

MIDDLESEX COMMUNITY COLLEGE

ACADEMIC PROGRAM REVIEW

FOR

CRIMINAL JUSTICE

Criminal Justice Department

2008 – 2009

Program Review Committee

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MIDDLESEX COMMUNITY COLLEGE

Academic Program Review

Table of Contents

Section I	Introduction
Section II	Mission and Goals
Section III	Data
Section IV	Program Analysis
	Target Population
	External Perspectives
Section V	Curriculum
	Institutional Student Learning Outcomes
	Program Student Learning Outcomes
	Additional Curricular Opportunities
Section VI	Instructional Support
Section VII	Program Evaluation Summary

Academic Program Review

Section I: Introduction

This is an opportunity to provide background or contextual information, set goals for the program review and/or include any other introductory information that the committee believes will be helpful to the reader. Include information about previously completed program reviews, such as findings, improvements, and unfinished items.

Changes since Previously Completed Program Reviews

We begin this program review by looking back at the Criminal Justice program's identified weaknesses from the 1999-2000 program review, and noting the measures taken to address those weaknesses.

The lack of a bridge course for students who placed into mostly developmental courses.

We now offer Law and Order (CRJ 100), which has co-requisites of placement into Basic Writing (ENG 071) and/or Preparation for College Reading II (ENG 055).

The lack of Criminal Justice courses that included the College's Computer Literacy core intensive value. We now offer Computer Applications in Criminal Justice (CRJ 127) as an elective course. The College now has a computer forensics lab, and will be offering both certificate and associate degree programs in Computer Forensics beginning in Fall 2008. We foresee many of our students taking courses in this program as electives, and similarly, we foresee students in the Computer Forensics programs taking Criminal Justice courses as electives.

The lack of Spanish courses designed for particular Criminal Justice applications.

The College now offers two Spanish for Criminal Justice courses (LAN 155 and LAN 156).

The lack of an alternative program and courses for students interested in Criminal Justice careers other than law enforcement.

Since September, 2001, we now offer two curricular options: Law Enforcement and Administration of Justice. These options share four core courses: Introduction to Criminal Justice (CRJ 101), Criminal Law (CRJ 112), Constitutional Law (CRJ 131), and Interpersonal Communications in Criminal Justice (CRJ 151). The remaining required Criminal Justice courses vary in each option.

The need to reconfigure the Police Operations class from a management focus to a policing focus.

This course, now more appropriately identified as Contemporary Policing (CRJ 121), has changed its focus accordingly.

The need for more effective recruitment of minority group members and females.

As the data presented in Section III A indicates, the Criminal Justice program's student population continues to better reflect the communities we serve. Although our Asian student population continues to lag behind the college-wide figures, we have had particularly strong growth among Hispanic students. The Administration of Justice option has proven particularly attractive to female students and minority group members.

The need for a capstone course.

This need remains unfulfilled. The College's new emphasis on measuring student learning outcomes creates even more of a need to have a culminating educational experience for our students. We had discussions among the faculty and consulted with the Criminal Justice Advisory Board about the need to identify or create an appropriate capstone course for all curricular options. Some Advisory Board members pointed out that a capstone course should cover multiple perspectives in criminal justice. All our upper level courses deal with very specific content and are not suited for this purpose. We do not have room in the program's curriculum to add another course nor do we want to eliminate an existing course to make room for a capstone course.

Other Recent Initiatives

Law Enforcement Certificate

Developed in cooperation with the Massachusetts Chiefs of Police Association, this certificate prepares students for a career in local law enforcement. The Law Enforcement Certificate program combines specialized criminal justice and general education coursework to provide students with the knowledge and skills they need to compete for entry into the Massachusetts local law enforcement field. All of the credits earned in the certificate program can be applied to a Quinn Bill-eligible Associate in Science degree in Criminal Justice.

Eight of the nine courses required for the certificate are already required as part of the Law Enforcement associate's degree option; the ninth course, Criminology (SOC 154), is offered as an elective. Although an associate's degree is not required to be hired as a police officer in Massachusetts, students who attain this certificate are attractive candidates for hiring agencies, as they have completed many of the courses traditionally taught in police academies. Attainment of this certificate also allows completion of a shorter modified police academy.

New Course: CRJ 153 LAW, JUSTICE AND SOCIETY

Law, Justice and Society (CRJ 153/LGL 110)

Since the 1999-2000 program review, the Criminal Justice internships have been discontinued. This was due to the lack of transferability of these courses to baccalaureate programs, as well as problems assuring academic rigor in field placements. Law, Justice and Society allows students to volunteer in off-campus service-learning activities while maintaining a significant classroom component. In addition, the course offers a significant career development component in collaboration with the College's Career Services office.

This interdisciplinary course explores the social, political, and economic factors that influence the creation, implementation, and enforcement of laws in our society. The extent to which the legal system can be an agent of social justice is examined through readings and discussion. Students have the opportunity to analyze both the causes and solutions of problematic conditions in our society and world, such as: poverty; racism; sexism; crime; substance abuse; education; and other social issues. Students gain valuable insights and experience through a required four hour per week Service-Learning placement in a community agency such as human services, criminal justice, education, or the courts.

Criminal Justice On-Line and Hybrid Courses

Introduction to Criminal Justice, Contemporary Policing, Constitutional Law, Criminal Law, Principles of Corrections, Society and Victims of Crime, Interpersonal Communications, Juvenile Justice, Criminal Investigations, Criminal Evidence and Court Procedure.

Online Administration of Justice, Law Enforcement, and Transfer Options Curriculum

Students enrolled in all our programs' options can now take all of their required coursework online. Only one course, Interpersonal Communications in Criminal Justice (CRJ 151), is a hybrid course requiring presence on campus five times during the semester for the public speaking assignment. However, the bulk of students' activities are performed online.

This increase in online opportunities for students also provides students with a means of meeting the College's core intensive value of computer literacy; any student who successfully completes an online course satisfies that intensive value.

Transfer Option

In the fall of 2009, the CJ Department developed a transfer option which is completely aligned to the requirements of Mass Transfer. This option has the same criminal justice core requirements as the other two options, Introduction to Criminal Justice, Criminal Law, Interpersonal Communications in Criminal Justice and Constitutional Law. The general education requirements are similar to the other two options. The main difference is that the Transfer option requires two Science electives and a college level Math. One of the Science electives must be a four credit science with a laboratory component. The addition of a Science elective leaves students with two free electives, one less than they would have in the other options. To fulfill the Math elective in the Transfer option, CJ advisors routinely recommend Math Modeling (MAT 120). (The Math elective in the other two options can be met by completion of Algebra II (MAT 080), a developmental course.)

Students completing the Transfer option have a choice of criminal justice electives. They can pick any three of the following courses as CJ electives: 1) Contemporary Policing, 2) Criminal Evidence and Court Procedure, 3) Criminal Investigations, 4) Juvenile Justice Process, 5) Society and Victims of Crime, 6) Principles of Corrections, 7) Law, Justice and Society, and 8) Terrorism and Homeland Security. The first three courses are required as CJ electives in the Law Enforcement option. Courses numbered 4-6 are required by the Administration of Justice option. The other two fulfill free elective requirements for those students in the Law Enforcement and Administration of Justice options who enroll in them.

Section II: Mission and Goals

1. State the mission of the program. Please indicate if the mission statement is new or has been significantly revised as part of a prior program review process.

The Criminal Justice program prepares students for career employment in law enforcement/criminal justice agencies or related human services fields, and/or for successful transfer to four year institutions. The program's goal is to develop educated and ethical graduates with excellent oral and written communication skills, who have an understanding and appreciation of diversity in society.

The curriculum emphasizes both a theoretical and applied approach to major areas of criminal justice including police, courts, probation, corrections, parole, and victim advocacy in emerging crime prevention programs.. Students have ample opportunities to enhance classroom learning with community service learning and internships

2. a. What is the relationship of the program’s mission to the overall mission of the College as adopted by the Trustees and approved by the BHE?

The Mission Statement of the College is as follows:
Bedford • MASSACHUSETTS • Lowell

Middlesex Community College is a progressive and dynamic learning community, committed to providing educational programs and services that support personal growth and economic opportunity for its diverse student population. Dedicated to student success, the College provides excellence in teaching, personal attention, and extensive opportunities for exploration and growth. Closely linked to the fabric of the community, Middlesex’s partnerships with school, business and service organizations provide leadership in economic and community development and foster a culture of civic engagement and responsive workforce development. The College’s state-of-the-art programs in the liberal arts, basic skills, and more than fifty career and technical fields respond to student and community needs, providing a strong foundation for college transfer, employment, professional development and lifelong learning.

Six pillars express the primary values and goals that support the Middlesex Mission:

A Dynamic Learning Environment

Teaching is student-centered, emphasizing interactive learning strategies, state-of-the-art technology, workplace and community service, and the incorporation of a forward-thinking core curriculum. Online classes, tutoring and library resources give students added flexibility for learning. Vibrant co-curricular opportunities reflect a broad array of interests and encourage a strong voice in student governance.

A Supportive, Caring Community

Classes are small, with instruction tailored to the needs of individual students. Writing, Reading, and Mathematics learning centers and tutoring in all college subjects enhance achievement, providing added personal attention and support. By accessing the academic, career and personal counseling available at both Middlesex campuses, students receive timely, individualized guidance throughout their college experience and assistance in planning the next steps in their education and careers.

Responsive Workforce Development

An active Business and Industry program delivers just-in-time education and training at corporate and agency sites, while on-campus and web-based skills development, professional development, and lifelong learning programs are offered throughout the region. A unique partnership with MCC’s one-stop Career Place gives students and community residents ready access to extensive career counseling, placement, and training in an off-site facility created to serve regional economic development needs.

Active Civic Engagement

Through partnerships with schools, businesses, the arts community, and service agencies, Middlesex participates actively in the day-to-day life and ongoing development of its local communities. Service Learning reinforces institutional and personal citizenship, involving students in authentic learning and vital community service, while international teaching and learning opportunities support partnerships abroad and globalization of Middlesex's curriculum.

Extended Learning Opportunities

Programs and services for students and community members of all ages, interests and abilities complement other college offerings, extending MCC's reach to diverse populations. Programs range from adult literacy and English-as-a-Second-Language instruction at college and precollege levels to Honors and post-graduate opportunities. Community residents can broaden specific skills and interests in a collegiate environment through an array of focused summer camps, specialized programming for youth and senior citizens, short-term courses and seminars, and online learning opportunities.

Commitment to Excellence

Through an emphasis on effectiveness, applied scholarship and instructional innovation, faculty and staff produce dynamic curricula and creative approaches to learning. An extensive professional development program supports exploration of effective teaching techniques, new technologies, and strategies that promote student achievement and success both in the classroom and beyond. College research and ongoing outcomes assessment reinforce Middlesex's commitment to continuous improvement and responsiveness in all of its offerings and services.

The Criminal Justice Program adheres to all of the principles and tenets of this mission statement and is a vital component in the College's collaboration with public and private sector agencies serving local communities by providing qualified graduates to meet the region's evolving public service and public safety needs.

The Criminal Justice program strives to identify and respond to current and future needs by annual meetings and the professional consultations and recommendations of the Criminal Justice Advisory Board, whose members are responsible for meeting the current needs of the communities that they represent.

b. Please explain what specific institutional goal(s) the program satisfies. You may include any goals referenced in the College Mission Statement or any goals illustrated in the Pillars of the College Mission Statement.

The Criminal Justice program fulfills a unique institutional goal by preparing students to become criminal justice professionals who may be employed at the federal, state, county and local levels of government and in the private sector. The program also provides education for current practitioners, who are seeking to improve their knowledge base and educational level. It is important to note that no college credits are awarded for military, police, or life experiences.

Section III: Data

The Institutional Research Office will provide a significant portion of the data. Your committee is encouraged to request additional relevant information from Institutional Research and to develop and conduct alternative assessments as well. Some examples of assessments that the committee may choose to implement are student focus groups and/or student surveys. Input from relevant internal groups such as Advising, Admissions, and/or connected departments will also be necessary. **Please include a copy of**

the data from Institutional Research and all committee-developed surveys or focus questions in the Appendix of the review.

- a. Please note important trends, patterns and issues that emerge through the enrollment, academic progress and retention data. (Data from Institutional Research Office)

The decision to split the Criminal Justice program into two different curricular options (Law Enforcement and Administration of Justice) arose from the 1999-2000 program review. We anticipated that we would see distinct gender distributions in each program. Indeed, that has proven to be the case:

Student Population by Gender Fall 2009			
	Administration of Justice	Law Enforcement	College-wide
Female	60.6%	23.2%	57.5%
Male	39.4%	76.8%	42.4%

In the current social context, we expect this gender distribution to remain essentially the same for the foreseeable future. Nevertheless, we will continue to maintain a program culture that encourages consideration of a variety of career choices in criminal justice fields, irrespective of students' gender. The faculty reflect the diversity of the criminal justice careers, with experiences as a prosecutor (female), police officer (female), corrections official (female), defense attorney (male), and human services professional (male). The faculty's professional experience actually defies gender stereotypes completely. We view this as a programmatic strength.

The Criminal Justice program also embraces racial and ethnic diversity:

Student Population by Race/Ethnicity			
	Administration of Justice	Law Enforcement	College-wide
White	59.4%	70.5%	65.8%
Hispanic	24.4%	16.8%	10.7%
Black	5.0%	3.6%	5.7%
Asian	5.0%	4.1%	10.0%

Our efforts to promote racial and ethnic diversity have produced a significant improvement from the data presented in the 1999-2000 program review. At that time, our student population was 81% White, 11% Hispanic, 3% Black, and 3% Asian. In particular, we have noted a significant increase in the number of Hispanic females enrolled in our program over the past few years, which can be attributed in part to enhanced recruiting by the College. We are concerned about the disproportionately low number of Asian students. Part of this can be explained by the traditional attitudes about law enforcement careers maintained by some members of the Asian communities, particularly the parents of prospective students. Members of the Criminal Justice program continue to seek a student population that better reflects the communities we serve. Professors Pintrich and Paxson have participated in Title VI programs designed to help faculty become more familiar with the concerns of the Southeast Asian community. Professor Paxson was also a member of a Fulbright-Hays Faculty Study Fellowship in Cambodia in 2002.

Application trends demonstrate that our program remains attractive to prospective students:

Application Trend 2002-2009			
	Administration of Justice	Law Enforcement	College-wide
2002	126	183	6006
2009	112	360	8763
Increase (Decrease)	(11%)	97%	46%

The Criminal Justice program's enrollment growth has exceeded that of the College:

Head Count Enrollment Trend 2002-2009			
	Administration of Justice	Law Enforcement	College-wide
2002	93	180	8012
2009	160	440	9498
Increase	72%	144%	18.5%

Comparing the application trend to the head count enrollment trend, many prospective students do not identify their curricular choice as Administration of Justice, but do so after enrollment. While we are pleased that our program's advising procedures help our students identify their particular career interests, we also believe that greater clarity in recruiting and admissions information will better serve these students as they consider Middlesex.

Among enrolled students, course completion rates exceed the college-wide rate:

Course Completion Rates Fall 2009		
Administration of Justice	Law Enforcement	College-wide
79.8%	81.7%	75.6%

This superior course completion rate occurred despite the fact that entering Criminal Justice students tended to score lower on Writing, Math, and Reading Placement tests than did students College-Wide:

Writing Placement Scores						
	Administration of Justice		Law Enforcement		College-wide	
	2002	2009	2002	2009	2002	2009
ENG 065	4	3 (6.7%)	10	12 (6.9%)	165	194 (6.1%)
ENG 071	35	22 (48.9%)	52	81(46.8%)	1049	1236 (38.6%)
ENG 101	18	20 (44.4%)	31	80 (46.2%)	1044	1770 (55.2%)

Math Placement Scores						
	Administration of Justice		Law Enforcement		College-wide	
	2002	2009	2002	2009	2002	2009
MAT 060	38	10 (23.3%)	38	62 (33.9%)	925	764 (22.5%)

MAT 065	1	6 (14.0%)	1	17 (9.3%)	5	319 (9.4%)
MAT 070	32	6 (14.0%)	13	40 (21.9%)	519	514 (15.2%)

Reading Placement Scores						
Development Reading Required	Administration of Justice		Law Enforcement		College-wide	
	2002	2009	2002	2009	2002	2009
Required	13	9 (20.5%)	23	39 (21.8%)	540	561 (16.8%)
Recommended	10	10 (22.7%)	16	37 (20.7%)	466	565 (16.9%)
None	55	25 (56.8%)	35	103 (57.5%)	1356	2209(66.2%)

- b. Please comment on significant information that emerges from the Student Transfer and Employment Follow-up data. (Data from Institutional Research Office and Department Records)

There is insufficient follow up data about student transfer and employment. However, we recognize the importance of discussing with the Institutional Research Office ways to obtain this information. This information could certainly inform and influence curricular changes.

Please summarize findings from student surveys, student focus groups, and/or other types of surveys and focus groups the Committee chose to undertake. (Data from surveys and/or questions developed by the Committee)

The CJ faculty has not chosen to undertake any student focus groups or surveys not mentioned elsewhere in this report.

Section IV: Program Analysis

Target Populations:

4. a. Is this program intended to serve a target population(s)? Please explain.

Yes, this program was intended to serve students who express an interest in a career in criminal justice and related human services fields as well as those who aspire to transfer to baccalaureate institutions.

Are there plans to recruit/market for this program by targeting any new or different groups? Please explain. Are there additional student recruitment and/or marketing efforts in which program faculty would like to be involved? Please be as specific as possible.

No, we do not have plans to recruit or market this program beyond what we are already doing. Current financial exigencies combined with the DHE staffing requirements for our Quinn Bill accreditation preclude our efforts to grow the program.

Are there plans to change or add to strategies currently in place to assess the program's fit with student interest and market demand?

Ensuring the program's fit with the market demand is a central goal of the program. The faculty will continue to engage in all activities outlined in question 6a. and is open to new ways to ensure that the program's curriculum accommodates to market demands and student's interests. Based on student interest and market demand, our program has brought new emphasis to criminal justice careers other than local law enforcement. The program's heightened focus on transferability to baccalaureate programs reflects market demand for current and future criminal justice professionals.

Are program faculty and staff currently working with the Academic Planning Center or other areas of the College to interest students in taking courses in the program? Describe these interactions and the roles that the parties play.

Throughout the year, the CJ Department Chair attends admission open houses organized by the Academic Planning Center. Generally, after students attend a general information session about the college, the CJ chair meets with students interested in majoring in criminal justice and makes a presentation about the CJ program's options and requirements. At the conclusion of the presentation, she usually meets with individual students and their families to answer questions about the program.

Are there additional student recruitment/marketing efforts in which program faculty and/or staff would like to be involved? Please be as specific as possible.

See answer on 4b.

Please comment on any Advanced Placement (high school) or Articulation Agreements (4-year institutions) that apply to your program. Are the agreements current and signed by all partners? What percentage of students in the program takes advantage of each agreement?

Advanced Placement (High School)

The Criminal Justice Department has offered Introduction to CJ at the Lowell High School (LHS) (How long have we been offering these?) . Students who after being tested, place in English Composition I are allowed to enroll in this course and receive college credit for it.

Plans to run the course in the spring 2010 were discarded due to several issues. During the spring 2010, the guidance counselors at Lowell High School were unable to identify possible student candidates and

test them in a timely manner. The course was excluded from the course selection materials so students were not informed of its availability. In addition, according to Maria Cunha, who coordinates this dual enrollment collaboration, LHS students favored the courses offered by the University of Massachusetts Lowell (UML) at LHS over the ones offered by MCC because they could earn Advance Placement credit in addition to college credit. (Advance placement (AP) credit was not available for college courses from MCC held at LHS. Any AP credit makes a favorable difference in a student's GPA making it in turn more advantageous for students to opt for any courses offered by UML over those offered by MCC.)

Efforts to offer Contemporary Policing at LHS in the spring 2011 were again unsuccessful due to insufficient enrollment.

Articulation Agreements

The criminal justice program has signed articulation agreements with Fitchburg State College, Hesser College, Salem State College, Suffolk University, and University of Massachusetts Lowell.

Per Cathy Pride, Associate Dean of Academic Program and Articulation, the college does not collect information specific to agreements. The following information shows the percentage of CJ students who transferred after graduating. (Students need an associate degree to get the full benefits of articulation agreements and Joint Admissions/MassTransfer):

2006 – 63% (60 grads, 38 transfers w/AS)
2007 – 54% (64 grads, 35 transfers w/AS)
2008 – 74% (58 grads, 43 transfers w/AS)
2009 – 59% (76 grads, 45 transfers w/AS)

In conclusion, for the graduating classes of 2006 – 2009, an average of 62.5% of graduates transferred to baccalaureate programs. Since the majority of CJ students transfer to UMass Lowell, Salem State, and to other public institutions that honor Joint Admissions/MassTransfer, it is fair to say that these percentages closely reflect the percentage of students receiving the benefits of articulation agreements.

External Perspectives:

a. Based on a review of other college catalogs, list the colleges in our general area that have similar programs and comment on significant differences from the ones we currently offer that bear further exploration.

The Criminal Justice programs of five Massachusetts community colleges with service areas adjacent to Middlesex's were reviewed: Massachusetts Bay (with primary campuses in Wellesley and Framingham), Mt. Wachusett (Gardner), Northern Essex (Lawrence and Haverhill), North Shore (Lynn and Beverly), and Quinsigamond (Worcester). Most programs seem to be generally comparable in terms of general education and Criminal Justice course offerings and requirements, with a few notable differences.

North Shore and Northern Essex offer criminal justice internships for degree credit. Middlesex decided several years ago to stop offering our internship courses, as these courses rarely transfer to baccalaureate programs, and due to the inability to monitor the academic rigor of these internship courses. Middlesex now offers an elective, Law, Justice, and Society, which includes a required service-learning component, but is focused on classroom content delivery.

Comparing Middlesex with the other community colleges studied, Middlesex falls in the middle in number of Criminal Justice courses required for the associate degree.

Bunker Hill requires only six prescribed Criminal Justice courses (18 credits) but also requires 12 credits of Criminal Justice electives, for 30 credits in the major. North Shore also requires at least 30 credits in the major. Middlesex formerly required 30 credits in the major. However, the decision was made during the last program review to reduce required credits in the major and increase the number of humanities electives, in order to better ensure transferability of students' credits to baccalaureate institutions.

Middlesex requires students in the Law Enforcement and Administration of Justice option to take at least 21 credits of Criminal Justice coursework, as do Massachusetts Bay and Northern Essex, although neither of these other schools offers concentrations in particular aspects of Criminal Justice. Mt. Wachusett requires 25 credits of Criminal Justice coursework in both its Corrections and Law Enforcement concentrations.

Categorized as a Social Science course rather than a Criminal Justice course, Criminology is not required for either Criminal Justice degree option at Middlesex, although it is required for the Law Enforcement Certificate. Criminology is required for the associate degree at all of the other community colleges discussed in this section, listed at some schools as a Criminal Justice course and at others as a Sociology course. (The Criminal Justice Department Chair staffs and oversees the content of the Criminology course at MCC.) Although we recognize the value of the requiring Criminology for the program, we would have to eliminate a free elective to insert this requirement. We did not think this was prudent, particularly when students generally fulfill these electives exploring other disciplines and/or by enrolling in many of the Freshman Exploration courses. After several discussions, we have decided to add Criminology as one of the criminal justice elective choices for the Transfer option. Middlesex and Mount Wachusett are the only community college programs studied that offer students two options for degree concentrations. Middlesex offers a Law Enforcement and an Administration of Justice option; Mount Wachusett offers a Law Enforcement and a Corrections option. The other community colleges studied offer a single degree option.

Because many Middlesex Criminal Justice majors plan to continue their education beyond the associate's degree, baccalaureate programs were also reviewed. Criminal Justice majors from Middlesex often continue on to programs offered by Northeastern University, Salem State College, the University of Massachusetts at Lowell, the University of Massachusetts at Boston, the University of Massachusetts at Amherst, Western New England College, Suffolk University, and Westfield State College.

All of the other schools offer majors in Criminal Justice, except for the University of Massachusetts at Boston and Suffolk University, which accept Middlesex credits for related programs.

Some baccalaureate programs list certain Criminal Justice offerings as upper division courses. This prevents students from transferring associate's coursework with otherwise similar catalog descriptions, although associate's courses may be credited as electives.

Historically, however, students have been able to transfer most of their coursework from Middlesex into these baccalaureate institutions, either as required Criminal Justice courses or as electives. Based on a current assessment of these baccalaureate programs, this trend should continue.

(Catalog materials for the programs discussed here are included in the Appendix.)

Based upon the committee's knowledge of institutions beyond our geographical area that have exemplary programs or are known for their 'best practices,' comment on significant similarities or differences at MCC and in what areas that bear further exploration.

We reviewed the CJ programs at Miami Dade College and Valencia Community College. While examining two schools in the same state, we noted that the level of coordination between K-12, postsecondary institutions as well as the hiring institutions is much more systemic than in Massachusetts. The pathway from k-12 through college to hiring agencies is clearly defined at both schools. While we certainly would aspire to this level of coordination, there are limitations.

Both programs have a large student population which means they also have a large number of faculty. This allows these programs to offer more criminal justice electives. Our program's offerings are constrained by DHE regulations for Quinn Bill approved programs.

The two Florida programs examined are more "training" oriented, specifically for law enforcement and corrections. By contrast, at MCC we have emphasized a strong academic base and a broader exploration of career options. On their face, these programs demonstrate a philosophy different from ours.

See appendix for curriculum sheets from Miami Dade College and Valencia Community College

6. Please describe mechanisms or procedures currently in place to monitor changes in the job market and review the program's currency and "fit" with the educational interests and needs in our region. Explain how these groups have contributed and/or impacted the program's offerings.

a. Relevant external parties, such as advisory groups, corporations/agencies, professional groups, outside licensure/accrediting bodies, etc. If there is an advisory committee in place, please comment on the frequency of meetings and the contributions/impact the committee has had on the program. Include names of members and minutes of the meetings in the appendices of the program review.

Advisory Board

The Criminal Justice Advisory Board is composed of representatives from every major employment field in criminal justice. The board meets with the department at least once per year to review the program's status, and to make suggestions for curriculum revision, program development, and to discuss changing trends in the field.

(See the Appendix for a list of Advisory Board Members.) **ADD LIST in Appendix**

Professional Organizations

Another way in which we monitor changes in the job market and review the program's fit with the needs of the field, is by staying active in many professional organizations and agencies. Within the faculty of this department we represent membership in the following professional organizations:

Academy of Criminal Justice Sciences (ACJS)
American Correctional Association (ACA)
Massachusetts Bar
State Bar of Texas

Community Engagement/Service Learning

Community Engagement/Service-Learning, is offered in a wide variety of courses and academic disciplines at Middlesex Community College. These community based academic experiences provide educational experiences that integrate community service with classroom instruction.

These opportunities meet identified needs in community settings where the need for assistance is great and ongoing.

These exciting opportunities focus on critical, reflective thinking and civic responsibility--the service and the learning are designed to be valuable both for the student and the community

Attendance at Professional Conferences

Attendance at conferences provides us with the opportunity to network, stay current in our fields, and to monitor changes in the job market for criminal justice professionals. However, due to the current economic environment we have been unable to attend criminal justice and other discipline related conferences more recently.

Community College National Center for Community Engagement: Lynda Pintrich attended and presented on Service-Learning and Career Development: Enhancing the Student Experience in May 2008

First Responder Training for Domestic Violence sponsored by the Middlesex DA's office
Lynda Pintrich attended on 5/15/08

Teaching Academic Survival Skills (TASS) Conference- Michelle Bloomer March, 2010

Sabbaticals

Lynda Pintrich was awarded a sabbatical for the spring 2008 semester. The sabbatical gave Lynda Pintrich the opportunity to engage in fieldwork. The fieldwork focused primarily in the area of victim services and included experience with the Lowell Rape Crisis Center; Victim Services at the Middlesex County Sheriff's Office; the Domestic Violence Program at Holy Family; and the Victim-Witness Advocates Office/Middlesex District Attorney's Office. Along with completing fieldwork, Lynda made changes to the Society and Victims of Crime and the Law, Justice and Society courses.

Job Fairs

Michelle Bloomer attended a federal law enforcement job fair sponsored by the National Asian Peace Officers Association at the Boston Hyatt Hotel on August 9, 2010. She collected information on federal law enforcement careers and made contacts with recruiters from various agencies.

b. Relevant internal groups or individuals, such as other departments, programs or areas at the college that: (1) utilize your courses as prerequisites for their courses and/or program or (2) supply prerequisites for your courses.

No other departments, programs or areas of the college utilize criminal justice courses as prerequisites for their courses. The English Department, including the Reading Department, supply prerequisite courses for the Criminal Justice Department. Students who test in developmental reading or writing courses must complete these before enrolling in all criminal justice courses, except Law and Order. Completion of English Composition I is a prerequisite for Interpersonal Communications in CJ, Principles of Corrections and Constitutional Law.

Section V: Curriculum

Program Student Learning Outcomes (PSLOs)

7. a. Identify your Program Student Learning Outcomes

Students will be able to:...

- 1) Describe the functions and interrelationships of the major components of the Criminal Justice System. Criminal

Describe the social goals served by the Criminal Justice System.

Identify the cooperative and competing interests within the system

Students will be able to

- 2) Evaluate and utilize effective verbal, nonverbal, and written communication. Identify valid research sources and use technology as a research tool.

Develop and produce oral presentation on a criminal justice topic that demonstrates knowledge of the specific CJ content and effective communication and listening skills.

Assess the effectiveness of a specific (both verbal and non verbal) communication.

Demonstrate an understanding of the importance of effective communication in the Criminal Justice Field.

Use technology as a research and information gathering tool.

Evaluate the validity of information gathered.

Identify the main idea in a writing and develop and support the main idea/thesis statement in their own writing.

Use appropriate and standard English (correct grammar, usage, punctuation, and spelling)

Construct a good narrative of events and present ideas in a logical order.

Effectively compare and contrast a concept in writing

Students will be able to

- 3) Demonstrate an understanding of ethical standards in the Criminal Justice System and apply these standards to practical situations.

Define ethics

Identify rights and responsibilities of the individual and society

Describe the relationship between ethics, discretion, and credibility.

Students will be able to

4) Describe the diversity of experiences and viewpoints within society and analyze how perceptions are affected by culture.

Define ethnocentrism, bias, discrimination, prejudice, stereotyping and discuss the impact of these concepts on the Criminal Justice System.

Recognize the importance of diversity in the Criminal Justice System

Identify communication styles that are respectful, objective, and fair.

Students will be able to

5) Recognize a social problem, develop a problem solving approach, formulate and evaluate effective responses.

Students will be able to

6) Apply the law to a set of facts and describe possible outcomes.

Identify the significant facts that affect decisions which are made.

Analyze facts for significance and reliability

Students will be able to

7) Demonstrate knowledge of career options in criminal justice and an understanding of qualifications and professional expectations.

Recognize transfer opportunities to baccalaureate institutions.

Understand educational requirements for specific careers in criminal justice

Please outline your program's timeline for ongoing, annual assessment of its PSLOs.

Schedule for Assessment of Criminal Justice Department PSLOs

Fall 2007 – Communication

Fall 2008 – Application of the Law

Spring 2009 – Recognizing Social Problems

Fall 2009 – Diversity

Fall 2009 – Knowledge of Career Options

Spring 2010 – Ethics

Spring 2011 - Knowledge the functions and interrelationships of the major components of the Criminal Justice System

If applicable, discuss any changes you have made to your PSLOs and/or the ways in which the courses in the program support those PSLOs since your last program review.

As stated in the program review performed in the year 2000, the CJ program had nine student learning outcomes. The program currently has seven program student learning outcomes. The content and language of these outcomes has changed. The following outcomes were eliminated: "students possess knowledge of the mechanics of the Massachusetts and federal court systems" "understand the role of law in reinforcing social values and maintaining social relationships" and "students possess critical thinking and problem solving skills". The first two remain important as course learning outcomes in various criminal justice courses. The critical thinking outcome was eliminated as a standalone outcome. However, most of the current PSLOs require the development of critical thinking and analytical skills.

The outcomes which required that "students possess knowledge about substance abuse and the ability to evaluate the effects of such abuse" as well as the one requiring "students possess knowledge of and analyze the effects of antisocial behavior" were consolidated and replaced. The new outcome contains broader language. Instead, it states a "criminal justice student will be able to recognize a social problem, develop a problem solving approach, formulate and evaluate effective responses".

Four other PSLOs which refer to ethics, diversity, communication and the components of the criminal justice system were retained. However, their wording was modified to include the verbs used in Benjamin Bloom's taxonomy and the new guidelines on PSLO drafting adopted by the college.

Map the way in which your program provides opportunities for students to progress towards achievement of each Program Student Learning Outcome, by noting in which courses the outcomes are **Introduced (I)**, **Developed (D)**, or where students are expected to demonstrate **Proficiency (P)**.

Curriculum Map I:
Course Opportunities for Student Achievement of PSLOs

PSLO	Law & Order	Intro to Criminal Justice	Criminal Law	Contemporary Policing	Juvenile Justice Process	Interpersonal Communications in Criminal Justice	Society & Victims of Crime	Law, Justice & Society	Criminal Evidence	Criminal Investigations	Constitutional Law	Principles of Correction
Interrelationships of CJ system major Components		(1, D)	(D)							(P)	(D)	(P)
Written Oral Communication		(1) (D)	(D)		(D, P)					(D)(P)	(P)	(P)
Ethics	(I)	(I)	(D)	((D		(P)			(D)(P)	(P)		(P)
Diversity	(1)	(I, D, P)		(D)	(D)	D)(P)	(D)	(D)				
Recog. Social Problems	(1)		(D	(D	(D)	(D)	(D)	(D)	.		(P)	(D)
Apply Law			(D)(P)						(P)		(D)(P)	
Knowledge Career Options	(1)	(D) (P)		(D)(P)			(D) (P)		(D) (P)			(D) (P)

Please comment on the **sequencing of** opportunities for students to develop and achieve each PSLO within the program, as noted on Curriculum Map I.

On the following pages, please indicate **how each PSLO is attained** and **how the attainment of each is assessed**. If the strategy for attainment of a PSLO is contained within a particular course, please list the course first, with the relevant activity (or activities) listed next to each course. If there is nothing currently in place that is intended to provide for the attainment of a particular outcome or to assess the extent to which the outcome has been realized, please leave the appropriate space blank. The blanks will help to identify areas which need further development.

PSLO I

Graduates of the Criminal Justice Program will

Evaluate and utilize effective verbal, nonverbal, and written communication. Identify valid research sources and use technology as a research tool.

Describe how this Program Student Learning Outcome is **assessed for proficiency** at the **program level**.

The Criminal Justice faculty randomly collected 10 writing assignments from each of the following courses: Criminal Investigations, Principles of Corrections and Constitutional Law. The specific assignments have been included in the appendix. (It is worth noting that these are courses a student would typically take towards the end of their degree.) Anonymous samples were distributed among three faculty members. They used the MCC written communication rubric to grade the samples. This rubric measures student's writing ability specifically relating to formulation of ideas, language, organization, and grammar. Before assessing the samples, all three professors participated in a norming session. A few days after this session, they met again to discuss their individual assessment results.

Include assignments in the appendix

What does the program's data analysis reveal about student achievement of this PSLO within the program?

The analysis of the results revealed that students are not proficient writers yet in these courses. The rubric measured writing abilities on a scale of 1-4. The average score for each of the skills assessed was as follows: formulation of ideas 2.68, language 2.9 organization 2.9 and grammar 2.75.

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

Writing Skills

After the results of the writing assessment came to light, what should have been obvious became clear, that a student does not learn how to write after one writing course or even after completing the whole required writing course sequence. Writing is a process which must be reinforced and honed in all courses. We determined that writing needed to be an integral part of our program. Students needed more opportunities to develop this skill.

The department invited the English writing coaches to present at full time and part time faculty meetings. The presentations from the writing coaches began to change the way we assign and correct writing assignments. The message to be sent to students was that these conventions are not something a student makes sure he/she only abides by in an English course but in courses from all different disciplines including criminal justice.

The presentation by the writing coaches revealed to us realistic expectations regarding student's writing skills level depending on their writing placement. Accordingly, we reviewed the pre-requisites of some of our courses to adjust our writing expectations to the students skill level. We added a prerequisite of "completion of English Composition I (ENG 101)" to Constitutional Law and Interpersonal Communications. In an effort to add more opportunities for writing, we added a writing intensive to Criminal Investigations and generally became more determined to add writing assignments to other courses.

Research Skills

Although we did not assess research skills, we met to share our research assignments.

We found that even though many of us assign research assignments and papers, these are not part of a deliberate plan to develop these skills. Many faculty members assign research papers with the expectation that students have undertaken this task before and know how to do it. However, the writing coaches made it clear that most of our incoming students have never written a research paper. MCC students are taught how to write a research paper in English Composition I. Therefore, a student enrolled in any course with a prerequisite of eligibility for English Composition I cannot be expected to possess research skills. Although full time professors have adjusted their expectations there are still some part timers who have not. We need to collectively commit to teaching research skills in a way that complements and bolsters the work of English professors. We plan to apply for a mini grant to work on the development of a plan which scaffolds research skills across the CJ program.

Oral Presentation Skills

Joe owes me narrative regarding assessment.

PSLO II

Graduates of the Criminal Justice Program will

Apply the law to a set of facts and describe possible outcomes.

Describe how this Program Student Learning Outcome is **assessed for proficiency** at the **program level**.

Peyton Paxson and Michelle Bloomer conducted the assessment for the application of the law student learning outcome.

We assigned the Statutory Interpretation Exercise contained in the appendix to our two sections of Criminal Law. The exercise required students to read a short fact pattern describing criminal behavior and then identify the appropriate criminal charges among six different statutes. Students were given a list containing the chapter and section of the statute but it was their responsibility to locate the text of the statute.

After collecting the completed projects, we sanitized all identifying information and randomly selected 21 projects for assessment. After a “norming” session, we individually evaluated all the projects and then met to compare our assessment results and draw conclusions.

See the appendix-Statutory Interpretation exercise and Rubric

What does the program’s data analysis reveal about student achievement of this PSLO within the program?

Application of the law is one of the most difficult skills for students of the law. It requires higher level analytical, critical thinking and organizational skills. Although we felt we provided ample opportunity to develop this skill throughout the course, the results were disappointing. The highest score attainable in this exercise was a 5. However, the average score for the exercises corrected by Peyton was 2.64 and the average for those corrected by Michelle was 2.60.

We noticed that overall students tended to overcharge, in other words, charge the imaginary defendant with criminal charges which were not substantiated by the facts. For example, the fact pattern described an attempted robbery, however, many students decided to charge the defendant with robbery. We do not know if this was due to carelessness. It was evident that many did not pay attention to details. They did not read the statute carefully or entirely. For example, the victim was 47 years old, but many charged the defendant with a statute that required the victim to be 65 years or older. Clearly, many students underestimated the power of words and the need to be precise.

Despite the fact that the fact pattern was short and straightforward, students had difficulty interpreting the facts. They had trouble discerning significant facts from extraneous ones. The defendant in the fact pattern points a gun at the victim as he demands her to hand

over her pocket book, but does not injure her. Many students concluded that because the defendant had a gun, he automatically had the intent to kill the victim and elected to charge him with attempted murder. There was no tangible evidence nor can it be inferred that the defendant had more than the intent to rob the victim. It seemed students did not take the time to deliberately consider the information provided to them but instead rushed to get an answer and finish the exercise sacrificing accuracy.

We noticed that students failed to make connections with material previously discussed in class, such as the discussion about lesser included offenses. They charged the defendant with *both* attempted robbery and robbery. Only one of these charges was supported by the facts.

Although the assignment format is not an issue directly related to critical thinking skills, it is important to note that we were surprised by the variety of formats we received. Some students provided only a list of the statutes and others included explanations of why they had chosen the particular statutes along with a list of statutes. When we assigned the project, it did not occur to us that anyone would choose a format other than list the statute including the chapter, section and title accompanied by an explanation of why they chose the particular statute.

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

Following the assessment of the application of the law student learning outcome it became clear that we needed to make some changes to achieve our goal. When this assessment was conducted our Criminal Law course had a prerequisite of eligibility for English Composition I. This meant that a student entering our program could choose Criminal Law as their first criminal justice course. We recognized that it was unrealistic for students to be expected to reach proficiency in the application of the law student learning outcome when they did not have an opportunity to develop critical thinking skills in other courses. Therefore, we added a prerequisite of Introduction to Criminal Justice. The rationale was that students needed an opportunity to familiarize themselves with the big picture regarding the criminal justice system as well as have an opportunity to develop their critical thinking skills before focusing on the nuances of the law and developing and honing their application of the law skills. We also agreed that the expectations in our Criminal Law course required a more mature aptitude than cannot be expected of a student in his first semester in college who is still adjusting to the transition into college and adapting to a new set of expectations.

We have plans to continue the conversation among all CJ faculty regarding what other changes are necessary in order to successfully teach students how to apply the law to facts and other critical thinking skills throughout the program.

PSLO III

Graduates of the Criminal Justice Program will describe the diversity of experiences and viewpoints within society and analyze how perceptions are affected by culture.

Describe how this Program Student Learning Outcome is **assessed for proficiency** at the **program level**.

The Diversity PSLO was assessed in Fall 2008. It was assessed in the Introduction to CJ course, using a take home final exam essay question as the assessment tool. The essay was given to all students in Professor Pintrich's and Dixon's Introduction to CJ courses (see appendix for complete assignment). After the essays were completed, 26 were selected at random and evaluated.

What does the program's data analysis reveal about student achievement of this PSLO within the program?

Overall, we found that the students responded very well to the essay exam question. The majority of students were able to recognize major issues surrounding cultural diversity in police work and the criminal justice system. Some examples included: language barriers, lack of trust from the community, misunderstanding stemming from a lack of knowledge of cultural beliefs/customs, and the problems that these may cause. The majority of students were able to articulate innovative methods to improve relationships between the police department and a diverse community. Examples of these methods include: extensive multicultural training for police officers, police department sponsored community events which aim to involve the department with the community, recruitment and hiring qualified minorities as well as bilingual individuals, establishment of community awareness programs to educate the community about issues/laws and what is expected of them, investigation of all community complaints related to bias.

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

I would say that based on what we learned, we should leave the scope and sequence as we have it. As for the other: I think that it has made me/us more deliberate in what we do in class regarding multicultural issues and diversity. It seems that the process of assessment makes us realize that we are doing a good job, but it also makes us realize that we can improve and become more deliberate in our approach and our assessment. For example, I was very deliberate this past semester in adding questions to the final exam that directly asked them to think critically about issues in the CJ system, and how they could improve the system. Many of them picked such issues as discrimination in

sentencing, lack of diversity on the bench, and issues surrounding the impact that poverty has on the system. I think if you ask the rest of the faculty, you will find that they are being more deliberate in what they do around this outcome. Maybe we can add some more examples of changes we have made in our classes, what do you think?

PSLO IV

Graduates of the Criminal Justice Program will be able to recognize a social problem, develop a problem solving approach, and evaluate effective responses.

Strategies for Attainment		Assessment Strategies
Course	Activities	
Constitutional Law	Lecture and discussion	Marijuana and Public Policy Exercise
Law, Justice, and Society	Lecture and discussion	Marijuana and Public Policy Exercise

Describe how this Program Student Learning Outcome is **assessed for proficiency** at the **program level**.

Students in two courses—Constitutional Law, a required course for all Criminal Justice majors, and Law, Justice and Society, an elective—participated in the same activity. First, they read about the 2008 decision by Massachusetts voters to decriminalize simple possession of marijuana. Second, students were asked to identify which governmental, individual, and special interest groups’ interests benefited from keeping marijuana illegal. They had to identify two examples for each. Third, students were asked to identify which governmental, individual, and special interest groups’ interests benefited from decriminalizing marijuana. Again, students had to identify two examples for each. In addition, students were asked to provide their reasoning for each answer.

What does the program’s data analysis reveal about student achievement of this PSLO within the program?

The grading rubric gave each student a half point for each suitable answer, with six points the maximum score. Lynda Pintrich, the Law, Justice, and Society instructor, and Peyton Paxson, the Constitutional Law instructor, graded 27 artifacts gathered from their two classes. Professor Pintrich’s mean was 4.43; Paxson’s mean was 4.4; the combined mean was thus 4.435. The combined median score was 4.5; the mode was 4.75, with the lowest score a 2 and the highest a 5.75.

While any score below the median is a cause for concern, the overall performance of participants demonstrated that our students are able to identify the competing interests that are affected by changes in criminal justice policy. When asked to provide their reasoning for each answer, most students were able to demonstrate that they understood the nature of those competing interests.

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

PSLO V

Graduates of the Criminal Justice Program will demonstrate knowledge of career options in criminal justice and an understanding of qualifications and professional expectations.

Describe how this Program Student Learning Outcome is **assessed for proficiency** at the **program level**.

Criminal Justice students from both campuses completed a survey about their knowledge of career options distributed during the advising sessions in the fall 2009. [See appendix](#)

What does the program's data analysis reveal about student achievement of this PSLO within the program?

42 out of 52 students surveyed in Bedford and 30 out of 36 students surveyed in Lowell stated that the CJ classes they had taken had clarified their career objective. This indicates that as students move through our program they are obtaining information about careers in criminal justice.

After the survey was completed and analyzed we noticed that it did not measure students "understanding of criminal justice careers". Future assessment should be designed to obtain information on students understanding of specific criminal justice careers. Although this is a topic that is mainly covered during advising sessions, it can also be incorporated and scaffolded in various CJ courses.

What curricular and/or instructional changes are planned within the program as a result of this data (if any)?

Students who took the survey reported they would like more information on local and federal law enforcement careers. CJ Faculty have also noticed this interest during advising sessions and interactions with students in the classroom

Career awareness within the CJ program should focus on careers in federal law enforcement careers. Due to the present economic climate there are not many employment opportunities in state criminal justice agencies. In the past, we have not focused on careers in federal law enforcement agencies because most of these require at least a bachelor's degree. Students who plan to transfer to a four year college will tend to have career goals which can be accomplished by the completion of bachelor's degree. Given the recent trend towards transfer, students should be encouraged to explore and develop goals as well as to seek information on how to attain their goals, particularly if these involve long term preparation.

The CJ faculty would like to work with career counselors at the college to create a CJ career exploration and awareness program (or a series of units to be incorporated in

specific courses). The faculty plans to secure a mini grant to develop this program. At its introductory level the program should allow students to explore strengths, talents and interests and their compatibility with specific CJ professions. Law and Order classes are a natural fit for this task. Law and Order is an “Explorations course”; therefore it is logical that the career exploration begin at this point. Students will know early on whether criminal justice is the right major for them after being exposed to the content in the course and the career exploration information. As noted before, close to 60% of entering CJ students are at the developmental level. Many take Law and Order as it is the only CJ course they can enroll in while doing developmental coursework.

In the next stage of the program, students can explore criminal justice careers in Introduction to CJ. This course discusses the different components of the criminal justice system: police, the courts, and corrections. It would be very easy to incorporate career exploration within the context of the course. The career exploration would continue in Interpersonal Communications in CJ. In this course students already prepare a resume and discuss job interviews and workplace communication issues so it is also a logical place to further develop knowledge in CJ careers. Introduction to CJ and Interpersonal Communications in CJ were chosen not only because their subject matter can accommodate the addition of this material but because they are core courses which every CJ student must take regardless of the option they choose to pursue.

PSLO VI

Graduates of the Criminal Justice Program will demonstrate ethical standards in the Criminal Justice System and apply these standards to practical situations

Describe how this Program Student Learning Outcome is **assessed for proficiency** at the **program level**.

Upon closer examination of this PSLO the department determined that even though discussions about ethics in the criminal justice system inevitably and frequently take place in criminal justice courses, ethical standards are not formally taught as a course objective. Interpersonal Communications in CJ, the course we originally thought proficiency in ethical standards could be measured, has a unit on ethical standards of communication and another which discusses credibility and discretion, as do most other courses in the program, but it does not include a deliberate study of ethical standards and their application. Students in this course must do an oral presentation on different criminal justice case studies. Some of the case studies involve ethical issues. The central focus are the presentation skills not ethics education. Discussions about ethical issues often ensue when the student presents. These give the professor the opportunity to discuss ethical standards which may apply. The content of the discussion is not prescribed and varies. The amount of time spent on these discussions is often not sufficient. However, it is possible that a student who goes through the CJ program will have a good understanding of ethical standards in the criminal justice system, but it is currently impossible to measure.

What does the program's data analysis reveal about student achievement of this PSLO within the program?

The faculty in the Criminal Justice Department feels very strongly that criminal justice students who graduate from the program should demonstrate a clear understanding of the ethical standards in the criminal justice system and their application. There is a need to introduce units where ethical standards are intentionally and formally taught in several courses. This can be done easily as the material in a most criminal justice courses lends itself to discussions on ethics. In addition or in the alternative, a course can be designed which specifically addresses ethics in the criminal justice system in collaboration with the humanities faculty. Regardless of the track chosen all criminal justice students must take three humanities electives. This course could fulfill one of these requirements.

What curricular and/or instructional changes are planned within the program as a result of this data (if any)?

During the fall of 2010, the Criminal Justice Department will explore the possibility of developing a course in Ethics in Criminal Justice. As stated above, the department plans to discuss how ethics can be formally incorporated in the curriculum, including what courses will include an ethics course learning outcome and what assessment tools will be incorporated as a result. The CJ Advisory Board will be consulted about whether to

create a course on ethics, or just include a unit in our existing courses or do both. The department will also be seeking advice on current ethical issues in CJ professions and how these are currently handled.

PSLO VII TO BE ASSESSED IN THE SPRING 2011

Graduates of the Criminal Justice Program will

Describe the functions and interrelationships of the major components of the Criminal Justice System.

.....

Describe how this Program Student Learning Outcome is **assessed for proficiency** at the **program level**.

What does the program's data analysis reveal about student achievement of this PSLO within the program?

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

8. Institutional Student Learning Outcomes

(See **Appendix A** for detailed listing of MCC's Institutional Student Learning Outcomes)

Please outline your program's timeline for ongoing, annual assessment of MCC's ISLOs that are supported to proficiency within your program.

If applicable, discuss any changes you have made to your program's support of MCC's ISLOs since your last program review.

As appropriate, map the way in which your program provides opportunities for students to progress towards proficiency level of MCC’s Institutional Student Learning Outcomes, by noting in which courses outcomes are **Introduced (I)**, **Developed (D)**, or where students are expected to demonstrate **Proficiency (P)**.

Curriculum Map II:
Program Opportunities for Student Progress toward ISLOs

ISLO	Law & Order	Intro to Criminal Justice	Criminal Law	Contemporary Policing	Juvenile Justice Process	Interpersonal Communications in Criminal Justice	Society & Victims of Crime	Law, Justice & Society	Criminal Evidence	Criminal Investigations	Constitutional Law	Principles of Correction
<u>Knowledge & Skills</u> (Interrelationships of CJ system major components)		(I, D)	(D)							(P)	(D)	(P)
<u>Communication</u> (Written Oral Communication)		(I) (D)	(D)		(D, P)					(D)(P)	(P)	(P)
<u>Critical Thinking</u> (Apply Law)			(D)(P)						(P)		(D)(P)	

<u>Soc Respon</u> (Ethics)	(I)	(I)	(D)	((D		(P)			(D)(P)	(P)		(P)
<u>Soc Respon</u> (Recog. Social Problems)	(1)		(D	(D	(D)	(D)	(D)	(D)	.		(P)	(D)
<u>Global/Mult</u> <u>icultural</u> (Diversity)	(1)	(I, D, P)		(D)	(D)	D)(P)	(D)	(D)				
<u>P/PD</u> (Knowledge Career Options)	(1)	(D) (P)		(D)(P)			(D) (P)		(D) (P)			(D) (P)

Please comment on the **sequencing of** opportunities for students to develop and achieve to ISLO proficiency within the program as appropriate, as noted on Curriculum Map II.

Please indicate on the following pages as appropriate how each ISLO is supported to proficiency achievement within the program and how that achievement is assessed. Where ISLO achievement is directly supported by PSLO achievement, you can refer the reader back to that section in Question 7, rather than re-writing it. If the strategy for attainment of an ISLO is contained within a particular course, please list the course first, with the relevant activity (or activities) listed next to each course. If there is nothing currently in place that is intended to provide for the attainment of a particular outcome or to assess the extent to which the outcome has been realized, please leave the appropriate space blank. The blanks will help to identify areas which need further development.

Knowledge and Skills

The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.

Strategies for Attainment		Assessment Strategies
Course	Activities	

Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **program level**.

What does the program's data analysis reveal about student achievement of this ISLO within the program?

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

Critical Thinking

The MCC graduate will demonstrate an ability to understand, interpret and analyze information in order to engage in critical thinking and problem-solving.

Strategies for Attainment		Assessment Strategies
Course	Activities	

Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **program level**.

What does the program's data analysis reveal about student achievement of this ISLO within the program?

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

Communication

The MCC graduate will communicate, use information and employ technology effectively.

Strategies for Attainment		Assessment Strategies
Course	Activities	

Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **program level**.

What does the program's data analysis reveal about student achievement of this ISLO within the program?

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

Global Perspectives

The MCC graduate will communicate an understanding of the world from a global perspective.

Strategies for Attainment		Assessment Strategies
Course	Activities	

Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **program level**.

What does the program's data analysis reveal about student achievement of this ISLO within the program?

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

Social Responsibility

The MCC graduate will demonstrate social responsibility both within and outside of the classroom.

Strategies for Attainment		Assessment Strategies
Course	Activities	

Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **program level**.

What does the program's data analysis reveal about student achievement of this ISLO within the program?

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

Personal and Professional Development

The MCC graduate will demonstrate the capacity for on-going personal and professional development.

Strategies for Attainment		Assessment Strategies
Course	Activities	

Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **program level**.

What does the program's data analysis reveal about student achievement of this ISLO within the program?

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

Additional Curricular Opportunities:

Please describe any interdisciplinary courses which are provided as an integral part of this program.

Society and Victims of Crime (CRJ/SOC 156) is an interdisciplinary course that is required for the students enrolled in the Administration of Justice Option. It is also used as an elective by some students who are enrolled in the Law Enforcement Option. Law, Justice and Society (CRJ/LGL 110) is an interdisciplinary course that is offered as an elective for students in Administration of Justice and Law Enforcement option and as a criminal justice elective for those in the Transfer Option. This course was designed to replace the CJ internship (see #10 below). Both of these courses are open to non-CJ majors.

Please comment on experiential/ work-based learning opportunities in the program (i.e., co-op, internships, service learning). Discuss how the content of the experience relates to course credit. How do you calculate the number of contact hours required in relationship to the credit awarded? What percent of students participate in each of these activities? Indicate any problem being faced in incorporating work-based learning.

Historically, the CJ program provided students with an opportunity to participate in an internship (3 credit course) as an elective. The internship required that students complete 10 hours per week at the internship site, and attend a seminar once per week (1 ½ hours). The CJ department (with guidance from our Advisory Board and Cathy Pride) came to realize that this course was not transferring well, and it also lacked academic integrity. The Law, Justice and Society course was designed to replace the internship in _____. The Law, Justice and Society course is an interdisciplinary course with a strong academic base. It also requires that students complete four hours per week of service learning. The course is limited to 12 students per semester; and is offered as a hybrid in order to allow for time in the field. In the spring 2007 semester, a Career Development Module was added to the course with the support of Diane Hewitt.

In our previous program review our future goals included expanding our service learning opportunities. Presently we offer service learning in the following courses:

CRJ 131 Constitutional Law: Sections taught by Peyton Paxson each semester; students are awarded up to 10 extra points for submission of journals which are due twice per semester; mandatory minimum hours required by service learning office; approximately 10% of the students participate.

CRJ 112 Criminal Law: Sections taught by Michelle Bloomer each semester; about 5.7% of class is participates. Students may earn up to 10 extra credit points to be added to their final grade for the course, if they complete service learning *and* submit a journal for each

visit. The journal entries required must include site observations, thoughts, feelings, and connections to the course and the students' career goals.

CRJ/LGL 110 Law, Justice and Society: This course is offered only in the Spring semester and is limited to 12 students. There is a required 4 hours per week of service learning, totaling 40-44 hours for the semester; the component includes hours of service, journal assignments, a group project; and an evaluation. The aforementioned accounts for 40% of the course grade.

CRJ 151 Interpersonal Communication in CJ, CRJ 121 Contemporary Policing, and CRJ 241 Criminal Investigation:

In Vanessa Dixon's sections, service learning is offered and represents 10% of the course grade. Students must complete 22 hours of service, keep a journal, and write a paper based on their experience.

The Criminal Investigation class also participated in a civic engagement project with Girls Incorporated. The project required the students to work with girls from ages 9-14 on personal safety and internet safety. Students gave a presentation and provided information for the girl's parents.

11. Please comment on the uniformity and appropriateness of content in multi-section courses and subsequent courses now in place. Do all courses have the proper prerequisites? Is the flow and relationship of courses to one another satisfactory? Are there changes indicated, based upon program objectives and/or new needs identified through the assessment process?

Presently, all courses contain the appropriate prerequisites. The changes instituted as a result of the program's assessment assure a flow and relationship between courses along with a keen focus on programmatic student learning outcomes which was not present before. However, as we become increasingly reliant on part timers, we are concerned about the uniformity and content of multi-section courses. In the fall 2010 and spring 2011, the department employed eleven part time faculty members. Some of them taught more than one course. Despite our best efforts to communicate changes, course student learning outcomes and mentor our part time faculty not all of them are equally committed in staying involved in the program.

12. a. Please comment on the role of developmental courses in the program? Which ones are relied upon by significant numbers of students in the program? What conclusions are you able to draw about the impact of these courses on students' preparation levels?

A significant number of criminal justice students are enrolled in developmental courses each semester. These courses include Fundamentals of English, Basic Writing, Reading I-III and Mathematics, including Fundamentals of Math, Algebra I, Algebra II,

Intermediate Algebra courses. **Include percentages for latest data to show reliance of new students on these courses.**

In particular, the reading and writing courses have a substantial impact on student's preparation levels. First of all students must complete the reading and developmental writing sequence before they can enroll in all other courses in the program. These English courses, if required by placement testing, are "the gatekeepers" for the program. Students are instructed during orientation to concentrate in these courses and work towards successful completion.

The Criminal Justice Department offers a developmental course entitled Law and Order. It also offers Write for Law and Order, a six credit learning community course which combines Law and Order and Basic Writing. These courses are designed to provide an academic foundation for students whose skill level is not adequate for all other criminal justice courses. These courses are intended to provide underprepared students with a course that will help them develop the skills they need to be successful while introducing them to the content and expectations of the criminal justice program. The courses merge criminal justice content with the acquisition of critical thinking, test taking, time management, note taking and study skills.

b. Please comment on the role of developmental courses outside the program. Which courses in the program are relied upon by significant numbers of students, and which courses outside the program are relied upon by significant numbers of students? What conclusions are you able to draw about the impact of these courses on students' preparation levels?

Depending on where students placed in the reading and developmental writing course sequence they may have to complete several semesters of developmental coursework. Generally, these students will need to maintain full time status and in order to do so while they complete these sequences, they will be restricted to developmental courses such as the Exploration courses. The longer a student takes in completing one or both of these sequences the more likely they are to take other Exploration courses. Exploration courses will be counted as electives in the law Enforcement and Administration of Justice options of the program. Students have three free electives on these options which may be filled by Exploration courses. **What conclusions are you able to draw about the impact of these courses on students' preparation levels?**

13. Describe the array of instructional methodologies in required or elective courses. (e.g. face to face, online, hybrid, self-paced, experiential, inquiry/problem-based, case studies, projects, etc.)

The following Criminal Justice courses are offered both face-to-face and online:

Introduction to Criminal Justice (CRJ 101)

Criminal Law (CRJ 112)

Constitutional Law (CRJ 131)
Society and Victims of Crime (CRJ 156)
Juvenile Justice Process (CRJ 122)
Principles of Correction (CRJ 231)

The following Criminal Justice courses are offered as hybrids (a combination of face-to-face and online):

Interpersonal Communications in Criminal Justice (CRJ 151)
Law, Justice, and Society (CRJ 153)

The following Criminal Justice courses offer service-learning opportunities (off-campus experiential learning):

Criminal Law (CRJ 112) (Bloomer)
Contemporary Policing (CRJ 121) (Dixon)
Constitutional Law (CRJ 131) (Paxson)
Interpersonal Communications in Criminal Justice (CRJ 151) (Dixon)
Criminal Evidence and Court Procedure (CRJ 152) (Paxson)
Law, Justice, and Society (CRJ 153/LGL 110) (Pintrich) (service-learning is required)
Criminal Investigation (CRJ 241) (Dixon)

The following Criminal Justice courses offer case studies:

Constitutional Law (CRJ 131)
Interpersonal Communications in Criminal Justice (CRJ 151)
Criminal Investigation (CRJ 241)
Criminal Law (CRJ 112)

Section VI: Instructional Support

a. Please discuss the adequacy of the staffing level in the program to teach students enrolled in the program.

The staffing levels are not presently adequate. As mandated by the Department of Higher Education through the Police Career Incentive Pay Program Accreditation, 2/3 of all core criminal justice courses must be taught by full time professors. As the program's enrollment has increased in the past two years and with it the amount of core course sections offered, full time faculty members have less flexibility to choose the courses they want to teach, get involved in projects such as developing courses or go on sabbaticals. In sum, our ability to undertake any activity which might affect the number of courses we teach has been markedly constrained. When one fulltime faculty member elects to undertake any of the above activities, it affects the number of core course sections the other full time faculty must teach and restricts their options. More importantly, it limits the program's growth. In order to provide faculty adequate

opportunity for professional development and enhancement and to expand our program we need another full time faculty member .

Part time faculty must be better integrated into the fabric of the program and at least encouraged to be involved beyond just teaching their assigned sections. The need to integrate the adjunct faculty into the initiatives and the general business of the criminal justice department is one of the most glaring and significant issues exposed by this program review. In a program that presently enrolls 644 students and employs 5 fulltime professors and 12 part time professors, it is conceivable that a student would go through the program enrolling in courses taught only by part time faculty. It is imperative that part time faculty be as invested and committed to the improvement of their teaching skills and the program as the fulltime faculty. Not a single one of the changes proposed in this program review will yield the results expected if the part time faculty are not involved and bound to these goals..

Although there are steps the department can take towards this goal. The part time contract is a major obstacle. It does not require involvement in the department's business beyond teaching the section contracted for and attending an annual adjunct meeting. One meeting a year is insufficient to fully participate in program initiatives. Most of the CJ part time faculty members hold full time jobs in various criminal justice fields. They do not have the time to attend numerous meetings and be involved in projects which not only require additional time but do not involve additional compensation.

Nevertheless, hoping to elicit some voluntary participation, starting in the fall 2010, the Chair of the Criminal Justice Department invited all CJ part time faculty members to every department meeting. During the first meeting of the fall 2010, four adjuncts attended. By the last meeting of the fall semester only two attended.

b. Please discuss the adequacy of the staffing level in the program to advise students enrolled in the program.

The Criminal Justice Department fulltime faculty is actively involved in advising criminal justice majors. In fact, we are deeply committed to ably advise as many of our students as we can. The fulltime faculty regularly undertakes in advising overloads during the early registration periods in the fall and spring. A typical advising session is geared to ensure proper course sequence and plot an adequate path to achieve specific career goals.

In the academic year 2010-2011, the criminal justice department's enrollment consisted of 644 students. (ADD number students advised by each professor. Matthew will get from E4s) Clearly, it is not possible for the five fulltime faculty members to advise every CJ major. Students who are not advised by CJ faculty are advised at the Academic Planning Center or simply choose courses themselves. Since we have introduced new prerequisites and the Transfer option, the program's curriculum has become more complex than it was in the past. It is imperative that students see an advisor familiar with the CJ program to ensure that they attain their academic goals in a reasonable time. We

would like to offer part time faculty the opportunity to advise students. This will only be feasible if they can be compensated for this task. We feel that this would be an effective way to integrate them into the department's business.

What specific support services and activities (i.e., tutoring, media, library, disabled student support, computer labs, service learning) does this program require? Please comment on the availability and adequacy of these services. Be specific about any current deficiencies or projected needs.

We often find that students who do well on placement tests when entering the college (or more likely, are transferring in to MCC with a few credits after doing poorly at baccalaureate institutions) discover that they have learning disabilities or encounter other challenges after a semester or two at MCC. To address the needs of these students, we advocate that the College offer the Applied Learning Skills and Critical Thinking courses on a regular basis.

Please see the appendix for information regarding support services at the college. Is this necessary?? We all know what they are....

How adequate and appropriate are program facilities and equipment? Please be specific about current deficiencies or projected needs.

We have some concerns regarding the program's facilities and equipment. Some CJ faculty teaching courses which enroll up to 32 students have been assigned classrooms which do not have sufficient seats for the number of students enrolled. Inadequate access to smart classrooms continues to be a problem too. There are not enough smart classrooms to cover the demand for these in our department.

In addition, there are not enough classrooms in the college which will accommodate fully integrated learning communities enrolling up to 44 students. Even more difficult is finding a classroom which accommodates forty four students and has smart classroom capabilities. This lack of adequate classrooms to support the needs of learning community courses is a disincentive to develop more learning community courses.

Many criminal justice courses require presentations involving technology. Noreen McGuinness has done a wonderful job visiting classrooms to instruct students in the proper use of this technology and techniques to enhance their presentations. However, she is the only person performing this task. Ideally, there should be enough resources and personnel to assist students who would like to receive more support outside the classroom.

17. Please describe any professional development needs of program faculty or staff.

Peyton Paxson: It is important that he remain a licensed attorney. He wishes to continue as a member of ACJS and to receive professional publications, such as Search and Seizure Bulletin and other legal publications.

Lynda Pintrich: Wishes to continue as a member of ACJS and ACA. She would like to attend conferences pertaining to victims' rights and programs, domestic violence, correctional issues, and service learning.

Joseph Gardner: Wishes to attend a conference on Community Issues and/or Domestic Violence.

Michelle Bloomer: Wishes to attend professional development conferences on developmental learning and teaching criminal justice as well as any continuing legal education courses related to the criminal justice system.

Part time Faculty: The part time faculty members in the Criminal Justice Department consist mainly of practitioners in the criminal justice system who are not trained as teachers. They are encouraged to take part in all professional development opportunities available at the college. Their commitment to professional development varies and their availability to engage in these is also an obstacle.

18. Describe the sources of program funding. Are the funds adequate to support the program? Is the current use of funds effective to realize program goals? Does the program leadership have input into the program budget?

Please provide any additional information that you consider important in assessing this department/area.

Section VII: Program Evaluation Summary

This section should be completed based upon review and consideration of both the data supplied in **Section II** and the questions posed in **Sections III, IV, V, VI and VII**.

A. Program Strengths

(Bulleted List with reference to the question(s) numbers in the program review where this strength is explained.)

B. Program Needs for Improvement, Proposed Plans for Improvements, Budgetary Implications, Timelines

Problems: Student willingness to participate is not the biggest problem we face. The greatest obstacle to participation is their inability to arrange service learning around their school and work schedules. Despite service learning presentations at adjunct meetings There is also a lack of involvement in service learning among our adjunct professors.

Future:

Develop service learning for the Society and Victims of Crime courses, including the web based sections. This is part of Lynda’s sabbatical work.

Adjuncts have been encouraged to incorporate service learning into their courses.

Cynthia Lynch gave a presentation on service learning during the CJ Adjunct meeting held in the fall 2009. **However,**

Continue to work with service learning staff to increase criminal justice and human service placements in the community.

Program Needs (Reference the question in the program review where this need is explained.)	Proposed Plans for Improvement (Bulleted list of suggestions.)	Financial Needs to Make Improvements	Proposed Timelines for Implementation
7e PSLO V	Secure a mini grant to have the CJ faculty collaborate with career counselors to develop and incorporate career exploration and awareness units in Law and Order, Introduction to CJ, and Interpersonal		

	Communications in CJ		
3b. Insufficient follow up data about student transfer and employment.			
4b Faculty is precluded from growing the program by Quinn Bill accreditation requirement that fulltime faculty teach 2/3 of core courses	Hire a sixth full time faculty member		
Section 5 Application of the Law PSLO	Discuss with all CJ faculty what other changes are necessary		
Lack of involvement in service learning among our adjunct professors			
Section 6 a. and b.	Integrate part time faculty more fully into the department's business including advising		

APPENDIX A

MCC Institutional Student Learning Outcomes

Knowledge and Skills

The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.

Freshman and sophomore foundation for transfer

Professional skills for career track (degree or certificate)

Critical Thinking

The MCC graduate will demonstrate an ability to understand, interpret and analyze information in order to engage in critical thinking and problem-solving.

Knowledge Acquisition, Comprehension, Application, Analysis, Synthesis, and Evaluation

Quantitative and Scientific Reasoning

Knowledge Integration, Reasoning, and Problem-Solving Across Disciplines

Communication

The MCC graduate will communicate, use information and employ technology effectively.

Effective Written, Presentation and Numeracy Skills, AND

Information Literacy and Technology Fluency

Global Perspectives

The MCC graduate will communicate an understanding of the world from a global perspective.

Historical, Political, Economic and Social

Scientific and Environmental

Aesthetic Appreciation and Creativity

Social Responsibility

The MCC graduate will demonstrate social responsibility both within and outside of the classroom.

Multicultural and Diversity Awareness

Ethics, Values, and Social Justice

Citizenship and Civic Engagement

Personal and Professional Development

The MCC graduate will demonstrate the capacity for on-going personal and professional development.

Independent and Life-long Learning

Professionalism and Accountability

Collaboration

Managing Responsibilities and Adapting to Change

Initiative and Self-Advocacy

Self Assessment