



Instructional Program Review Summary 2004-05

Instructional Area: Workforce Education

Department: Criminal Justice

Discipline: Criminal Justice

January 21, 2005

Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The primary goals and objectives of the criminal justice department is to provide the educational resources for students to qualify for and obtain employment in the criminal justice workforce and to have a solid basis to continue their education with a maximum transferability of courses.

Overview of how the program review was conducted. This review was conducted by research, analysis and securing comprehensive data from numerous resources that included faculty and staff, students, and professionals in the field. A thorough examination of available information was completed to produce a report of current capabilities and projected needs in the Austin region for the criminal justice department (CRJ). Additionally, a discussion regarding strengths, weaknesses, opportunities and threats (SWOT) was conducted with valuable feedback and information specifically related to CRJ operations. Considerations involving external and internal influences as well as other related materials were evaluated to focus the study in meeting the mission of the review.

Summary of findings:

Progress on previous program review recommendations.

Several recommendations were implemented since the previous review. Among the most impressive achievements involves the development and conversion of ten (10) criminal justice courses into the distance learning format. These distance courses allow students access to the entire AAS core requirements for a criminal justice/law enforcement degree. This was accomplished within three terms and has been a viable and popular service for CRJ students since 2002. The distance learning format has attracted numerous students who could not attend traditional classes. The courses have allowed revolving shift working students to participate in the program from various law enforcement agencies. Enrollment has increased significantly since distance courses have been offered.

The Austin Police Department (APD) initiative was implemented in Spring 2004 wherein APD cadets, after completing the basic peace officer academy, receive continuing education hours from ACC. The continuing education hours can be converted into credit hours that apply to CRJ Associate of Applied Science degrees. This program allows students to received up to 23 college credit hours for the successful completion of the APD academy.

The CRJ program is in need of proper facilities such as a gymnasium, firearms range and driving course in order to offer top quality training required for the certificate program.

Further, with the growth of the CRJ department since the last review, it is imperative to secure additional full-time instructors to better serve the students and the community. Several years ago an additional full-time instructor was approved, however, the position was given to another department. In order to remain competitive with the academic courses, certificate program, student advisement, licensing requirements, records related to the programs, and other duties, two additional full-time instructors are needed. The CRJ department currently employs two full-time instructors which includes the department chair. The program offers 34 to 36 sections each term. More sections will be added in the next year. Qualified daytime adjuncts for CRJ instruction are sparse, nonetheless, more daytime courses, counselling and management of department business is needed. During the recent CRJ Advisory Board meeting additional positions were approved after a review of the current program needs.

Program strengths. Srengths of the CRJ department are multifaceted. The key to CRJ strenght is the quality and diversity of the faculty assembled over several years. A diverse group in background, experience, ethnicity and style provides the necessary ingredients for maximum student interest, retention, quality of education and success in output measures for the department.

Other strengths involve the design of the Associate of Applied Science degrees that allows maximum transferability to other institutions.

The certificate program is one of only a handfull of academic alternate programs, in the state, that maintains "good standing" with peace officer licensing authorities and is considered a model for similar programs. The certificate program allows students to receive an endorsement to qualify for licensing examinations required for all Texas peace and correctional officers.

The CRJ department attracts a diverse student population and is among the college's highest program percentages for enrollment of black male, Hispanics and females. The CRJ department graduates about 50 students every academic year which is among the highest in ACC. The CRJ certificate student pass rate for licensing examinations is among the highest in the state.

Areas for improvement.

The criminal justice program should expand the APD program to include other regional police academies in surrounding counties.

The CRJ program needs to hire two additional full-time instructors to meet the growth needs and to fully manage current and future CRJ services.

The CRJ program must secure the necessary permanent training facilities to better serve students and to provide top quality training to certificate students. Additionally, the distance courses need a face-lift and expansion to include multiple section offerings each term.

Key planning issues. The challenge to expand involves the ACC initiative to provide a CRJ presence in Round Rock, San Marcos and Bastrop. Additionally, it is imperative to continue to monitor and respond to legislative and Texas Commission for Law Enforcement Officer Training and Education (TCLEOSE) changes and mandates. It is possible student enrollment in CRJ could double the next few years if population growth trend predictions follow established models published by the Texas Workforce Commission.

Conclusions: What are the major conclusions regarding the present state of the program?

The emphasis and motivation to provide high quality service is the result of a solid program, healthy student interest, enrollment rates, and a highly qualified faculty and staff. Additionally, the availability and diversity of the courses, faculty and students enhances the program. The student base is strong and growing. In order to better serve students and the community, to provide the highest quality of education for the expected growth, the CRJ department needs expansion as well. This includes the need for additional full-time faculty, permanent training facilities and strategies to provide services at regional police academies.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

- 1) Hire two additional full-time faculty members
- 2) Provide permanent training facilities
- 3) Expand course credit for academy training programs
- 4) Expand instructional coverage and classes to Round Rock, San Marcos, and in area high schools.

SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name R. Leathers ACC Faculty Industry Representative
Student

Name D. Jaso ACC Faculty Industry Representative
Student

Name L. Carter ACC Faculty Industry Representative
Student

Name G.Hildebrand ACC Faculty Industry Representative
Student

Name Jim Clifton ACC Faculty Industry Representative
Student

Name L. Haywood ACC Faculty Industry Representative
Student

Name J.R.Wilson ACC Faculty Industry Representative
Student

Name Earl Pearson ACC Faculty Industry Representative
Student

Name ACC Faculty Industry Representative
Student

PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

The criminal justice program inception was the same year ACC was founded (1973). The head of the department was Otis McLin. Professor McLin developed and expanded the program during the phenomenal growth in the early years. Several years later, Jack Elrod was hired and eventually assumed the department chair. The program included academic courses in criminal justice (law enforcement and corrections). Mr. Elrod started the peace officer certificate program which was an in-house program at that time. Once Roger Leathers was appointed CRJ chair, in 1996, he was instrumental in converting the certificate program to a Level-One certificate program approved by the Texas Higher Education Coordinating Board. he The certificate program allows students to enroll in a truncated version of the AAS program that included three TCLEOSE

"sequence courses." This was the beginning of the academic alternative program which qualifies students for the state licensing examination to become peace and correctional officers. The program has experienced steady growth since it's beginning. The latest program is a coordinated initiative with the APD Academy wherein successful graduates, from APD academy, are awarded continuing educational hours which can be converted into credit towards an AAS degree.

Currently, the faculty is diverse, highly experience, impressively qualified and motivated to provide the best service to ACC students and community. The twelve faculty members (including ten adjuncts) possess nearly 300 years of professional experience in the criminal justice field and 150 years teaching experience at ACC. The staff is stable and effective. The program rates high in graduates, certificate awards and workforce placement after completion of the programs. Additionally, the pass rate for certificate students in the licensing examination is superior. The program has converted ten courses to the distance learning format. Substantial growth is expected in the next five years. The academic Advisory Board consists of criminal justice leaders from several regional agencies and provide valuable incite, counsel and direction for the program. Roger Leathers retired in 2004 wherein G.W. Hildebrand was installed as the interim chair.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

- Name Sam Stone ACC Faculty Industry Representative
 Student

- Name Andy Cable ACC Faculty Industry Representative
 Student

- Name David Jaso ACC Faculty Industry Representative
 Student

- Name Linda Haywood ACC Faculty Industry Representative
 Student

- Name Roger Leathers ACC Faculty Industry Representative
 Student

- Name Fred Pecenka ACC Faculty Industry Representative
 Student

- Name G.W. Hildebrand ACC Faculty Industry Representative
 Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

Strengths: In what does your program excel?

The program strengths included the following areas.

- 1) Diversed and experienced faculty
- 2) Faculty interest and ability to relate to CRJ students
- 3) Distance course program offering all core courses
- 4) Utilization of vastly experienced instructors representing vast CRJ areas
- 5) Excellent course scheduling opportunities for students
- 6) Courses relate well to workforce needs
- 7) Course variety
- 8) Well-tailored degree programs with maximum transferability
- 9) Community and student interest in the CRJ program
- 10) Excellent liaison and support from local criminal justice agencies
- 11) Students are placed into workforce after program completion
- 12) Student diversity
- 13) High TCLEOSE pass rate from CRJ certificate students
- 14) Competitive cost for education
- 15) High program completion and graduation rates

Weaknesses: What are the aspects of your program, which, if not addressed, will impede the area's future?

- 1) Lack of full-time instructors
- 2) Expansion need for course sections and distance learning
- 3) Keeping programs relevant to workforce needs
- 4) Lack of ability to expand early college start students from high school
- 5) Marketing and recruitment efforts particularly academy credit program
- 6) Facilities including a gym, firearms range, driving track and firearms simulator
- 7) Lack of training equipment
- 8) No permanent training facilities for certificate (sequence courses) students
- 9) Cost of out-of-district tuition

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

- 1) Military programs and marketing at Fort Hood and San Antonio bases
- 2) Expand local police and correctional academies to offer credit for training
- 3) Expand curriculum opportunities relative to homeland security
- 4) Develop more intra-agency academic agreements
- 5) Develop marketing to develop minority and female participation
- 6) Expand distance courses including a sequence course
- 7) Develop high school program to attract students to major in CRJ
- 8) Develop internships with local criminal justice agencies for students

- 9) Professional development training for CRJ staff in unison with CRJ agencies
- 10) Seek input from professional criminal justice leaders for program growth
- 11) Develop and promote scholarship and grant opportunities for CRJ students
- 12) Educate students on how to secure financial assistance

Threats: What are the external factors that could negatively impact your program's future?

- 1) Rising costs of college education
- 2) Legal liability associated with professional training in certificate program
- 3) Maintaining accreditation for certificate program (TCLEOSE)
- 4) Full on-line CRJ program colleges
- 5) Other local colleges and universities offering CRJ programs
- 6) Lack of daytime sections offered
- 7) Lack of facilities for certificate students
- 8) Downward trends in Job market
- 9) Lack of planning and vision

Discuss changes from the program's previous SWOT analysis.

Most of the changes that differ from the previous SWOT analysis pertain to extending, maintaining and expanding proposed programs that were identified in the last SWOT report. Specifically, the distance courses were implemented and expanded since that review. The distance courses need to be expanded and more thoroughly developed to keep up with current educational techniques. This also applies to the APD program which was proposed, at that time, and has since been implemented. This program was improved and is ready for expansion to other agencies in the region. Other items are being propose, again, similar to past proposals including the need for facilities, full-time instructors and various equipment. The other important change is the student growth experienced the past three years and the need to offer more core courses, sections and locations for the need.

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

- The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

The Austin Community College Criminal Justice Department offers an Associate of Applied Science Degree in Law Enforcement and/or Corrections and a Level One Certificate in the academic alternative police training program. The primary purpose for these programs are to prepare students for transfer to other educational providers and/or for immediate employment in the criminal justice workforce.

Desired Ends (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college by providing “service-area adults with the postsecondary and higher education they need and can use for productive useful lives?”

The CRJ program is devoted to providing stated outcomes and does an excellent job servicing the needs, enhancing the usefulness and productivity for the students.

In what ways does the program demonstrate an open, responsible exchange of ideas?

The primary demonstrations of the CRJ program's open system is through the Academic Advisory Board, faculty, students and criminal justice community. Students are informed and included ongoing discussions regarding needs, goals and resources necessary for success in the work place. This is accomplished through an evaluation process mandated by college policy. The exchange of ideals is abundant through CRJ instructors engaged in various criminal justice fields that is brought into the program ostensibly. The CRJ staff is informed, prepared and up-to-date in both educational areas and profession venues. This combination benefits the program exponentially through diversity of faculty, students and agencies represented in the staff. All instructors are involved in the community and profession, as well as in the college. Several key members of the profession are members of the criminal justice advisory board. Not only is the board diverse demographically, but in function, title and level of experience. The quality of the board is gifted and impressive.

In what ways does the program provide an open door to educational potential?

The program is designed to prepare students to continue their education beyond the community college level. The program was developed to maximize course transfers. The program has received positive feedback regarding the quality of courses and instructors related to transition to four year institutions and continues to offer quality courses to meet these goals. CRJ students are among

the top in graduation and certificate completion in the college. The CRJ program is in contact with other universities regarding coordination between ACC services in the basic courses so they can build upon undergraduate programs.

In what ways does the program take targeted action to address internal needs within available resources?

Internal needs include keeping current with legislative actions related to criminal justice issues particularly in areas involving police and corrections training and requirements. These needs are monitored by the entire staff and are evaluated by the CRJ task force. Additionally, distance courses are continually changed and updated. Much of the support in achieving this is through the Distance Learning Department. Other needs such as communications, course development and matters regarding records are managed with computer assistance and the support groups involved in technical areas. The CRJ department always utilizes the ACC family first to accomplish desired goals and meeting department needs.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

A criminal justice program must intrinsically promote and demonstrate fair play, honesty and abide by the rule of law. The program was built on the foundation of hard work, ethical response and the determination to set the example for students, law enforcement and the community. This is accomplished by providing the best and latest educational resources, programs and training in the field and by leadership that does not compromise the integrity of programs, educational processes or management of the operation. The selection of high quality, talented and trustworthy instructors augments and emphasizes the proper role and place of the criminal justice department. Not only must educators espouse too higher standards expected in any criminal justice position but these qualities are observable in the various professions and agencies each instructor works for or retired from. Criminal justice professionals are entrusted with much and with that trust much is demanded and expected. This edict is reflected in the lives of those teaching in the program, advising the program and managing the program at every level.

In what ways does the program demonstrate personal and professional ownership that generates accountability?

The key area for the CRJ program that encourages personal and professional ownership is apparent in the staff's commitment to excellence. One reason for this commitment is due to the fact that CRJ students are filling the positions vacant in the instructor's agency. No better encouragement is available or needed to establish professional

ownership then to have influence on those who could be recruited in one's own agency. The staff is highly committed to the profession itself, which motivates and captures the passion within the criminal justice staff. The adjunct position in the criminal justice program is a win-win proposition because the instructor can develop their personal skills by teaching what they do on a daily basis. This keeps instructors in touch with various generations (students), the community at large and the value of cultivating interest in the next generation of criminal justice professionals. Most of the CRJ staff began just like hundreds of ACC students, in a community college, where an instructor inspired a student's interest in a classroom.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

As listed in several projection surveys, generated by the Texas Workforce Commission, the expected growth patterns in the Austin region are greater than in most areas of the United States. Population may double in the region over the next 10 to 15 years. Along with the growth a grass-roots service or infrastructure (criminal justice) will always be essential to society. The community will need more police, correctional, and probation officers along with support positions to meet the demand. Surveys indicate that criminal justice, security, and corrections are among the top ten areas for job growth in the near future. The emphasis for college education and continued educational mandates, in the profession, creates an expectation of steady and continued educational services that meet and exceed the workforce placement curve. Historically, criminal justice personnel are always needed even during economic downturns. Industry trends in criminal justice indicate that as society evolves so will the educational requirements in criminal justice.

Describe the results of the program's most recent assessment of community need.

The continued interest in quality educational programs in criminal justice involve expectations for steady hiring trends at DPS, APD, Williamson and Travis County Sheriff's Departments and the Texas Department of Criminal Justice. These and numerous other agencies are involved in expansion and are seeking qualified applicants on a continuous basis. Many of these agencies work with the ACC criminal justice staff to inform and recruit students into their agencies. This field is heavily represented at the job fairs and throughout Central Texas recruiting efforts. With recent emphasis on homeland security the community is becoming more involved in seeking trained and educated applicants for positions created by the trend to privatize and expand security services. Several companies are actively recruiting community college criminal justice students into management

and other specialized positions in the field. The criminal justice advisory board has strong connections with the business community as well as with the citizens of Central Texas who need these type of jobs.

How do the program's five-year enrollment trends compare with those of the College overall?

The five year enrollment trends track similar increases compared to most other areas of instruction at ACC. The following academic enrollment records indicate a steady increase of student involvement in the CRJ programs.

99/00- 1145
00/01- 1130
01/02- 1403
02/03- 1549
03/04- 1584

During the above stated five year period the student enrollment increased 439 students or 38%.

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

Currently, the CRJ program fills nearly every section offered. This includes day courses offered only at the Eastview Campus and evening courses at Eastview and Cypress Creek. Additionally, seven distance courses are offered in both long terms and five in the summer. Plans are in place to increase availability of all courses in the next several terms including at Round Rock and San Marcos venues as well as all distance courses. The program has provided adequate accessibility, up to this juncture, but needs to expand now.

List the number of sections taught (by location).

Approximately 20 distance courses are offered during the academic year. The other 57 sections are divided between the Cypress Creek campus in the evenings and the Eastview Campus during the day and evenings. Eastview carries the highest percentages of classes at 65% (21 day courses and 20 evening courses per academic year) while Cypress Creek handles 35% of courses taught (16 evening courses per academic year).

List the number of sections closed or canceled per course.

For the Five year period between Fall1999, through Fall 2004, the following sections/course were closed or cancelled. Fiftey-six sections were closed and

Twenty-seven were cancelled: It should be noted that the past two years experience the fewest cancelled sections.

Closed: CRIJ-2314 (12), CRIJ-1307 (10), CJLE-2522 (3), CRIJ-1301 (10), CRIJ-1306 (3), CRIJ-2329 (4), CRIJ-1310 (6), CJSA-1348 (3), CRIJ-1313 (2), CRIJ-2323 (3).

Cancelled: CJSA-1302 (1), CRIJ-1301 (9), CRIJ-1306 (2), CRIJ-1310 (4), CRIJ-1307 (4), CRIJ-2328 (1), CRIJ-2301 (2), CRIJ-1313 (1), CRIJ-2313 (1), CJLE-2522 (1), CRIJ-2323 (1).

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

The criminal justice program is rated above the overall college trend in demographics in every area cited in the Table 1C Detail THECB annual data profile. The demographics in the program reflect population trends in this region and are among the higher percentages at ACC.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.
None noted except criminal justice industry limitations incumbent on physical, legal or other disqualifications proscribed by law.

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

They compare favorably with college norms.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

The graduation rate is listed at 42% overall.

How do withdrawal rates for courses compare to College norms?

Withdrawal rates are at or below college norms.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

The criminal justice program graduates and certifies an above average number of students in the two CRJ programs. Additionally, the pass rate for students who take the peace or correction officer state licensing examination is above 85% on the first attempt. Further the comprehensive examination required to complete the certificate program indicates a 95% passing rate on the first attempt.

[e] Measures of program quality and educational value added

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The CRJ department uses master syllabi and standard learning objectives, in all courses, consistent with Texas Commission for Law Enforcement Officer's Standards of Education (TCLEOSE) regulations. The certificate program requires specific objectives and material to be covered in order to successfully complete the academic alternative (certificate program). The entire TCLEOSE basic training guide material is assigned to various academic courses in order to maintain stanrdization and to be certain that all material is covered in the program. Instructors are strongly encouraged to teach the TCLEOSE material. The instructor still maintains the freedom to include material beyond the required material but this system ensures that basic standards and consistency is obtained. The master syllabus is updated as needed (last up-date January 2005) and the learning objectives are scrutinized each term to achieve the stated goals. A common textbook is provided and used in each course section according to the topic to maintain consistency .

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

The textbooks used are chosen for content quality in relation to specific needs for material that covers TCLEOSE criteria. This is essential to the program as TCLEOSE is the standard in the industry to qualify and license peace and correctional officers. Textbook selection is consistent with major universities as well and are periodically changed when necessary.

- Are learning outcomes defined for courses and the program? Yes No
- Are course texts up-to-date?. Yes No
- Are course and program listings in the ACC Catalog up-to-date? Yes No
- Do all courses have up-to-date syllabi on file? Yes No

Evaluate the use of instructional resources (including those in the library).

The CRJ staff utilize many ACC resources including the library, computer centers, testing centers, copy room resources, Office of Students with Disabilities (OSD), learning labs, media centers and other services with positive results and feedback. The CRJ staff utilizes numerous ACC instructional opportunities, especially in the blackboard classes, with good results. All these resources make the instructional duties more effective and efficient. The only negative drawback is that many calls are recorded and live persons are rare to get on the phone at ACC departments.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

Approximately 25% of all CRJ sections (20 per academic year) are distance courses. These are personal computer type courses handled through the blackboard system at ACC. Six instructors have been trained to teach distance courses and all core courses are offered in this format, with more to be added in the near future. Furthermore, it is very common for instructors to use PowerPoint and other technological classroom aids during the instructional lecture in the pedagogical format.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

Police, corrections and probation jobs are, by definition, problem solving positions. Since all CRJ instructors have extensive experience in the criminal justice field the problem solving approach is taught, demonstrated and used daily in classes. Criminal justice students are challenged to understand, evaluate, and propose solutions in every course involving issues dealing with ethics, investigations, legal aspects, constitutional law, police systems, use of force, deadly force, arrests, searches and seizures and a number of other core topics. Students must be able to solve problems in order to successfully pass the TCLEOSE examination.

List below the current discipline-specific courses within the program and the date of the latest review.

CourseCRIJ-1301	Date of Last Review01-03-05
CourseCRIJ-1306	Date of Last Review01-03-05
CourseCRIJ-1307	Date of Last Review01-03-05
CourseCRIJ-1310	Date of Last Review01-03-05
CourseCRIJ-2328	Date of Last Review01-03-05
CourseCRIJ-2323	Date of Last Review01-03-05

CRIJ-2314, CRIJ 1310, 1313, 2301, 2313, CJCR 1304, and CJSA 1348 were reviewed on 01-03-05 as well.

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes No (if no, please explain)

What is the ethnic diversity of the faculty?

The criminal justice staff consists of 12 instructors including;

Two full-time FTEs and ten adjuncts

One black male

One black female

One Hispanic female

Two Hispanic males

Two white females

Four white males

Four females and eight males

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

All adjunct instructor's staff are or were employed in the criminal justice profession. Each must maintain professional training standards and mandates annually. The staff are in the field doing the work they teach. The department maintains record of all training instructors receive. The training is consistent, pertinent and viable. Several instructors have taken advantage of courses and training at ACC to improve professional skills. Six instructors have taken and completed all the blackboard training classes. All adjuncts have either a TCLEOSE instructors certificate or other professional instructor credentials. The department also exposes the staff to various ACC issues, teaching aids, and other information pertinent to their instructor's positions during staff meetings.

What recognition has been given to faculty within the last year?

Several awards were presented to staff in reference to service time/tenure. Several adjuncts were recognized for outstanding service during the Advisory Board meeting in, November 2004, regarding volunteer work, mentoring, and program development.

Describe professional development activities in which program faculty participate.

The department provides semi-annual training meetings to discuss the program and training in various areas of interest. The department has maintained a task force to study and implement information beneficial to the department and profession.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

All of the adjuncts and the chair are engaged in continuous professional development activities as a part of maintaining industry standards.

Describe the types of discipline-related professional development activities offered.

Certified police training sanctioned by The Texas Commission for Law Enforcement Officer Standards of Education is required for all licensed officers. These courses are offered and taken by all but one instructor. The courses vary regarding content, theme and length. These are documented by certificate. Active peace and correctional officers must maintain proficiency and qualifications annually in various topics and skills. Aside from these the staff has access to and attend various training courses offered at ACC.

What percent of sections do full-time faculty teach?
26.5%

What percent of contact hours do full-time faculty teach?
24%

Are student evaluations of instruction within acceptable range? Yes No

To what extent are alternative modes of instruction incorporated into classes?

ALL CRJ core courses are offered on-line from distance learning. The peace officer sequence courses are skills and procedural training courses that involve active physical engagement. This includes firearms training, pursuit driving, arrest procedures, traffic stops, felony apprehensions and many other skills associated with the profession. These training hours are held outside the classroom at different venues depending on the need. Up until the recent SACS review several area high school courses were offered. This area will be re-addressed in the near future to take advantage of the opportunity in the high school format.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?
 Yes No

[f] Adequacy of program resources and efficiency of resource use

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

All CRJ instructors utilized adequate resources to accomplish the mission. However, a real need exists in the certificate program for facilities, equipment and resources to be able to improve the high level training program the department desires to deliver. This would include a permanent gymnasium, floor mats, practice dummies, first-aid props, firearms, firearms simulator, vehicles, and an indoor or outdoor firearms range.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

The program ratio is two full-time instructors to ten adjunct instructors or 16.67%. The course ratio taught by full-time instructors to adjunct instructors is 36%

How up-to-date is the equipment used by the program?

The academic program equipment is up-to-date. The certificate program equipment is minimal or none-existent. The CRJ program currently either borrows DPS or other facilities for training or contacts with private vendors to accomplish the training needs requisite to the sequence courses.

Identify possibilities for improving the efficiency of the program's use of resources.

Use two sided handouts and tests. Incorporate standard tests when appropriate and continue to develop, improve and add distance courses. Use of the master syllabi and standard comprehensive tests.

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

The CRJ program is a feeder college to several other colleges and universities. Other central Texas community colleges are in Killeen and San Antonio. Several colleges and universities are offering distance programs through out the United States. ACC-CRJ students compete well in the state licensing examinations with a pass rate above 85%. ACC transfer students do well in other higher education CRJ programs. CRJ students are being placed in the workforce or continuing their education after graduation from ACC. Enrollments for CRJ has steadily

increased over the past five years. In 1999 the enrollment total was 1145 and in 2004 the enrollment was 1584. Overall the program is competitive in these areas.

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

Tuition, lab fees and state funding for contact hours are the major sources of revenue for the CRJ program.

Compare program costs to those of other ACC programs.

The CRJ program records a 30% marginal surplus comparing direct costs with direct revenues. The percentage is favorable compared to other programs in ACC and is among the top efficiency groups in the workforce group.

Compare the program's actual expenditures to the approved program budget for the previous two years.

In 2003 the CRJ program budget total was \$319,078 and total direct expenses were \$323,726. The 2004 budget was set at \$341,748 and actual expenditures were not available.

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the items below.

Report/status from latest external accrediting agency visit

On May, 20th, 2002 the Texas Commission on Law Enforcement Officer's Standards of Education conducted a program review and audit of the ACC- CRJ program. TCLEOSE approved the program and continued the licensing for the Academic Alternative Program to February, 2006. A mid-term review is expected this spring

When was the most recent program revision?

The most recent program revision occurred in 2004 when four continuing education courses were added to the course inventory to allow the Austin Police Department (APD) Academy program to grant credit for training cadets who successfully complete the basic peace officer academy. This involved adding CJLE 1506, 1512, 1518, and 1524.

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

Data not available

Average number of semesters it takes for students to gain degree/credential.

6

Number of graduates within the last three years

136

Demographics of graduates

136 awards/degrees were conferred from 2000 through 2003. The record indicates that 16 or 12% black males, 16 or 12% black females, 15 or 11% Hispanic males, 19 or 14% Hispanic females, 41 or 30% white males, 28 or 21% white females, and 1 or less than 1% Pacific Islander male were conferred.

Percent of graduates who are employed within one year of graduation.

95%

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Based upon information gained from various workforce agencies CRJ graduates fair well in performance and skill in their respective positions. A number of graduates contact the department after graduation and relate useful feedback regarding the education and training they received from the program. A number of ACC students have been employed by the U.S. Secret Service, Border Patrol, Customs, the Department of Public Safety, Austin Police Department, Travis County Sheriff's Department, Williamson County Sheriff's Department, Round Rock Police Department, Texas Department of Criminal Justice and many other agencies in and out of the region. One graduate is a judge in Hays county and is on the CRJ Advisory Board.

Percent of employers indicating satisfaction with graduates.

99%

Discuss the most recent results of Focus Group or internal survey of employers.

This information is not available

Number of employers indicating need for more graduates

The trend for this region is for more educated applicants in the field due to the population growth. A need exists for students to be trained and educated in criminal justice. The CRJ department works closely with various agencies in their recruiting efforts. Many agencies target ACC-CRJ students for recruitment.

Provide evidence of SCANS competency integration into course syllabi and programs.

All CRJ instructors include the SCANS document in the syllabus. The document is covered in each section at the beginning of the term.

How often does the program's advisory committee meet to discuss curriculum issues?

Semi-annually and more if needed.

When and where are advisory committee minutes maintained and posted?

The minutes are kept in file form by the chair and they are posted on the ACC CRJ web page.

Evidence of recent review of curriculum by external advisory committee.

The last advisory board committee review occurred in November, 2004. The committee was given a comprehensive briefing of the CRJ program. Additionally, the CRJ program has been reviewed by SACS and the Texas Higher Education Coordinating Board since the last program review.

Advisory committee validation of entry level skills

Yes

Only Transfer Programs complete the items below.

Number and percent of graduates who transfer within one year of graduation.

This data was not available

Number of articulation agreements with universities and colleges

5

Number of courses that transfer

5

Number of student complaints about problems with course transfer

None to the knowledge of the department.

Discuss the results of the most recent Survey/focus group of transfer institutions.

This data not available

Discuss data from transfer institutions if available.

This data was not available

Number of students transferring successfully.

This data was not available

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program? Summarize them here and complete the *Program Status* form.

The ACC criminal justice program is healthy and meeting or exceeding the college mission, goals, objectives and expectations. The program is growing, viable and effective. The faculty and staff work together to serve the students, community and college. Several indicators record superior marks for diversity (students and faculty), graduations rates, cost of program, job placement and quality instruction. The program is at a turning point for expansion and needs to acquire additional faculty members, facilities and equipment to continue to excel and more importantly expand. This review revealed that the CRJ program is like a fine automobile but needs a few more drivers to compete for students, programs and improvements for the promising future. The program needs to be "finished out " to provide ultimate service. Some of the issues mentioned in this document are short term and manageable while others are long term but nonetheless important. The CRJ program is certain that by working together the program will continue to be exemplary.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

The Criminal Justice Department will be among the best programs in the state of Texas providing innovated, viable and effective education to ACC students.

The vision for producing the highest quality services for ACC students will be realized by attracting, hiring and maintaining the best faculty available. This will include seeking the best in the profession to be a part of the team. The CRJ faculty and staff will be motivated and committed to produce the best, for the most, with a lean efficiency without compromise in quality, service or mission goals.

The CRJ program will continue to seek innovations in delivery, content, and technique to inspire and educate those who cross the threshold of ACC classrooms. No idea will be ignored if it has any potential to add value to the process to enhance a student's education and experience in the program or to make it more pertinent. Expansion of the CRJ department and programs must

occur in order to take advantage of the promising future in the profession and discipline of study. The CRJ program must continue to cultivate and include the community of criminal justice professionals in planning, visualizing, and providing high quality graduates for the work force in the region and state.

Additionally, the quest to find and secure the necessary resources to provide a comprehensive and ambitious multi-purpose facility and training venue will not burn dim with the leadership and management of the program. Over the next five years opportunity will meet professional ability lodged in the ACC community supported by the CRJ department. When that occurs only good things will happen if the program is ready and capable to take it even to a higher level. The commitment of this program seeks to turn the 2005 dream into a motion picture of reality. It will be accomplished at the end of the day through what we do best..... train and educate students to touch the stars (they want on their chests) and get into the profession.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

1. Secure authority to hire two additional full-time faculty members. Hire the faculty members for the 2005/2006 academic year. ■
2. Secure approval and funds for the procurement of adequate facilities to conduct police training (including firearms qualifications) for certificate program students. This would include a gymnasium, indoor firearms range, driving course range, firearms simulator and requisite equipment to provide the highest quality program for criminal justice students to receive the mandated training involved in the level one certificate program.
3. Develop three adjunct instructors to teach additional distance courses for expansion of the program.
4. Develop and implement at least one additional academy college credit program with at least one new agency. ■

ADDITIONAL COMMENTS

None

APPENDIX

List all documents that you used in your report:

The documents and information used in this report were for the most part provided graciously by the Office of Intitution Effectiveness in the program review resource manual. Other resources include documents provided by the Texas Higher Education Coordinating Board, Texas Commission on Law Enforcement Officer Standards of Education, Texas Workforce, CRJ Advisory Board and other ACC resources.

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment (rwall@austincc.edu) as an attachment.

Quality Improvement Plan for Criminal Justice Program

Date Completed: 01-13-05

Please complete a table for each of the self-study team's recommendations for improving or maintaining the quality of the program. The first table provides information to assist you in determining what to put in each "cell." If you need more tables, please use the copy/paste function in word.

Field	What to include
Recommendation #	Assign a number to this recommendation for tracking purposes.
Recommendation:	Taken from the <i>IPRS</i>
Planned Implementation date:	When does the program expect to begin to implement this recommendation?
Estimated Completion date:	When does the program estimate this recommendation to be fully implemented?
Action/Task	What steps must the program do to implement the recommendation?
Measure of Success/ Desired Outcome	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
Estimated Cost(s)	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
Consequence if not funded	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

Recommendation	1
Recommendation:	Secure authority and funds to hire two additional full-time faculty members. Hire the faculty instructors for the 2005/2006 academic year.
Planned Implementation date:	Academic year 2005/2006
Estimated Completion date:	07-01-05
Action/Task	Petition and obtain approval from the required decision makers at ACC to hire new faculty members. Present the necessary justification proposal and follow through with any and all tasks and documents upon receiving approval and hiring faculty members. Hire them.
Measure of Success/ Desired	Approval and hiring of two faculty members.

Outcome	
Estimated Cost(s)	\$150,000.00 annually
Consequence if not funded	Failure to hire additional full-time faculty members would impact the quantity and quality of service the department can provide to students, administration and the college as a whole. The competition for students would suffer because the services available would not keep up with the expected growth in this discipline. Advising, counseling, program development and course availability would be affected because courses could not be handled effectively during day classes with qualified adjunct members.
Who is responsible?	Department Chair

Recommendation #	2
Recommendation:	Secure approval and funds for the procurement of adequate facilities to conduct police training (including firearms qualifications) for certificate program students. This would include a gymnasium, indoor firearms range, driving course range, firearms simulator and requisite equipment to provide the highest quality program for criminal justice students to receive the mandated training involved in the level 1 certificate program.
Planned Implementation date:	Fall 2006
Estimated Completion date:	Fall 2006
Action/Task	Seek authorization and funding for this ambitious program. Provide the necessary justification data for implementation. Educate and inform all ACC decision makers the need for this recommendation and the expected growth of the criminal justice program. Provide research and planning information to explore possible grants or other funding that could be sought or secured for the program. Develop a time line for implementation.
Measure of Success/ Desired Outcome	The desired outcome would involve having a facility to conduct police and correctional officer training to satisfy state licensing mandates for our program. Having a full service firearms shooting range. Having a firearms simulator for use in training exercises. Having access to a pursuit driving training course. Securing the requisite equipment to provide high quality training for ACC students.
Estimated Cost(s)	If this recommendation is realistically considered a very detailed cost analysis will be supplied. Currently, the data is not available but suffice it to say that it would cost a few million dollars
Consequence if not funded	The consequence for not having training facilities

	and equipment would delay our ability to upgrade our entire program to the level of excellence we want and expect in this college. Other colleges, universities, or police academy providers could compete well for our student base. Our program could diminish or become less able to provide the adequate training for lack of these needs.
Who is responsible?	Department chair and ACC decision makers.

Recommendation #	3
Recommendation:	Develop three adjunct instructors to qualify and fill new and added distance courses for expansion of the program.
Planned Implementation date:	Spring 2006
Estimated Completion date:	Spring 2006
Action/Task	Train three instructors in the basic and advanced Blackboard classes. Add three more sections of distance courses to the long term schedules starting in Spring 2006.
Measure of Success/ Desired Outcome	Have the three newly trained distance course instructors complete the targeted blackboard courses ready to teach and include the courses in the Spring 2006 schedule.
Estimated Cost(s)	\$3600.00
Consequence if not funded	Will have to reduce number of distance course currently offered.
Who is responsible?	CRJ Chair

Recommendation #	4
Recommendation:	Develop and implement an additional academy college credit program with at least one new agency.
Planned Implementation date:	Fall 2006
Estimated Completion date:	0
Action/Task	Establish contact with and educate local law enforcement leaders of the program that grants college credit for successful police and correctional academy graduates. Identify one department interested in the program and implement the program by Fall 2006.
Measure of Success/ Desired Outcome	Completing the program as stated.
Estimated Cost(s)	0
Consequence if not funded	Missed opportunity for growing the program
Who is responsible?	CRJ Chair

Recommendation #	
Recommendation:	
Planned Implementation date:	
Estimated Completion date:	

Action/Task	
Measure of Success/ Desired Outcome	
Estimated Cost(s)	
Consequence if not funded	
Who is responsible?	