**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 2, 2016**

**Department:** **BPS - 0730 - Criminal Justice**

Year of Last Program Review: FY 2008-2009

Year of Next Program Review: FY 2016-2017

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Develop and implement hybrid online training and academic classes | In progress  Completed  No longer applicable | Winter 2016 all CJS courses except the new CJS 1103 Constitutional Law and Evidentiary Procedures (fall 2016), CJS 2111 Ethics and Professionalism in Criminal Justice, and CJS1105 Criminal Law are offered as on line courses.  The Associate’s of Applied Science law enforcement and the Associate’s of Applied Science corrections will be fully on line fall 2016. |
| Develop and implement on-line distance learning opportunities in the Criminal Justice academic program, Criminal Justice Training Academy classes, and specific designated classes in the Advanced Job Training program | In progress X  Completed  No longer applicable | Fall 2016 the AAS Law Enforcement and the AAS Corrections programs can be delivered on line. Courses in progress are CJS 1103 Constitutional Law and Evidentiary Procedures will be developed on line Summer/2016 for implementation Fall/2016. CJS 2111 Ethics and Professionalism in Criminal Justice and CJS 1105 Criminal Law will be completed for online programming at the end of Spring term 2016.  The Ohio Peace Officer Training Commission does not support online delivery of the Ohio Peace Officer Training Academy curriculum. |
| Continue to pursue the concept of developing a Public Safety program that would infuse Criminal Justice with other program pathways, i.e., Fire Science, Emergency Medical Service, Mental Health, etc. | In progress  Completed  No longer applicable X | This concept should be considered again as any training involving active shooters or disasters involves the collaboration of law enforcement, medical, fire, and emergency medical personnel. Emergency medical personnel are now entering “hot spots” where gunfire has occurred and injured are in need of care. Medical personnel are now requesting to be trained as “first responders”. |
| Develop and implement the Homeland Security short-term certificate as an on-line distance learning opportunity. | In progress  Completed  No longer applicable X | TSA provides employment possibilities for certificate holders.  With the implementation of all CJS courses on line fall 2016, all programs and short term certificates offered by CJS can be completed through distance education. |
| Continue to work with the Ohio Peace Officer Training Commission in meeting mandatory changes in the curriculum and training standards for students enrolled in the OPOTA programs | In progress  X  Completed  No longer applicable | The curriculum of the Ohio Peace Officers Training Commission remains dynamic. The coursework addresses the increasing drug epidemic in the area as well as continues to improve community and law enforcement relationships to foster greater collaboration to address the individual needs of neighborhoods. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department is encouraged to expand its understanding and use of assessment to document and improve student-learning outcomes. In-service for faculty as well as consultation through Learning Liaisons may prove useful in this endeavor. Particular attention to assessing student mastery of general education outcomes as well as overall learning outcomes for each program is recommended. By the time of its next review, the department should have established and documented cycles of review and improvement as part of its assessment work. | In progress X  Completed  No longer applicable | From CJS 1101 Introduction to Criminal Justice Science where a student is introduced to the general education outcomes to the demonstration of mastery in the CJS 2295 Criminal Justice Capstone, CJS students are provided many different exercises and projects to enhance his/her analytical skills, his/her oral communication skills, and his/her written communication skills.  The assessment tools used in the Criminal Justice Science coursework involves multiple choice tests resembling the civil service exams criminal justice professionals complete prior to employment; CJS 1104 Interrogation, Documentation, and Testimony is writing intensive; CJS 1102 Constitutional Law and CJS 1105 Criminal Law are also writing intensive as the student identifies the appropriate case law for the elements of the incident. |
| To complement and expand its assessment work, the department will need to continue to develop data to inform its work. Although the annual data set contains a great deal of relevant information, the diverse components of the department as well as the nature of the fields served by the department necessitate additional data collection. The department is encouraged to continue the good work already begun with RAR on this endeavor. | In progress X  Completed  No longer applicable | As stated previously, the mastery of general education outcomes is in need of continuous improvement. When employers contact faculty as professional references, employers are concerned about written communications, oral communications, civility, and critical thinking skills.  Tenured, tenure track, and adjunct faculty continually attend courses provided by the CTL to enhance and improve their formative and summative assessment skills. In department meetings data is being shared that will drive the changes to curriculum and programs offered. |
| In order to move into online teaching and learning effectively, the department is encouraged to begin immediately to engage its faculty in using online course enhancements in its face-to-face courses. This initial groundwork will improve the readiness of the faculty to develop and deliver online classes. | In progress X  Completed  No longer applicable | All CJS adjunct and full time faculty utilize eLearn to provide supplemental course materials as well as deliver diverse assessment tools in each of the courses. |
| Ensure that the department makes maximum use of its advisory board and that the board meets often enough to remain closely connected to the department’s programs. | In progress X  Completed  No longer applicable | The Training Academy and Advanced Job Training Advisory members provide information to Dr. Rice, Ms. Taylor, and Commander Willis in the unchanging need of the criminal justice professional being able to think quickly, speak to diverse citizens, and write well. Dr. Rice, Ms. Taylor, and Commander Willis interact monthly with local law enforcement administration. This exchange of information enables dynamic curriculum development to meet the needs of the courts, law enforcement, and corrections. |
| In an effort to support the goals of area agencies to employ a diverse workforce, the department is encouraged to expand its efforts to attract and retain a diverse student population. | In progress X  Completed  No longer applicable | Professor Ross-Gray remains the chairperson of Black Women’s Think Tank. She involves current students and alum in the delivery of the one-day workshop for women of all ethnicities.  Professor Fernandez in her involvement with the LCS career communities helps students incorporate their general education studies in real life situations and in simulations. Students are able to articulate the basis of criminal theories with sociological and psychological theories. Students explain how implementation of crime prevention programs based on the crimes in a specific area at a specific time. |
| Explore options for expansion of degree, certificate and continuing education offerings in Warren County. | In progress X  Completed  No longer applicable | Tenure track faculty continue to teach at Courseview. Dr. Rice, CJS Chairperson, and Professor Angela Fernandez are teaching courses at CVCC Spring/2016. |
| The private security training has long had low enrollment. Determine how to increase enrollment or consider eliminating the program. | In progress  Completed  No longer applicable X | Students are still able to obtain employment at Merchants and Moonlight Security as they continue their academic journey in obtaining either a law enforcement or a corrections degree. |

**Section II: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: CJS 2200 Human Relations, Mediation, and Conflict Resolution is a required criminal justice science course in law enforcement and corrections and COM 2245 Intercultural Communications is required the corrections program.**

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

Click here to enter text.

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Communicate and interview effectively both verbally and nonverbally with clients and the public. | SCC 1101,  CJS 1110,  CJS 2111,  CJS 2205,  CJS 2200,  CJS 2145,  SPA 1161,  CJS 1165,  CJS 2295,  ENG 1101,  ENG 1102,  COM 2206,  COM 2211,  BIS 1120,  HUM XXXX |  | CJS 1110, CJS 1145 and CJS 1165 Assessment methods are diverse as the three components are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | The students will continue to improve critical thinking and oral communication skills for their courses and their professions.  The students were able to explain and discuss the congruence or incongruence of words and actions during interviews, mediation, and interrogations.  Peer and self-assessments are used so that students improve their own skills by analyzing student work. |
| Observe behavior, listen to recitation of clients, record salient information in simple and accurate description form, and provide testimony and documentation of the same. | CJS1110,  CJS 2111,  CJS 2200,  CJS 2205,  CJS 2145,  CJS 1165,  PSY 1101,  SOC 1101,  CJS 2295 |  | CJS 1110, 2205, and 1165 Assessment methods are diverse as the three components are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | With the implementation of the media rich courtroom classroom, students will be able to investigate an incident from occurrence, investigation, court process, and correctional process. The students will be provided a rubric/checklist of responsibilities or actions for each component. This will also enable collaborative learning between the law, paralegal, and criminal justice students as mock incidents are utilized as teaching tools. |
| Identify the various agencies and their duties, located within the college service district. | CJS 1101,  CJS 1165,  CJS 2145,  CJS 2295 |  | Career research may begin in SCC 1101, becomes discipline specific in CJS 1101 and culminates with CJS 2295. | The students from the use of career coach in SCC 1101, to the scavenger hunt in CJS 1101 and the detailed research in the capstone/seminar encourages the changing needs of communities that are addressed by the three components of the criminal justice filed (law enforcement, courts, and corrections as well as the levels (federal, state, and local).  It should be noted that SCC 1101 is being eliminated in the degree programs to achieve meeting the credit hour restrictions implemented fall 2016. |
| Empathize with the client and understand the relationship of the law violator and the community. | PSY 1100,  SOC 1101,  CJS 1110,  CJS 1165,  CJS 2111,  CJS 2205,  COM 2206,  COM 2211,  CJS 2200,  CJS 2295,  BIO 1107 |  | CJS 1145, CJS 1165 and CJS 2200 provide scenarios, simulations, and real life issues for mediation and counseling. | Students learn accurately to assess a client’s issue. The students learn to be aware of the need to resolve concerns for the offender, victim, and community. The students will demonstrate the collaborative effort of the three components in balancing community safety and the needs of the offender. |
| Work effectively with the caseworker and other criminal justice professionals using various methods to diagnose and treat behavior. | MAT 1120,  MAT 1270,  CJS 1101 |  | CJS 1101 utilizes simulations and scenarios to expose the students to real or fictional cases. | Students have learned to involve all stakeholders from offender, victim, and community in working collaboratively with various components in the criminal justice system and throughout the process. Students interview criminal justice professionals, complete a shadowing of a law enforcement officer, corrections officer, and interview of an offender to observe the criminal justice process from incident to conclusion. |
| Explain the basic rights of the offender within the Ohio legal system. | CJS 1102,  CJS 1105,  CJS 1165,  CJS 2111,  CJS 1110,  CJS 2200,  CJS 2145,  CJS 2295,  CJS 2205 |  | CJS 1102 and CJS 1105 are law and case precedent instruction. To assess and evaluate student learning students are provided cases whereby they must apply all of the aspects of the law in a constitutionally correct manner from incident through corrections. | In class, activities involve students discussing case precedents and apply the legal concept to the facts as presented in the case.  Discussion should occur regarding the CJS 1102 textbook given the reading level of the criminal justice students. The current text is written in legalese and is confusing for students taking CJS 1102 their first term at SCC.  If the textbook is not the solution faculty may consider sequencing this course later in the student's educational journey such as the third or fourth semester and consider if the course should be renumbered to a 2000 level to indicate the difficulty and complexity of such an important course of knowing ones rights. |
| Explain the roles of corrections at the various levels of government and within the state as well as society. | CJS 1102,  CJS 1165,  CJS 1101,  CJS 2200,  CJS 2145,  CJS 2295 |  | CJS 1145, 1165 and 2200 Again scenarios and simulations are used to demonstrate the various correctional programs as well as the various levels of agencies as well as the private sector. | Students take a scenario and describe the various types of correctional programs and the various levels as well as private corrections in addressing the offenders’ needs and the need for community safety. |
| Explain the legal process, the justice system, and its applications within the correctional, legal and law enforcement community. | CJS 1101,  CJS 1102,  CJS 1105,  CJS 1165,  CJS 2205,  CJS 2145 |  | All courses listed  Scenario and simulation based questions and scenarios are utilized in examinations. | Students are to demonstrate the basic incident, arrest, court, and corrections at the introduction level to identifying needs or issues of the community and or offenders in the seminar course. The students propose solutions for identified issues in the capstone course. Student work is evaluated using a written rubric provided in CJS 2295. |
| Identify the social and psychological factors affecting the offender and demonstrate alternative methods of handling personal and societal choices relating to future goals for the offender. | CJS 2145,  PSY 1100,  SOC 1101,  CJS 2295,  CJS 1101 |  | CJS 2145 and 2295  Assessment methods are diverse as the three components are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | Students improve their analytical skills as well as learn to suspend judgment and appreciate the diverse and complex solutions for addressing personal and societal issues. Using a scenario, case, or simulation students must identify factors as well as have a minimum of three methods for resolving a personal or societal issue. |
| Identify and demonstrate basic patrol operations. | SCC 1101,  ENS 1119,  COM 2206,  COM 2211,  CJS 1110,  CJS 2111,  SPA 1161 |  | CJS 1165, CJS 2280 and CJS 2281  Assessment methods are diverse as the three components are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | Students in the academy as well as in the introduction course must complete a ride along or interview law enforcement personnel. The alternative interview is provided as some criminal justice academic students have criminal records that prohibit a ride along project. Students observe the requirements of law enforcement in the performance of protecting and serving. |
| Identify evidentiary items at a reported crime scene and demonstrate proper techniques for processing and preserving evidence. | CJS 1102,  CJS 1104,  CJS 1105,  MAT 1120,  MAT 1270,  CJS 2209,  CJS 2205,  CJS 1110,  CJS 2111, |  | CJS 1102, CJS 1105, and CJS 1110 simulations and scenarios to expose the students to real or fictional cases. | The student demonstrates their knowledge by taking a case, scenario, or simulation from incident through the court process. Students must demonstrate the chain of custody as well as the preservation of evidence and the documentation of the crime. |
| Determine and assess situations requiring the use of physical force and methods necessary to complete peacekeeping functions. | ENG 1101,  ENG 1102,  ENS 1119,  SOC 1101,  PSY 1100,  CJS 2209,  CJS 1101,  CJS 2200,  CJS 2111,  CJS 2205,  CJS 1110 |  | CJS 2200 and CJS 1165  Assessment methods are diverse as the three components are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | In the academic courses, assessments are limited to explanation and examples versus the kinesthetic demonstration of skills in CJS 2280 and CJS 2281. The students articulate in oral and/or written form the various responses and intensity of response based on the elements of the incident. |
| Explain the basis for probable cause and identify the elements of crime in applying the Ohio Revised Code to real criminal acts or crime-based scenarios. | CJS 1102,  CJS 1105,  CJS 2209,  CJS 1101,  CJS 2205 |  | CJS 1102, CJS 1105, 2205 Assessment methods are diverse as the law enforcement agencies are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | Students are able to explain and provide example of probable cause as the beginning of the arrest process to the beyond a reasonable doubt in the court process for a conviction Essay exams and multiple choice tests are scenario and real case based to assess student learning. |
| Assess and prioritize methods for measuring police productivity and community response. | BIS 1120,  CJS 2111,  MAT 1120,  MAT 1270,  CJS 1125,  CJS 2295 |  | CJS 1125, 2111 and 2295Assessment methods are diverse as the law enforcement agencies are similar but different in the services provided to the public. Scenario and simulation essay and/or role-playing are the preferred methods of assessment. | Given the use of Google maps and real crime statistics from local agencies, students can assess the issue or issues of an area and then provide an explanation for increased or decreased police presence in an area. The students explore additional technology that allows the human personnel to address the immediate needs. |
| Examine the current trends or topics in law enforcement and based on current intelligence and information identify possible future trends in law enforcement. | SOC 1101,  PSY 1100,  HUM XXX,  BIO 1107,  CHE 1111,  PHY 1100,  CJS 2295 |  | CJS 2295  Students conduct research as well as provide community service to be aware of the real issues in real time. They provide educational information sessions to inform of the issues and possible solutions in a CompStat style session. | Students must identify a current trend or issue involving the criminal justice system. Students demonstrate the timeline/history of the issue as well as speculate possible trends in an area. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | The decisions to eliminate semester hours to reach a maximum of sixty hours in both programs will be based on the aligning of general education outcomes to the program outcomes. The mastery of oral communication skills, written communication skills, and critical thinking skills are a necessity in the day to day functioning of the courts, law enforcement and corrections. |
| **How will you determine whether those changes had an impact?** | With the utilization of eLearn comparison of student work will be able to be accessed to demonstrate the areas that are improved and areas in which students still need to develop. |