managing, employee recruitment, organizing, training, supervising and evaluating paid and volunteer staff
- \*Over 50 years' experience in varied human relations responsibilities

### EDUCATIONAL BACKGROUND

**Vanderbilt University**, Nashville, TN 1985-1989

Master of Divinity

*Areas of Study:* Vanderbilt University Medical Center, Nashville, TN – The Center for Clinical and Research Ethics (Graduate Assistant), Certificate of Training.

Theories of Personality, Psychology and Religion, Theories of

Psychology, Cross-Cultural Counseling, Clinical Ethics.

**Anderson University**, Anderson, Indiana 1982-1984

Bachelor of Arts

*Areas of Study:* Religious Studies, Psychology, Philosophy, Theology.

Minor: Administration of Criminal Justice.

**Truckee Meadows Community College**, Reno, NV 1974-1977

*Areas of Study:* Administration of Criminal Justice

**University of Nevada-Reno**, 1970-1972

*Areas of Study:* Administration of Criminal Justice

### **PROFESSIONAL ACTIVITIES**

\*Board of Directors and Senior Chaplain (founding member) –  
Truckee Meadows Law

Enforcement Chaplains, Reno, Nevada (1994 – present)

\*Ethics Advisor, Tahoe/Carson Hospital Ethics Committee, Carson  
City, NV

\*Subject Matter Specialist and Academic Instructor as a certified  
ethicist for two, twenty-  
week (total of 40 weeks annually) police academies per year in a  
Department of Justice  
funded pilot program. Responsible for curriculum development  
and instruction of  
Ethics, Diversity, and Leadership.

\*Guest Workshop Ethics Instructor for the Western Community  
Policing Center: Albuquerque,  
NM and Salem, Oregon (2002).

\*Instructor for University of Nevada, Reno, “Dilemmas in Law and  
Law Enforcement,” Fall

Semester, upper level 400 class, August-December 1999.

\*Presented a Training Seminar in Professional Ethics for Bail  
Enforcement Agents, Truckee

Meadows Community College, March 22, 1998.

\*Instructor for Truckee Meadows Community College, Criminal  
Justice Courses since 1997.

\*Senior Minister and Teacher for a local non-denominational  
Christian church.

### **PROFESSIONAL SOCIETIES AND ASSOCIATIONS**

The Center for Medical and Research Ethics, Vanderbilt Medical Center 1986-1989  
International Conference of Police Chaplains (ICPC), 1997 – present  
American Society on Aging, 1987  
Gerontology Interest Group, Vanderbilt Medical Center, 1987

### **TWO-YEAR STUDENT INTERNSHIP IN CLINICAL ETHICS**

**\*Training Seminar in Clinical Ethics.** Vanderbilt University Medical School, 1986-1988.

This course provided introductions to Medicine, Nursing, Social Work, Professional Counseling, Psychology, and Chaplain services; basic interviewing skills using multi-media simulation games and evaluation; management training in clinical ethics, crisis intervention, and a Student presentation.

**\*Student Case Consultation and Case Conference.** This included crisis intervention involving interviews with physicians, nurses, staff, patients, social workers, family and others regarding a specific case, written discussion and evaluation of the needed intervention pertaining to moral and ethical issues in the case, a written proposal for conflict resolutions, and oral presentation of the case evaluation and management presented before a conference of clinical professionals.

**\*Pilot study on Ethical Issues that occur in the Criminal Justice system.** I initiated a year-long program study (1987-1988) with the Police Advocacy Support Services of the Metro Police Department and the Victim Intervention Counseling Center, Nashville, TN, in association with Vanderbilt Medical Center for Clinical and Research Ethics.

## **7.B. FT/PT Faculty and Student Credit Hours Taught**

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### **Criminal Justice**

#### **Criminal Justice 2020-21 PUR Self-Study**

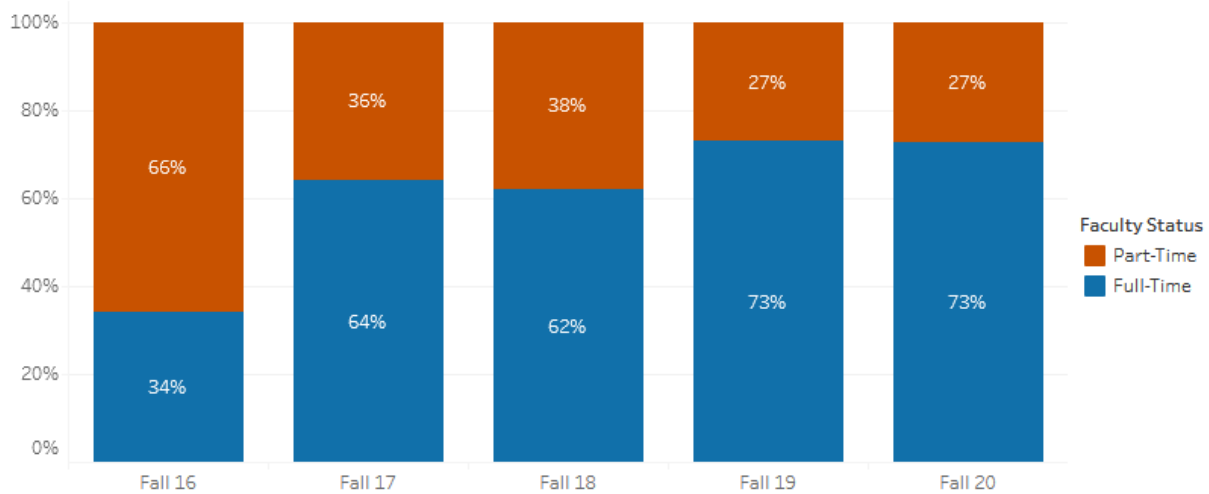
## Faculty Workload

PUR Review Year  
2020-21

Program Criminal Justice
Term Fall

### Student Credit Hours

Program: *Criminal Justice*



The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

### Headcount & FTE

Program: *Criminal Justice*

	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Fall 16	1	1.0	11	2.2
Fall 17	2	2.0	6	1.6
Fall 18	2	2.0	6	1.4
Fall 19	2	2.2	6	1.2
Fall 20	2	2.2	6	1.2

ionClass=vieworg&processType=navigate&toTabItem=CurriculumMap

**Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What Impact, if any, have these trends or shifts had on the program/unit?**

**Trends in full-time/part-time faculty workload:**

In 2016, one full-time faculty taught 34% of the student credit hours, while 66% were taught by 11 part-time faculty. Full-time FTE: 1.0. Part-time FTE: 2.2.

In 2017, a second full-time faculty member returned to faculty from an administrative leadership assignment. For the year, two full-time faculty taught 64% of the student credit hours, while 36% were taught by six part-timers. Full-time FTE: 2.0. Part-time FTE: 1.6.

In 2019 & 2020, two full-time faculty members taught 73% of the student credit hours, while 27% were taught by six part-timers. Full-time FTE: 2.2. Part-time FTE: 1.2.

While the data remained fairly consistent for 2019-20, since then one full-time faculty member retired and the second is retirement eligible. Presently, there are insufficient numbers of part-time faculty hired or in a CRJ eligibility pool to readily satisfy FTE requirements should the only full-time professor retire and/or adjunct faculty become ill (e.g., pandemic).

## 7.C. Support Staff

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

**Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.**

The CRJ Program shares one Administrative Assistant III (Roxanne Sharp-Strauser) with Computer Technologies and Paralegal/Law. FTE 100% / 1.0.

AA III job duties include:

- Assist w/scheduling of academic courses for Fall, Spring and

Summer.

- Assisting full-time and part-time faculty with ordering textbooks, supplies and budgeting.
- Assisting students for each of these departments.
- Preparing LOA contracts for the Part-time Instructors and OVL for the Full-time faculty.
- Attending advisory broad meetings and recording minutes.

Currently, support staffing levels are within acceptable ranges; however, the Coordinator anticipates a greater need if the College is successful in its efforts to reestablish an Academy/College relationship.

The AA III is understandably uncomfortable communicating (telephone/email) with senior L.E. direct reports (e.g., Chief/Sheriff Executive Assistants). The College should provide the AA III with additional training to develop confidence and improve skills in this area.

The AA III is a valuable member of the CRJ Program team.

## 7.D. Facilities and Technology

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

**Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc. Are program/unit facilities and technology adequate to support the program? Explain.**

The CRJ Program is currently utilizing web/distance-learning formats for nearly 90% of its classes. As such, the Department has no unique requirements including labs, studios, off-campus sites, computer classrooms or specialized equipment.

Crime Lab Criminalist and Adjunct Faculty Dave Astles, Phd recommends TMCC forgo the expensive investment in labs and related equipment for classes such as forensic science and criminal

investigations.

## 8.A. Five Year Plan

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

##### **CRJs Five-Year Plan:**

In the next five years, the CRJ Program expects to see significant growth, turning what has been a multiyear downward trend in enrollment into a shared community/academic effort laser-focused on providing personal and professional growth opportunities to stakeholders with an interest in Criminal Justice.

- Release the hiring hold on one full-time faculty member.
- Fill the open tenure-track position.
- Hire one full-time tenure-track faculty member to replace the Coordinator upon his retirement.
  - Form, convene, and oversee a shared L.E./College workgroup to reconstitute and reinstitute a formal shared academy relationship agreement (to include qualified unaffiliated students).
    - Identify and appoint to the Academy an Instructor of Record to supervise and oversee enrolled student credit for AA/AAS degree course work completed at the Academy.
      - Expand the Jump Start program featuring CRJ classes to include additional K-12 schools.
      - Provide permanent membership and conference funding monies for full-time faculty (e.g., International Association Chiefs of Police and Nevada Chief's and Sheriff's Association) focusing on shared CRJ/L.E. networking, trends, and current best practices.
      - Develop and implement new strategies to increase distance-learning enrollment by 5% year over year.
      - Work with Marketing, CRJ faculty and local law enforcement to create a direct recruiting pipeline from the agency to the student via TMCC's distant learning platform, face-to-face classroom visits, and/or job fairs.
      - Secure a strong relationship with Nevada Police Officer Standards & Training (POST) to create and market POST accredited workshops, seminars, professional development classes, etc. that

focus on current best practices, legal issues, liability, and industry trends.

**Using the most significant curriculum and assessment-driven findings, and considering any internal or external factors anticipated to impact your program, discuss strategies to sustain or improve student learning. This may also include deactivating existing or introducing new courses or programs to meet student and/or Industry demand.**

**Strategies to Sustain or Improve Student Learning:**

The following recommended strategies to sustain or improve student learning focus heavily on four key elements:

1. Program orientation/consistency
2. Program standing in the stakeholder community
3. Leadership attributes/staffing
4. Employee expectations

**Analysis:**

Unambiguous historic CRJ PUR data dating back as much as 10-years, consistently describes a department plagued by unacceptable execution and questionable focus/follow through. Significant opportunities exist to move past the existing 'business as usual' operating paradigm and institute meaningful change initiatives. This type of change begins at the Division level and trickles downward. Silos must be eliminated. Clearly articulated best practices must be implemented and reinforced. Unless and until College leadership and the Department collectively embrace a law enforcement partnership, and proactively nurtures a start to finish win-win environment for students and stakeholders, the program will continue to suffer.

CRJ should actively assist students in their efforts to locate and contact agency recruiters, facilitate internships/ride-alongs, and mentor students as they matriculate through the appropriate CRJ degree program.

Exceptional people are already involved in the CRJ program.

The CRJ Coordinator position is essential; however, the job



description needs some retooling to address gaps involving duties, responsibilities and authority. The next person who occupies this position, albeit even a qualified part-time adjunct faculty member must have demonstrated local senior level L.E. experience, respected education credentials and, most importantly, STANDING within the law enforcement community.

Several adjunct faculty possess amazing subject matter expertise, professional experience, and quality teaching skills that deserve recognition.

**After considering the most significant enrollment findings, and any internal or external factors anticipated to impact future enrollment, discuss strategies, if needed, to improve enrollment or address these factors. These may include, more efficient scheduling, streamlining pathways to completion, outreach to underserved students, etc.**

**Strategies to Develop More Efficient Scheduling etc.:**

As mentioned earlier in this report, Chief Bays secured permission from local law enforcement vis-à-vis the Advisory Board to develop and publish a short survey; including questions reference new courses, programs, student and industry demand and so on.

The Coordinator and Chief Bays are working closely with colleagues from the Reno Police Department, Sparks Police Department and the Washoe County Sheriff's Office to identify and address shared program needs associated with Academy instruction, annual recertification, and professional development.

Anecdotal feedback suggests scheduling should be more strategic and stakeholder needs oriented than it has been in recent years. This issue is addressed in greater detail and may be found

elsewhere in this report.

**With respect to course pass rate, graduation, and transfer, discuss strategies to enhance student success. These may include curriculum changes, streamlining pathways to completion, Improving advising, mentoring, and retention efforts, etc. Address any equity gaps. How does the department or unit plan to improve degree/certificate completion and/or course completion if the department or unit does not offer any degrees/certificates?**

**Strategies to Enhance Student Success:**

The CRJ AA annual graduation rate for the past five years has remained steady at 40+/minus. The CRJ AAS annual graduation rate is down.

The transfer rate for the AA degree is arguably acceptable; however, the transfer rate for AAS degree holders is much lower. CRJ can mitigate these problems in several ways. For example, an established Academy curriculum agreement will significantly enhance CRJ AAS degree enrollment and completion numbers. For those students who, for whatever reason, do not attend an Academy, they may be able to enhance their resumes for future employment by securing an unpaid or paid internship with one of the partnering agencies, Of course, historically, some students elect to attend the Academy as an unsponsored recruit/student and earn additional credits.

CRJ enrolls more females than males and more Hispanics than Caucasians.

Elements of the proposed processes involve new and/or much improved strategies (e.g., recruiting, counseling, advising, and placing students with employers). These strategies, once implemented should yield significant benefits, particularly with students who lack exposure to the industry, are still in the look and learn phase of the employment process, or maybe on the fence debating between transferring to complete a four-year degree for a law-enforcement position like an FBI agent or even an attorney.

**Considering the above strategies, what are the major goals that the department/unit hopes to accomplish in the next 5 years? How does the department or unit plan align with the Academic Affairs Strategic Plan or the College's Strategic Master Plan? Include an estimated timeline of goal completion.**

**Major Goals of the Department:**

Work closely with adjunct faculty to ensure program mission, vision, and values are known, reinforced and adhered to (Immediately).

Maintain and nurture an active working relationship with law enforcement agency partners to provide stakeholders with an AA/AAS academic program founded on best practice principles (fiscal, academic, industry), and relevant stakeholder needs (ongoing).

improve PUR metrics (e.g. enrollment, retention, graduation, transfer, and diversity) through regular and proactive review of available industry related data, surveys, stakeholder feedback, and advisory board meetings. (Fall 2022).

## 9.A. Resource Requests

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

**For each request, please indicate whether the request is for an additional faculty and/or staff position, capital improvements (facilities), technology or specialized instructional resources, or professional development and address the following items:**

- **Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)**
  - **Estimated time to hire or time the request will be made**
  - **Projected measurable outcomes: What does the program hope to introduce, develop, improve, enhance, accomplish,**

**etc. as a result of the request? Which PLOs and/or student success metrics does the department hope to improve as a result of the request?**

- **Alignment to the Academic Affairs and College's Strategic Plan**

- **Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:**

1. **Compliance with mandates and requirements.**
2. **Address and/or mitigate issues of liability.**
3. **Address compensation equity.**
4. **Improve efficiency and/or effectiveness.**
5. **Leverage resources, investments with returns.**
6. **Promote professional development.**

#### **Resource Requests:**

- Locate, recruit, and employ one half-time (.5) adjunct faculty member (LOA if necessary) to facilitate and oversee the reintegration of the Academy process. (Summer 2022).
- Locate, recruit, and employ one full-time tenure-track faculty member to replace Prof. Arnold Brock (Fall 2023).
- Locate, recruit, and employ (full-time tenure-track faculty member to replace Prof. Randy Flocchini upon his retirement (TBD).

#### **Projected measurable outcomes:**

The dynamics of this search are particularly important to the TMCC CRJ Program, the College, local law enforcement community and stakeholders.

The ideal candidate must possess impeccable local senior level law enforcement credentials and be held in high esteem by his or her colleagues. The candidate's local experience must be augmented by an equally impressive record of academic achievement, including classroom time in higher education as an adjunct or full time faculty.

The College would be wise to appoint more than one member of the L.E. Advisory Board to any search committee.

In the event the College cannot permanently fund a full time CRJ position in the near future, consider a .5 temporary contract hire until adequate funding is available and an applicant acceptable to the College and local Law Enforcement can be hired. Past precedence at TMCC exists for seeking agency input.

**Alignment to the Academic Affairs and College's Strategic Plan:**

Academic Master Plan Objectives 3, 4 and 5.

**Institutional Funding Priority: 1, 4**

- No capital improvements at this time.
- Technology for the CRJ program is on hold.

## Academic Standards and Assessment Committee Findings and Recommendations

### Criminal Justice

#### Criminal Justice 2020-21 PUR Self-Study

#### Academic Standards and Assessment Committee's Findings:

This question has not been answered yet

#### Program Strengths:

- Program mission statement is comprehensive.
- Progress has been made towards previous recommendations (formation of an advisory board, revising the transfer agreement, and hiring an Administrative Assistant).
  - The 2+2 agreement with the AA Criminal Justice and the Criminal Justice degrees offered at UNR is seamless.
  - Scaffolding of knowledge attainment (e.g., introduced, practiced, reinforced) is clear in the curriculum map.
  - There is a commitment to establish regular meetings with the PT faculty to review syllabi and other materials. This could be an opportunity to engage PT faculty and establish strong assessment practices going forward.

- The program has some diversity with a higher percentage of Hispanic students than the College and an upward trend in enrollment of the 18-24 demographic which may indicate growing interest in the program.
- Course completion rates are robust, in line with the Division, and slightly higher than TMCC.
- The number of program graduates, especially in the AA, is stable.

### **Areas of Concern or Improvement:**

- The self-study showed evidence for both regional and national workforce needs but it is unclear if these needs are being met.
- While there is evidence of indirect program assessment, direct assessment of student learning outcomes has not been conducted in most courses since 2012-2013.
- There is discussion regarding agency feedback suggesting that the program is in need of improvement including the need to deactivate courses.
- There is a question about the need for CRJ 101 and 102 offerings in light of CRJ 104. The self-study refers to cleaning up the course offerings. Is this part of the cleanup? CRJ 101 and 102 have the highest FTE and fill rate over the five-year period but they are not required or elective options in the AA or AAS.
- It is unclear if accessible instructional materials are being utilized and if this applies to FT faculty only while most courses are taught by adjunct faculty.
- CPD 116 is among the emphasis choices for the AA but does not align to any PLOs in the curriculum map.
- Multiple CLOs have “demonstrate understanding” which could better incorporate Bloom’s taxonomy action verbs like identify, describe, explain, or analyze.
- There is a significant decline in FTE that began prior to COVID and is greater than the college trend.
- It is unclear whether having the Administrative Assistant determine the class schedules is meeting student demand.
- Demographic data is not analyzed for potential equity gaps in enrollment, course pass rates, or graduates/transfer students.
- Section VIII: Future Directions is a work in progress with only vague implementation strategies.
- It is stated that “equity is not an issue” and yet there was no disaggregation of data to find equity gaps; simply having a large number of Hispanic students enrolled does not speak to student success or potential equity gaps.

## Recommendations:

- The Committee recommends the removal of unsolicited employment commentary regarding named individuals and editorial statements regarding law enforcement employment which appear in multiple sections of the self-study.
- The Committee recommends that PLOs for the AAS and AA be more differentiated to show the difference between the two degree paths. What is the intended direction of a student pursuing the AAS vs. AA?
  - We recommend using advisory boards or other relevant input to show that the demonstrated workforce needs are being met.
  - We recommend evaluating the role of CRJ 101 and CRJ 102 in the course offerings; is CRJ 104 meant to replace them?
  - The Committee recommends use of the UDOIT accessibility checker in Canvas, accessibility training, and working with the DRC to ensure accessibility of materials used.
  - We recommend ensuring that the CLOs for CPD 116 map to appropriate PLOs given that it is among the elective choices for the AA.
  - We recommend review of current CLOs to increase clarity using appropriate Bloom's taxonomy language (e.g., students will discuss) in place of "demonstrate understanding".
  - We recommend following through with the commitment to engage the PT faculty members in material review and course learning outcomes assessment.
  - We recommend developing a concrete plan to address agency concerns that suggest the program is in need of improvement.
  - We recommend continuing with the plan for the coordinator to take control of scheduling in a way that meets student demand
  - Per the Dean's comments there is an increase in Hispanic and female students, we recommend outreach to those students (perhaps through polling methods) to help form a plan going forward with recruitment and success applicable to other programs.
  - Per the self-study we agree with not moving forward with the recommendation to expand forensic software.
  - The Committee recommends that data for student enrollment, completion, and graduation/transfer be disaggregated and analyzed for potential equity gaps. If any equity gaps are identified we recommend brainstorming methods to address those gaps.
  - We recommend that Section 8A (5-year plan) be revised by the end of the semester to address concrete future directions, implementation strategies, timelines, and be based upon improving student success metrics. It is noted that this has been an area of concern in previous PURs as well.
  - We concur that the resource request for up two FT and one PT instructor is a critical need and should be addressed immediately. It is stated in the self-study that the current FT faculty member is considering retirement at an

unspecified time highlighting the need to hire sooner rather than later.

### **Other comments:**

This question has not been answered yet

## **Dean's Findings and Recommendations**

### **Criminal Justice**

#### **Criminal Justice 2020-21 PUR Self-Study**

### **Academic Dean's Findings:**

#### **Dean's Findings:**

The Criminal Justice (CRJ) Department Program Unit Review was submitted after receiving four extensions. The program has endured the loss of one fulltime faculty member, leaving one fulltime faculty member overseeing 7 part-time instructors. The remaining Lead Instructor received very little input from the existing Chair. However, in 2020, the Chair took early buyout. Currently there is no Chair overseeing the CRJ program. Since that time, The Lead CRJ Instructor has also become the Director, overseeing his own department.

It should be noted that Fulltime Tenured Professor Randy Flocchini summoned the time and effort; he is solely responsible for submission currently in place. There is no evidence or indication that he sourced input from a dedicated committee. The obvious neglect over many years to the assigned assessment cycles and advisory boards does not provide meaningful historical data. However, the current director possesses that "unwritten" historical knowledge and fully utilized information contained on the Data Dashboard. He has been with TMCC for over 25 years and possesses the will and the vision to lead a purposeful and relevant transition plan.

Turning to the proposed five-year plan, the explicit strategic points speak overwhelmingly towards the importance of creating, maintaining and forging relationships with Law Enforcement Agencies, University of Nevada, Reno, and within TMCC itself. The current director / lead faculty member appears to be poised to retire. Succession planning must be a high priority.

There is evidence of prior interest to create a CRJ 4-year Bachelor Degree at TMCC. There appears to be a pool of potential students within the neighboring Law Enforcement Academy. Anecdotal evidence suggests that many of the local police academies have upward to twenty individuals that would like to continue their education. Which would reportedly be paid for by the academy's professional development programs.

As to the reporting line, it is difficult to note or verify how much direction and or support was demonstrated by the past Deans of Technical Science. It is also unclear whether a formal exploratory committee was ever assembled to determine the pros and cons of moving the current reporting line away from Technical Sciences. An exploratory committee should be integrated with succession planning and a proposed bachelor program.

While the PUR was granted many extensions, the sole commitment and time demonstrated by Professor Flocchini must also be celebrated. It demonstrates a willingness towards excellence and captures the necessary steps to moving forward.



## Strengths:

### STRENGTHS:

**Staffing/Reporting Line.** CRJ current reporting line resides within Technical Sciences. To this point, looking back over years of comments placed by Dr. Jane Nichols and Dr. Kyle Dalpe (absent are Dean Walden's comments), many suggestions have been made to move the CRJ program to a different reporting line; specifically, Emergency Management and Homeland Security. In response, the author finds that any such move .... "will not substantially improve the efficiency or productivity..." of the program. The PUR author finds the development and maintained relationships with the law enforcement community is paramount to the success of the program.

**Advisory Board.** Listed as both a strength and an area of improvement. Most recent Advisory Boards 2020 and 2021 demonstrated and reinforced the need for a lead faculty member acquainted with the law enforcement community as to encourage high ranking influential members.

**Program.** As stated in the PUR, "The program serves students interested in the vast career opportunities within the criminal justice system; including law enforcement, corrections, the courts, and community services." The CRJ program offers transfer pathways to the University of Nevada, Reno and for students wishing to enter career fields. Program student enrollments for Fall '21 totaled 247 students. The program follows the principle beliefs framed by a strong and compelling mission statement.

**Program Collaboration.** I would encourage the interest in coordinating / collaborating the CRJ course offerings with Great Basin College (Elko, NV) and Western Nevada College (Carson City, NV). Especially in light of Great Basin's CRJ PUR is due this year (2022).

At TMCC, the CRJ program has the distinction of being the only Northern Institution with a two-year degree. Strategically, this can give our program a bit of an edge at the negotiating table.

**Program Enrollment.** The data supports a rise in students 18 and under and an increase in Hispanics and female students. Data also supports an overall completion rate of 79%.

**Course Delivery Methods/Strategies.** Listed as both a strength and an area of improvement. The CRJ program offers about three times as many online classes (13) as compared to in-person classes (5). The mix of course offerings has not affected the average fill rates of +/- 25 students per class.

I do support the deactivation of "several elective courses" that are to be either underperforming or no longer applicable.

**Administrative Assistant.** In response to several prior Annual Progress Reports, dating back to 2015, for the need of a dedicated Administrative Assistant for the Tech Sciences Programs at Dandini was met with the AA3 position filled in Fall '17.

## Areas for Improvement:

### AREAS OF IMPROVEMENT:

**Staffing/Reporting Line:** By self-admission, Randy Flocchini is poised to retire. Succession planning is vital.

**Advisory Board.** The CRJ Advisory Boards have been at best inconsistent resulting in very little meaningful change to the program. The few recent occurrences, while impactful, do not meet the prescribed standard of meeting twice during the academic calendar. I would echo the sentiment found in section 2.A. Progress on Previous Findings and Recommendations, where the '22 Advisory Board found the need to "actively explore" an:

- Develop a pool of qualified in-service or recently retired adjunct faculty.
- Regularly review course curriculum and update as needed.
- Provide guest speakers and staff CRJ job fairs to TMCC CRJ students.

- Work closely to offer as many different online classes as possible.

**Program Enrollment.** While the data supports an enrollment increase in Hispanics and females, it is unclear from the narratives their respective graduation rates.

**Course Delivery Methods/Strategies.** With one fulltime lead faculty and seven part-time instructors, the PUR does not state how continuity of curricula is maintained and monitored.

**Equipment.** As quoted, "With the latest technologies offered... students receive comprehensive training, hands-on training, and practical works skills...". The PUR does not go into detail on any specific purchases. To that point, the PUR 2013-14 Self Study Committee findings note the falling equipment/resources to be outdated: "... photography equipment, fingerprinting, and collection of evidence is outdated and in need of replacement...". TO BE CLEAR: discussions with the author of the PUR strongly suggests a shift away from purchasing equipment. He reasons that most purchases will be outdated in a 6-12-month timeframe. The author suggests resource collaborative efforts with existing academies where students can take advantage of Law Enforcement equipment.

**Assessment.** While there is "recent" demonstrated proof of a curriculum map, it is unclear that "any" assessments have been recently completed. To that point, the PUR 2013-14 Self Study Committee findings notes that "... while 6 courses were submitted for assessment – 26 courses yet to be assessed."

**Transferability.** While section 3.B. clearly states a quote from UNRs catalog regarding transferability, the PUR does not address an earlier comment/request made by VPAA Dr. Nichols made on 3.27.2015 asking for a complete review of all transferable courses with UNR faculty.

## **Summary Action Recommended (Continue program(s), significantly revise, discontinue, etc. followed by explanation):**

### **Summary Action Recommended:**

Assemble a committee to study reporting lines, a proposed bachelor program, and a faculty succession plan. The author indicates one possible candidate.

Assessments and Advisory board need to be completed and scheduled.

Equipment inventory/needs is unclearly stated. A needs assessment should commence immediately.

Classroom observations should be initiated and scheduled for regular monitoring.

An overview of the transfer courses between University of Nevada, Reno should be initiated.

Collaboration with other institutions such as Great Basin College and Western Nevada College should be also be initiated.

## **Recommendations and Implementation Timeline:**

The reporting line and succession planning committee members should be identified by the end of the Spring '22 semester with tentative meeting schedules starting in Fall '22.

Assessment scheduling for all courses should be coordinated with the TMCCs Assessment and Planning office.

Advisory board meetings should show tentative dates for Fall '22 and Spring '23 and/or identify the list of active participants.

## **Resources Necessary for Implementation of Recommendations:**

Staff succession planning is a high priority.

Course Assessments and regular Advisory Board Meetings are a high priority.

## **Impact of Recommendations on Division Planning:**

While a bachelor program is intriguing, all efforts should be placed upon a search committee and evaluating the existing part-time faculty. As for the reporting line, I would entertain moving the CRJ program to the Edison Campus..

## **Impact of Recommendations on Program/Unit Faculty:**

From the PUR, it is obvious the current fulltime faculty member is poised to retire. It would be optimal to have the current Director/Faculty Member chair the search committee, author the job description and write the interview questions.

# **Vice President of Academic Affairs' Findings and Recommendations**

## **Criminal Justice**

### **Criminal Justice 2020-21 PUR Self-Study**

## **VPAA's Findings:**

CRJ is a program that has benefited from the dedication of its instructors, including its de facto director, Randy Flocchini. These instructors make the program successful and attractive to students, particularly to female and Hispanic students, who are very well represented. Nevertheless, the program languishes because although several prior members of college leadership recommended that the program be relocated and aligned more closely with Public Safety, this has not happened. This echoes recent conversations with Director Schulz, who is enthusiastic about aligning the CRJ program with other Public Safety and first-responder programs.

This PUR is notably candid, and was even more candid at one point, before the ASA Committee asked that the more pointed passages be removed and rewritten. Even so, the theme of the PUR alleges that the program survives and remains popular, despite the many consequences of neglect.

## **Strengths:**

The program is popular, well enrolled, and boasts strong completion and performance figures. The faculty and instructors have notable expertise, and they are clearly devoted to the program. Instructor Bays has been a very strong contributor to the program and upon meeting her this month, I was encouraged to know that we boast instructors of her caliber.

**Areas for Improvement:**

The program needs to finish assessing its courses, conduct a thorough curricular review, delete defunct courses, and refresh the remaining courses.

The program needs to replace its outgoing FT faculty member and explore new partnerships with local law enforcement and judicial agencies.

CRJ needs a new institutional home and reporting line by Fall 2023. Too many years have passed since past leadership made this recommendation.

**The following recommendations made by the Academic Standards and Assessment Committee and Dean are upheld, and/or additional recommendations include the following: (Please include an implementation timeline, and indicate how these recommendations align to the Academic Affairs Strategic Plan and/or the College's Strategic Master Plan.)**

The program needs to finish assessing its courses, conduct a thorough curricular review, delete defunct courses, and refresh the remaining courses.

The program needs to replace its outgoing FT faculty member and explore new partnerships with local law enforcement and judicial agencies.

CRJ needs a new institutional home and reporting line by Fall 2023. Too many years have passed since past leadership made this recommendation.

I agree that we should differentiate clearly between the AAS and the AA in CRJ. I further agree that a Bachelor's degree is not a priority at this time, given the need to focus on the succession plan for leadership and reporting.

**The following recommendations made by the Academic Standards and Assessment Committee and Dean are not upheld: (Please provide an explanation.)**

The work on CLOs can wait until a new faculty member is in place.

**In order to implement recommendations towards program improvement, the following resource requests are upheld, and/or additional recommended resources include the following:**

A new faculty member should be recruited to replace Randy Flocchini. The other line may remain unfilled unless state funding is restored.

**The following resource requests are not upheld: (Please provide an explanation.)**

The authors reject the inclusion of Forensics in the curriculum, and argue against labs or software that would support it. Yet, there are no specifics given about why this curricular avenue must be closed. I wish to learn more about this avenue, which may appeal to students.

**Summary Action Recommended (Continue program, significantly revise, or discontinue, followed by explanation):**

Continue program under a new reporting structure, aligned with Public Safety. This program is not a good fit for Technical Sciences, and it urgently needs the support, leadership, and camaraderie that the Public Safety programs can provide. The timing that coincides with Randy's retirement is ideal, and we should also explore a partnership with Paralegal & Law.