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# Criminal Justice: Program Review 2005-2006

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**Division of Instructional Services**

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**Instructional Program Review**  
**Academic Year 2005-2006**  
**Criminal Justice (CRJ)**

**Mission Statement and Institutional Goals**

The Mission Statement of Lawson State Community College was revised in the fall of 1999. The Mission reads as follows:

Lawson State Community College is a comprehensive, multi-campus college, which seeks to provide educational opportunities, promote economic growth and enhance the quality of life for people in its service area. The College is dedicated to providing affordable and accessible learning opportunities in order to prepare students for employment or career advancement, enable students to transfer to senior colleges and universities, and provide customized training needs for business and industry.

The mission is further defined by the following Institutional Long-Range Goals:

- To provide education and training programs for diversified employment in industry, business, and government.
- To provide college/university parallel programs.
- To provide developmental education programs.
- To maintain active programs of student personnel services.
- To provide programs and facilities for community services and continuing education.
- To determine the educational needs of the community through long-range planning and research.
- To encourage participation in the decision-making process by all constituents served.
- To facilitate and promote effective uses of technology for instruction, life-long learning and student development in the institution, workplace and community.

The College Mission Statement clearly and concisely articulates the college's commitment to provide quality education for the students it serves. This commitment in turn, is representative

of a diverse student population and a large service area. The college attempts to create a student-centered atmosphere of higher educational excellence and maintains an intellectual environment, which encourages and inspires the complete development of each individual goals, abilities, and interest.

The College and the Department of Social/Behavioral Sciences also promotes a strong working relationship with communities, business, state agencies, local high schools, and other four year institutions. The college curriculum is designed to serve students in three major areas: General education, Pre-Professional classes for college transfer courses to other colleges/universities, and Vocational technical programs to prepare students technical degree programs, the job market, and learning opportunities for those who plan to improve their employment skills. The curriculum committee members along with a representative from the social/behavioral sciences department meet annually each year to review the courses that make up various degree plans and certificate programs to ensure the competitive nature of Lawson State Community College Academic and Vocational Programs.

### **SOCIAL/BEHAVIORAL SCIENCES DEPARTMENT MISSION STATEMENT**

The mission of the Social/Behavioral Sciences Department at Lawson State is to provide students with high quality academic coursework leading to a certificate or associate degree, or in preparation for transfer into a baccalaureate degree program. Additionally, this department provides excellent scholastic support in the many general education courses required of students pursuing any degree program LSCC. Our programs are relevant to students' personal and professional needs, develop student's critical thinking skills, enhance their self-esteem, and assist in the development of students into organized, focused, empowered, and independent lifelong learners.

### **THE DEPARTMENT OF SOCIAL/BEHAVIORAL SCIENCES PROGRAM OBJECTIVES:**

The Department of Social/Behavioral Sciences offers a degree in Associate in Arts and Associate in Science, which requires a total of 64 semester hours for graduation. The Associate in Applied

Science degree which requires a total of 64-704 semester hours for graduation and Certificate programs which consist of a total of 227 semester hours for completion. The Social/Behavioral Sciences is actively involved with internship programs with local agencies which enable our students to have hand on experiences in their chosen program.

## **CRIMINAL JUSTICE MISSION STATEMENT (CRJ)**

### ***Associate In Applied Science Degree - Overview***

**Program Background:** The mission of the Criminal Justice program is to prepare graduates for a successful career in the Criminal Justice profession whether they choose to use the Certificate or Associate of Applied Science (AAS) degree as a terminal degree or program or to continue their education and obtain a baccalaureate degree. The curriculum is designed to provide students an understanding of criminal behavior and a working knowledge of the functions of the three major components of the Criminal Justice system: law enforcement, courts, and corrections.

In addition to specific course content, emphasis is placed on developing other skills and abilities essential to success in the criminal justice profession. These include, but are not limited to, skills directly related to the ability to think analytically and critically and solve problems along with the ability to communicate effectively verbally and in writing especially considering the importance of proper documentation and report writing in this field. Students are also given assignments requiring the use of computer databases and other outside resources to conduct research, such as statutes and court decisions, and to introduce them to some of the resources that will be available to them as they continue their education and/or pursue their career goals. The Criminal Justice AAS degree program is also an umbrella for two certificate programs Correctional Counseling Evidence Technician.

### **Goals for 2005-2006:**

1. Provide alternate scheduling of courses that are more compatible with the schedules of non-traditional students, many of whom are already working different shifts in the profession.

2. Develop one or more certificate programs for those who already have a degree and/or who want to update their knowledge and skills in preparation for assuming more responsible positions in their profession, but don't need or want an Associate degree.
3. Organize a student organization for criminal justice, pre-law, and political science majors and any other students who may be interested in criminal justice.
4. Develop a brochure available both online and in printed form to use in recruiting prospective students.
5. Increase efforts to recruit persons already working in the profession who may be interested in obtaining a degree and/or preparing to assume more responsible positions in the profession.

### **CRIMINAL JUSTICE Major AAS Degree**

#### **General Education requirements:**

**ENG 101 and ENG 102      English composition I and II**

**SPH 107                      Fund of Public Speaking**

**ART 100                     Art Appreciation/or**

**MUS 101                    Music Appreciation**

**MTH 100 or higher**

**BIO 101                     Introduction to Biology w/lab or  
any natural science course w/lab**

**PSY 200                    General Psychology**

**SOC 200                    Introduction to Sociology**

**CIS 130                     Intro to Information Systems/or**

**CIS 146                    Microcomputer Application**

(See STARS guide to make sure CIS 130 is transferable at your selected four year institution prior to choosing this course option.)

**PED (2 classes)            Two 1-hour activity courses**

**RDG 114                    Critical Reading for College  
(Depending on placement test scores)**

#### **Criminal Justice core requirements:**

CRJ 100, CRJ 116, CRJ 130, CRJ 150 or 256, CRJ 208, CRJ 209, CRJ 216, CRJ 220, CRJ 256, CRJ 280, SOC 210, POL 211,

**Elective 3 hours:** CRJ 238 Crime Scene Investigation/or  
HED 231 First Aid

**Social Science Electives  
3 hours :** PSY 276 or PSY 210 or PSY 250

### **Other requirements**

Students provide their own transportation to community learning experiences such as their field practicum. Students planning to attend the senior institutions are strongly recommended to take PSY 260 – Statistics.

### **Admission and Retention Procedure and Policy**

To be eligible for admission to courses creditable toward an associate degree a first-time Lawson student must meet one of the following criteria:

- Applicants who hold a diploma issued at a regionally and/or state accredited high schools are eligible for admission. Applicants who hold a certificate or any other award issued in lieu of a diploma. are ineligible for admission.
- Applicants who have attended a non-accredited high school may be admitted upon presentation of a transcript indicating successful completion of courses of study on the secondary level. In Addition the courses must be based on the minimum of Carnegie units required by the state's education agency at the time of the award. These students must have achieved a minimum score of 16 on the ACT test or equivalent score on the SAT.
- Applicants who cannot comply with either of the above conditions may submit a Certificate of High School Equivalency (GED Certificate) issued by Alabama or other state departments of education.
- All first-time students must take the English, reading, and mathematics placement test (asset).
- All students within the Department will take all courses in the core.  
All courses presented for graduation must be a minimum of "C". At least 26 credit hours for an associate degree must be completed in attendance at Lawson State Community College. Students are expected to file a graduation application with the Admissions Office the quarter of completion of degree requirements or within 10-quarter hours of completing his or her degree requirements

## Comparison of Current Year and the Preceding Year

### a. Differences of the quality of students

The available information indicates that the quality of student is improving each year. The student is more prepared and focused on his/her career. From. This can be seen in student evaluations of courses taught in the general education course areas as well as those taught in the core requirement areas. Research also indicates that the graduation trend for students increased.

### b. Professional school assessment of our majors

A sample of former Criminal Justice students who completed at least 15 semester hours at a reporting public senior institution indicated that the SWT students GPA is equal to those of native students. The students have rated average or above average in many of the public senior institutions. The Alumni surveyed indicated that they have achieved educational goals and were satisfied with programs and services with instruction in their program of study, with the college's contribution to their personal growth, and would recommend the CRJ program to a friend.

### c. Enrollment Profile Headcount/Graduates

PROGRAM	2002-03 Fall/Spring	2004- 05Fall/Spring	2005-06 Fall/Spring	2006-07 Fall/Spring
Criminal Justice				
<b>Headcount</b>	61	65	68	95
<b>Graduates</b>	2	9	8	18

## MEASURABLE OBJECTIVES/EVALUATIONS

Process for setting learning goals and objectives:

The program faculty has focused on the programmatic goals and course learning objectives since its inception. Faculty members have discussed both formally and informally what they hope to accomplish through the program and what they expect students to learn while

in the program. In addition, they have been in touch with alumni and the professional criminal justice community to determine whether or not their goals are being met and what other goals might be included. To develop this learning outcomes assessment plan the faculty met together and mutually agreed upon the set of program goals that will be emphasized at this particular time in history. The goals and objectives are not static and will undergo ongoing development as part of the annual review of assessment results.

**Program Learning Goals:**

*Upon graduating from the AAS in the Criminal Justice program a student will have:*

- 1) An ability to identify, locate, and use legal, technological, and other professional resource materials.
- 2) An understanding of the criminal justice system and its components.
- 3) An ability to understand and evaluate analytical methods, professional reports, and criminal justice data.
- 4) An understanding of criminological theories and their application to contemporary public policy.
- 5) An ability to integrate and apply analytical skills and substantive knowledge to specific criminal justice problems.

**CRIMINAL JUSTICE**

Course	Learning Goal 1	Learning Goal 2	Learning Goal 3	Learning Goal 4	Learning Goal 5
	An ability to identify, locate, and use legal, technological, and other professional resource materials.	An understanding of the criminal justice system and its components.	An ability to understand and evaluate analytical methods, professional reports, and criminal justice data.	An understanding of criminological theories and their application to contemporary public policy.	An ability to integrate and apply analytical skills and substantive knowledge to specific criminal justice problems.
CRJ 100- CRJ 116				X	
CRJ 130	X				
CRJ 216		X			
CRJ 209		X			
CRJ 150-CRJ 256		X		X	

CRJ 220	X		X		
CRJ 208		X		X	
CRJ 238-RJ280	X		X	X	X

- The program is committed to evaluate its educational activities.
- The program values the involvement of all students and faculty in the assessment process.
- The faculty of the program, given their accountability for the curriculum, shall have primary responsibility for the development and implementation of assessment activities.
- Clearly defined educational objectives of the program will originate with, and be approved by, the faculty of the program.
- The program will adhere to college assessment guidelines.
- Student learning will be assessed using both direct and indirect methods and quantitative and qualitative data.
- The non-aggregated data gathered for assessment purposes shall remain confidential and shall be used only for the purposes of assessment.
- Assessment of student learning outcomes is about improving learning, not evaluating faculty.
- Assessment is systematic, ongoing, and cyclic.
- Assessment will be simple and consistent with the college's mission.
- The assessment program will evolve over time.

**Projected Assessment Activities: Criminal Justice - Course-Level Learning Objectives**

Program Goals	Courses	Course Objectives	Measure	Rubric	Standard
An ability to identify, locate, and use legal, technological, and other professional resource materials.	CRJ 100	Identify national criminal justice databases and describe the nature of the data they contain	One quest on each final exam will address this	To be developed by Faculty	70% of students will obtain a passing score
	CRJ 220	Locate a minimum of 3 academic sources on preselected topic using a mim of 3	An assignment is given which requires abstracts that illustrate this	A checklist rubric	70% of the students will complete the assignment with a passing score

		CJ databases			
	CRJ 130-238	Locate and brief an appellate case	An assignment is required to address this	A checklist of what should be in the brief, a list of requirements	70% of the students will complete the assignment with a passing score

**Guiding principles for assessment:**

- The program is committed to evaluate its educational activities.
- The program values the involvement of all students and faculty in the assessment process.
- The faculty of the program, given their accountability for the curriculum, shall have primary responsibility for the development and implementation of assessment activities.
- Clearly defined educational objectives of the program will originate with, and be approved by, the faculty of the program
- The program will adhere to university assessment guidelines.
- Student learning will be assessed using both direct and indirect methods and quantitative and qualitative data.
- The non-aggregated data gathered for assessment purposes shall remain confidential and shall be used only for the purposes of assessment.
- Assessment of student learning outcomes is about improving learning, not evaluating faculty.
- Assessment is systematic, ongoing, and cyclic.
- Assessment will be simple, doable, and consistent with the university's mission.
- The assessment program is dynamic and will evolve over time.

**Projected Assessment Activities: Year 1 Course-Level Learning Objectives**

**Indirect method of measuring attainment of program goals:**

In addition to the learning objectives assessed by the course objectives and rubrics listed above, learning goals are also indirectly measured through an Exit Survey mailed by the College to graduating students, in all programs, each year. This general survey attempts to obtain information about attainment of competencies thought to be important for students in all disciplines. In particular, these competencies are related to Learning Goals and help

establish whether students are reaching these goals. Along with the general survey, each graduating student also receives a program specific survey which includes items that measure competencies related to their major discipline.

### **How results will be used to improve student learning:**

The faculty will meet at least once each year to review the outcomes of assessment, to compare outcomes to pre-established standards, and to decide on an action to be taken. This information will be contained in the annual assessment report.

Some possible actions are:

- No action is required; students are meeting the standard.
  
- No action is required at this time; explore more fully the reasons why students didn't meet standard.
  
- Increase the standard (e.g., from 70% to 80%)
  
- Determine why there are such differences among the various sections of a course for which measurement has occurred.
  
- Redesign the rubric/measurement tool; it does not seem to be measuring what we desire.
  
- Work together as a faculty to redevelop the pre-requisites for a course; problems appear to be due to lack of preparation.
  
- Meet as a faculty to discuss ways to teach a specific concept that seems to be eluding our students.

### **Timeline for what will be measured and schedule of examining/reporting results:**

Year One

Develop the first assessment plan.

Detail the plan fully for the primary goal.

For the primary goal - complete the assessment of this goal by:

Meeting to discuss the results of this assessment and determine what action, if any, will be taken.

Following Years:

Revisit the assessment plan and make any necessary revisions.

Detail the plan fully for the remaining goals.

Complete the assessment of the remaining goals by meeting to discuss the results of the assessment and determine what action, if any, will be taken.

**Who is responsible for plan implementation:**

The Chairperson is responsible for implementing the assessment plan. However, the primary responsibility of the Chairperson is to chair a Program Assessment Committee which will be comprised of two members of the faculty – committee members for the current year. The responsibilities of this committee include ensuring that the agreed upon time line is adhered to and that assessment results are compiled and reports filed with the Office of The Vice-President. The chairperson and committee are also responsible for integrating the results of assessment into the program and its curriculum. All of this should be done in a framework of collegial responsibility because the faculty, as a group, share responsibility for designing and delivering a curriculum that achieves the program's goals.

The Social Behavioral Sciences Department is working to ensure the provision of, and access to, adequate learning resources and services required to support the courses, programs and degrees offered. The courses offered indicate that the faculty feel that a Well-rounded individual will be better able to put the course content into a meaningful context. By offering such courses as the internships in the AAS degree programs this enables the student to have first hand experience of his/her area of study and will be able to apply a rational and informed manner concerning the program of study. Our curriculum and faculty have evolved to support this perspective. The CRJ program consists of one full-time, tenure-track or tenured members along with one adjunct- part-time faculty member. Both the fulltime faculty member and the adjunct faculty member hold a MA degree and advance studies.

**Assigned Faculty:**

Full Time: Mr. Jimmy R. Lakey, MA

Adjunct: Ms. Jennifer Woods, MA; J.D.

## **TYPES OF TEST AND EXAMINATION**

Various tests and examinations are utilized. One instructor may choose to administer test to the class with much more time to give thought to the questions of improvement for the students. Instructor made test can be utilized on material covered in the class. There is still the possibility of utilizing comprehensive tests to review the understanding and skill level of students. Instructors may choose to administer short answer test questions. It is the instructor decisions as to number of questions on each tests or examinations. One instructor indicated that scenario based situations are used in which the student must analyze a given fact situation and apply problem solving and critical thinking and reasoning skills in addition to apply the proper legal principles and acceptable practices in developing their response to the situation. Instructors also utilize puzzles and word finders and diagrams , projects, group reports as evaluation tools. Options for changes maybe implemented by the instructor on any course which the instructor teaches.

### **Grade distribution in relation to the institutional grade distribution**

The CRJ Program grade distribution is the same as the college **See College catalog.**

### **Academic Policies and Procedures**

Academic freedom is guaranteed to instructors at Lawson State Community College. The protection of freedom for faculty and students to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to teach and study the substance of a given discipline is crucial to the integrity of Lawson State Community College.

All contracts and letters of appointment are given to faculty members and the Business Affairs Office files a copy. Terms and conditions of employment are clearly described in each contract. The tenure policy is explained in the Personnel Policies and Procedures Manual. At

Lawson State, each faculty member is an instructor, with no change in rank or title recognized by the state Department of Education. The policy for termination of any appointment is set forth in the Personnel policies And Procedures Manual.

Faculty members in each community college are granted ten days for professional development days. These days are planned workshop days which the Alabama Junior/community College System plans, and for which funding is provided. Each instructor is afforded the opportunity of taking advantage of these professional growth days.

Instructors are also encouraged to attend professional meetings during the school year and to share the information with the departmental members upon their return. Funds are delegated in the departmental budget for travel by departmental members. In-service training is provided every quarter for departmental members. An in-service committee plans all in-service programs and faculty members are required to attend. The general tone set by Lawson State Community College encourages individual faculty members to take the initiative in promoting their own growth as teachers and educational practitioners.

Primary responsibility for improvement of the educational programs and curriculum resides with the faculty. The *Personnel Policies and Procedures Manual* clearly outlines the extent of faculty participation and jurisdiction in affairs. Lawson State faculty has governance opportunity through the the committee on committee structure where all faculty participate on one or more Standing Committee. The Vice President publishes a committee list every two years and a rotation system is applied. Lawson State provides a faculty of adequate size to support the school's purpose and has a procedure for the reasonable assignments of faculty responsibilities, including classroom instruction, academic advising, committee membership,

club advising, research, and service to the public. All decisions and responsibilities incurred by the faculty are rendered to the faculty by the Vice President.

## **Library and Learning Resources Centers**

### **A. Quality of Holdings**

The library supports the curriculum of the CRJ Program by maintaining an adequate collections of books, periodicals, and other non-print resources in additions to providing reference services, circulation service, interlibrary loan service, computer, internet and audio-visual services. Other services as a response to needs of the program include the creation of Internet space providing students with computers for various activities and other applications, e-mail and easy accessible, clearly marked reference section. There are well over 200 volumes of books related to the CRJ Program is housed in the library.

### **B. Usage by Faculty and Students**

Increased funding for the library has led to increased usage by the CRJ Program in the library. Many of the different courses require some use of the library by students for term papers, special reports, or case studies. Assignments are made to introduce students to the variety of material available in the library. All instructors in the department reported using the library for the preparation of lectures, study and other course assignments. There is a continuous placement of material on reserve for courses in this area.

### **C. Involvement in Selection and Deletions of Materials**

The Librarian works closely with instructors to assists students in the use of resource material. Faculty often request that specific material in the library (books, articles and videos) be placed on reserve for courses. Instructors often make request for purchases for material of courses in the program

## **Physical Facilities- General Condition and Adequacy- Space**

### **A. Description**

The Criminal Justice Program has adequate space for the teaching of classes. There is one classroom that is assigned specifically for the Criminal Justice Program which is B108. Day classes are offered from 8:00-3:00p.m. and evening classes are 4:45-9:45p.m. Space in the Social/Behavioral Science Department is adequate in quantity and quality. At the present time, there is enough office space for the full-time faculty member and the adjunct faculty members.

### **B. Access for Handicapped**

The Academic Building is home to the Criminal Justice Program. The department is located at the front entrance of the building where there is handicapped parking and an easy access ramp.

### **C. Is space properly equipped?**

The classrooms are equipped with desk for students and instructors, movie screens, projector, chalkboards.

## **Criminal Justice Program Diversity Statement**

The Criminal Justice Program encourages all students to learn about the diversity in their communities. Program activities are dedicated to expanding students' experiences with diversity and to assist them in developing cultural competency. The Criminal Justice Program conducts all its activities without discrimination on the basis of race, color, creed, religion, ethnic or national origin, gender, sexual orientation, disability, age, marital status, local commission status, or status with regard to public assistance.

## **The Criminal Justice Club.**

**“Interested in taking a “Bite out of Crime”?”**

The Criminal Justice Club is a campus organization dedicated to providing students numerous opportunities to experience the mission and purpose of the criminal justice profession. James Lakey is the club advisor. Mr. Lakey is committed to assisting students in developing and executing community focused projects.. Any students interested in a career in Criminal Justice should consider joining this group. The Criminal Justice Club will allow them to learn more about careers in the criminal justice field, give them networking opportunities, allow them to participate in Community Service Projects and campus wide initiatives for safety and security. Each year the Club members assisted in the voter registration campaign. Classmates nominate club officers and elections are held at the beginning of each academic year. Participation in the Criminal Justice Club is strongly encouraged.

### **Club Objectives:**

- To improve criminal justice through educational activities.
- To foster professionalism in law enforcement personnel and agencies.
- To promote professional, academic, and public awareness of criminal justice issues.
- To encourage the establishment and expansion of higher education and professional training in criminal justice.
- To provide a unified voice for professionals in, and students of, criminal justice.
- To promote high standards of ethical conduct, professional training, and higher education within the criminal justice field.

### **Career Opportunities:**

Employment in the criminal justice field is highly selective and competitive. Candidates cannot be convicted of felonies, misdemeanors or other crimes and must be able to pass rigorous physical fitness tests, job-related written examinations and a thorough background investigation. Once employed, you may be required to complete law enforcement or corrections academy training, field training and a probationary period (usually one year).

**Entry-level salary:** \$22,630 - \$54,820 annually

Source: Bureau of Labor Statistics, U.S. Department of Labor

*Occupational Outlook Handbook, 2006-2007 Edition.* ([www.bls.gov/oco](http://www.bls.gov/oco))

Graduates with the A.A.S degree in the Criminal Justice Program are employed in a variety of settings that may include:

- Police Officer
- Loss Prevention Specialist
- Detention Officer
- Correctional Officer
- State Trooper
- Parole or Probation Officer
- Security Guard
- Homeless shelters
- Justice and corrections
- Substance abuse programs
- K-9 Officer;
- Motorcycle Officer
- Mounted Patrol
- Bicycle Officer
- Bomb Squad
- Swat Team
- Domestic violence programs

#### Types of Agencies

- Federal, state or local police agencies
- Federal, state, local and private correctional facilities

#### Types of Agencies

- Private security/investigation
- Federal, state or local court services

#### **Necessary abilities and qualities**

- judgment and decision-making skills
- people skills and listening abilities
- conflict-resolution
- investigative skills
- mechanical and/or athletic abilities
- integrity
- stress-tolerance and self-control
- detail-orientation

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2006-07 Edition, Social Workers, on the Internet at <http://www.bls.gov/oco/ocos060.htm> ( visited April , 2006).

#### **RECOMMENDATIONS**

For continuous improvement in our service to the students, the Criminal Justice Program has made the following recommendations as they relate to policies and procedures

1. Provide scholarships to encourage persons already working in the profession to pursue a degree.
2. Expedite the process for evaluating experiential credit for persons already working in the field.
3. Identify former students who did not complete their degrees or certificates and encourage them to return to school.
4. Develop an internal library committee to assure that the library is omprehensively equipped with books, journals, periodicals, and other materials in the CRJ Program area. Once equipment and installations have been made, faculty members should construct their assignments, perhaps re-develop outlines, formats, etc., so that students will **have to** use the available library resources.
5. Improve its methods of evaluation of faculty by creating a Program Evaluation Committee (PEC). This committee will consist of the Chairperson along with two other full time members of the Department. The Department faculty will elect the two-committee members. The Chairperson will call for nominations and the members will be elected based on the nominations and votes. Voters will vote by writing the names of their preferred candidates on a ballot slip. The Chairperson has the same voting privileges as other members of the faculty. The person with the highest number of votes will be declared elected to the PEC. If there is a tie, a second ballot is held to decide between the candidates involved or the tie is broken. The Chairperson cannot break the tie. The Department Evaluation Committee shall keep careful and detailed permanent records of all evaluations it has carried out. The members of the PEC may utilize all information about a faculty member, which was supplied to previous DEC. A report will be submitted to the Faculty member being evaluated. The report will consist of positive aspects of the Faculty members including recommendations The Faculty member will have an

opportunity to respond in writing to the PEC concerning the report if needed. This PEC will make evaluation of Faculty more effective.

### **Procedures-Faculty Effectiveness**

The spirit, which guided departmental efforts to improve the level of teaching effectiveness, should be that of all faculty members. The CRJ program has always considered student feed back as a part of its growth and development. While student course evaluations suffer from all kinds of imperfections they do provide us with a rough measure of student opinion. The procedures for conducting student course evaluations will remain the same utilizing the processes developed by the Department of educational Support Services.

Other ways of improving teacher effectiveness is to integrate the basic course offerings through team-teaching methods and joint-development of course syllabi. While program requirements and courses do change, the general expectations of what we hope to offer should remain constant. Students are expected to emerge from their program of study with an understanding and appreciation of their program, including:

The range of issues and problems in the field;

The important scholarly literature;

The ability to be critical informed users of the research literature;

The theoretical frameworks, conceptual models and their research methodologies employed; and,

The ability to formulate, design and carry out brief research projects on topic in their program of study.

Also at current levels of enrollment, the CRJ program should increase course offerings, and expand curriculum.

### **Projections/Program Plans**

This Department recognizes the need for improvements and innovations in teaching. In order to perform effectively there need to create a greater awareness of the potential of technology to enhance the CRJ program. By the administration providing concrete support necessary for full-time and part-time faculty to incorporate technology in their courses. This can be done by making accessible a computer for Work Study students housed in a convenient area located within the department to assist faculty with online courses, typing and other computer needs. As these new technologies are introduced to the CRJ program, faculty should be provided with training in learning technologies through staff development workshops and special interest groups.

### **Additional Recommendations:**

In order for the CRJ program to grow and develop there are several areas, which need some improvement.

1. To purchase updated audio-visual aides.
2. To increase the library materials in each course area offered.
3. There is also a need to develop a certificate program within the CRJ program for those students who already have a degree and/or desire to update their knowledge and/or skills in preparation for assuming more responsible positions in their profession, but don't need or want an Associate degree.

4. Provide alternative scheduling of courses that are more compatible with the schedules of those non-traditional students, many of whom are already working different shifts in the profession.
5. Continue to develop additional online courses.
6. Continue to upgrade the program and to add and delete courses where needed.
7. Develop brochures for the CRJ program.
8. To develop an internship handbook, so that students will understand the nature and importance of the internship as well as the expectations of the instructor.
9. To evaluate the program to make sure that it meets the standards for the workforce and transferability to the senior institution.
10. To survey the community to see if there is a need to develop other certificate programs in this area.