

Western Nevada College

A.A.S., Criminal Justice

Workforce, Career and Technical Education (WCTE)

2023 Program Review

WRITTEN ACADEMIC PROGRAM REVIEW WNC Criminal Justice Program (CRJ)

Degree:	A.A.S. Criminal Justice
Academic Division:	WCTE / Workforce, Career and Technical Education
Years Reviewed:	2019-2023
Date Submitted:	Fall 2023
Date of Previous Review:	2018
Program Responsible Person:	Gregory Sly, Instructor, Criminal Justice
Program Review Team:	Gregory Sly, Travis Carr, Eric York, Nigel Harrison Additional Contributors: CRJ Adjunct Faculty CRJ Advisory Committee, including CRJ students. David Sexton, Great Basin College CRJ Coordinator
Internal Reviewer:	Nigel Harrison, WNC Construction Technology
External Reviewer:	David Sexton, Great Basin College CRJ Coordinator

Part 1: Program Overview

A. Brief Program Description/Summary

- a. The Associate of Applied Science Criminal Justice degree prepares students for criminal justice careers in probation and parole, corrections, juvenile justice, courts, and law enforcement. With this degree, students will understand the basics of criminal law and law enforcement pertaining to each of these career areas. The 60-credit program requires 36 core and emphasis credits and 24 general education credits. Six of the core and emphasis courses are designated as direct transfer to UNR and UNLV for CRJ major.

B. College and Program Mission

- a. The college mission and program mission are presented side-by-side in a table to show how the college and program missions align:

College Mission	Program Mission
WNC contributes to solutions for the 21st century by providing effective educational pathways for the students and communities of Nevada.	Program Mission: The purpose of the criminal justice degree is to provide the academic knowledge and skills in the criminal justice field. The WNC Criminal Justice Program prepares students for criminal justice system careers in law enforcement, corrections, community corrections, juvenile justice, courts, and rehabilitation services. Program Vision: WNC is the source criminal justice system employers turn to when seeking qualified recruits, new hires, or in-service educational advancement. Primary Functions: The program provides the AAS Degree Criminal Justice, Certificate of Achievement Criminal Justice, and AA Degree with Criminal Justice Emphasis (for transfer students). These degrees / awards are supported by a comprehensive curriculum in criminal justice, including ten (10) main criminal justice courses, and additional

	curriculum and internship studies opportunities. Program students include degree seeking students, but also many students who take CRJ coursework as electives within other college degree pathways. The primary courses taken as electives supporting other degrees include: CRJ 104 Introduction to CRJ, CRJ 103 CRJ Communications, and CRJ 270 Criminology. CRJ Program staff providing these areas of study include one FTE criminal justice instructor / program coordinator, and approximately seven additional adjunct faculty instructors, each primarily specializing in one CRJ course.
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C. College and Program Goals:

- a. The table below records CRJ Program identified alignment.

College Core Themes, Objectives, and/or Key Performance Indicators	Program Goals and Student Learning Outcomes
CORE THEMES: · Transfer Education · Professional Education · Lifelong Learning OBJECTIVES: Access: · WNC provides access to educational pathways and opportunities. · WNC students make an efficient transition from preparatory to college level coursework. · WNC provides equitable access for students regionally and demographically. · WNC provides access to dual credit pathways Success: · WNC supports student learning, progress, and completion. · WNC advances student achievement of learning outcomes at course, program, and institutional levels. · WNC builds student engagement with	The purpose of the criminal justice degree is to provide the academic knowledge and skills in the criminal justice field. Student Learning Objectives: Students who complete the Associate of Applied Science degree in Criminal Justice are expected to demonstrate they can: • Meet the general education requirements of WNC. • Maintain proper professional attitude for law enforcement.

education and the WNC community. Close the Achievement Gap: · WNC identifies and closes achievement gaps across student populations by supporting achievement across demographic groups in traditional and non-traditional fields. · WNC sustains a learning environment that promotes equity and inclusion. Workforce: · WNC responds to the needs of industry and provides effective pathways for students toward in-demand occupations. Research: · WNC contributes solutions to the critical issues facing 21st century Nevada.

Student Learning Outcomes:

1. Working knowledge
2. Written Communication
3. Quantitative Literacy
4. Information Literacy
5. Diversity and Society
6. Critical Thinking
7. Career Preparation

- Articulate the legal requirements of search and seizure.
- Recognize and evaluate criminal law.
- Process crime scenes.
- Analyze theories for committing crimes.
- Maintain vocabulary necessary for criminal justice.
- Have an acute awareness of cultural diversity.
- Maintain crime scenes.

Student Learning Objectives Alignment:

1. Working knowledge
2. Written Communication
3. Quantitative Literacy
4. Information Literacy
5. Diversity and Society
6. Critical Thinking
7. Career Preparation

D. **Short Description:** Include the following information and supporting documents as appropriate:

a. Unique characteristics

The Criminal Justice Program provides degree, certificate, course, and training opportunities for students interested in seeking employment in uniformed law enforcement, corrections, community corrections, court systems, investigations, and rehabilitation.

The program has an outstanding faculty including one fulltime instructor and approximately seven adjunct instructors, all who have master's degree level education, PhD, and/or Juris Doctorate degrees. The faculty each additionally have specialty experience throughout the criminal justice system. Examples of this experience include: California Highway Patrol, California and Nevada Parole and Probation, Sheriff management, Police Officer, School Policing, California and Nevada Corrections and Rehabilitation, Carson City Juvenile Probation, Nevada Attorney General staff, Appellate Judge, Military JAG, Nevada POST certifications, and California STC certifications. Each program instructor is trained in Canvas learning management and the delivery of online curriculum and instruction.

The CRJ Program now offers opportunity, through the new (2022/2023) CRJ Connections Program, for students to develop professional connections with other WNC CRJ students, CRJ faculty, and regional CRJ system agencies across all areas of the criminal justice system. This new student program, started and led by the CRJ Program fulltime instructor, provides classroom and evening extra-curricular activities throughout the school year, involving students, faculty and CRJ system agency representatives. The program includes career fair activities, question and answer sessions, classroom and meeting guest speakers, and demonstrations of CRJ agency resources.

The CRJ Program has an expanded and active CRJ Advisory Committee including student members and representatives from many CRJ agencies in the Northern Nevada region. The agencies include police, sheriff, attorney general staff, corrections, parole and probation, juvenile services/probation, and all Nevada State Police Divisions (Highway Patrol, P&P, NDI, Fire Marshall, Capitol Police). During the 2022 / 2023 school year, the advisory committee included eight CRJ students and up to 20 regional partners. It is one of the largest advisory committees supporting WNC, and one of few advisory committees with active student involvement.

b. Concerns or trends affecting the program.

The first concern affecting this program during the five-year term for this program review (2018 – 2023) was the absence of a fulltime tenure track instructor / program coordinator for the Criminal Justice Program. At the end of the spring semester in 2018, the former long-term full-time CRJ Professor / CRJ Program Coordinator retired from WNC. The last program review was completed at that time (2018) by a volunteer who was employed as a WNC Grant Project Director. Following the former CRJ Professor's retirement in early 2018, the CRJ Program's fulltime tenure track instructor position was not permanently filled until the fall semester, 2022, four years later. This was due to multiple challenges, including budget constraints during the COVID pandemic. Initially in 2019 and early 2020, for three semesters, a temporary annual contract was awarded to an instructor to teach in-person CRJ instruction at the Carson City campus. Following the spring 2020 semester, as COVID became a significant challenge, that contract coverage ended. For two years thereafter, the CRJ Program had no full-time faculty coverage, was only able to provide online instruction for students through adjunct faculty, and had no funded program coordination at the faculty level. One adjunct faculty member provided some coordination as a volunteer, to support the program. The 2018 program review report included a recommendation that a second full-time instructor be considered for this program. As documented above, due to unexpected circumstances and challenges, a second instructor was not added, and the sole full-time instructor position was vacant for four years during the current five-year review period. In fall 2022, the college was able to move forward and fill the full-time instructor position and program coordination has resumed at the academic faculty level.

A second identified issue, the student enrollment in the CRJ Program has become a significant concern over the past five years, to be documented later in this report. The decline in enrollment in this program has resulted in one-half the number of students today as compared to enrollment in 2017/2018. This is believed to be the result of multiple factors occurring simultaneously during the time between this and the former program review. One

factor involved the vacancy of the full-time CRJ Program instructor and coordinator which also included the provision of only online instruction. A second factor involved the COVID pandemic which reduced higher education enrollments across the country, also believed to be a major factor in this program's enrollment decline. A third factor was nationwide social developments resulting in a reduction in societal support for the criminal justice system. This final factor is associated with a decline in student interest in seeking criminal justice careers. Student interest declines have been joined by a decline in parents and family members encouraging such job placements. These issues not only have resulted in CRJ enrollment declines, but regional CRJ agency partners are all reporting difficulty in filling vacant positions within their agencies resulting in historically high department vacancy rates and the inability to achieve required service levels. Through the CRJ Advisory Committee meetings, the following examples of this concern were noted:

- Significant vacancy rates, as high as 40% of positions, within the Nevada Department of Public Safety State Police Divisions.
- Sixty (60) police officer vacancies in the Reno Police Department
- A 90% decrease in the number of applicants for the Carson City Sheriff's Office deputy sheriff recruitments.
- The forced closing of one of two Nevada Department of Corrections' prison facilities in Carson City (fall 2022) due to staffing shortages.
- Continuous hiring and training of 28 deputies, twice each year, by the Washoe County Sheriff's Office in order to replace resulting vacancies.
- Challenges in maintaining appropriate staffing levels for swing and night shifts, to staff the local juvenile detention center in the Juvenile Services Department.

These vacancy rates are not exclusive to Nevada but are also being experienced across the United States. New York Police Department vacancies are at least 5% of force and climbing as increases in numbers of retirements are met by reduced numbers of successful applicants for appointment and training. This has resulted in thousands of vacancies for this larger metropolitan agency. <https://comptroller.nyc.gov/reports/title-vacant/>

With the decrease in CRJ student enrollment numbers, a related concern has developed. WNC does not currently have adequate student demand to provide both in-person and online coursework each semester for many of the CRJ courses. If both course types are scheduled, enrollment for many of the course sections drops below eight students for each class. This has resulted in the need to revise and modify the suggested course sequences for the CRJ Program in 2023, no longer offering both in-person and online sequences separately. This also resulted in the need to now offer some of the CRJ courses only once a year, alternating courses between the fall and spring semesters. (This issue is discussed further later in this report.)

A third concern for this program and programs across the college is student course completion rate changes/declines observed for the 2022/2023 school year. Although data, to be presented later in this review, indicates completion rate increases for the CRJ Program over the five-year period of this program review, the current school year completion rates are presenting some concern. This has been a concern of the WNC Enrollment Committee as well, that committee including membership from the CRJ Program and WCTE faculty. As students returned to traditional on-campus instruction following the COVID pandemic campus closures and resulting remote instruction, many students transitioning from two

years of remote high school instruction are finding traditional instruction challenging, resulting in increased numbers of non-completed course assignments. Efforts are being made to mitigate this issue and assist students in engaging course curriculum and instruction.

A final concern for this program is the lack of an A.A. degree in Criminal Justice. This has resulted in students who plan to transfer to the university to seek a higher degree, seeking a general A.A. degree at WNC rather than completing the A.A.S. degree in Criminal Justice. These A.A. degree seeking students are taking transfer rated criminal justice courses as electives and core within their A.A. degree (up to six CRJ courses). This reduces the number of criminal justice degrees earned at WNC by degree title, although the criminal justice coursework within the A.A. degrees remain high. This places WNC at a disadvantage to compete with other NSHE community colleges statistically, as all other community colleges currently have A.A. degrees in Criminal Justice, except WNC. To adjust to this, since the last program review (2018), WNC has provided an informal process for students referred to as an A.A. Degree with Criminal Justice Emphasis. WNC Institutional Research has begun to study and monitor the numbers of A.A. degrees where students included in their degree coursework, five or more CRJ transfer courses. This results in the college's awareness of the numbers of students participating in the informal transfer emphasis but is limited in the Criminal Justice Program's ability to report degrees earned credit for these completing students.

c. Significant changes or needs in the next five years.

One significant change for this program has been accomplished at this time. The full-time CRJ Program Instructor / Program Coordinator vacancy has now been filled. This has resulted in a reengagement of academic faculty involved program coordination, adding back to the schedule in-person instruction for multiple CRJ courses, in-person coursework options for Fallon and Douglas campus students, plans for affiliate instruction at multiple high school campuses in 2023/2024, additional engaging recruitment efforts for the program, the startup of the CRJ Connections Program, and increased partnership by WNC CRJ Program with regional system partners and agencies. These are all viewed as initiatives that will help address some of the program concerns previously mentioned, increase student enrollment, and result in a larger and more effective program during the next program review cycle (2023-2028).

The program will continue to work toward improving student enrollment rates for CRJ courses. If student enrollment recovers to pre-COVID levels, the division can revisit the schedule and perhaps offer each CRJ course every semester. Such would support student on-time graduation rates, student satisfaction in the program, and engage more students with the regional CRJ agencies in order to fill vacancy rates affecting public safety regionally.

The CRJ Program needs to review and evaluate course outlines for each CRJ course and modify as necessary to keep the program up to date and aligned with college and program SLOs, and CRJ system changes. Two outlines are under review currently with the assistance of Admissions and Records (CRJ 104 & 234).

The program needs to review the WNC website to assure that program materials are provided for student access. Some materials are missing currently (CRJ 104, 164, 234).

The program will continue to generate student interest in CRJ program internship opportunities. A number of internships were established for students during the 2022/2023 school year. Internship agencies include the NV Department of Corrections, Nevada Parole and Probation, and Carson City Juvenile Probation.

Within the 2018 CRJ Program Review, the following former recommendations were made. Below includes a current evaluation of the progress for these recommendations:

- Consider reinstatement of A.A. Degree in Criminal Justice
 - Due to student enrollment in CRJ, this recommendation is not being considered at this time.
- Evaluate the community's needs and college's concerns related to the P.O.S.T. academy program.
 - In 2022, WNC conducted a feasibility study to evaluate the return of the POST Academy. The result of the study concluded the POST program will not return at this time.
- Continue to expand local Criminal Justice Program internship opportunities for WNC students.
 - This was completed by the new CRJ instructor during the fall 2022 semester.
- Design and enhance Courtroom Interpreter Certificate.
 - This is not a current certificate and is not being worked on at this time.
- Evaluate program needs for adding additional full-time Criminal Justice Instructor.
 - This recommendation focused on having two full-time CRJ instructors for this program. Although it is a necessity to have one full-time instructor for CRJ studies, it is no longer a recommendation to have two FTE staff. It is believed students are best served by having classes with several different instructors during their degree studies. Such allows for different viewpoints, different experiences, and connections with more CRJ regional agencies as many of the adjunct faculty currently work in the CRJ system locally. If student enrollment increases in the future, supporting the return to each course being offered both in-person and online, then this recommendation can be revisited.
- Evaluate the need for CRJ Program Coordinator.
 - The current full-time CRJ instructor teaches full-time, provides outside services to the college, and additionally fulfills the CRJ

Program Coordinator duties. It may be appropriate to consider release time for the additional coordination duties as determined appropriate by college administration.

- Negotiate a two-plus-two agreement with Nevada State College.
 - This has not been addressed to date but may be appropriate for consideration during the next program review term.

d. Program Student Learning Outcome/Required Course Curriculum Map:

WNC SLOs
Student Learning Outcomes Matrix

Upon completing the Criminal Justice Program, students will be able to:

Outcomes *	
1	Working Knowledge
2	Written Communications
3	Quantitative Literacy
4	Information Literacy
5	Diversity and Society
6	Critical Thinking
7	Career Preparation
Required Courses	
Course #	Name
CRJ 101	Intro to Criminal Justice I
CRJ 102	Intro to Criminal Justice II
CRJ 103	Communication in CRJ
CRJ 104	Intro to Criminal Justice
CRJ 106	Intro to Corrections
CRJ 155	Juvenile Justice System
CRJ 164	Principles of Investigation
CRJ 211	Police in America
CRJ 222	Criminal Law & Procedure
CRJ 225	Criminal Evidence
CRJ 234	Courts/Am. Legal System
CRJ 270	Intro to Criminology

		Outcomes									
		1	2	3	4	5	6	7			
		1	1		1	1	1	1			
		1	2		1	1	1	1			
		1	3		2	1	1	2			
		1	1		1	1	1	1			
		2	2	1	2	2	2	2			
		2	2	1	2	2	2	2			
		2	2	2	2	2	3	2			
		2	2	2	2	3	2	2			
		3	2	2	2	2	3	3			
		3	2	3	2	2	3	3			
		3	3	3	3	3	3	3			
		3	3	3	3	3	3	3			

Assign a value to which each outcome is represented in each required class: 1 = SLO introduced, 2 = SLO reinforced, 3 = SLO mastered

Academic Program SLOs (CRJ) Student Learning Objectives Matrix

Upon completing the Criminal Justice Program, students will be able to:

Outcomes *	
1	Meet the general education requirements of WNC
2	Maintain proper professional attitude for law enforcement
3	Articulate the legal requirements of search and seizure
4	Recognize and evaluate criminal law
5	Process crime scenes
6	Analyze theories for committing crimes
7	Maintain vocabulary necessary for Criminal Justice
8	Have an acute awareness of cultural diversity
9	Maintain crime scenes

Required Courses		Outcomes									
Course #	Name	1	2	3	4	5	6	7	8	9	
CRJ 101	Intro to Criminal Justice I	3	1	1	1	1	1	1	1	1	
CRJ 102	Intro to Criminal Justice II	3	1	1	1	1	1	1	1	1	
CRJ 103	Communication in CRJ		2	1	1	1	1	2	1	1	
CRJ 104	Intro to Criminal Justice	3	1	1	1	1	1	1	1	1	
CRJ 106	Intro to Corrections		2	2	2	1	2	2	2	2	
CRJ 155	Juvenile Justice System		2	2	2	1	2	2	2	2	
CRJ 164	Principles of Investigation		3	3	3	3	3	3	2	3	
CRJ 211	Police in America		3	2	2	2	2	2	2	2	
CRJ 222	Criminal Law & Procedure		3	3	3	3	3	3	2	3	
CRJ 225	Criminal Evidence		3	3	3	1	3	3	2	3	
CRJ 234	Courts/Am. Legal System		3	2	3	3	3	3	3	2	
CRJ 270	Intro to Criminology		3		3	2	3	3	3	2	

[illegible]

Assign a value to which each outcome is represented in each required class: 1 = SLO introduced, 2 = SLO reinforced, 3 = SLO mastered

- E. **Degrees and/or Certificates Offered:** List degrees or certificates that are being evaluated for the purposes of this program review.

a. **Associate of Applied Science Criminal Justice**

- F. **Niches Served:** Describe any niches in the community the program serves, including other academic programs served by program core courses.

- a. The program of instruction primarily prepares students for justice system government employment, including, but not limited to: municipal, county, state, and federal law enforcement, state and county prisons and jails, state and county juvenile detention centers, community corrections, probation and parole, and juvenile probation. Additionally, the program of instruction also may lead students to careers in non-profit justice treatment and rehabilitation programs and in the legal field as court staff, attorneys, and paralegal professionals.
- b. Other academic programs are served by CRJ coursework.
 - i. The Liberal Arts and Nursing and Allied Health divisions' degree programs have students who complete CRJ courses to fulfill some of their program core course requirements and electives. Primarily the courses taken in this manner include CRJ 104, CRJ 103, and CRJ 270.

Part 2: Program Effectiveness

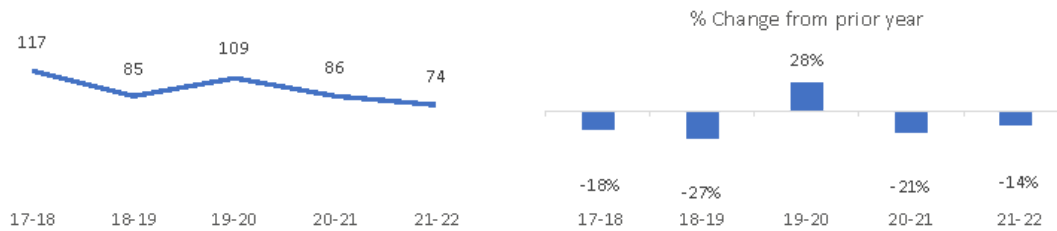
A. Evidence of Effectiveness

- a. Course Scheduling/Enrollment History Report: Institutional Research and Effectiveness provided this spreadsheet, which included course scheduling history and enrollment figures for the most recent four-year period. The provided report was reviewed for this program review and retained. Analysis revealed:
- i. WNC made a change to degree requirements for CRJ in fall 2020. Before that date, CRJ students completed introduction requirements with the completion of CRJ 101 and CRJ 102 course completions. These two courses combined, transferred as CRJ 104. CRJ 104 was not provided before 2020 at WNC. For 2021 forward, WNC stopped providing CRJ 101 and CRJ 102 and replaced these courses with CRJ 104. This change resulted in alignment to other NSHE institutions. By removing six units (101 & 102) and replacing them with a three-unit requirement (104), a reduction in student FTE resulted. This change in courses is viewed as a positive change for the program even though FTE reduced.

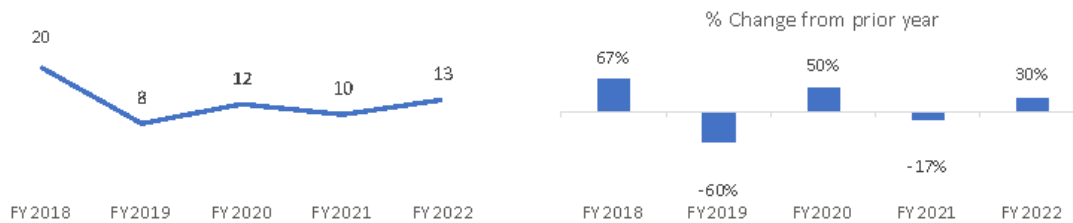
- ii. Review of the report supported the conclusion that enrollment in the program has declined during the last program review period as discussed earlier in this report, for the reasons concluded and reported.
- iii. Review of the report supported the change from in-person and online instruction provided simultaneously to online only instruction during the COVID years 2020 -2022.
- iv. Summary Data Sheet: Institutional Research and Effectiveness provided the Summary Data Sheet (included below), a document that provides information on the headcount of students who have declared majors in the program, number of degrees and certificates granted, successful course completion data, student credit hours data, FTE, FTE faculty, workload ratios, and other information that provides a basis for demonstrating program efficiency and effectiveness. The provided report was reviewed for this program review and retained.

WNC Program Review Metrics - Associate of Applied Science Criminal Justice

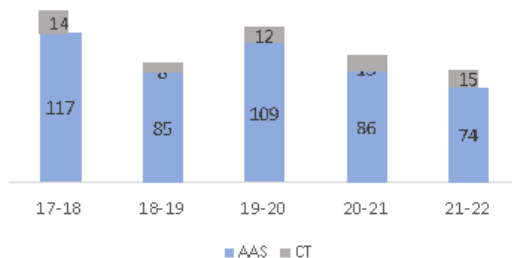
AAS Program Majors Enrolled by Academic Year



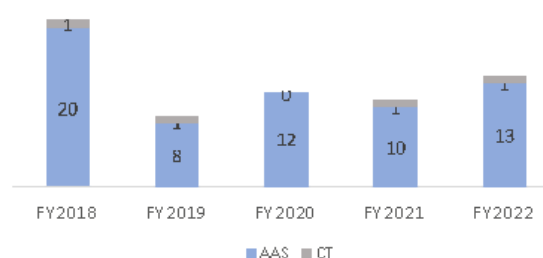
AAS Degrees Awarded by Fiscal Year



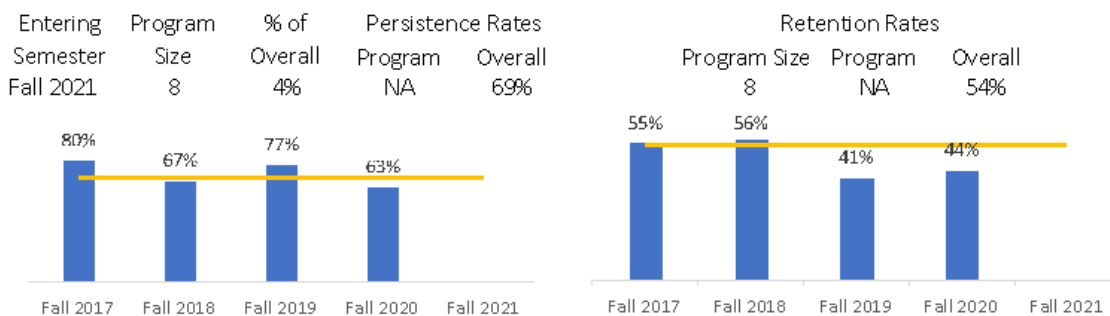
Majors Enrolled by Degree Level



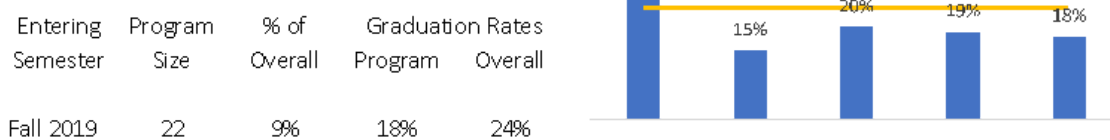
Degrees and Certificates Awarded



First-term Persistence and First-year Retention Rates for All New, Post-secondary, AAS Criminal Justice Degree-seeking Students by Entering Semester



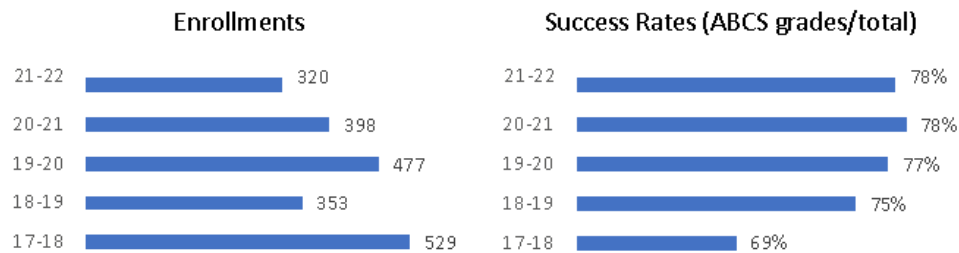
Graduation Rates for New, Post-secondary, Degree-seeking Students within 150% of Expected Time by Entering Semester



Note: Persistence, retention, and graduation rates are only reported when 10 or more degree-seeking students enter the

Program Review Metrics - AAS Criminal Justice Course Success Rates

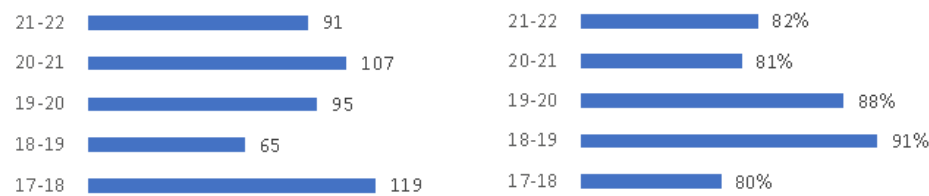
AAS Program Majors in All Courses by Academic Year



Point Difference
21-22 Success
Rate vs. Earliest 3-
yr Avg

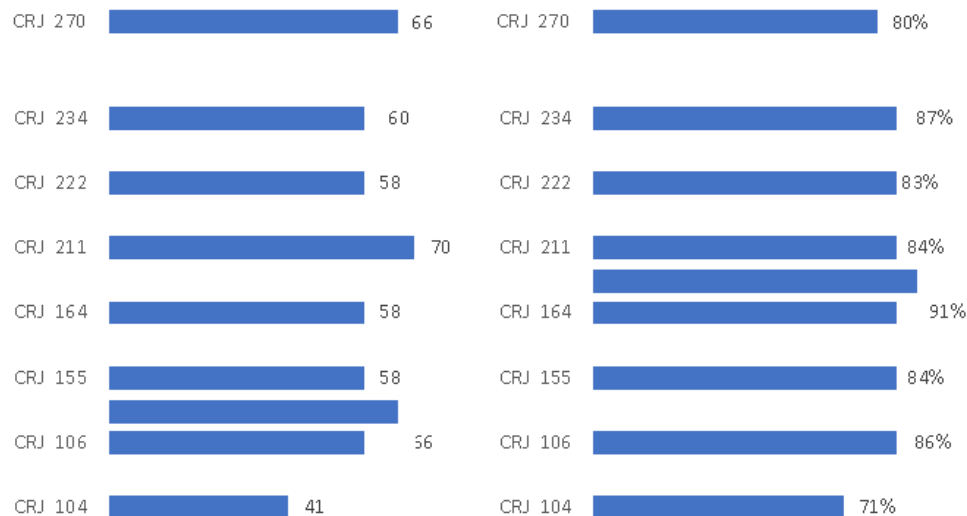
4.1

AAS Program Majors in Program Requirements by Academic Year



Point Difference
vs. Early 3-yr Avg
-2.9

AAS Program Majors in Program Requirements by Course, 17-18 to 21-22



AAS Program Majors in Program Requirements by Gender, Five Years Combined

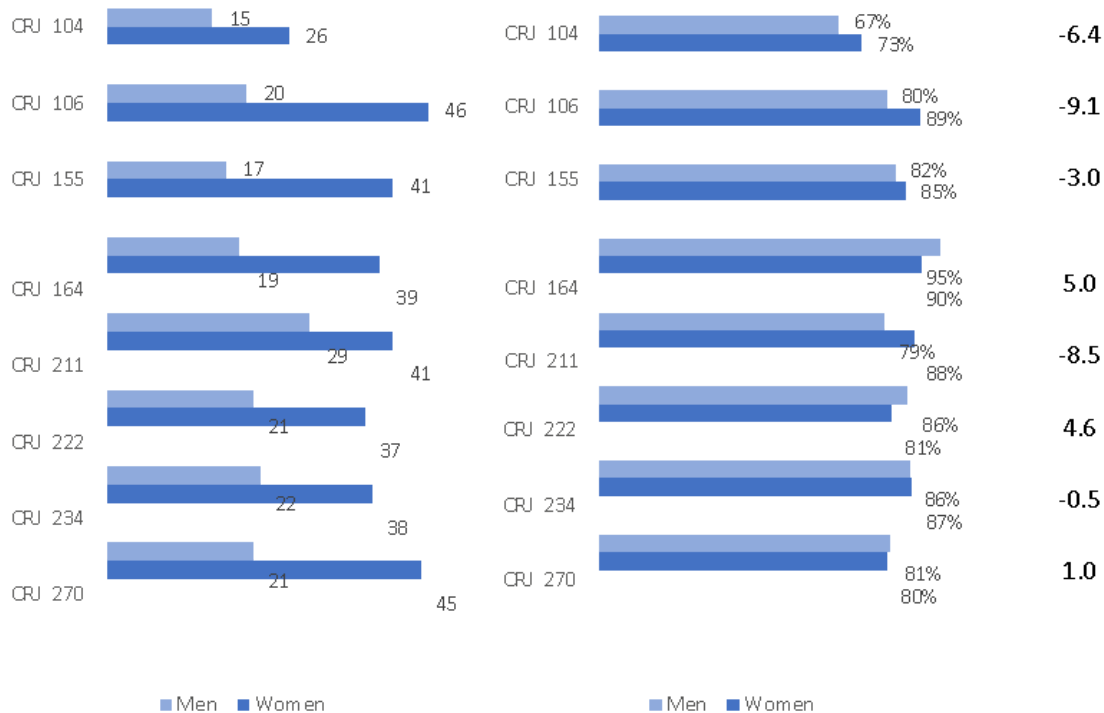


Point Difference
Men vs. Women

-2.3

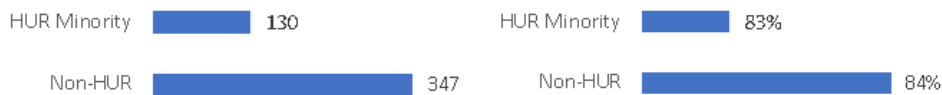
AAS Program Majors in Requirements by Gender and Course, Five Years Combined

Point Difference
Men vs. Women



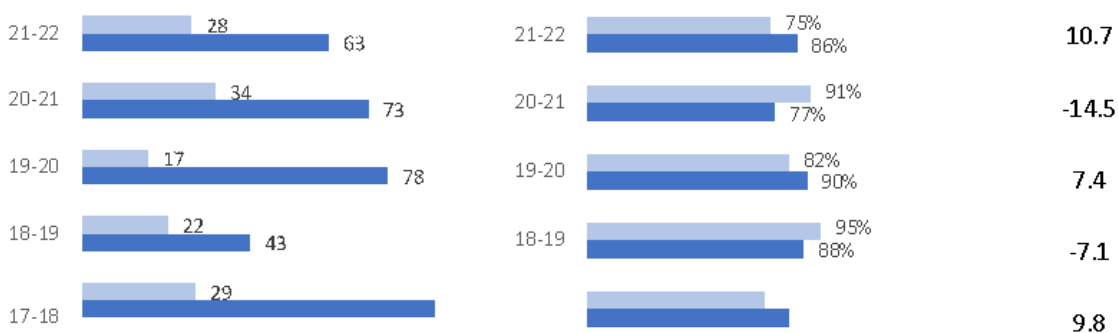
AAS Program Majors in Program Requirements by Minority Status, Five Years Combined

Point Difference
Non-HUR vs HUR



AAS Program Majors in Requirements by Minority Status and Year

Point Difference
Non-HUR vs HUR



- b. Systematic Assessment: Academic programs must include evidence that they systematically assess program level student learning outcomes and that data from assessments are used to make improvements to programs. The final program review report should include assessment reports from the past five years and an assessment plan for the upcoming five years. The report should also indicate the steps taken to make the student learning outcomes public and available to students. Results of this area of requirements follow:

Course Assessment Plan at beginning of program review period:

PROGRAM NAME: Criminal Justice

SUBMISSION DATE: 9/28/2019

List the program outcomes and/or student learning outcomes and briefly describe the means of assessment for each one. Insert an X in the column of each year that the outcome will be assessed.

Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Means of Assessment
Insert Year:	18/19	19/20	20/21	21/22	22/23	
1. SLO Working Knowledge Evaluate Criminal Law Assess Pretrial Activities Analyze Sentencing Theory	X					CRJ 102, student written project assessment, Criminal Pathway
2. SLO Critical Thinking Maintain Professional Attitude for Law Enforcement Place in history of LE/CRJ Factors – Police MGT		X				CRJ 101, student written project assessment, Criminal Justice Ethics
3. SLO Information Competency Analyze Theories for Committing Crimes			X			CRJ 270, student written project assessment, Criminal Theory
4. SLO Career Preparation Recognize and Evaluate Criminal Law				X		CRJ 222, quantitative assessment and/or student written project assessment, Criminal Law
5. SLO Working Knowledge Process Crime Scenes Maintain Crime Scenes					X	CRJ 164, student written project assessment, Crime Scene Management
6.						

Comments/Reflections:

CRJ course assessment plans include assessing course during two consecutive semesters, allowing for modification and reflection of changes implemented. Courses instructed by Adjunct Faculty will be assessed by full-time staff, assessing a sample of redacted assessments completed by students, followed by sharing of results with the Adjunct staff for course improvement.

Current CRJ 102 assessment underway: Fall 2018 and Spring 2019. Results included in Annual Assessment Reports. Re-Assessment scheduled for 2019-2020.

For 2018/2019 school year, CRJ 102 course assessment completed, retained by college.

For 2019/2020 school year, CRJ 101 course assessment completed, retained by college. Additionally, CRJ 102 course reassessment completed, retained by college.

For 2020/2021 school year, CRJ instructor position was vacant. One adjunct faculty member volunteered to complete a course assessment included below.

Course Assessment 2020/2021:

PAT Course Assessment Report Form

Course Assessed	CRJ 103
Semester	Fall
Academic Year	2020-2021
Faculty Member(s) Reporting	Gregory Sly
Your Email Address (a PDF copy of your responses will be sent to this address for your records) gregory.sly@wnc.edu	
Institutional Student Learning Outcome Assessed (pick one)	ISLO 2: Written Communication
Course Student Learning Outcome Assessed (please provide COURSE-SPECIFIC outcome language aligned with ISLO selected above)	• Are able to demonstrate college level reading, writing, and oral communication skills. • Write acceptable police reports
Program Student Learning Outcome Assessed (if applicable--please refer to your current program curriculum map for alignment)	Meet the general education requirements of WNC. Maintain vocabulary necessary for criminal justice.

- Are able to demonstrate college level reading, writing, and oral communication skills.
- Write acceptable police reports

Meet the general education requirements of WNC.
Maintain vocabulary necessary for criminal justice.

Design of Assessment Project (if national exam, state full title of exam and national organization)	Series of criminal justice written report assignments throughout semester, resulting in course grade. Reports include Public Information Release report, police report, DUI report, probation sentencing report, CRJ interview questions, grant application report. Two additional written assignments are also required: First Written Assignment and Final Written Assignment.
Tests/Procedures	Each of the written report assignments is graded by a points rubric. Passing scores are set at 70% for each assignment, resulting in C- or better grade. The course schedule is set such that each report is written during a two-week time period. For each report, students follow a report template, with template section instructions.
Project Timeline	Sixteen week course with assignment of written reports during two-week segments. This assessment was for a single semester.
Number of Class Sections Participated	1
Sampling Method (if applicable)	All students results were evaluated for this course assessment. Fourteen students participated in this course. The course was online instruction. Due to the COVID response, only online instruction was available to students.
Assessment Results: Briefly describe the results of the assessment including any concerns about the assessment methods. Make sure to include information on whether the results reached Target or Threshold for SLO assessed.	Ten of fourteen (71.4%) students met or exceeded the 70% score threshold for this course. Of the ten students meeting the scoring threshold, 80% received an "A" grade, with a score exceeding 90%. This is important to consider as the students who did not meet the scoring threshold, received lower grades due to not completing course work. Some students, who normally attend on campus courses, have been required to attend online instruction during COVID restrictions, and many have not made a successful transition to online coursework thus far. In view of the course records for those students who

	completed all written report assignments, all were very successful, 80% receiving an "A" grade.
Achievement of Thresholds/Targets	Target Met: At least 70% of students achieved 70% (or met SLO) on assessment
Application of Assessment Results: How will these assessment results inform your course moving forward? Consider changes or different approaches that you might make to your assessment of this SLO or to your course moving forward. Please be specific.	New to this course Fall 2020 was an added written assignment asking students 1) What they wanted to learn in the course 2) What was missing from the course that they had expected 3) How the instructor can help the student succeed in their personal course goal. This was meant to engage the student in the course writing prior to completing the main course CRJ system report templates. From the Fall 2020 course assessment, and pursuant to student input during the course, for Spring 2021, the following will be added to the CRJ 103 course: With student permission, student report examples for each of the course report template assignments, will be provided confidentially in Canvas for review by all students. This will allow students to see how other student peers are approaching each report assignment. This will assist and engage each student, improving successful completion of course objectives during an online offering of this course.
Updates from Prior Assessment Report (if applicable): If you submitted an SLO assessment report last year, please comment on how you have applied those recent past assessment results here, including plans to conduct follow-up assessment.	N/A
Supporting Document 1 (Optional)	Syllabus CRJ 103WEB Fall 2020 Greg Sly.docx

Supporting Document
2 (Optional)

[Grading Rubric 100 Points.docx](#)

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For 2022/2023, the newly appointed CRJ instructor completed course assessment for CRJ 234.

Course Assessment 2022/2023:

WCTE Course Assessment Report Form

Course Assessed	CRJ 234
Semester	Fall
Academic Year	2022-2023
Faculty Member(s) Reporting	Gregory Sly
Your Email Address (a PDF copy of your responses will be sent to this address for your records)	gregory.sly@wnc.edu

Institutional Student
Learning Outcome
Assessed (pick one)

ISLO 4: Information Literacy

Course Student
Learning Outcome
Assessed (please
provide
COURSE-SPECIFIC
outcome language
aligned with ISLO
selected above)

Demonstrate understanding judicial processes:
Students will demonstrate understanding judicial
processes, central procedural pretrial and trial
issues and their interrelationship with the courtroom
actors and the function across the judicial
branch.

Program Student
Learning Outcome
Assessed (if
applicable--please
refer to your current
program curriculum
map for alignment)

Maintain vocabulary necessary for criminal justice

Design of Assessment
Project (if national
exam, state full title of
exam and national
organization)

Final Written Essay - Prosecuting a Felony in Court.
Designed and assigned by course instructor.

Tests/Procedures

Assignment: This will be the main writing / research
assignment for this course. It is due toward the end of
the semester in order to allow plenty of time for your
effort in completing your submission. Textbook
assigned reading and completed outline assignments,
combined with discussion activities, will well prepare
you to complete all requirements. Be sure to review
your essay closely prior to submission of your final
work. This is a 100 point assignment, graded pursuant
to the attached Grading Rubric.

Instructions:

Prepare a five-page essay, size 12 font, double spaced,
identifying references (your choice of format). If you
need more than five pages, you may expand your essay,

but I believe it will require at least five pages to fully present the required information.

The topic and outline for your essay is located inside of the cover of the course textbook. Review the presented chart of the steps in "Prosecuting a Felony."

Your essay is to follow the steps presented in the chart, from "Arrest" through "Corrections" and "Out of System." Your essay needs to cover these areas and all of the identified areas in-between. For each identified step in the court system, your essay narrative is to fully explain the court system processes involved in moving a felony prosecution through the system. In this essay, you do not need to identify a certain criminal statute or describe an actual crime. Your task is to show that you fully understand the processes and procedures involved in each step taken in the court system for prosecuting a felony.

Just to be clear, your essay should address all of the below itemized processes (use this list as the outline to follow for your essay):

Arrest

Charges Filed

Initial Appearance

Bail and custody status pending resolution

Preliminary Hearing

(Skip Grand Jury - we will assume a State case)

Arraignment

Plea Bargaining

Evidence / Pretrial Motions / Discovery

Trial

	Conviction Pre-Sentence Investigation Sentencing Corrections (Include: community corrections options - probation as well as custody - jail / prison / parole) Appeal Out of System Please make sure your essay is not just a list of defined terms, but that your narrative clearly describes all of the processes and requirements you studied about during this course.
Project Timeline	Curriculum throughout the Fall semester supported the knowledge needed to understand the vocabulary and processes of each step within the justice system in prosecuting of a felony crime. At the end of the semester, the final essay was due for submission in Canvas.
Number of Class Sections Participated	1
Sampling Method (if applicable)	CRJ 234 - 4001, Fall 2022, had fourteen (14) students enrolled. Twelve of the fourteen students submitted the assignment. Two students did not participate in the assignment by their own choice, not to complete assigned work. All twelve submitted assignments were included in the sample.
Assessment Results: Briefly describe the results of the assessment including any concerns about the assessment	Twelve students submitted the essay assignment. Each was evaluated and graded by the course instructor pursuant to the assignment Grading Rubric. Each of all twelve submissions met and/or exceeded all areas of the assignment and received a 100% grade for the assignment.

methods. Make sure to include information on whether the results reached Target or Threshold for SLO assessed.	Each student demonstrated accurate understanding of the vocabulary and processes of the justice system in prosecuting a felony. The target threshold for the assignment was met by all students who participated. The assignment itself was a substantial essay, however, was presented as the only essay assigned during the semester, was well supported by the course textbook and curriculum, and adequate time and support was given for all students to participate and complete the assignment. No course barriers were identified leading to the two students who selected not to submit the assignment. Overall, 85% of students met the threshold, when including the two students that did not participate.
Achievement of Thresholds/Targets	Target Met: At least 70% of students achieved 70% (or met SLO) on assessment
Application of Assessment Results: How will these assessment results inform your course moving forward? Consider changes or different approaches that you might make to your assessment of this SLO or to your course moving forward. Please be specific.	The assessment results supported the validity the the assignment, the clarity of instructions, and the alignment of the textbook and course curriculum with the goals and objectives of the assessment. Going forward, the assessment will remain in the course unchanged as it clearly evaluates student knowledge of the areas of learning assigned and SLOs within the college, program, and CRJ 234 course. There are no plans for follow-up assessment regarding this particular assignment within CRJ 234.
Updates from Prior Assessment Report (if applicable): If you submitted an SLO assessment report last year, please comment on how you have applied those recent past assessment	N/A

results here, including plans to conduct follow-up assessment.

Supporting Document
1 (Optional)

[Grading Rubric 100 Points \(9\).docx](#)

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Upon appointment to full-time CRJ instructor, the new instructor created a new modified five-year course assessment plan for the program's future:

PROGRAM NAME: Criminal Justice

SUBMISSION DATE: 9/25/2022

List the program outcomes and/or student learning outcomes and briefly describe the means of assessment for each one. Insert an **X** in the column of each year that the outcome will be assessed.

Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Means of Assessment
Insert Year:	21/22	22/23	23/24	24/25	25/26	
1. SLO Career Preparation Write acceptable police reports	X					CRJ 103, assessment of curriculum addition of student peer review of CRJ written report assignments during course
2. SLOs Information Literacy and Career Preparation Demonstrate understanding judicial processes,		X				CRJ 234, student written project assessment: Prosecuting a Felony in Court
3. SLO Working Knowledge Analyze the dilemma of contemporary corrections			X			CRJ 106, student power point presentation preparation: Rehabilitation Program Design
4. SLO Career Preparation Recognize and Evaluate Criminal Law				X		CRJ 222, quantitative assessment and/or student written project assessment, Criminal Law
5. SLO Information Literacy Analyze Theories for Committing Crimes					X	CRJ 270, student written project assessment, Criminal Theory

Comments/Reflections:

CRJ courses instructed by Adjunct Faculty will be assessed by full-time staff, assessing a sample of redacted assessments completed by students, followed by sharing of results with the Adjunct staff for course improvement.

B. Evidence of Satisfaction: Academic programs may include additional hard data regarding student satisfaction with courses and programs, employer satisfaction studies, etc., as indicators of effectiveness of the program. Results from the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement can be broken out by declared major and are available upon request from Institutional Research and Effectiveness. Summarized results from student course evaluations, other student satisfaction surveys, and student focus groups and feedback panels are additional sources that may be included.

- a. The Institutional Research staff prepared the following data specific to student successes:

IR staff “uploaded 129 WNC graduates with an associate degree (AA, AS, AB, AAS) between fall 2015 and summer 2021 who had also enrolled in CRJ 234 (the highest CRJ course outlined in the AA pathway) to the National Student Clearinghouse in order to see whether or not they had pursued additional education. Of those 129 grads, 69 (53%) were subsequently enrolled and 33 of those (48%) were enrolled in CRJ/Law Enforcement/Emergency Management majors as their first majors. A total of 26 students received a subsequent degree and 20 (77%) of those received BA/BS degrees in Criminal Justice or Justice Studies. One of those grads also received an MS in Homeland Security and Emergency Management.” (WNC Institutional Research)

- b. A review of available student CRJ course evaluations revealed students highly rating their CRJ courses and instructors (response ranges generally between 4.8 to 5 in a 5 point rating system). The student evaluations also included very positive remarks regarding instructor commitment to students and instructional practices.
 - c. Results from the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement were requested, but were not available for this report this year.
- C. **Certifications/Licenses:** Explain if there are special certifications or accreditations available to the program and the status of the program relative to these certifications or accreditations.
 - a. There are no current certifications or licenses.
 - b. A new proposed Skills Certificate for Corrections pathway was designed and submitted to NSHE this year supporting a partnership between NSHE and the Nevada Department of Corrections. The proposed 15-credit Skills Certificate remains pending approval.
- D. **Enrollment Trends:** Instructional programs should discuss general student demographics and enrollment trends outlined by the following questions:
 - a. What student demographic and enrollment trends are most notable?
 - i. Female students outnumber male students in CRJ Program
 - ii. Increased participation levels for Hispanic students in CRJ Program

Following Data is from Perkins Grant Program Annual Report 2021: (Author: Gregory Sly)

WNC Fall Semester Unique Student Counts (2019 through 2021)

Criminal Justice: 2019: 62 2020: 50 2021: 42

Enrollment Dashboard

PAT Program Data Changes Observed Due to COVID Mandatory Remote Learning 2020:

	<u>Students</u>	<u>Gender</u>
Criminal Justice:	2019: 88 2020: 70	2019: 32% male 2020: 34% male / female 66%

PAT Course Success Rates for FA20 and SPR 21 - Combined Student Counts:

<u>Program</u>	<u># Students</u>	<u>Success Rate</u>
Criminal Justice	453	82%
WNC Overall College Course Success Rates for Comparison		78%
Course Success is defined as course completion with grade of C- or better.		
(Source: WNC Institutional Research Course Enrollments and Success Rates Dashboard)		

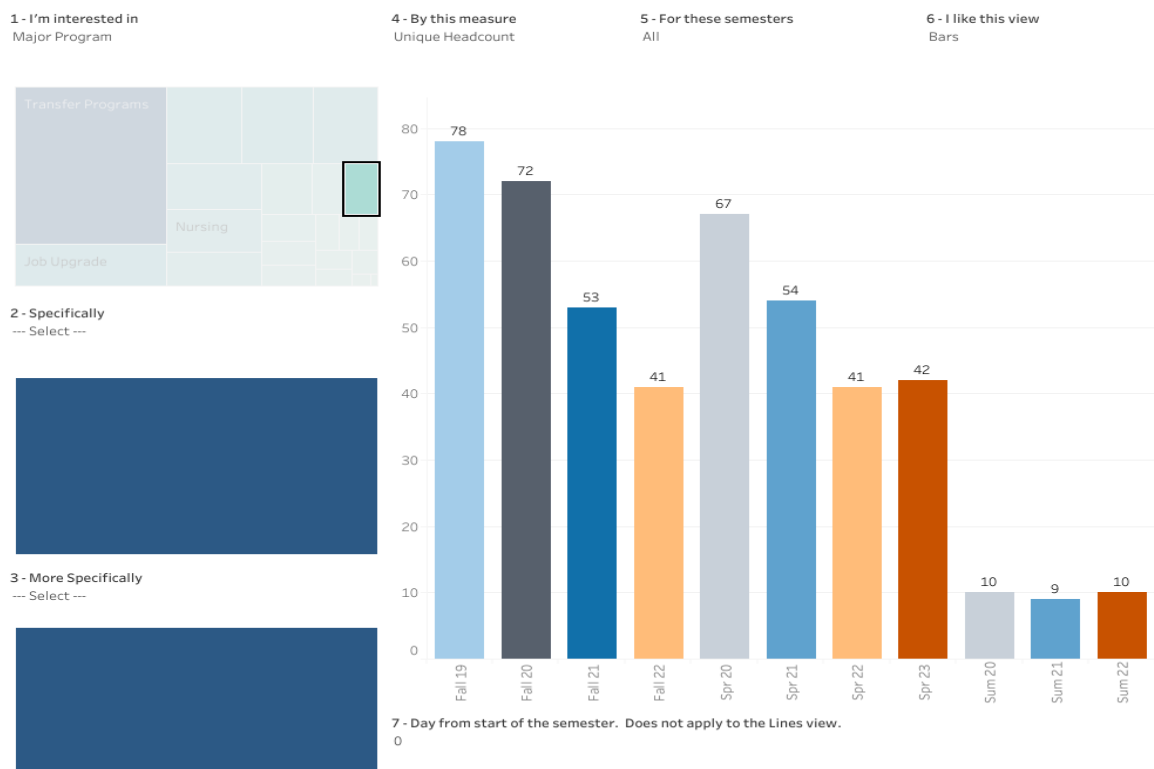
PAT Programs SP 2021:

<u>Program</u>	<u>Total</u>	<u>Female</u>	<u>% Female</u>
Criminal Justice	38	23	60.5%

Source: WNC Institutional Research Enrollment Dashboard August 2021

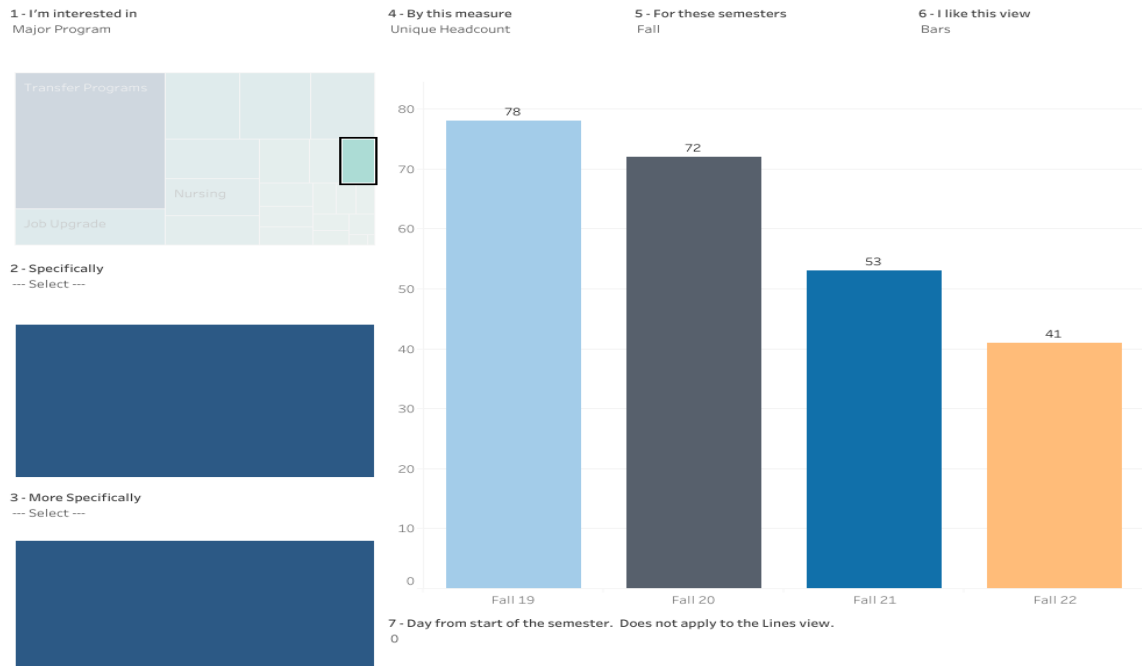
The following data / charting is from the WNC Westnet Enrollment Dashboards: (Institutional Research):

Program Enrollment All Semesters / Major Program - CRJ

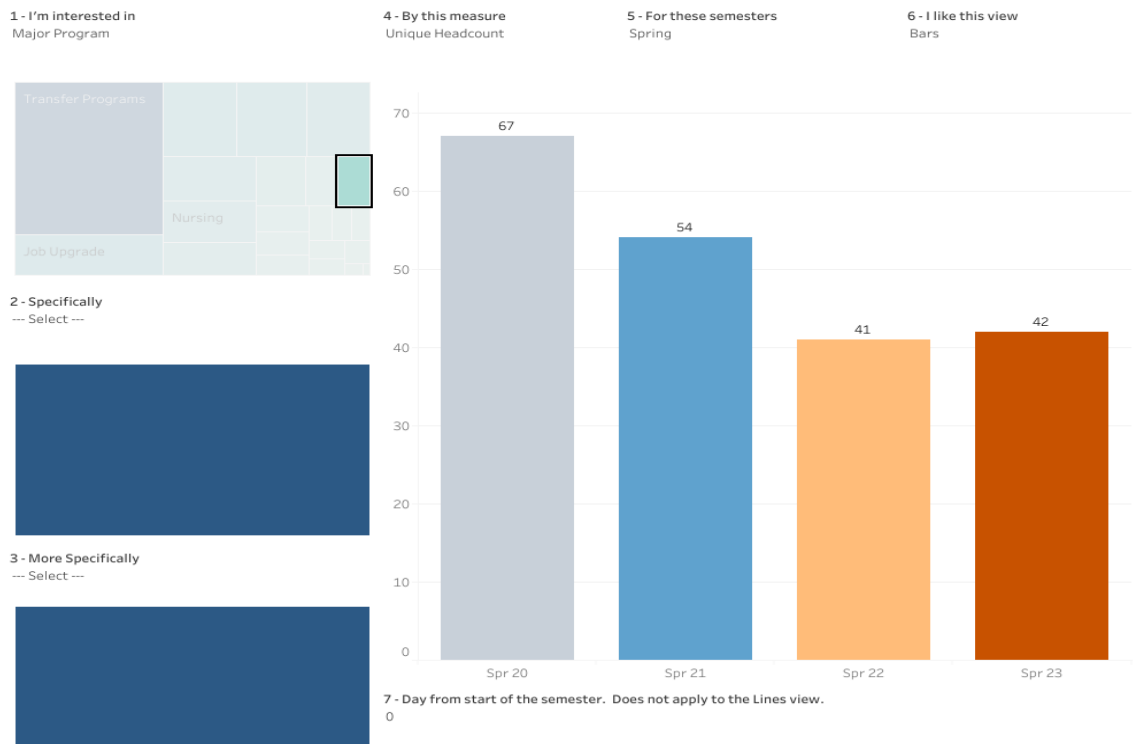


Program Enrollment Fall Semesters / Major Program – CRJ:

WNC A.A.S. CRIMINAL JUSTICE PROGRAM REVIEW



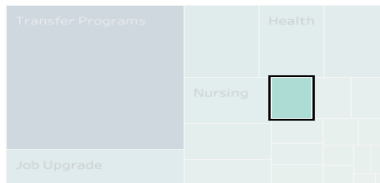
Program Enrollment Spring Semesters / Major Program – CRJ:



Program Enrollment All Semesters / Major Program – CRJ / HISPANIC – LATINO:

WNC A.A.S. CRIMINAL JUSTICE PROGRAM REVIEW

1 - I'm interested in
Major Program



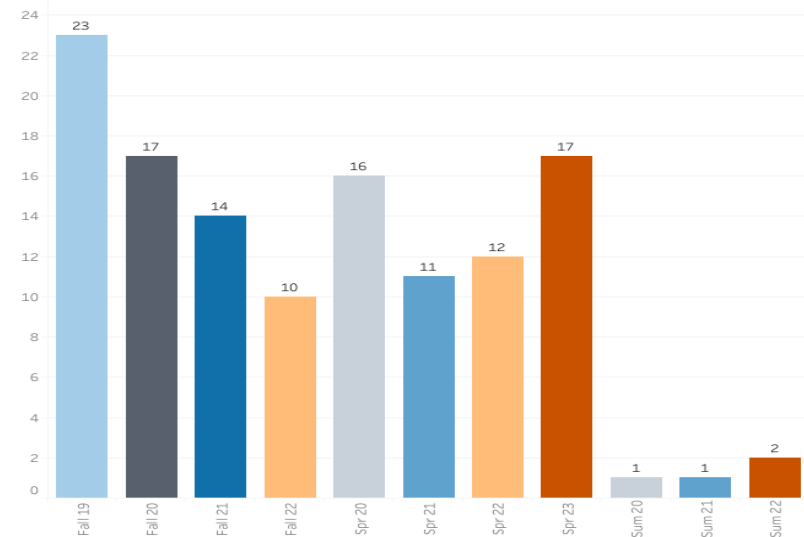
2 - Specifically
Ethnicity



3 - More Specifically
--- Select ---



4 - By this measure
Unique Headcount

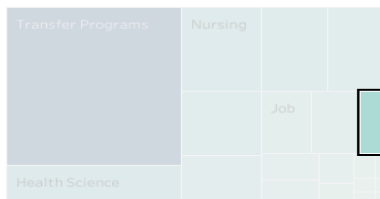


7 - Day from start of the semester. Does not apply to the Lines view.
0

6 - I like this view
Bars

Program Enrollment All Semesters / Major Program – CRJ / GENDER FEMALE:

1 - I'm interested in
Major Program



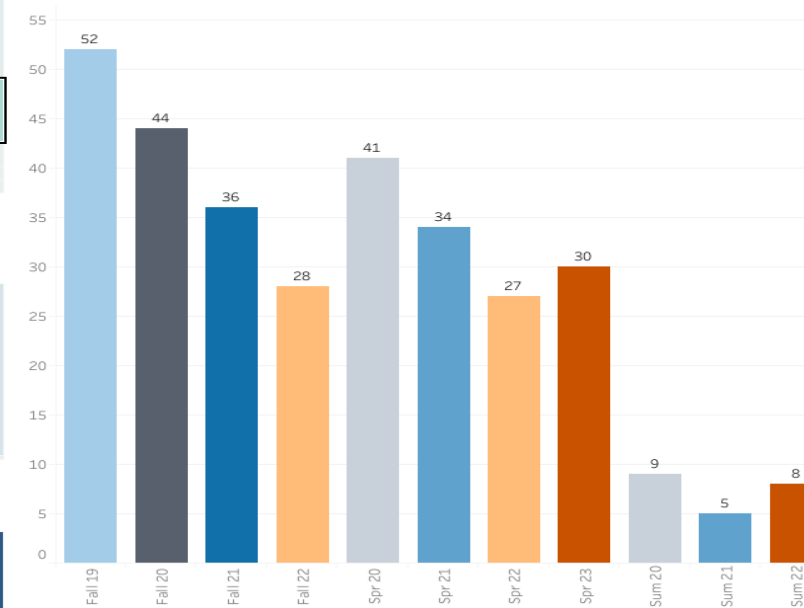
2 - Specifically
Gender



3 - More Specifically
--- Select ---



4 - By this measure
Unique Headcount



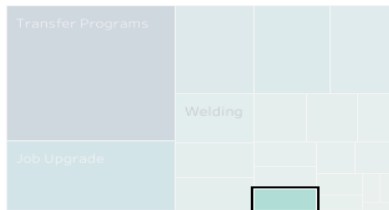
7 - Day from start of the semester. Does not apply to the Lines view.
0

6 - I like this view
Bars

Program Enrollment All Semesters / Major Program – CRJ / GENDER MALE:

WNC A.A.S. CRIMINAL JUSTICE PROGRAM REVIEW

1 - I'm interested in
Major Program



2 - Specifically
Gender



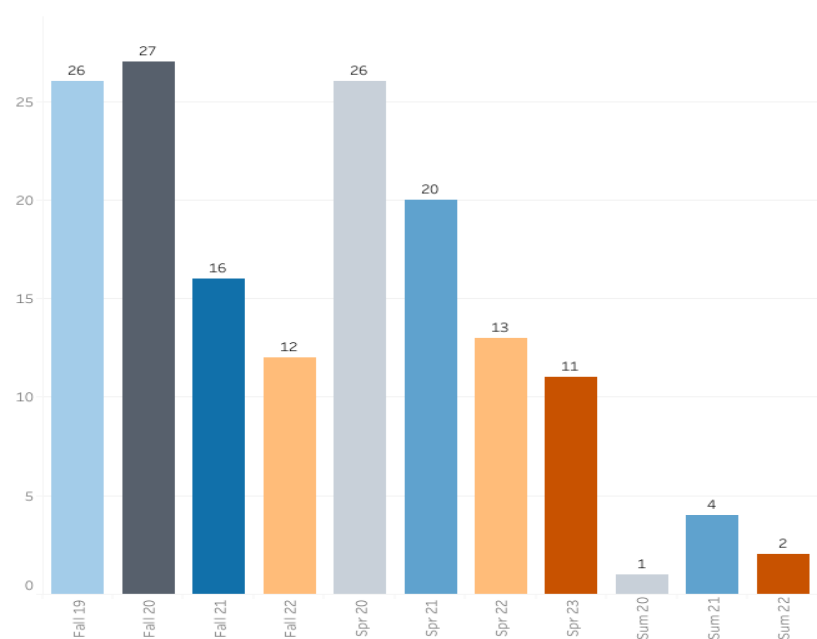
3 - More Specifically
--- Select ---



4 - By this measure
Unique Headcount

5 - For these semesters
All

6 - I like this view
Bars



7 - Day from start of the semester. Does not apply to the Lines view.
0

One positive trend noted from above enrollment tables: The previous decline in student enrollment for the spring semesters did not occur for the 2023 spring semester. Rather, the enrollment for that semester slightly increased from the previous semester. This may have resulted from the efforts and new initiatives resulting from the return of a full-time instructor and program coordination.

- b. What groups constitute the program's main demographic?
 - i. Caucasian and Hispanic students
 - ii. Majority of program students are female
- c. What efforts have been made by the program to recruit students?
 - i. Through Perkins Grant Manager involvement, the current CRJ Program instructor, who was the former Perkins Grant Manager at WNC, visited regional high school CTE students, made classroom presentations, video presentations, Senior Parent Nights, participated in several regional job fairs, and provided campus tours for high school students. In all, during the 2021/2022 school year, the CRJ Program was presented in-person to over 1350 regional high school students as part of a recruiting and outreach program. Hundreds of parents of high school seniors were also included in this outreach.
 - ii. The current CRJ Program instructor has developed and maintained close business relationships with WNC and regional high school counseling offices and staff. This has resulted in improved information provision to interested high school seniors considering WNC and the CRJ Program area of study.

- iii. During the 2021/2022 school year, the CRJ Program started a First Year Experience Cohort for the fall semesters for CRJ 104, Introduction to Criminal Justice. This resulted in 18 additional students in the involved course for fall 2022.
 - iv. During the 2021/2022 school year, the CRJ Program initiated the new student program called, "CRJ Connections." This program holds activities, class visits, and career fair participation, each encouraging the students to connect with other CRJ students, faculty, and regional CRJ system agencies. The program helps students feel part of a team as they complete their CRJ degree. It also sets students up with direct contact with agencies for job placement upon earning the CRJ degree.
 - v. The current CRJ instructor attends, presents, and is involved in all available WNC on-campus high school outreach programs. This includes presentations to seniors visiting WNC, campus tours, career fair participation, and campus open house events, etc.
 - vi. The CRJ Program has one of the largest and most active Advisory Committees on campus. The current committee has more than 20 community members and eight additional student members. As many as 12 CRJ system agencies are active partners in this effort, representing city, county, and state police/sheriff, state and county corrections, state and county community corrections, county juvenile services, NV Attorney General's Office, etc. These agencies participate in recruiting future CRJ students and provide job placement pathways for the WNC graduates.
 - vii. The current CRJ instructor teaches in-person CRJ 104 courses at all three of WNC's physical campuses in order to bring the program to the attention of students who may consider the program. Many students take CRJ 104 as an elective course within the A.A degree program. Some of these students change majors to CRJ following the CRJ 104 course, finding the career field something they wish to pursue.
 - viii. Affiliate instruction opportunities are being evaluated and two affiliate CRJ 104 courses are scheduled: Churchill County HS in Fall 2023 and Las Vegas Charter for the spring 2024 semester. Through this outreach, additional online students may be recruited for the future.
 - ix. The CRJ Program created a Corrections pathway Skills Certificate during the spring 2023 semester. This Skills Certificate is pending approval and is a part of a partnership between NSHE, the NV Department of Corrections, and the WNC CRJ Program. It may lead to enrollment of Department of Corrections' staff seeking higher education certification, as part of their employment advancement. Many may also continue to complete the A.A.S. Degree Criminal Justice.
- d. What initiatives have been undertaken to increase FTE?
- i. All of the initiatives listed in item "c" above are undertaken to increase FTE.
 - ii. Additionally, the CRJ Program instructor interacts with students throughout the campus providing program information and encouragement for students to consider the CRJ Program and the many excellent career opportunities that are readily available in today's workforce.

- iii. The CRJ Program instructor provides comprehensive counseling services to CRJ Program interested students and current CRJ students, in partnership with college counseling and advisement services.
- e. What initiatives have been undertaken to improve student retention?
 - i. The CRJ instructor and CRJ adjunct faculty actively engage students during courses. Many of the instructors make it a practice to interact with students in writing within Canvas for every student submission and discussion entry.
 - 1. During the All-College Welcome Back Meeting for the 2019/2021 school year, the current CRJ Program instructor (then an Adjunct Instructor) was invited by the WNC Academic Vice President to make a presentation to all staff regarding the CRJ Program's activities associated with student engagement and retention.
 - ii. The new CRJ Connections Program actively supports student retention and teamwork.
 - iii. Student involvement in the CRJ Advisory Committee results in student input and evaluation, supporting student retention initiatives.
 - iv. During CRJ 104, formative and summative assessments are completed, gathering student input supporting retention initiatives.
- E. **Need for the Program:** Explain the need and basis for determining the need for the program. Objective data, such as alumni studies, employer perceptions, data on transfer or transfer potential, local employment opportunities, and studies commissioned by WNC or NSHE, should be included when possible.

The Criminal Justice Program at WNC prepares students for criminal justice careers in probation and parole, corrections, juvenile justice, courts, and many areas of law enforcement in cities, counties, the state and federal government. Overall public safety and professionalism in law enforcement is enhanced by future officers in the criminal justice system studying the involved college level coursework. Multiple entry level positions in criminal justice in Nevada require post-high school studies at the college level. Some entry level positions also require a college degree for appointment.

Students transferring to Nevada universities to complete bachelor's degrees in criminal justice, greatly benefit from the lower cost of higher education at WNC for the first two years of their college coursework. Further benefit comes from interaction in smaller class settings, and direct interaction with CRJ instructors with actual work experience and expertise throughout the CRJ system.

Criminal justice system employment demand remains high for graduates. Earlier in this report, regional CRJ agency vacancy rates were discussed and data presented. Following is data supporting the need for CRJ studies and students completing CRJ degrees.

Following Data is from current WNC Comprehensive Local Needs Assessment – Perkins Program:

GOED High Demand Occupations for Northern Nevada: (Overall 757 Rankings Listed)

<https://owinn.nv.gov/OWINN/InDemandOccupation/>

Criminal Justice Studies:

Rank	Program Description	2020 Jobs	Ave. Hourly Earning
255	Police and Sheriff Patrol Officers	1262	\$31.79

Nevada State Data – Long Term (2018-2028)

Program	Total Growth/Change % (2018-2028)	Compound Annual Growth Rate %
Criminal Justice	12.51	1.19

<https://nevadaworkforce.com/Projections> (Nevada State Data) (Long Term 2018-2028)

Nevada State Data – Short Term (2020-2022)

Occupation	Base Year Jobs	Projected Jobs	Numeric Change	% Change	Total Annual Openings
Police / Sheriff Officers	5035	5252	217	4.31%	470

<https://nevadaworkforce.com/Home/DS-Results-Projections2> (Nevada State Data Short Term 2020-2022)

US Bureau of Labor Statistics

Report for State of Nevada / OEWS Data 2020

<https://www.bls.gov/oes/tables.htm>

Occupation	Total Employed	Mean Hourly \$	Mean Annual \$
Criminal Justice	5230	\$36.34	\$75,590

- F. Curriculum Review Report:** Attach to this report the Curriculum Review Report and the Curriculum Committee Program Evaluation (the committee's response to the Curriculum Review Report).

Attached to this report is the Curriculum Review Report.

The CRJ Program Review Committee agrees with the findings of the Curriculum Committee.

Appendix A includes current course outlines for CRJ Course curriculum in the A.A.S Degree.

- G. Internal and External Reviewer Reports:** Attached to this report are the completed Internal and External Reviewer Reports.

- H. Findings and Recommendations:** Present the Program Review Team's commendations and recommendations that are the result of the self-study process. Include:

- A Five-Year Action Plan outlining major goals, projects, and/or priorities within the program for the next five years.

CRJ Future Program Goals and Priorities:

1. Increase student enrollment in the CRJ Program
 2. Increase student retention for CRJ students.
 3. Increase course success rates across CRJ courses.
 4. Support initiatives to improve community and law enforcement relations.
 5. Review and update CRJ Program SLOs in alignment with college SLOs.
 6. Review and update CRJ Course outlines, focusing on updating objectives in each course.
 7. Obtain approval of Corrections pathway Skills Certificate
 8. Maintain the best approach to scheduling of CRJ courses based upon student enrollment factors. Update course sequence in Academic Program Guide and online.
 9. Maintain outstanding CRJ Program and regional CRJ agency partnerships.
 10. Support and expand the new CRJ Connections student program.
- b. A Five-Year Assessment Plan outlining program-level student learning outcome assessment plans that ensures 1) all program-level outcomes are assessed within the next five-year period and 2) meaningful findings from those assessments are applied to the program.

WNC A.A.S. CRIMINAL JUSTICE PROGRAM REVIEW

PROGRAM NAME: Criminal Justice

SUBMISSION DATE: 9/25/2022

List the program outcomes and/or student learning outcomes and briefly describe the means of assessment for each one. Insert an X in the column of each year that the outcome will be assessed.

Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Means of Assessment
Insert Year:	21/22	22/23	23/24	24/25	25/26	
1. SLO Career Preparation Write acceptable police reports	X					CRJ 103, assessment of curriculum addition of student peer review of CRJ written report assignments during course
2. SLOs Information Literacy and Career Preparation Demonstrate understanding judicial processes,		X				CRJ 234, student written project assessment: Prosecuting a Felony in Court
3. SLO Working Knowledge Analyze the dilemma of contemporary corrections			X			CRJ 106, student power point presentation preparation: Rehabilitation Program Design
4. SLO Career Preparation Recognize and Evaluate Criminal Law				X		CRJ 222, quantitative assessment and/or student written project assessment, Criminal Law
5. SLO Information Literacy Analyze Theories for Committing Crimes					X	CRJ 270, student written project assessment, Criminal Theory
Comments/Reflections:						
CRJ courses instructed by Adjunct Faculty will be assessed by full-time staff, assessing a sample of redacted assessments completed by students, followed by sharing of results with the Adjunct staff for course improvement.						

In addition to the above five-year course assessment plan, develop new approaches for assessing CRJ courses taught by adjunct faculty, so that all CRJ courses can be assessed within the next program review cycle. This may include the full-time instructor evaluating the courses of the adjunct faculty, in the absence of adjunct faculty assessments.

- c. Program needs and/or opportunities for support, including budgetary requests, hiring recommendations, and recommended collaborations with internal and external partners.
 - i. The CRJ Program Review supports a recommendation to retain the full-time tenure track instructor / program coordinator.
 - ii. It is recommended that WNC administration consider supporting funding for the ever-expanding coordination duties performed by the full-time instructor. This may be a "Chair" model or release time.
 - iii. It is not recommended that a second full-time instructor be added to the program currently.
- d. Program successes and recommended action to continue or expand those successes.
 - i. The CRJ Program has an outstanding instructor team, including highly educated and experienced full-time and adjunct faculty.

- ii. The CRJ Program has an extremely successful and committed Advisory Committee, including student participation.
 - iii. The CRJ Program has achieved higher course success rates through excellent instruction and student engagement.
 - iv. The new CRJ Connections student program has achieved early successes, validity, and warrants continuation and expansion.
- e. Proposed program changes or adjustments, including but not limited to changes in program student learning outcomes, recommended curriculum changes or adjustments, changes to degrees/certificates offered, opportunities for program expansion or streamlining, proposed changes to program modality (e.g., offering distance learning or expanding online offerings), etc.
 - i. Due to lower current enrollments, the CRJ Program cannot provide in-person course sections for all CRJ courses. As enrollment returns to higher levels in the future, such should be considered.
 - ii. During the next program review cycle, the CRJ Program course outlines need to be reviewed, revised, and updated.
 - iii. Continued expansion of CRJ coursework at the Fallon campus should be pursued.
 - iv. Develop additional partnerships with local/regional CRJ agencies to enhance curriculum, internships, and Skills Certificates.

Written Academic Program Review Report Format

Please combine all of the above elements, including supporting documents, exhibits, and appendices, **into a single PDF**. This is critical to ensure WNC's ability to properly archive academic program reviews for NSHE and NWCCU accreditation purposes.

APPENDIX A.

CRJ Course Outlines:

CRJ 101

Introduction to the Administration of Justice I

4/23/2016

Credits: 3

Transfer: Nevada State College, UNR and UNLV

Prerequisites: None

Course Description: Examine the history and philosophy of the systems for the administration of justice in America. Involve various sub-systems, roles, and theories of the Criminal Justice System.

Course Objectives:

GE 1. Demonstrate working knowledge of key concepts, principles, themes, in Criminal Justice. (Working Knowledge)

GE 4. Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities and papers. (Information Literacy)

GE 7. Design an approach or process toward resolving social, political and personal dilemma in understanding and becoming a Criminal Justice professional. (Problem Solving)

GE 9. Use critical thinking and creativity to select and apply recognized methods suitable for solving significant contemporary or enduring problems within the Criminal Justice system. (Critical Thinking)

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student outcomes.

Topical Objectives: Upon completion of this course, students will have demonstrated they can:

1. Identify criminal law and its components ISLO 1
2. Identify the place in history of Law Enforcement ISLO 5
3. Describe the factors of Police Management ISLO 4 and 5
4. Identify criminology theory ISLO 1
5. Analyze the Bill of Rights and its affect upon the Criminal Justice System ISLO 5
6. Define Criminal Justice ISLO 1 and 7
7. Explain the Uniform Crime Reporting process and its components ISLO 1, 4

CRJ 102

Introduction to the Administration of Justice II

4/23/2016

Credits: 3

Transfer: Nevada State College, UNR and UNLV

Prerequisites: None

Course Description: The course will examine the adjudication and sentencing processes of offenders, examines the origins of adult correctional facilities and the juvenile justice system.

Course Objectives: *GE 1. Demonstrate working knowledge of key concepts, principles, themes, in Criminal Justice*

GE 2. Present substantially error-free prose suitable in style and content to the purpose of the document and the audience. (Written Communication.

GE 7. Design an approach or process toward resolving social, political and personal dilemma in understanding and becoming a Criminal Justice professional.

GE 9. Use critical thinking and creativity to select and apply recognized methods suitable for solving significant contemporary or enduring problems within the Criminal Justice system.

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student outcomes.

Topical Objectives: Upon completion of this course, students will have demonstrated they can:

1. Identify the court system, both state and federal *GE 1/ISLO 5*
2. Assess pretrial activities *GE 1/ISLO 7*
3. Explain plea bargaining and your views on it (writing assignment). *GE 2/ ISLO 2 and 6*
3. Analyze the Grand Jury system *GE 1/ISLO 1*
4. Define courtroom “actors” and their function *GE 1/ISLO 7*
5. Describe the different types of witnesses *GE 1/ISLO 6*
6. Analyze the theories of sentencing *GE 9/6*
7. Assess victim impact statements and their relevance to sentencing *GE 9/7*
8. Separate probation and parole *GE 1/ISLO 1*
9. Identify the types of punishments, both historically and modern day *GE 7/ISLO 6*
10. Distinguish differences between jails and prisons *GE 1/ISLO 1*

CRJ 103

Communication within the Criminal Justice System

4/23/2016

Criminal Justice 103.

Course Description:

Prepares the student to be able to communicate within the Criminal Justice field by introducing him/her to the five basic communication skills: report writing, non-verbal communication, basic public speaking, interviewing and interrogation skills and courtroom testimony.

Course Objectives:

GE 1. Demonstrate working knowledge of key concepts, principles, themes, in Criminal Justice

GE 2. Present substantially error-free prose in style and content to the purpose of the document and the audience (Written Communication).

GE 4. Locate, evaluate and appropriately use information from multiple resources to complete projects, activities and papers. (information Literacy)

GE 6. Take an active role in a community context (work, service, co-curricular activities, etc.) and examine the civic issues encountered and the insights gained from the community experience. (Civic Engagement)

GE 7. Design an approach or process toward resolving social, political and personal dilemma in understanding and becoming a Criminal Justice professional. (Problem Solving)

GE 9. Use critical thinking and creativity to select and apply recognized methods suitable for solving significant contemporary or enduring problems within the Criminal Justice system. (Critical Thinking)

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student outcomes.

Topic Objectives: Upon completion of this course, students will have demonstrated they can:

- The student will use contemporary methods of police report writing. *GE 1/ISLO 2*
- The student will understand investigation techniques and proper elements of report writing. *GE 2/ISLO 4)*
- The student will demonstrate reporting procedures and the basics of gathering facts. *GE 1, 2 and 4/ISLO 1 and 2*
- ISLO The student will develop interview and interrogation techniques used in law enforcement. *GE 1, 2, 4, 7 and 9/ISLO 1, 2,*
- The student will demonstrate crime scene investigation and reporting evidence. *GE 1,2,4 and 9/ISLO 1, 2, 4, and 6*
- The student will develop proper methods of courtroom testifying. *GE 1, 4/ISLO 1, 4*

CRJ 106

Introduction to Corrections

4/23/2016

Credits: 3

Transfer: Nevada State College, UNR and UNLV

Prerequisites: None

Course Description: Studies the history and development of correctional agencies, particularly prisons. Examines ideas influencing contemporary correctional institutions. Explores the relationship of the Department of Corrections to other criminal justice system components.

Course Objectives:

GE 1. Demonstrate working knowledge of key concepts, principles, themes, in Criminal Justice

GE 2. Present substantially error-free prose in style and content to the purpose of the document and the audience (Written Communication).

GE 4. Locate, evaluate and appropriately use information from multiple resources to complete projects, activities and papers. (information Literacy)

GE 5. Describe diverse historical and/or contemporary positions on selected democratic values or practices. (Diversity & Society)

GE 6. Take an active role in a community context (work, service, co-curricular activities, etc.) and examine the civic issues encountered and the insights gained from the community experience. (Civic Engagement)

GE 8. Design an approach or process toward resolving social, political and personal dilemma in understanding and becoming a Criminal Justice professional. (Problem Solving)

GE 9. Use critical thinking and creativity to select and apply recognized methods suitable for solving significant contemporary or enduring problems within the Criminal Justice system. (Critical Thinking)

The information in the *parentheses* after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student outcomes.

Topical Objectives: Upon completion of this course, students will have demonstrated they can:

Understanding the development of criminal laws and the various forces that shape the application of criminal sanctions. *ISLO 1, 5 and 9*

Develop an understanding of crime and punishment. *ISLO 1, 5 and 7*

Examine the types of prison systems within the United States. *ISLO 1, 5 and 7*

Develop an awareness of the origins of prisons. *ISLO 5*

Analyze the dilemma of contemporary corrections. *ISLO 1,5,6 and 7*

Review the correctional administrative policies. *ISOL 7*

CRJ 155

Introduction to Juvenile Justice

4/24/2016

Credits: 3

Transfer: Elective Nevada State College, UNR and UNLV

Prerequisites: CRJ 101 and 102 or permission of the Instructor

Course Description:

Introduces the field of police work with juveniles. Focuses on juvenile crime problems and their causes, detention and processing of the juvenile offender, practices of the juvenile court, and case disposition.

Course Objectives:

GE 1. Demonstrate working knowledge of key concepts, principles, themes, in Criminal Justice

GE 2. Present substantially error-free prose in style and content to the purpose of the document and the audience (Written Communication).

GE 4. Locate, evaluate and appropriately use information from multiple resources to complete projects, activities and papers. (Information Literacy)

GE 5. Describe diverse historical and/or contemporary positions on selected democratic values or practices. (Diversity & Society)

GE 6. Examine the civic issues encountered and the insights gained from the community experience. (Civic Engagement)

GE 7. Design an approach or process toward resolving social, political and personal dilemma in understanding and becoming a Criminal Justice professional. (Problem Solving)

GE 9. Use critical thinking and creativity to select and apply recognized methods suitable for solving significant contemporary or enduring problems within the Criminal Justice system. (Critical Thinking)

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student outcomes.

Topical Objectives: Upon completion of this course, students will have demonstrated they can:

Demonstrate the ability to identify central issues and ideas about the roles and organization of the juvenile justice system in class discussions, exams and assignments. *GE 1,2,9/ISOL 1,2,6,9*

Demonstrate a basic understanding of the history of juvenile justice, the functions of the juvenile justice system, legal proceedings related to juveniles and court procedure. *GE 1,5/ISOL 1,5,9*

Differentiate between the juvenile and adult criminal justice system, differentiate between the different types of juvenile offenses, describe the different stages in the juvenile justice process and define specific terms that pertain the juvenile justice. *GE 1, 4,5/ISOL 1,4,5,*

Explain the role of law enforcement in the juvenile justice system, identify the role of the police through the history of juvenile justice, explain police procedures for handling juveniles and identify factors that influence police discretion. *GE 1,4,5,79/ISOL 1,4,5,6*

Explain the role of juvenile corrections and describe the different types of community based programs, types of institutional facilities and identify different types of educational, vocational and treatment programs. *GE 1,4,5,6,8,9/ISOL 1,4,5,6*

CRJ 164

Principles of Investigation

2/27/2016

Course description:

This class examines the fundamentals of criminal investigation: crime scene search and recording of information, collection and presentation of physical evidence, sources of information, scientific aids, case preparation, and interview and interrogations procedures.

Course Objectives:

GE 1. Demonstrate working knowledge of key concepts, principles, themes in Criminal Justice

GE 3. Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in either specific field of study or in interpreting information in other fields. (Quantitative Literacy)

GE 4. Locate, evaluate and appropriately use information from multiple resources to complete projects activities and papers. (Information Literacy)

GE 5. Describe diverse historical and/or contemporary positions on selected democratic values or practices. (Diversity and Society)

GE 7/ Design an approach or process toward resolving social, political dilemma in understanding and becoming a Criminal Justice Professional. (Problem Solving)

GE 8. Describe approaches from at least two disciplines that identify, define and address the importance of a significant contemporary or enduring problem. (Integrative Learning)

GE 9 Use critical thinking and creativity to select and apply recognized methods suitable for solving significant contemporary or enduring problems. (Critical Thinking)

GE 10. Draw a conclusion about how to solve a significant contemporary or enduring problem, and present a rational defense of the conclusion. (Inquiry and Analysis)

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student outcomes

Topical Objectives: Upon completion of this course, students will have demonstrated they can:

1. Recognize the different types of crime scenes and how to process them *ISLO 1,4*
2. Assess the common categories of class and individual physical evidence *ISLO 1,6*
3. Define key forensic investigation terminology and definitions *ISLO 1*
4. Analyze methods of how to collect evidence *ISLO 1,4,6*
5. Explain the chain of custody *ISLO 1,3,7*
6. Identify : *ISLO 1,3,4,6,7*
 1. Arson and explosion analysis
 2. Serology and DNA analysis
 3. Firearms analysis
 4. Tool marks and other impression analysis
 5. Different drugs
7. Lift fingerprints from different textures. *ISLO 1,3,4,6,7*
8. Differentiate between: *ISLO 1.5,6*
 1. Attorney-client
 2. Husband-wife
 3. Physician-patient
 4. Clergy-penitent
 5. Official information
9. Describe the different types of evidence and their function: *ISLO 1,3,4,6,7*
 1. Ballistic
 2. Videotapes/Photographs
 3. Trace
 4. Blood
 5. Skin
 6. Witness
 7. Written document
 8. Semen
 9. Shoe Prints
 10. Fingerprint

CRJ 211

Police in America

4/23/2016

Credits: 3

Transfer: Nevada State College, UNR and UNLV

Prerequisites: Recommended CRJ 101 and 102

Course Description:

This course explores the historical development, roles, socialization and problems of police work.

Course Objectives:

GE 1. Demonstrate working knowledge of key concepts, principles, themes, in Criminal Justice. (Working Knowledge)

GE 4. Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities and papers. (Information Literacy)

GE 5. Describe diverse historical and/or contemporary positions on selected democratic values or practices. (Diversity & Society)

GE 7. Design an approach or process toward resolving social, political and personal dilemma in understanding and becoming a Criminal Justice professional. (Problem Solving)

GE 9. Use critical thinking and creativity to select and apply recognized methods suitable for solving significant contemporary or enduring problems within the Criminal Justice system. (Critical Thinking)

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student outcomes.

Topical Outline:

Upon successful completion of this course, students will have demonstrated they can:

- Explain the historical development of Law Enforcement in America *ISLO 5*
- Define the Law Enforcement levels and functions in Homeland Security *ISLO*
- Identify the many points in the subculture of the Police in America *ISLO 1, and 09*
- Analyze the Police recruit training academy *ISLO 1,3,5,6*
- Describe the organization and administration of a Law Enforcement *ISLO 1 and 7*
- Discuss the function of the Patrol Division *ISLO 1 and 7*
- Explain Community Oriented Policing (COP) *ISLO 1, 6 and 7*
- Detail the investigation process *GE 1, 6 and 9*

Analyze the rules of laws pertaining to human rights, the fourth, fifth and sixth amendments of the United States Constitution /ISLO 1, 5 and 7

CRJ 222

Criminal Law and Procedure

4/23/2016

Credits: 3

Transfer: Nevada State College, UNR and UNLV

Prerequisites: Recommend CRJ 101 and 102 or consent of the Instructor

Course Description:

Provides an integrated overview of the elements of substantive criminal law and the fundamental concepts of due process and fairness underlying American criminal procedures.

Course Objectives:

GE 1. Demonstrate working knowledge of key concepts, principles, themes, in Criminal Justice

GE 2. Present substantially error-free prose in style and content to the purpose of the document and the audience (Written Communication).

GE 4. Locate, evaluate and appropriately use information from multiple resources to complete projects, activities and papers. (information Literacy)

GE 5. Describe diverse historical and/or contemporary positions on selected democratic values or practices. (Diversity & Society)

GE 6. Take an active role in a community context (work, service, co-curricular activities, etc.) and examine the civic issues encountered and the insights gained from the community experience. (Civic Engagement)

GE 7. Design an approach or process toward resolving social, political and personal dilemma in understanding and becoming a Criminal Justice professional. (Problem Solving)

GE 9. Use critical thinking and creativity to select and apply recognized methods suitable for solving significant contemporary or enduring problems within the Criminal Justice system. (Critical Thinking)

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student outcomes.

Topical Objectives: Upon completion of this course, students will have demonstrated they can:

Discuss the adversary system of justice *ISOL 1,6,9*

Describe the steps in a criminal prosecution *ISOL 1,*

Assess plea bargaining *ISLO 1,6,7*

Discuss constitutional considerations *ISOL 1,5*

Appraise the litigation process *ISOL 1,5,6,7*

Define Criminal Law *1,7*

Discuss the Nevada Revised Statutes *ISOL 1,7*

Discuss the responsibility of advocates *ISOL 1,5,6,9*

Assess the responsibility of police officers in terms of their impact on criminal law and *procedure ISOL 1,5,6,7*

CRJ 225

Criminal Evidence

4/23/2016

Credits: 3

Transfer: Elective Nevada State College, UNR and UNLV

Prerequisites: CRJ 101 and 102 or permission of the Instructor

Course Description:

Examines the origin, development, philosophy and constitutional basis of evidence. Covers constitutional and procedural considerations which affect arrest, search and seizure.

Course Objectives:

GE 1. Demonstrate working knowledge of key concepts, principles, themes, in Criminal Justice

GE 2. Present substantially error-free prose in style and content to the purpose of the document and the audience (Written Communication).

GE 4. Locate, evaluate and appropriately use information from multiple resources to complete projects, activities and papers. (Information Literacy)

GE 5. Describe diverse historical and/or contemporary positions on selected democratic values or practices. (Diversity & Society)

GE 6. Take an active role in a community context (work, service, co-curricular activities, etc.) and examine the civic issues encountered and the insights gained from the community experience. (Civic Engagement)

GE 7. Design an approach or process toward resolving social, political and personal dilemma in understanding and becoming a Criminal Justice professional. (Problem Solving)

GE 9. Use critical thinking and creativity to select and apply recognized methods suitable for solving significant contemporary or enduring problems within the Criminal Justice system. (Critical Thinking)

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student outcomes

Topical Objectives: : Upon completion of this course, students will have demonstrated they can:

- Demonstrate an understanding of Criminal Evidence as it relates to Criminal Law *GE 1,/ISOL 1,*
- Describe the burden of proof *GE 1,/ISOL 1,*
- Assess the history and development of Rules of Evidence *GE 1,5/ISOL 1,5*
- Identify sources of evidence law *GE 1,4,7,8,9,10/ISOL 1,4,5,6,7*
- Explain how legal research is done *GE 1,4,5,7,8,9/ISOL 1,2,4,5,6*
- Describe a criminal complaint *GE 1,2,5,/ISOL 2,*
- Define arraignment *GE 1,/ISOL 1,*
- Explain the preliminary hearing *GE 1/ISOL 1,*
- Assess the Grand Jury *GE 1/ISOL 1,*
- Distinguish substitutes for evidence *GE 1,4,5,7,9/ISOL 1,5,6,7*
- Describe testimonial and real evidence *GE 3/ISOL 1,*
- Explain relevant evidence *GE 1,7,9/ISOL 1,5,6,7*
- Explain the difference between direct and circumstantial evidence *GE 1,/ISOL 1,*
- Predict need for rehabilitation of witnesses *GE 1,5,7,9,10/ISOL 1,4,5,6*
- Describe corroboration *GE 1,/ISOL 1,*
- Explain memory failure *GE 1/ISOL 1,6*
- Assess the Opinion Rule *GE 1/ISOL 1*
- Analyze crime scene evidence *GE 1,4,5,7,9,10/ISOL 1,4,5,6*
- Describe authentication *GE 1/ISOL 1*
- Define questioned documents *GE 1/ISOL 1*
- Explain the Hearsay Rule and its exceptions *GE 1,5,7/ISOL 1,5,7*

CRJ 270

Introduction to Criminology

4/24/2016

Credits: 3

Transfer: Elective Nevada State College, UNR and UNLV

Prerequisites: CRJ 101 and 102 or permission of the Instructor

Course Description:

Examines how society interacts with crime and delinquency through the use of the criminal justice system. Studies effective interaction and communication between the general public and members of the criminal justice system. Emphasizes the understanding of criminal behavior from a sociological and psychological perspective.

Course Objectives:

GE 1. Demonstrate working knowledge of key concepts, principles, themes, in Criminal Justice

GE 2. Present substantially error-free prose in style and content to the purpose of the document and the audience (Written Communication).

GE 4. Locate, evaluate and appropriately use information from multiple resources to complete projects, activities and papers. (Information Literacy)

GE 5. Describe diverse historical and/or contemporary positions on selected democratic values or practices. (Diversity & Society)

GE 6. Take an active role in a community context (work, service, co-curricular activities, etc.) and examine the civic issues encountered and the insights gained from the community experience. (Civic Engagement)

GE 7. Design an approach or process toward resolving social, political and personal dilemma in understanding and becoming a Criminal Justice professional. (Problem Solving)

GE 9. Use critical thinking and creativity to select and apply recognized methods suitable for solving significant contemporary or enduring problems within the Criminal Justice system. (Critical Thinking)

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student outcomes

Topical Outline:

Upon completion of this course, students will have demonstrated they can:

- explain the concepts of law, crime, and criminology, and understand the differences between criminology and criminal justice *GE 1,3/ISOL 1*
- discuss the criminal law and its processes *GE 1/ISOL 1,*
- be able to understand, evaluate, and critique the various theories of crime causation, and understand the policy implications of each theory *GE 1,5,7,9/ISOL 1,5,9,7*
- assess the various types of criminal behavior and identify the characteristics of different types of crimes *GE 1,5,9/ISOL 1,4,5,6*
- apply their understanding of criminological theories to explaining specific types of criminal behavior *GE 1,5,7,9,10/ISOL 1,4,5,6*