

Program Review – Annual Program/Discipline Update

Administrative Response and Follow Up

2020-2021

Program/Discipline: Criminal Justice

SAC Chair(s): Jane Ellis

SAC Administrative Liaison: Janeen Hull

Other Division Dean(s):

Department Chair(s): Jim Parks

Date: 4/13/2021

This section is for Administration to provide feedback.

To be prepared by Division Dean(s) and reviewed by DOI(s).

Strengths and successes of the program as evidenced by the data, analysis & reflection

The CJA program's efforts with this new reporting format and the move to an annual program update are truly appreciated. This was not an easy task nor time to take on this work for sure. The information and reflections are valuable to the program and the college at large, as we continue to assess and make improvements to each of our programs (and our review process) all in order to serve students more effectively and efficiently.

Among the variety of strengths and successes highlighted in the CJA APU, the following stood out:

- Strong enrollment in student FTE, even as the program pivoted to remote & online only options
- High student success rates in all modalities and by all student demographics
- Increase in the diversity of the CJA student population, especially among the LatinX population
- The student survey to learn more about who are the students taking CJA courses
- The deeper dive into the student survey to explore why a high FTE is not translating into high numbers of CJA AAS completions
- Continuously looking at the curriculum for gaps, to ensure all courses can be taken within a two-year sequence and to reduce the overall number of credits needed to earn the CJA AAS, which reduces time and money for students to complete
- Along those lines, collaborating with other disciplines to provide options for students addressing, core competencies, access & completion, as well as key essential skills and industry trends
- An increase in part-time faculty training in D2L (FOOT/OIO), Accessibility, Facilitating Live Sessions
- Connections with area Colleges and Universities through work on the statewide CJA MTM
- PCC CJA is clearly leading the way in reviewing & revising criminal justice curricula, especially among community colleges, and over the past couple of years has really placed the focus on the law itself, advocacy, implicit bias, trauma informed training, mental health, stress management and cultural competencies
- The willingness to lean into the hard conversations and to actively seek out and engage in both conversations and collaborative opportunities with other PCC programs
- Developing online courses so that students can have the option to complete the AAS fully online, ensuring access and aiding in student retention
- Work with contacts at the Oregon DPSST (*Oregon Department of Public Safety Standards and Training*) have expanded to find ways that our PCC CJA credit courses can also meet the requirement as required CEU credits/DPSST credits for working professionals

Thank you for your time, energy and hard work in putting together the APU. Your dedication to the success of students and commitment to continuous improvement of the CJA program is obvious.

Areas of challenge or concern, if any

The SAC did not answer questions 2A 1, 2 or 3 and these are key questions for program enrollment. It was likely an oversight, so please note this and make a point to discuss and reflect upon this section at your next SAC day and then share the takeaways with the division/program dean.

The questions were:

- *2A1. What conclusions or observations are suggested by this data?*
- *2A2. Do the data suggest adjustments in your program with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?*
- *2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?*

CJA enrollments are actually doing well, especially considering the pivot to remote learning and the toll the pandemic has taken on students and faculty and the industry itself. Additionally, the success rates among all student demographics and even modalities is quite impressive. Seems as though CJA has done a great job at removing barriers to access. Well done with this work. Even given good enrollments, continuing to partner with local high schools (necessary for Perkins) and regional policing departments (good to grow the advisory committee) is always key to ensuring PCC is serving the broader community.

All that being said, it's the AAS completions that need to be the focus for the upcoming academic year. It sounds like the SAC is discussing the pros/cons of an admissions process, the move to being able to earn the AAS via fully online courses, a possible certificate in cybersecurity (or with CIS in cybersecurity or maybe a tract within the AAS - *look to HUS for an example of this*) and even a short, career pathway certificate along the lines of public administration/leadership for law enforcement professionals, etc... These discussions are encouraged. Please extend the discussion beyond the SAC to include your advisory committee, PCC programs and your transfer partners for input.

If as the survey indicates, one-third of the CJA students intend to earn the AAS, then that means out of your reported headcount of 1500+ students, close to 500 students should earn the AAS each year. However, the last three graduating classes have not had more than 40 students earning the CJA AAS. Please continue on the path to find out why and what steps need to be taken to increase retention and ultimately completion. Continue to monitor whether moving the ability to complete the AAS fully online helps more than it hinders. Completion levels could be even more challenging with the increased need and job availability for students in this field (even without an AAS degree). All of that said, the completion numbers for the AAS should still be higher than they have been over the past few years and the SAC should lean into that over this upcoming academic year.

Additionally, a deep dive not only into which courses are the most enrolled, but maybe which order students take them might be a good idea for the upcoming academic year. Your student survey was fantastic and very informative. Please continue this strategy and build upon the questions. Are there plans to survey regional agencies with regards to trends, essential skills, competencies? Is there a way to survey regional/area high schools or our dual credit high school students with their thoughts, concerns, needs for pursuing a career in one of the many criminal justice areas?

Reflection on goals and resources

- *A full time faculty or AP. This has support from the division dean.* The FTE and work being done in this program and the number of graduates of this program simply warrants the addition of one or the other. **Next steps** should include CJA hosting a full discussion with the division dean (or program dean & pathway dean) about which position would be most beneficial to students and the future of the program. I know after two failed faculty searches the SAC decided the AP role was a good option at least in the short term. What is the thought process now and with the move to the PSES pathway, for the future of the program, does one position or the other make the most sense?
- *CJA needs a complete E book collection of texts for the PCC Library system. This seems like a worthwhile request to explore.* **Next steps** should include CJA hosting a discussion of exactly what the program/SAC needs with the division dean (or program dean) and the library representatives for CJA to determine what is feasible. The estimated costs do seem reasonable, but a full discussion of subscription rate, licenses, contract, compatibility with D2L, etc... need to be explored. This could fall into the category of a Perkins funding request, so that should be noted as well.
- *Explore a program wide subscription to a www.study.com subscription. More information is needed* at this point. **Next steps** should include forming a small CJA workgroup (maybe this spring or summer) to look into how many courses within CJA would utilize this product. The group can gather information and begin to look at various vendors and similar products (*is this similar to Pearson's product?*), costs, licensing, contracts, software compatibility (check with IT), compatibility with D2L, etc...
- *Work Study student for the CJA Department.* This could be a **good option for the upcoming academic year.** The need for bilingual staff is ever increasing. **Next steps** include CJA hosting a discussion with the division dean (or program dean) listing out the vision and the need, duties, projects or responsibilities, etc...
- *Other: With the construction of the SIMulation Lab at PSEB, CJA classroom space limitation grows. We may need to relocate to another building or expand to another campus (RC makes sense with student demographics). However, with our goal of moving to a fully online option, it is possible that our administrative/instructional personnel could move to a few days on campus and the remaining time remote work off-campus. We are actually seeing & serving more students in Zoom/Google Meet vs. face-to-face meetings at CA.* This is totally **open for discussion.** The classroom and office spaces in PSEB are more likely to be limited and with moving to a fully online AAS, it might make perfect sense to rethink who and what needs to be located on campus (and which campus or campuses at that) and of course when or on which days. **Next Steps** include CJA setting a time to discuss the program needs and logistics with the division/program dean for the 2021-22 school year and beyond.

Recommended next steps

- Proceed as planned on program review schedule
- Follow up conversation needed with SAC, Dept Chair(s) and Dean

Additional comments/questions

Overall, well done on the report and on the work you are doing in this program.

You are correct, PCC wants to be a part of the solution to ensure our community has knowledgeable, competent industry professionals with a well-rounded education.

CJAs thoughtful explanation of it's program was very much appreciated. It is good to reiterate that PCC's CJA program is a progressive and highly respected program that continually surprises many with the quality and content of the curricula.

It's what you typically find in pre-law, criminal justice and full justice studies programs at four-year institutions. It's not necessarily what you would expect to learn or experience in a CTE focused, Community College. You're changing that.

Unfortunately, as you mentioned in this report, there is not a post-high school educational requirement to become an officer at the vast majority of agencies around the region (nation actually). This might be a part of the reason we are increasingly hearing the call for real police reform. It's clear that more education is needed, not less.

It's also exciting to know that is where the CJA program comes in. The CJA program aims to be a contributing partner in this ongoing evolution of redesigning, reforming and creating a new standard for training and accountability in the discipline. Not simply a six-week police academy. This program serves those students exploring career options, those students preparing to enter the field, those students that are already employed, but realize that for them to really do the job well and to lead in their profession, they need the education and training this program provides.