

Academic Program Review for Criminal Justice

Lane Community College

DRAFT

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Program Overview

Mission and Vision

The program presently lacks an official statement of its current mission and its vision for the future—a fact that will be discussed in more detail in the self-study portion of this report; however, the absence of documentation should not be mistaken for an absence of purpose or program self-identity.

By definition, the core purpose of any community college criminal justice program is to offer preparation for career employment in the criminal justice professions or a pathway to greater educational attainment in furtherance of a criminal justice career. The Criminal Justice program at Lane Community College is no exception in this regard, but it seeks, as well, to increase the knowledge, skills, and abilities of current criminal justice professionals and to prepare all students for meaningful civic engagement with issues involving crime, institutional and non-institutional responses to crime, and justice.

An Integral Part of Lane Community College's Mission

Lane Community College offers the only face-to-face, academic course of study in criminal justice in Lane County. As such, the Criminal Justice program is an important part of Lane Community College's mission to provide comprehensive, accessible, and quality educational opportunities. Criminal justice agencies have long acknowledged the importance of higher education to the development of a capable and professional workforce and look to community colleges, especially community college criminal justice programs, as both a professional development resource and recruitment pool.

Shared Core Values

The set of core values that underpin Lane's strategic plan are, in most ways, a mirror reflection of those that underpin the criminal justice system. Values of learning, diversity, innovation, collaboration and partnership, integrity, and accessibility are each embedded in the content of every course in the curricula, discussed in class at length, modeled by the program's faculty—both through the experiences they bring to those discussions and by their conduct and interactions with their classes.

Alignment with Lane's Core Themes

The Criminal Justice program supports Lane's commitment to community engagement through both its academic curricula and advising, providing assistance to agencies,

professional development training and professional educational guidance to working professionals, preparation and guidance for individuals seeking a career in criminal justice, and a recruitment pool of well-educated, capable graduates for the local workforce. This commitment to community engagement extends beyond the classroom: the program facilitates the use of Lane's facilities by criminal justice agencies and organizations for the purpose of multi-agency training, meetings, and community presentations. The Program offers support to the Reserve Police Officer Academy, which is held annually on Lane's main campus, and Program faculty offer their expertise and services as guest speakers and professional development instructors both locally and throughout the state.

The Criminal Justice program additionally supports the college's emphasis on accessible and equitable learning in several ways. First, through its recruitment efforts, the program actively encourages students of every background, especially those of demographic groups that are under-represented in the criminal justice field, to consider a course of study and career in criminal justice. Second, the program provides assistance to all students by informing and directing students to the many resources on campus that provide guidance and material support. Finally, unlike similar programs at some of the other Oregon colleges, Lane's Criminal Justice program does not discriminate against students based on past conduct, medical conditions, or other considerations that disqualify them from employment in certain criminal justice professions. There are many reasons, other than employment in a law enforcement or corrections field, that lead students to take coursework or pursue a degree in criminal justice. The Criminal Justice program seeks to serve all students, regardless of their goals.

In accordance with the college's emphasis on high-impact practices, the Criminal Justice program incorporates cooperative education internships as a required component in both the AAS degree and 1-year certificate. These internships are also available to other matriculated students who have completed the prerequisites.

The program's faculty model Lane's dedication to providing a quality educational environment. Nearly all of the Criminal Justice program faculty are either current criminal justice professionals or former criminal justice professionals who maintain certifications and vocational currency through regular professional development training. Some of the faculty additionally seek out and participate in training and other workshops that address pedagogy and the scholarship of teaching and learning.

The Program further supports the institutional priority on relevant and rigorous curricula. The criminal justice degree and certificate programs were historically designed for the purpose of meeting specific needs in the labor market. As those needs have changed, the

program has undertaken efforts to re-organize and strengthen the course and program curricula.

The criminal justice profession is a diverse conglomeration of professions and support positions that require varying levels and kinds of education. The degree and certificate options offered by the Criminal Justice program are not appropriate for every student, so the program is equally committed to providing initial direction and ongoing professional advising for students at Lane, regardless of their official degree path. Furthermore, in keeping with Lane's mission to be the *community's* college, the program encourages Lane alumni to consider the college, and especially the Criminal Justice program and its faculty as permanent resources they might rely upon as they advance in their careers.

Organizational structure

The Criminal Justice program is a small CTE program, housed within the Social Science Division. There are currently seven faculty--a full-time lead instructor/program coordinator and six part-time instructors. The full-time faculty member's contract is split between teaching and program coordination for the Social Science Division (.6 FTE) and coordinating internship placements in criminal justice, political science, and pre-law for Lane's Cooperative Education Program (.4 FTE). All administrative support for the program is provided by an administrative coordinator and an administrative specialist, both of whom provide support for the entire division, consisting of thirteen programs and disciplines. The Division Dean manages the scheduling of classes and hiring of instructors for the criminal justice program in consultation with the Program Coordinator.

Faculty

Criminal justice course offerings reflect the interdisciplinary nature of the criminal justice system and a number of courses require specialized education and training. All criminal justice faculty are well-qualified to teach in their specialized areas, hold a Master's or Juris Doctorate degree in a relevant subject, and possess considerable professional experience.

Criminal Justice Program Faculty Breakdown

Status	Professional Experience	Instructional Subject Area	Hired
FT	Police Officer/Criminal Investigator	Criminal Justice/Law Enforcement/Criminology	2016
PT	Police Officer/Police Chief	Criminal Justice/Law Enforcement	1978
PT	Criminal Prosecutor	Criminal Law	1993
PT	Medical Examiner	Forensic Science	2018
PT	Juvenile Probation Officer	Juvenile Justice	2015
PT	Juvenile Probation Officer	Juvenile Justice	2015
PT	Drug & Alcohol Counselor	Narcotics & Dangerous Drugs	2017

Recent Personnel Changes

In 2016, the program underwent a major change in staffing with the retirement of the program's long-time coordinator, John del Nero and the hiring of a new coordinator, Caoimhin OFearghail. The transition involved bringing in the new coordinator three weeks prior to John del Nero's departure and the overlap allowed for greater continuity—especially with regards to the program's relationship with local criminal justice agencies. This allowed provided an opportunity for the outgoing coordinator to share his considerable institutional memory, which would have otherwise been lost to the program.

Conversely, the manner in which this transition was carried out did cause some disruption to the program as well. As part of a his anticipated retirement, John del Nero taught progressively fewer courses over his final two years as the Program Coordinator, before retiring and agreeing to continue for one more term in a part-time faculty status as the Cooperative Education Coordinator. This meant that for two years, some of his teaching load was temporarily shifted to part-time instructors and in his last three months at the college, he taught no classes at all. During this transitional period, the program lacked its lodestar—a full time instructor with whom every student in the program took multiple classes and whom students identified as an obvious point of contact for professional advice and academic guidance. There is no evidence that this vacuum was causally related to the declining enrollments during this period—especially when one considers that enrollments were declining across the institution; however, the “absence” of a coordinator did affect individual students enrolled in the program, many of whom had little sense of criminal justice as a program, even as they neared completion of their degrees.

A second major personnel change occurred in early 2017, when the lead instructor of the program's popular forensic science class notified the program that she would be moving, and therefore, no longer able to offer the course. Though she was a part-time instructor

who co-taught a single course for the program, her departure was significant because of her longevity (she had been teaching the same course for the college since 1996) and because her course was one of the program's most popular offerings. After two unsuccessful position searches for a new instructor, the college finally identified and hired a qualified candidate who was already teaching part-time for the college in another division.

Program Description

At many community colleges, criminal justice is viewed as a Career and Technical Education (CTE) program, designed for students who plan to enter the workforce upon completion of a specific program of study. Most community college criminal justice programs, however, only offer transfer-level courses and are designed with the expectation that many who complete a two-year degree in criminal justice will immediately, or at perhaps at some point in the future, continue on to pursue a Bachelor's degree.¹ Lane's Criminal Justice program conforms to this general pattern: it is a CTE program that offers only transfer courses.

To understand how Lane's Criminal Justice program fits into the college's over all educational mission, it is important to note that unlike other CTE programs, the AAS does not prepare or certify the student for any particular job. Instead, it provides a basic two-year degree for positions for which a two-year degree is required or preferred. Rather than providing practical, content-based skills that will be used on the job, the AAS provides the general skills associated with a liberal arts education, using content that is more relevant to the student's career goals and interests. For a segment of the student population, the availability of this content is tied to student success and critical to ensuring retention and completion rates.²

¹ This duality of purpose explains why some colleges house their criminal justice programs with other CTE programs such as Fire Science and Emergency Medical Technician while others, like Lane, house them with the social science disciplines. Regardless of how community college criminal justice programs fit into their institution's organizational structure, they all share this dual purpose.

² This assertion is not based on any specific studies of criminal justice students, but rather a common and common sense understanding of the process of learning: specifically, we are more likely to pursue educational topics that are of interest to us or which are relevant to accomplishing our goals. We are also more likely to pay attention to and do well in those subjects. This understanding is borne out by considerable anecdotal evidence, which the author of this report observed in over two decades of teaching.

Associate of Applied Science in Criminal Justice

Currently, the program's only criminal justice degree, an Associate of Applied Science (AAS) degree in Criminal Justice, was designed to meet the needs of those who needed an Associate's degree to enter the workforce, those for whom an Associate's degree would make them more marketable in the workforce, and those who pursuing a Bachelor's degree after completing their general education requirements at Lane. Because it is a CTE degree, the AAS includes less stringent math, arts and letters, and physical science requirements than those required for transfer at the junior level: specifically, the degree requires completion of intermediate algebra or higher and just two courses each in the arts and letters and physical sciences.

On the other hand, students must complete a general education curriculum that emphasizes writing, communication, and social science—particularly sociology and political science—and which includes one course each in computer science, health, and human relations. The criminal justice curriculum is not tailored to any specific area of study but rather provides a five-course introduction to the organizational elements of the criminal justice system, the study of crime and criminal behavior, criminal law, and criminal justice-related interviewing. Students are also required to complete six credits of co-operative education in criminal justice and two elective courses from a prescribed list of criminal justice-related coursework. That list is rather limited but includes courses in juvenile justice, sociology, forensic science, drug use. In total, students are required to complete 100-102 credits for the AAS and must pass all criminal justice coursework with a C or better.

The AAS curriculum was designed in such a way that it could be aligned with the AAOT in order to serve transfer students. If classes are judiciously chosen from the AAS requirements, it is technically possible under the current requirements for a student to earn both degrees with the completion of just one additional course in math. The Criminal Justice Program Coordinator and the academic advisors for Social Science regularly advise students who enroll in the AAS program to enroll in the AAOT as well and provide guidance on how to most effectively schedule classes to expedite completion of both degrees while minimizing the total cost to the student.³

³ AAS students are encouraged to enroll in both the AAS and the AAOT because the criminal justice professions generally incentivize higher levels of education. Many criminal justice professionals eventually pursue a Bachelor's degree for increased pay, promotional opportunities, or provides criminal justice professionals with more flexibility, options, and opportunities.

AAS Degree Outcomes

The student who successfully completes all requirements of the degree will be able to

- apply sociological theory to better understand criminal behavior;
- describe the dynamics of interviews and interrogations in investigations;
- explain the nature of public safety career paths and their own qualifications for various careers in criminal justice;
- express a thorough knowledge of the criminal justice system;
- formulate questions that can be addressed with data and collect, organize and display relevant data to answer them;
- qualify for education requirements for entry-level public safety careers;
- understand the importance of inter-disciplines and the need for a well-rounded education in public safety; and
- use appropriate library and information resources to research professional issues and support lifelong learning.

Certificate in Juvenile Corrections

The Criminal Justice program also offers a one-year, 54-credit Certificate in Juvenile Corrections. This was originally envisioned, designed, and implemented in the late 1990s as a statewide certificate by the Statewide Juvenile Corrections Certificate Consortium, of which this program is a member, in coordination with the Oregon Youth Authority (OYA). The Certificate was specifically intended to prepare graduates for entry-level employment with the OYA as a Group Life Coordinator 2 (GLC 2). The curriculum provided a broad-based curriculum in criminal justice, human services, and psychology, which prepared graduates to work directly with juvenile offenders in a variety of settings, not only with OYA, but with other public, private, and non-profit agencies/programs as well.

Certificate Outcomes

The student who successfully completes all requirements of the degree will be able to

- effectively supervise juvenile offenders;
- monitor and ensure a safe environment for juvenile offenders;
- provide support services to juvenile offenders; and
- provide social and life skills training to juvenile offenders.
- assist in the treatment process and provide crisis intervention with juvenile offenders.

The primary value of the certificate, however, was in the hiring advantage it provided applicants for the GLC 2 position. The OYA was the only employer who provided this advantage. Applicants who possessed the certificate were automatically assigned 100 points for the initial written test, insuring that they would advance to the next stage of hiring process. The OYA later modified the application process for this position and began providing the hiring advantage to applicants possessing an Associate of Applied Science in Criminal Justice. Additionally, by 2010, some OYA sites seemed unaware of this policy and provided no special consideration to certificate holders.

Several of the colleges that offered this certificate have since eliminated it including Portland Community College, Rogue Community College, and Southwestern Oregon Community College. In 2016, the remaining members of the Consortium initiated discussions with OYA to update the curriculum, bring all colleges back into compliance, and receive assurances that the certificate would still confer a hiring advantage for applicants. After some discussion, OYA ultimately indicated it was no longer interested participating in the process of creating a uniform curriculum and did not commit to honoring the hiring advantage for holders of that certificate. As a result, in 2017, the Consortium voted to dissolve itself, freeing colleges to eliminate or continue offering the certificate and to alter the curriculum as they see fit.

Community Service

The Criminal Justice program serves as an administrative point of contact to provide assistance arranging for facility scheduling and logistical support for criminal justice agencies and organizations that use the campus for professional training, meetings, and public educational events.

Students served

The Criminal Justice program at Lane Community College, like its counterparts at most other community colleges, serves multiple student populations. In order to better serve all students on campus, whatever their reasons for enrolling in criminal justice coursework, students on campus can be classified into the following six types, grouped by their overarching educational goals, their purpose in taking a given class, and/or their motives for taking a given class.

Educational Goal

1. Two-year degree-seeking students (CTE students)
2. Four-year degree-seeking students (transfer)

Purpose

3. Criminal Justice professional track
4. Criminal Justice educational track

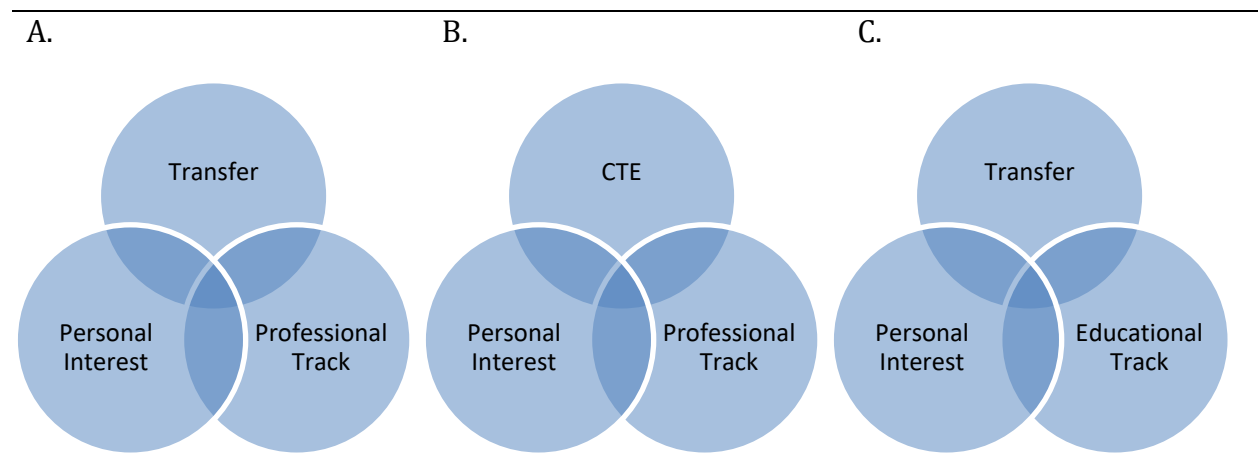
Motivation

5. Personal interest
6. Professional development

A small number of students, typically non-matriculated students, are only associated with one type. For instance, a police officer might enroll in a forensic science class solely for its professional development value while a retiree might enroll in the same class out of pure interest in the subject. In most cases, however, students will fall into three or more categories.

Based on informal polling of students over the past two years⁴ as well as a more formal survey administered to criminal justice students in winter and spring terms, 2018, most of the students fall into the following three groups:

- A. Students enrolled in the AAS who are preparing for a criminal justice career and have a high degree of interest in the subject.
- B. Students enrolled in the AAOT who plan earn a Bachelor's degree in preparation for a criminal justice career and who have a high degree of interest in the subject.
- C. Students enrolled in the AAOT who plan to earn a Bachelor's degree in another area but are taking a particular class out of personal interest.



⁴ The Program Coordinator informally polled students in every section of CJA 100, 101, and 110 held from spring term 2016 through spring term 2018, as well as students in every section of CJA 213 held from fall term 2016 through spring term 2018.

Criminal Justice Program Advisory Board

The Criminal Justice program is served, in principle, by an advisory board comprising the heads of each of the law enforcement agencies in Lane County, the Director of Lane County Parole and Probation, the District Attorney, and the head of Sponsors (a resident offender re-entry program). This advisory board does not function as an autonomous committee as envisioned by the college's advisory committee handbook. The board does not actively recruit and select its own membership, limit the time a member can serve, or meet regularly to conduct and of the recommended functions of such committees as outlined in the advisory committee handbook.

Its membership is perhaps too narrowly represented by law enforcement—a fact that reflects the history of community college criminal justice programs, the most visible component of the criminal justice system, the traditional interests of criminal justice majors, and the professional area of criminal justice with the most job prospects. In soliciting these particular members, the criminal justice program was also able to use the advisory board as a means to promote the co-operative education program and strengthen relations with the agencies who were best able to employ interns and who historically did so.

In early 2017, the Program Coordinator contacted members of the board—as identified by the college's records—and learned that some of those listed as members were unaware of the fact and had never attended a meeting. Several others described the recent history of the board and explained that it rarely met. All of those listed as current members expressed a willingness to serve on the board. The Program Coordinator, however, decided not to re-establish or reconvene the board until the program completed first-year program review and discuss the appropriate organization, responsibilities, and requirements of such a board with college administration.

Professional Memberships

The Criminal Justice program is a member of the Oregon Association of Criminal Justice Educators—a consortium that promotes and supports best practices in criminal justice education, student success, community partnerships, and professionalism in criminal justice related occupations.

Admission and Enrollment

Who can take criminal justice classes?

Admission to the Criminal Justice degree and Certificate programs is completely unrestricted and there is no formal application process. Any student may enroll in either program irrespective of their employability and CJA-prefixed courses are open to all students regardless of the students' enrollment status or documented program of study, subject only to prerequisite requirements. Co-operative education courses require the successful completion of two prerequisite courses and may be limited by the availability of employers in any given term, but are otherwise open to all students.

Who takes criminal justice classes?

The Criminal Justice program curricula are not targeted at a specific group class of students though virtually all of the students who enroll in CJA courses are degree-seekers and all of the current classes are transferable so these factors largely dictate both the classes that the program offers as well as the content of those classes.

Most of the students who enroll in CJA courses are matriculated as criminal justice majors.⁵ The term "majors" is defined broadly by this program to include students enrolled in the Associate of Applied Science (AAS) in Criminal Justice and 1-year Certificate of Completion in Juvenile Justice, as well as students enrolled in the AAOT or AS with a designated area of interest in law enforcement and criminal justice, and in the AGS with a designated area of interest in juvenile corrections. Most of the students enrolled the AAS are traditional students. The Certificate in Juvenile Corrections attracts some older students who are seeking a career change and some who are products of the juvenile or adult correctional systems who were positively impacted by their experiences and desire to work in that field.

Neither of the programs, and indeed none of the CJA classes, are currently attracting active criminal justice professionals either for professional development or in pursuit of a degree.

Likewise, CJA courses do not appear to be attracting members of the community who might take such classes solely for personal enrichment.

⁵ The Criminal Justice program does not offer majors; however, the term is commonly used by faculty and students to describe their course of study in criminal justice—regardless of their actual degree and will be similarly employed throughout this report as a matter of convenience.

Most of the students plan to transfer to a college, either immediately following completion of their degree(s) at Lane Community College or at some point in the future after they have entered the work force. At least some of the students taking CJA coursework and who are enrolled in a program of study, plan to transfer before completing their degree, for a number of different personal reasons.

The Criminal Justice program has not collected data on initial enrollment (i.e. on students' first contact with the college and their subsequent registration or enrollment) and therefore has no knowledge of whether the support that students receive at this stage is sufficient. There is a general complaint by many on campus that upwards of 75 percent of prospective students are unable to enroll at Lane and ultimately do not attend. The program was unable to verify this claim but its existence nonetheless merits attention. Once enrolled, in criminal justice, students are offered a variety of assistance from academic advisors, Trio advisors, and the Program Coordinator.

When are criminal justice classes offered?

During AY 2017-18, the program offered 18 CJA courses, a third of which were offered in the evening. The ratio of daytime to evening courses was slightly smaller than the previous year due to declining enrollments. These do not include co-operative education courses or limited enrollment courses associated with the reserve police officer academy. The past schedule indicates that there was an effort to offer at least some sections of all CJA courses in the evening—presumably to better serve working students and particularly working criminal justice professionals. Only three CJA courses are not currently offered in the evening. All are currently taught by part-time instructors and the scheduling takes into account instructor availability.

Currently, the Criminal Justice program offers no hybrid, online, or other distance education classes.

Do criminal justice classes have to be taken in order?

The AAS is designed to be completed in two years, though realistically, even full-time students are hard-pressed to complete it within this period unless they take some coursework during the summer terms. The course catalog outlines a recommended sequence for both the general education and specific degree requirements. Students are not required to adhere to that guidance, and with the exception of course prerequisites, there are no course sequences. This allows degree seekers some flexibility, making the

program possible for students transferring in from other colleges and those who can only attend on a part-time basis.

Despite this practical reality, there are two courses (CJA 100 and 110) that together, provide an overview of the entire field of criminology and criminal justice. Conceptually, they are designed as a sequence and taking them in sequential order is highly recommended. It is not, however, required—presumably because of the program’s overall limited enrollments and a desire to make both courses more available to non-majors. This sequence tends to lead to confusion because it is not numbered ordinally (they are in fact separated by an unrelated course—CJA 101 Introduction to Criminology). Many students are often unclear as to whether they can take CJA 110 if they have not completed CJA 100. Non-majors are particularly concerned with whether they can pass CJA 110 without having first taken CJA 100 and will typically contact the Program Coordinator prior to enrolling in the course.⁶

How do students find us?

The Criminal Justice program does not currently have any high school articulation agreements in place. Anecdotal evidence suggests that most referrals to the program (as opposed to those who find it on their own) come from academic advisors and enrollment staff and to a more limited degree, from other faculty members. The Program actively recruits students through recruitment and career events both at Lane and at local high schools and is working to build a “word-of-mouth” reputation as a rigorous, quality program that offers intensive, individual educational and professional advising. Future assessments should demonstrate how well these efforts will work in the long run.

Why do students avoid us?

Criminal justice programs must contend with a sizable contingent of well-meaning parents, guidance counselors, and even police and corrections officers, who advise career-minded students not to pursue a degree in criminal justice. In some cases, particularly at the community college level and especially in rural areas, students who are interested in police or institutional corrections work are advised not to pursue a degree at all. The rationale varies: students are falsely informed that they will learn the same content when they go to the academy, that they should instead major in a “fallback” subject in case the criminal

⁶ It should be noted that one of the core criminal justice courses, CJA 110, is titled Criminal Investigations I. Despite the title, there is currently no follow-up course in criminal investigations.

justice career does not work out, and that agencies do not like to hire applicants with degrees in criminal justice. It is perhaps impossible to assess how many students are influenced by such advice and chose to forgo college or study another subject.

Similarly, much of the public—including many faculty, staff, and administrators at Lane—have little idea what the academic field of criminal justice entails or conceive of it as some sort of law enforcement academy. General lack of awareness and knowledge leads some students to overlook criminal justice as an option while searching for elective classes and likely drives others away.

The program has not attempted to collect data on these phenomena in any systematic way, but enough students and prospective students have raised their concerns about majoring in criminal justice, that one can safely say that it is an issue that needs to be addressed moving forward.⁷

Operational Environment

National Trends

Public Attitudes toward Police – The law enforcement profession has faced increased media scrutiny in recent years following revelations of police corruption, public perceptions that there has been an increase in officer-involved shootings, and high-profile incidents of police brutality. It is impossible to determine, based on currently available data, whether there is an actual increase in police corruption, officer-involved shootings, and police brutality, but it also immaterial because the public is currently reacting to their perceptions that such incidents are on the rise. What needs to be studied is the effect that public perceptions are having on the legitimacy and public stature of law enforcement organizations and the police profession in general. More to the point, are public perceptions of police driving away people who might otherwise consider pursuing a career in law enforcement? By extension, are the same public perceptions driving away potential criminal justice students either because they are not pursuing a career in law enforcement or because they incorrectly perceive the criminal justice degree to be preparation for such a career?⁸

⁷ Per conversations with criminal justice faculty at other Oregon colleges and universities, this is a statewide problem.

⁸ This is still a common misconception that has its roots in the early creation and development of criminal justice degree programs, especially at the two-year community and junior colleges.

Recent surveys indicate what past research has firmly established—namely that there is a wide discrepancy between how the public view law enforcement and how the police view themselves. The surveys, however, also reveal that the perception gap is widening and that the public is increasingly critical of the law enforcement profession. Overall, public confidence in the police is distressingly low for an institution whose function is to protect society. Gallup and Pew Research Center surveys conducted in 2017 found public approval of the police to be at 57 and 64 percent, respectively.⁹

That approval rating, however, varies significantly by race and ethnicity, political party affiliation, income level, and age. In general, blacks and Hispanics have much lower approval rates than whites and that approval rating does not improve much with income level. Poor whites, on the other hand, have significantly lower opinions of the police than wealthier whites. Democrats and 18-29-year olds also have significantly lower rates of approval for and confidence in the police.¹⁰

One poll has tracked public confidence in police since 1993 and has demonstrated a negative correlation between high-profile officer-involved shootings with public confidence.¹¹ This is in keeping with a 2003 Vera Institute study that found that public opinion of police was more influenced by negative encounters than by positive encounters.¹² However, the surveys suggest that there is no single reason or specific type of encounter that explains these gaps. Rather, they appear to be an aggregate of individual experiences and cultural differences of opinion regarding the function of police. As the police have historically represented the interests of older, affluent whites and until more recently, reflected white, male society, these results are not entirely unexpected. On the other hand, this presents a problem for police administrators who are attempting to increase public trust by recruiting a more diverse, cross-section of the communities they serve. It's even more concerning that the age group that least approves of the police, is precisely the one from which the police recruit. Since the police recruit from the same demographic that Lane Community College serves and since a majority of students enrolled in the program are pursuing a career in law enforcement, it is likely that the recruitment

⁹ Gallup survey, conducted June 7-11, 2017, <http://news.gallup.com/poll/213869/confidence-police-back-historical-average.aspx>; Pew Research Center survey, conducted Aug. 8-21, <http://www.people-press.org/2017/09/13/partisans-differ-widely-in-views-of-police-officers-college-professors/>.

¹⁰ Ibid.; Cato Institute. "Policing in America: Understanding Public Attitudes Toward the Police. Results from a National Survey" (December 2016), <https://www.cato.org/survey-reports/>.

¹¹ Gallup survey, 2017.

¹² Joel Miller, et al. Public Opinions of the Police: The Influence of Friends, Family, and News Media (Vera Institute of Justice, 2004).

problems experienced by local law enforcement agencies will reflect, to some degree, student demographics in the criminal justice program.

Public Perceptions of Policing as a Dangerous Profession – A related trend that might reasonably be expected to hinder enrollments is the public perception of the danger of working in law enforcement or corrections. A 2016 Pew Research Center survey found that 70% of the public believed that police work has become more dangerous. This percentage was higher compared with public perceptions in 2011.

Declining Crime Rate – Another national, as well as sub-national, trend that may affect program enrollments is the overall crime rate. The national crime rate has been decreasing since the early 1990s and is currently about 50% of its peak in 1991. Though police agencies continue to make the argument for greater resources, including more officers, the lower crime rates, in the context of state budget deficits, reduction in federal grants, and public attitudes toward police, make it unlikely that any sector of the criminal justice will grow. The labor market forecast supports this view (see “Employment Trends” below). However, what the labor market forecast does not appear to include is the reality that the two largest criminal professions—law enforcement and corrections—experience high turnover. This means that there remains plenty of opportunity for entry-level positions despite labor-market forecasts and hire-ability is positively tied to educational attainment.

State Trends

Marijuana Legalization – In 2015, Oregon legalized the possession and use of marijuana for adults, 21 years and older. The change in state law instantly placed state law in conflict with federal law, which places most public organizations that receive federal funding, such as community colleges and criminal justice agencies, in an awkward legal position. It has also created a confusing landscape for those aspiring to a career in law enforcement. While consumption of alcohol by adults 21 and older is not a bar to employment, ingesting marijuana products in any form continues to be. Past marijuana use is not necessarily disqualifying: individual agencies set their own thresholds regarding what usage they are willing to overlook in terms of how far in the past an applicant used marijuana, whether it was legal at the time, and the applicant’s frequency of use. Because law enforcement agencies recruit from all experiential backgrounds and age groups, it is reasonable to conclude that increased marijuana usage will result in both a shrinking of the pool of potential candidates and an evolution of local hiring policies. By extension, it has already changed the way in which the criminal justice program advises students and it will likely affect program completion rates in the short term. As the general population becomes more educated on the subject, the program will likely see a drop in enrollments. There is

currently no data from which to draw more concrete conclusions about the extent of the impact this change in law will have—either on criminal justice agencies or specifically on the program—but it will be important to measure and think of ways to mitigate its impact going forward.

Local Trends

New Leadership – There has been considerable turnover in the top leadership of Lane County’s criminal justice agencies over the past three years, including the District Attorney’s Office, the Oregon State Police Forensics Division, Lane County Youth Services, and eight of the county’s ten law enforcement agencies. Change in leadership often results in a change in the strategic direction of the agency and this can have both a direct and indirect impact on the relationship between an agency and the program. In some cases, the agency may decide that providing placements is not a worthwhile or feasible endeavor. In other cases, the criminal justice program may determine that the agency is no longer a suitable placement option. The turnover in leadership may have been more coincidental than indicative of a future trend; however, it was recent enough that it has disrupted relationships between those agencies and the criminal justice program and all sides are in the process of reassessing where and how internships fit into their organizations.

Recruitment Difficulties – Over the past few years, law enforcement agencies across Oregon, including those in Lane County, have experienced greater difficulty recruiting qualified candidates and retaining certified officers. This, in turn, has resulted in overall lower staffing levels, which affects the criminal justice program in several ways. Because law enforcement internships require substantial participation on the part of agency staff, lack of adequate staffing at a given agency will eventually force that agency to temporarily suspend its internship program. Staffing deficits, moreover, are not instantly resolved by hiring more personnel because new officers are required to complete a significant “field training” period that requires supervision by other officers. This too has a negative impact on an agency’s ability to offer internships. Lastly, the statewide recruitment and retention problem has had a ripple effect in some areas of the state. Lack of internship opportunities has caused some schools to drop cooperative education as a requirement of their programs. In Lane County, however, it has caused students at institutions in adjacent counties to travel further afield in search of internship placements. Students in the criminal justice program already compete for internships with students from Pioneer Pacific College, Northwest Christian University, and University of Oregon. In recent years, they have had to additionally compete with students from Linn Benton Community College,

Western Oregon University, Oregon State University, and Willamette University. Overall, this trend has resulted in fewer opportunities and options for students in the program.

Liability Concerns – Another phenomena (if not a trend) that has had an impact on internship placements has been the occurrence of employee misconduct. At several agencies in Lane County, high-profile cases of employee misconduct have exposed those agencies to liabilities and led them to reconsider some of their community outreach programs. In one case, the agency completely changed its policies and procedures to a degree that internships were no longer possible. Another agency ended its Explorer program—a hands-on career-oriented program (affiliated with the Boy Scouts of America) that gives young adults the opportunity to explore a career in law enforcement by working with local law enforcement agencies. No other agencies have ended their internship programs for liability reasons, but with the increase in awareness and media focus on government misconduct in all forms, and with the increase in litigiousness, some agencies may decide that the risk associated with internships outweighs the potential rewards.

College Trends

The college's enrollment fell from a peak, in 2011, of 15,532 full-time equivalent (FTE) to just 9,343 FTE in 2017—a 40% decline in six years. The college attributes that steep decline to a number of factors including a correlated drop in the unemployment rate, changes in federal financial aid policies, and increased competition from for-profit and online schools. Statistically, unemployment may be the biggest driver. Lane's enrollments, especially since 2011, positively correlate to unemployment (when the unemployment rate goes up, Lane's enrollments tend to rise and when unemployment declines, so do the college's enrollments). Given that the unemployment rate appears to be flattening, there is some hope that enrollments have flattened as well.¹³

Labor Market Forecast

Law Enforcement Outlook – The Oregon Employment Department projected that Lane County would see almost no growth (just .5%) in the total number of local law enforcement positions between 2014 and 2024. However, the department also project that 33 percent of all of the current positions would go vacant during that same period and need to be filled. This projection reflects the expected continuation of a statewide wave of retirements

¹³ Lane Community College Adopted Budget Document, Fiscal Year 2017-2018, https://www.lanecc.edu/sites/default/files/budget/fy18_adopted_budget_document.pdf.

and would result in a total of 147 positions that would need to be filled. Currently, agencies are struggling to fill vacancies as they occur due to a lack of qualified candidates. It is not uncommon for an agency to attract several hundred candidates for a handful of positions and still be unable to find enough suitable candidates for hire.

The chart below lists the educational requirements for each of Lane County's local law enforcement agencies as well as Oregon State Police and federal law enforcement generally.

Law Enforcement Educational Requirements across Lane County

Law Enforcement Agency	College Requirement
Eugene Police Department	3 years
Springfield Police Department	2 years for non-veteran applicants
Lane County Sheriff's Office	None/2 years preferred
University of Oregon Police Department	1 year
Florence Police Department	degree preferred
Cottage Grove Police Department	2 years preferred
Oakridge Police Department	Unknown
Coburg Police Department	Unknown
Oregon State Police	None
Federal law enforcement agencies	Bachelor's degree

Other Criminal Justice Occupations – The Oregon Employment Department does not provide information for most of the other relevant positions for which a criminal justice degree may be required or preferred. The U.S. Bureau of Labor Statistics lists a number of occupational groupings that include criminal justice specific occupations as well as occupations that often have a criminal justice nexus. The following list includes occupational groups that are most likely to require or prefer an Associate's degree or higher.

Law Enforcement

- Police and sheriff's patrol officers
- Fish and game wardens
- Private detectives and investigators
- Animal control workers
- Transit and railroad police
- Police, fire, and ambulance dispatchers
- Bailiffs

Corrections

- Correctional officers and jailers
- Social and human service assistants
- Other Community and social service specialists
- Rehabilitation counselors

Legal/Courts Administration

- Court, municipal, and license clerks
- Paralegals and legal assistants
- Other legal support workers

Security guards

- Gaming surveillance officers and gaming investigators
- Security guards
- Other protective service workers

Though there are no occupational outlook projections for these positions that are specific to Lane County, the U.S. Bureau of Labor Statistics does provide projections for these occupational groups at the national level. As the following chart demonstrates, nearly all areas of law enforcement, investigations, and corrections are projected to grow through 2026—albeit at slower-than-average to average rates—and all are projected to experience high rates of replacement compared to that of the average government position. This translates to more entry-level employment opportunity than the growth rate projections alone would suggest.

Nationwide Occupational Projections for Law Enforcement and Corrections, 2016-26

Occupational Group	Change	Avg. Annual Separations Rate	Avg. Annual Openings
Correctional officers and jailers	-7.7%	8.0	31,300
Fish and game wardens	4.3%	8.9	700
Detectives and criminal investigators	4.5%	6.2	7,500
Probation officers and correctional treatment specialists	5.7%	8.3	8,300
Transit and railroad police	6.3%	6.3	400
Police and sheriff's patrol officers	7.0%	6.3	49,500
Protective service workers, all other	8.4%	24.4	35,200
Animal control workers	8.5%	10.5	1,600
Private detectives and investigators	10.6%	9.4	4,500

Source: Employment Projections program, U.S. Bureau of Labor Statistics

Corrections Outlook – Correctional officers (i.e. prison and jail guards) are the only group expected to decline in total numbers—a total of 7.7 percent by 2026. This figure is somewhat misleading, however, because positive and negative changes in this workforce are ultimately tied to the physical institutions where they work. Prison and jail construction leads to an increase in the workforce. Consolidation, closure, and temporary reduction in capacity lead to a decrease. There are two significant correctional institutions

in Lane County—the Lane County Jail and the Springfield Municipal Jail.¹⁴ In 2017, both Lane County and the City of Springfield passed five-year levy renewals that would allow both jails to maintain its current capacity and staffing levels. In 2017, the City of Springfield additionally began accepting female inmates, which has created more local demand for female corrections officers.

Statewide, the number of inmates housed in Oregon's prisons was expected to grow 5 percent from 2015 to 2025. As the state's population is expected to grow 12.2 percent over the same period, the incarceration rate is projected to fall 6.7 percent. This modest decline is unlikely to have a significant impact on the state's total number of correctional officer positions.¹⁵

Other Hiring Considerations – It should be noted that labor market projections for law enforcement are not an accurate reflection of actual employment opportunity for program graduates. As a general rule, the smaller the law enforcement agency, the more likely it is to prefer or limit consideration to lateral applicants (experienced, certified police officers). Training entry-level police officers takes considerable time and is a costly process with no guarantees that the candidate will complete the training or that once complete, will remain with the agency long enough for them to recoup the cost. Agencies also tend to give preference to reserve police officers who, although they are not certified and cost the same as an entry level candidate to train, nonetheless have demonstrated commitment to the profession and provided agencies with an opportunity to assess them. What this means, in practical terms, is that despite the educational advantage program graduates have over other entry-level candidates, they are more likely to be passed over for more experienced candidates. A degree provides the greatest advantage in larger municipalities that hire enough officers on a regular basis that they cannot rely on lateral transfers and reserve officers alone and who, because they attract more applicants, can afford to require higher levels of education. Graduates who are willing to take a job in a larger agency, even if it means moving away for several years, are well-placed to return and compete for jobs at smaller agencies. So too are those who are willing and have the time to volunteer as reserve officers.

A third option for graduates is that they initially apply to work in a correctional capacity and then later apply for positions in law enforcement. At the Lane County Sheriff's Office,

¹⁴ The Florence Police Department operates a small municipal jail but only employs a single full-time employee to manage its operations and does not employ dedicated corrections officers.

¹⁵ Office of Economic Analysis, Department of Administrative Services. "Oregon Corrections Population Forecast" (October 1, 2015).

this is not only a recommended strategy, it is a requirement for those seeking an entry level law enforcement position. High turnover rates and high demand for corrections officers make this a less competitive option.

The degree, in this sense, does not guarantee one work in the field. It also does not, taken alone, give one a competitive advantage. Rather, the degree is one of many qualifications that taken together, greatly increase one's employment opportunities.

Political Trends

Gender Policy Changes in the Military – In 2015, the Department of Defense made a sweeping change in policy that allowed women to serve in combat roles. The police and corrections professions have long been open to women, however, both have remained predominately male professions despite efforts to recruit more women. In part, this is because of an institutional culture that holds to the belief that women lack the requisite strength and aggressiveness that it is further believed, is necessary to the work. Women who enter this culture have reportedly felt unwelcome. A broader cultural shift in attitudes toward gender roles in the military may have an effect on attitudes toward women and police work. At the same time, because military service and law enforcement are so often conflated and because they draw from or attract the same personality types, more women veterans may mean more interest by women in law enforcement or corrections careers.

Corrections Reform – The United States is widely considered to have the largest incarceration rate in the world and tops the list of nations with the largest population behind bars—both as a percentage of the overall population as well as in total numbers. It has become evident to the public and politicians alike that mass incarceration as public safety strategy is both a failure and fiscally irresponsible. In the past few years, there has been a growing, bipartisan support for broad sentencing and correction reform to address this problem. Though legislative reform efforts effectively stopped following the election of Donald Trump in 2016, Congress is likely to revisit them in the near future. Significant sentencing and corrections reform, which will involve less reliance on incarceration, is likely to result in more emphasis on community corrections and more corrections-related work that requires substantially more education than the traditional corrections officer.

Marijuana Legalization -- As more states legalize medicinal or recreational use of marijuana, a continuing federal ban on the drug becomes untenable. Most policy experts predict that it is only a matter of time before the federal government reclassifies marijuana from its current place as a schedule 1 drug under the Controlled Substances Act. Because marijuana is the most widely used illicit drug in the United States, such a change in national

policy could have significant financial repercussions for law enforcement agencies. Congress appropriates large sums of money each year to the war on drugs¹⁶ and the Drug Enforcement Agency, which administers most of that money, gives approximately a third of that funding out, in the form of grants, to local, regional, and state law enforcement entities. It is unclear what effects such a sea change in policy would have on the criminal justice system at the state and federal levels, but it is safe to assume it would have some effect. This is an expected change that the criminal justice program should follow closely in order to anticipate any negative consequences or opportunities.

Demographic Trends

The Criminal Justice program serves a mixture of traditional and non-traditional students, though a large majority are recent Oregon high school graduates. The U.S. Department of Education projects that nationwide, there will be no growth in the total number of high school graduates through 2023. Thereafter, it projects there will be a spike in high school graduates from 2024 to 2028 followed by a decline from 2029 to 2032. In Oregon, the growth from 2024-2028 is predicted to be a more modest 1.2 percent. The Department of Education further predicts an overall decline in white high school graduates and increase in Hispanic and Asian/Pacific Islander graduates through 2032. In the near long-term, the number of graduates will increase some over current figures but will flatten out.¹⁷

Technological trends

Ethical Considerations – The internet, social media, and smart phones have significantly increased public scrutiny of law enforcement and raise new ethical considerations. Moreover, hiring authorities are themselves scrutinizing social media postings of applicants and being used to screen out applicants. Use of these new technologies are likely to have consequences for those aspiring to or just entering the profession.

Training Considerations –When computers first began to be widely used by criminal justice agencies in the 1980s, educational institutions began to include basic instruction in computer operations into the curriculum. Lane’s current criminal justice, for instance, requires one course in computer science: CS 120 Concepts of Computing: Information Processing or higher. The applicability of computers to criminal justice has expanded

¹⁶ The combined federal drug control budget request for Fiscal Year 2018 was \$27.57 billion.

¹⁷ Institute of Education Sciences, National Center for Education Statistics, U.S. Department of Education. *Projections of Education Statistics to 2023*, 42nd ed., NCES 2015-073 (April 2016). Graduation numbers used in these projections do not track with Oregon Department of Education numbers.

exponentially since the 1980s but the Criminal Justice program has likely never made a systematic study of that component of the curriculum to determine its practicality to today's student or to the current environment.

Educational Options for Transfer Degree Students

The majority of the program's majors plan to transfer to a four-year school and program graduates have a number of options. Portland State University (PSU), Western Oregon University (WOU), and Oregon State University have extensive online offerings and it is possible to complete a bachelors at PSU and WOU entirely online. The Criminal Justice program currently has no articulation agreements with any four-year school.

Bachelor's Degree Granting Institutions

Portland State University	• Bachelors in Criminology & Criminal Justice • Online Bachelors in Criminology & Criminal Justice
Southern Oregon University	• Bachelors in Criminal Justice
Western Oregon University	• Bachelors in Criminal Justice
Pacific University	• Bachelors in Criminal Justice, Law, and Society
Oregon State University	• Bachelors in Sociology with a Crime and Justice option • Bachelors in Natural Resources with a Conservation Law Enforcement Undergraduate Option
Northwest Christian University	• Bachelors in Interdisciplinary Studies with an emphasis or minor in Criminal Justice
University of Oregon	• Bachelors in General Social Science with a Crime, Law and Society track

SWOT Analysis

Strengths:

- Societal Need/Desire for Criminal Justice Services – permanent demand for services and increasing desire for greater education and professionalism
- Effective Use of Limited Resources – Criminal Justice program's small footprint and effective integration of cross-discipline offerings
- Room for Growth – potential for expanded offerings to meet existing but unserved needs and interests
- Location – centralized location within the state and proximity to state capitol

- Agency Support – strong agency support for program’s mission driven in part by former graduates of the program

Weaknesses:

- Lack of Public Identity – internalized vision coupled and failure to communicate the program’s purpose to the larger community
- Lack of Data – limited access to detailed data regarding student admissions, demographics, enrollments, success rates, completions, and behaviors
- Lack of Degree Options – narrow and rigid program requirements limit degree applicability and general student interest
- Limited Depth of Faculty Pool – inability of current faculty to teach in multiple areas and failure to cultivate pool of future faculty

Opportunities:

- Local/Regional/State Labor Market – continued growth and occupation opportunities for the foreseeable future
- Articulation Agreements – potential articulation agreements with nine identified programs at seven Bachelor’s degree-granting institutions throughout Oregon
- New Criminal Justice Agency Leadership – potential for improved relationships and new collaborations

Threats:

- State/Federal Funding Reductions –continuing decline in state and federal funding of higher education
- Changes to State Law – effects of marijuana legalization on student employability
- Competition – competition from schools with better marketing, lower advertised costs, and/or online options
- Myths and Misconceptions – faulty assumptions about criminal justice studies and its applicability
- Changing Cultural Attitudes – declining public approval of and trust in the criminal justice system

Program Reflection and Assessment

In keeping with the timeless management principle “look before you leap,” the Program Coordinator made just one change during his first two years in the position: “human services” was dropped from the name of both the AAS degree in Criminal Justice and the 1-

year Certificate in Juvenile Corrections. Aside from shortening the title of each to a more manageable length, the change was meant to draw attention to the program's emphasis on criminal justice, make the subject easier to locate in the catalog, and provide the program with a sense of self-identity. The Program Coordinator purposefully avoided "fixing" perceived shortcomings in the program during this period in order to determine if there were valid reasons for these perceived shortcomings and in anticipation of the program review.

This report marks the first review of the Criminal Justice program under the newly instituted Program Review cycle and the first review conducted under a the current Program Coordinator. One of the first discoveries the program made during this process was that the program lacked a written record of its existence. There was nothing that might guide this review, provide a baseline for assessment, or offer direction for the future. That lack of documentation ended up defining the scope of this review, which is less an assessment of the program's current performance and more an inventory of its general features, operating environment, unique assets, and notable deficiencies.

Three areas in particular can be tied to multiple elements in the SWOT analysis above. These are program staffing, the program advisory board, and program curricula.

Program staffing

Overall, staffing is adequate to the task. There are sufficient faculty to instruct in all subject areas. The existing program faculty is capable of teaching additional sections to meet expanded enrollments and though lower enrollments have led to reduced teaching loads of part-time faculty, each faculty member has been assigned to teach at least one course per term. Faculty longevity, moreover, has made scheduling predictable.

A few faculty are qualified to teach in multiple subject areas but no faculty member is qualified to teach every course offered by the program. This is less a shortcoming than a reflection of the field of criminal justice studies, which is broadly interdisciplinary. In practical terms, this means that instructors are much less interchangeable. This posed a problem when the forensic science resigned from her position in 2017. None of the existing criminal justice faculty were qualified, by either education or experience, to teach forensic science. Despite sufficient advance notice, the Division was ultimately unable to find a replacement instructor and the course had to be cancelled.

The forensic science instructor's departure highlighted a couple of potential weaknesses in the existing curriculum:

- In a small program, the inability to offer a single class can have an outsized, negative impact on overall enrollment numbers.
- The long-term inability to offer a course that attracts non-majors can have a ripple effect on program matriculation (some students change their life goals and educational paths after exposure to new disciplines or topics).
- The long-term inability to offer a course that attracts non-majors can affect a small but otherwise efficient and profitable program to the degree where it is no longer financially self-sustaining.
- The inability to offer a course which serves as a core degree requirement ultimately disrupts scheduling and can create significant adversity or have serious financial aid impacts for individual students.
- The inability to offer a course which serves as a directed elective in a program with a limited number of courses, can disrupt scheduling and disappoint or alienate students.

The difficulties the program encountered upon the unexpected departure of its forensic science instructor and its attempts to find a qualified replacement serve as a reminder that the program needs to better plan for such contingencies in the future.

Program advisory board

The model advisory committee envisioned by the handbook appears to have been designed with vocational CTE programs in mind. Criminal Justice is often categorized as a CTE program and many people incorrectly assume that students in a criminal justice program are receiving practical training (such as they might in EMS or fire science). Criminal justice programs are really academic programs that, much like any other social science program, build on the student's writing, communication, and critical thinking skills. These are necessary as much for entry into the labor force as they are for transfer to a four-year institution. This means that some of the activities and services expected of the committee would not be relevant to a criminal justice committee. Moreover, a criminal justice advisory committee should be comprised of government or non-profit employees who will lack the time, resources, and perhaps even the legal authority to engage in some of the activities and services outlined in the handbook. From the perspective of criminal justice, advisory committees can only assist the college in a few ways. They can communicate current needs (i.e. what skills sets they are seeking), review curricula and make recommendations, give presentations, participate in campus career fairs, and accept students as interns.

The handbook's ideal committee membership includes representatives from "employers, supervisors, employees, and others who can address required skills, attitudes, and knowledge for particular occupations" and who "have expertise and experience in the particular area that the committee represents." In criminal justice, this list is necessarily limited to criminal justice agency leadership. Senior leaders are typically the only people positioned to make competent decisions about the skills, attitudes, and knowledge required for employment--if for no other reason than they are the ones making hiring decisions.

The handbook states that "candidates for membership" should "express a willingness to serve." Willingness to serve is perhaps the biggest hurdle. Leaders in such agencies already belong to an excessive number of committees and spend their days in meetings yet they rarely decline such invitations. The result is often lackluster attendance and participation.

The handbook's recommendations regarding the size and diversity of the committee and its requirements that members serve no more than two three-year terms seem unrealistic as they apply to the field of criminal justice. There are a limited number of criminal justice agencies from which to draw members and an even more severely limited number of potential candidates for membership from each agency. A criminal justice advisory committee, to be effective, should offer membership to every major agency (employer) in the college district. Relevant agency representation, rather than committee diversity and term limits should be the focus. Any other approach risks severing the bonds between the program and local agencies.

The handbook outlines an annual process that includes meeting once each term, additional communication between the Program Coordinator and the committee chair, and outside work by committee members. Among other tasks, committee members are expected to engage in an annual program curriculum review process and engage in annual recruitment of new members.

Though faculty are expected to engage in annual curriculum development, the reality is that an annual cycle is unrealistic. Most good instructors engage in continual development of their individual course curricula but lack the time to engage in the more formal annual review implied by institutional policy. Moreover, an annual review cycle leaves no time for proper assessment. From a practical standpoint, annual review of the program will cross the line from advising the program to working for the program. In my experience, this is the sort of agenda that will drive people away from the committee and reduce substantive participation.

The most realistic and productive model for a criminal justice Program advisory committee is one in which membership is fixed and based on achieving broad representation of

criminal justice stakeholders rather than the more general goal of inclusivity. This approach has a number of benefits. It would prevent the membership from becoming unbalanced in favor law enforcement. It would also reduce the time and continual effort spent on recruitment and selection of new members. Finally, it would provide agency leadership the option of attend themselves, occasionally send someone else in their stead, or permanently assign an underling to attend. This flexibility would increase participation on the board.

Optimally, the board would meet twice per year and its meetings would be focused on program updates, building and maintaining relationships with criminal justice agencies, soliciting and discussing recommendations, facilitating curriculum development, improving existing and creating new cooperative education opportunities, and facilitating administration of the reserve officer academy (which is hosted at Lane).

Program curricula

The majority of criminal justice students indicate that they plan to transfer to a four-year school. The current AAS degree is not appropriate for those students. Alone, the degree requires an excessive number of credits to complete. When taken in concert with the AAOT—as many students do and are advised to do—it burdens students with unnecessary costs and may even impact some students’ decisions to attend school elsewhere. In addition, the degree is inflexible, which may limit student interest and which definitely limits the program’s ability to attract new majors and non-majors whose interest in criminal justice topics deviates from the programs current offerings and curriculum. The program should evaluate the overall practicality of designing and seeking approval for adding an AS degree to the program, which can then be more effectively and directly articulated with Oregon four-year institutions.

As discussed above (under Program Overview), the 1-year Certificate in Juvenile Corrections no longer provides a hiring advantage to applicants for positions with the Oregon Youth Authority. For all intents and purposes, a one-year certificate is insufficient for any professional position in juvenile corrections and the cost of obtaining the certificate is not justified by the potential salary of positions for which it might offer a hiring advantage. Given that the certificate does not and never has attracted a large number of students and the program boasts very few graduates, it is clear that the program is not viable. It further commits both the Human Services and Criminal Justice programs to offering certain courses, even when those courses are low enrolled. The program should be eliminated and the program should undertake a review of the criminal justice courses

required under the certificate to determine if they should continue to be offered or replaced with other elective offerings.

Issues/Questions for Self-Study

Lane's Criminal Justice program is small. It was noted earlier in this report that the program is staffed by a single full-time faculty member who serves as the lead instructor and Program coordinator. As that faculty member is relatively new to Lane, having taken over the program in 2016 and lacking institutional memory of its development, it seemed appropriate that the initial program review focus on gaining a better understanding of the program: its mission, its curricula, and the student population it exists to serve. The self-study questions identified by the program reflect this focus:

1. Is the mission of the Criminal Justice program appropriate?
2. Are the Criminal Justice program curricula appropriate?
3. Who are the students in the program and what are their needs?

Is the mission of the Criminal Justice program appropriate?

The term appropriate, in this context, carries a few different meanings. First, there should be agreement between the program's mission and the program's primary function, which involves instruction. To be "appropriate" then, the program's curricula—from the program, to the course, to the individual assignment—must align with the program's stated mission. Second, because the program exists within a larger institution, there should likewise be agreement between the program's mission and those of the Social Science Division and the college. Finally, appropriateness requires that the mission be focused, meaningful, and practical.

The program, as previously mentioned, currently has no formal mission. That is to say, the program's mission statement is not posted on a wall, in the course catalog, on program sheets, or on the institution's website. Nor does it seem to be filed away in a cabinet somewhere or recorded with another office.

This does not mean that the program lacks purpose or that it has been operating in a haphazard manner. Indeed, conversations with the former coordinator, John del Nero, indicated that the program had a strong sense of identity and its proper role in the community. Undoubtedly, this sense of identity shaped and informed the direction of the program. Moreover, the program functions in accordance with this sense of identity and

does so in ways that are consistent with and support the college's mission, core values, and core themes (as detailed above under Program Review).

Without an actual mission statement, however, it is impossible to demonstrate that the program continues to function as intended, or conversely, whether the intended purpose still appropriate. The lack of a declared mission also means that the program cannot effectively communicate its purpose to students, the college, and the community at large.

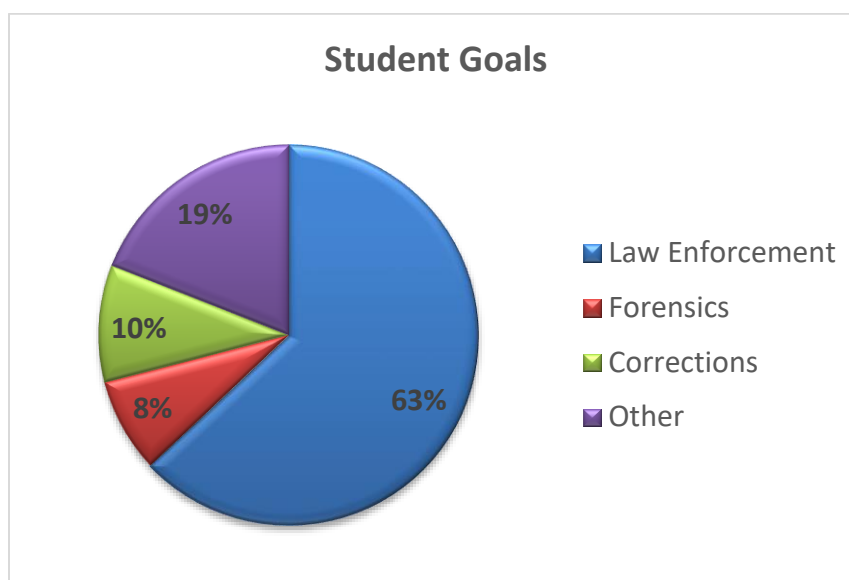
Are the Criminal Justice program curricula appropriate?

Are the curricula relevant to current needs of the workforce?

In spring and summer 2016, the Program Coordinator met with agency heads at Springfield Police Department, Eugene Police Department, Lane County Sheriff's Office, Cottage Grove Police Department, and the Springfield Division of the Oregon State Police. A concern they all shared was the lack of writing skills exhibited by recruits and new officers. In fall 2017, the program conducted two separate surveys—one of agency leadership and the other of agency personnel—to identify general attitudes toward education and the specific needs of the workforce. Response was extremely low for both surveys and neither provided information that could be considered representative or useful for curriculum planning.

Do the curricula support student goals?

From AY 2016-17 through AY 2017-18, students in every section of CJA 100, CJA 101, and CJA 110, and all but one section of CJA 213 were asked to share their career goals as part of the first-day course introductions. Of the students who self-identified as criminal justice majors, nearly two-thirds identified a career goal or interest in law enforcement.



Do the curricula contribute to the College's strategic plan?

The Criminal Justice program's curricula embody Lane's core values, but they have not yet been structurally aligned with the College's Core Themes in a demonstrable way. The Program is currently working on addressing that deficiency. The Program has also engaged in other efforts supportive of the college's strategic plan, particularly in the areas of assessment and access:

- The Program Coordinator participated in a Scholarship of Teaching and Learning seminar in winter term 2017 and began employing a more scholarship-centered, inquiry-based approach to curricular evaluation and improvement.
- As evidenced by its early participation in the Lane's program review process, the Criminal Justice program is committed to incorporating systematic assessment into its curriculum review process.
- The Program experimented with Open Educational Resource (OER) materials for its Introduction to Criminal Justice sequence, CJA 100 and CJA 110 and used those materials in lieu of a traditional textbook for five terms. The Program is continuing to explore to expand its use of OER materials for other courses in the near future.
- Will begin development of an online section of CJA 101 Introduction to Criminology for deployment in winter term 2019.

Does the program provide adequate and clear academic guidance to students?

Academic guidance, in this sense, refers to the advice the program provides to students in terms of what degree programs, courses, and sequential order of coursework will be most appropriate for students from the perspective of their individual educational and professional goals. The Program provides academic guidance to students in the form of individual advising and more general written guidance—particularly in the form of program sheets and course catalog language. Whether the program is doing an adequate job of providing this guidance is difficult to determine. Surveys suggest that students are satisfied with the amount of guidance they receive; however, other factors, seem to indicate that students do not receive enough guidance. As was mentioned elsewhere in this report. Many students do not regularly seek out academic advising if at all. Some of the students who do receive regular advising nonetheless have difficulties understanding what is required of them or remain committed to a course of action even after being advised against it. Still others seem to over-rely on the advisor to tell them what to do and have little idea how their schedule, at any given moment, contributes to their overall degree progress. In the case of written guidelines, guidance could always be clearer. The Program

has identified and made changes to the catalog language but the way in which information is presented there (and by extension, the way it is presented in the program sheets) is somewhat limited by format requirements. The Program admittedly under-utilizes the institutional website as well as other forms of dynamic media.

How do the criminal justice course offerings compare to those of other Oregon community colleges and public universities?

Of the 17 community colleges in Oregon . . .

15 colleges have criminal justice programs.

14 programs offer AAS degrees.

- 11 programs offer a single AAS degree.
- 3 programs offer multiple AAS degrees.

7 programs offer a one-year certificate in Juvenile Corrections.

4 schools offer additional one-year certificates in the following areas:

- Criminal justice
- Addiction
- Corrections
- Law Enforcement

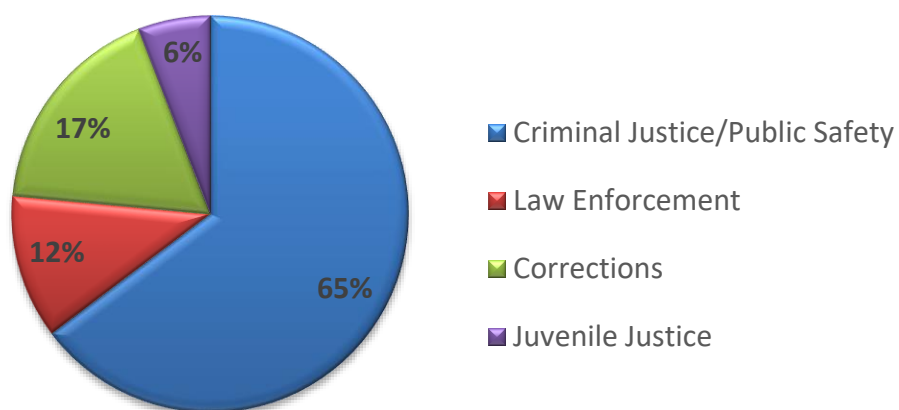
4 programs offer pathway certificates.

3 programs offer an AS degree that is articulated with at least one four-year institution.

1 program offers no degrees or certificates (it provides a recommended course plan for use with any of the institution's transfer degrees).

Lane's program offerings conform to what the majority of the community colleges currently provide.

Breakdown of Oregon Criminal Justice Programs offering the AAS, by area of Emphasis



The Criminal Justice program offers the following 12 courses on a regular basis. The start (★) indicates that the course is a core requirement of the AAS degree. In addition to the core courses, students must take 6 credits of directed electives. All of the other courses listed can be used to satisfy that requirement.

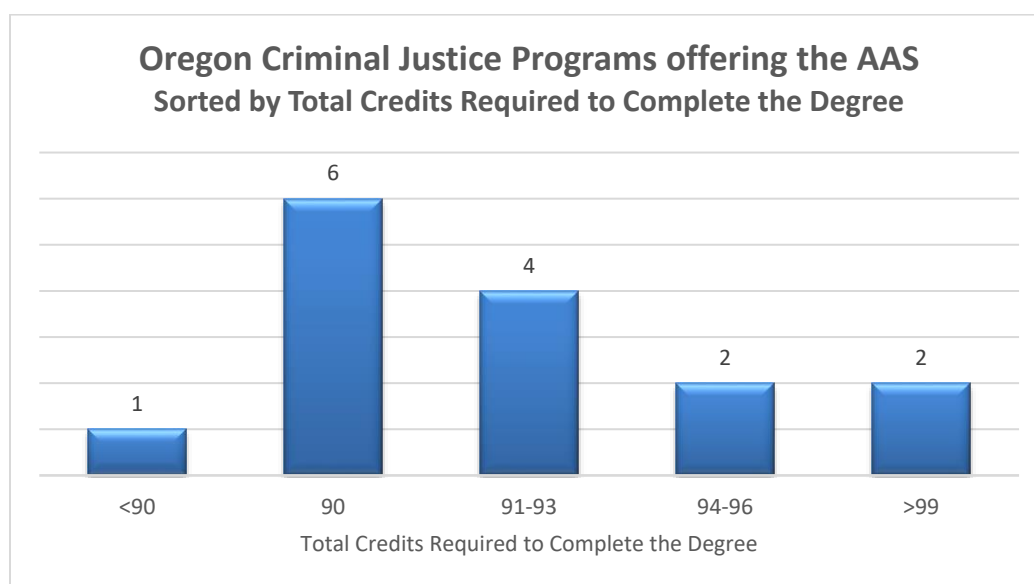
CJA 100	Introduction to Criminal Justice 1	★
CJA 101	Introduction to Criminology	★
CJA 110	Introduction to Criminal Justice 2	★
CJA 201	Juvenile Delinquency	<i>Core requirement for the Juvenile Corrections Certificate</i>
CJA 210	Criminal Investigation 1	★
CJA 212	CJ Documentation & Reporting	<i>Pending approval</i>
CJA 213	Interviewing and Interrogation	★
CJA 214	Introduction to Forensic Science	<i>Can be applied as a directed elective or lab science</i>
CJA 220	Introduction to Criminal Law	★
CJA 222	Criminal Law: Procedural Issues	★
CJA 232	Correctional Casework	<i>Core requirement for the Juvenile Corrections Certificate</i>
CJA 243	Narcotics and Dangerous Drugs	<i>No longer offered after 2017-18</i>
CJA 280	Co-op Ed: Criminal Justice	★

In addition, the following science and social science courses can be applied toward the degree.

CH 114	Forensic Chemistry	<i>Can be applied as a directed elective or lab science</i>
SOC 211	Social Deviance	
HS 102	Psychopharmacology	<i>Replacing CJA 243</i>

With the exception of CJA 210, CJA 220, and CJA 222, all of the core courses are offered at least twice per year—more if enrollments justify it. CJA 220 and CJA 222 are scheduled so that every student will have three opportunities to take either course over the span of their two years at Lane. CJA directed electives are currently offered once per year. All courses are offered on a predictable and published schedule.

Lane’s Criminal Justice program offers fewer courses than any other program in the state. On the other end of the spectrum, Chemeketa Community College lists 67 active courses in its 2017-18 catalog. Chemeketa, however, offers many non-academic training courses and is a statistical outlier. Excluding Chemeketa, the range of community college course offerings throughout the state is 12-30, with a mean of 21.



Due to their online reach, the criminal justice programs at Portland Community College and Chemeketa Community College may be seen as competitors to Lane. Linn Benton Community College is close enough to Lane that it may pull students from Lane’s program—especially those that live north of Eugene/Springfield. Likewise, Umpqua Community College (UCC) may attract those students who reside south of

Eugene/Springfield. It is unknown how many students Lane's Criminal Justice program might be losing to these three schools but it is likely negligible given that Lane is just as likely to be taking students from them.

Chemeketa and UCC offer unique options for students that may attract the traditional AAS student. Chemeketa has a dedicated campus for its public safety degree programs (Criminal Justice, Corrections, Law Enforcement, Fire Suppression, Fire Prevention, and Emergency Medical Services) and in addition to offering more traditional AAS degrees (in Criminal Justice and Juvenile Justice), the school offers two limited-admission programs in corrections and law enforcement. These programs provide a mixture of academics and practical, skills-based training for those who plan to directly enter the workforce upon completion of the AAS. UCC offers a similar mix of academics and practical skills training in its AAS. The school additionally runs an open admission Reserve Law Enforcement Academy and liberally allows coursework completed in the academy to count toward the AAS. Both Chemeketa and UCC restrict access to these programs to those who can pass a criminal history background check.

Residents of Florence are closer to the Southwestern Oregon Community College campus so it is likely that Lane is losing some commuter students to that school's criminal justice program.

In the Eugene/Springfield metropolitan area, the only competitor is Pioneer Pacific College a for-profit school that offers Associate's and Bachelor's degrees in criminal justice. Pioneer Pacific College no longer publishes details about either program but its course listing from 2010 indicates that it was standard academic program with a typical slate of courses. Anecdotal information suggests that the programs are expensive and the education is of poor quality. Still, the school's criminal justice program is attracting an unknown number of students that might otherwise come to Lane. They are one of the many schools that place interns with agencies in Lane County.

Who are the students in the program and what are their needs?

Institutional Research, Assessment & Planning (IRAP) provided some demographic information on those students who declared a criminal justice major. As of fall 2017, there were 75 criminal justice majors broken down as follows by their primary degree program.

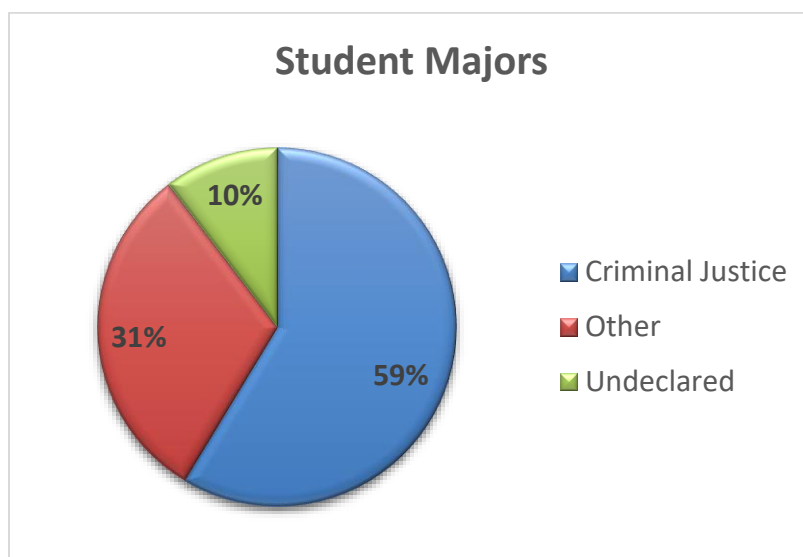
Transfer Degree	31
AAS	42
Certificate	2

Forty-one percent of these majors self-identified as female and 31 percent self-identified as non-white. They ranged in age from 17-58, with a mean age of 23.6. A quarter of these majors are first generation college students while just under quarter (23%) had some prior college. Just 3 percent are Pell grant recipients.

This differs somewhat from the student profile taken from an average of all criminal justice enrollments from summer 2013 through spring 2017. There was a greater gender balance in this group (47% female) but less diversity (22% non-white). A much higher percentage of these students (62%) were first generation, 32 percent had prior college, and 30 percent received Pell grants.

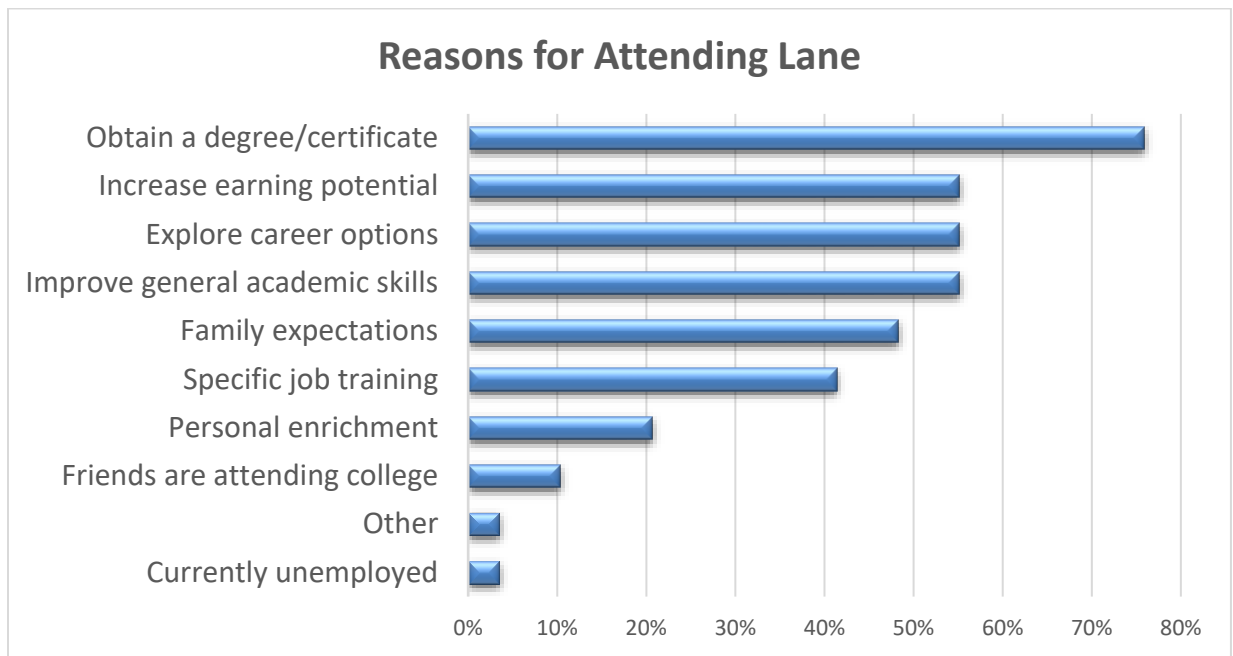
Some of these data point to the possibility that criminal justice is more likely to attract non-traditional students, but the data are too limited to make any valid generalizations about the type of student served by the program.

In addition to the data provided by IRAP, the program's student survey¹⁸ provided some additional information about the students who enroll in criminal justice classes. Of the student's surveyed, only a little more than half were declared majors.



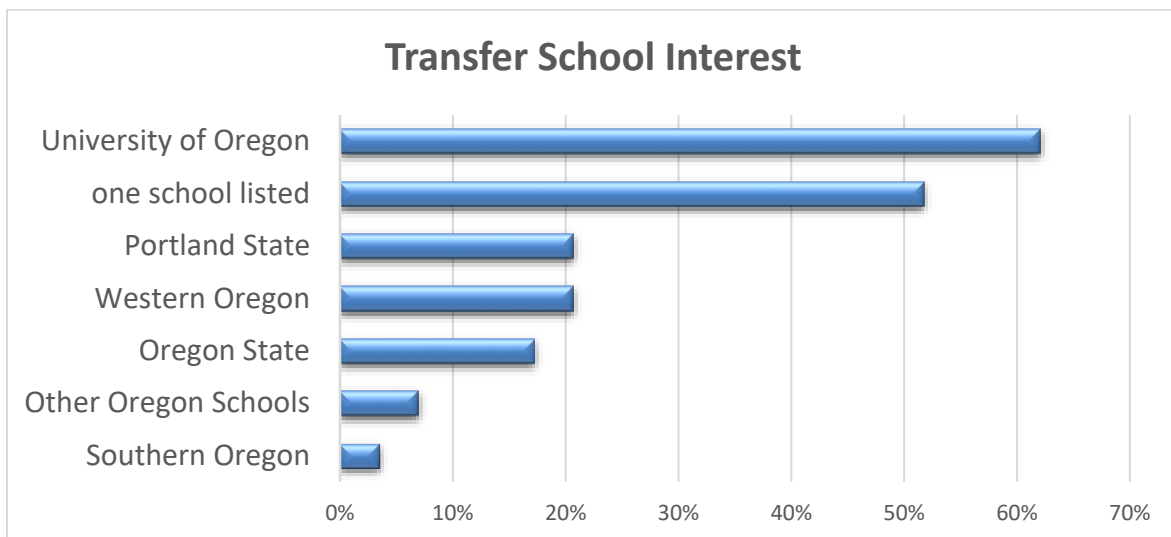
About half of students (52%) are from the local area and a third (31%) are from out of state. Based on the date they last attended high school, about three-quarters are traditional students, though nearly half (45%) completed some college credits prior to attending Lane.

¹⁸ See footnote 4.

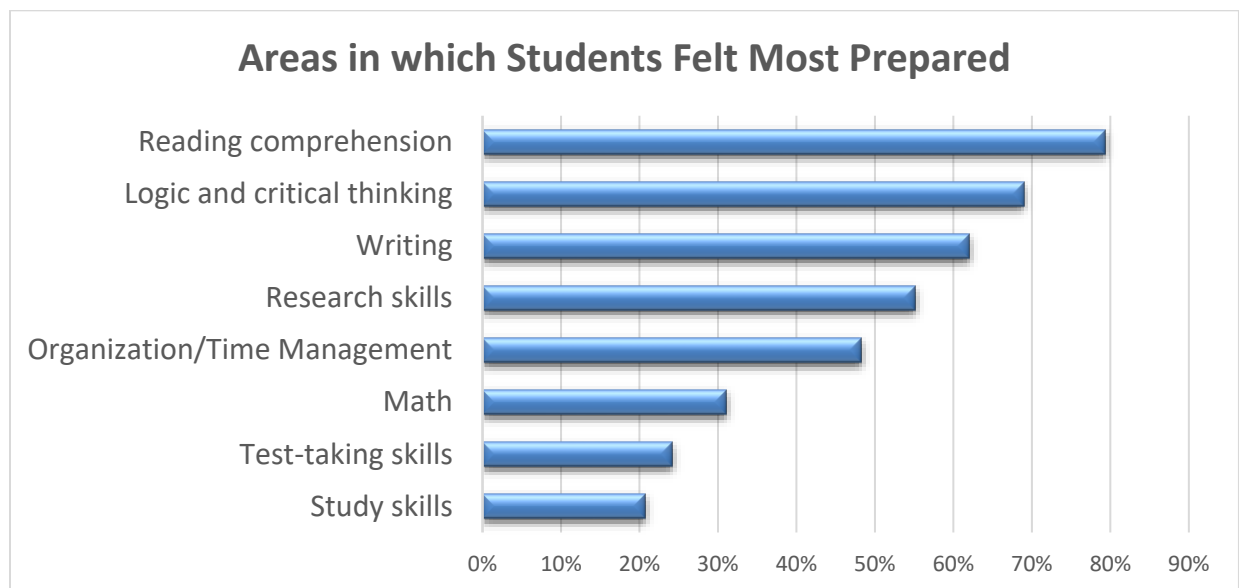
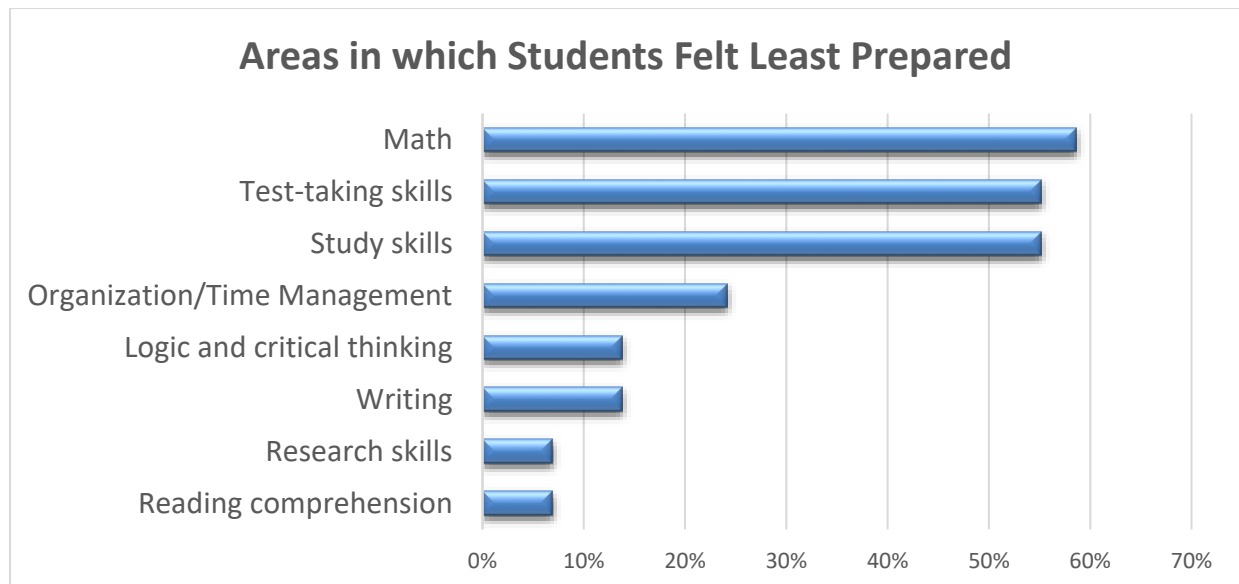


A large majority of students (83%) indicated that they planned to pursue a Bachelor's degree or higher. All of the criminal justice majors reported that they planned to transfer to a four-year school. Slightly more than half (52%) of the total students surveyed planned to study criminal justice or criminology and 59 percent indicated they planned to pursue studies in one or more of the following: social work, another social science discipline, pre-law, public policy, peace and justice studies; and forensic science.

Of those who plan to transfer, 90 percent plan to transfer to an in-state school. Half have not yet identified a specific school and listed two or more schools of interest. In all, 62 percent have identified the University of Oregon as a school of interest.

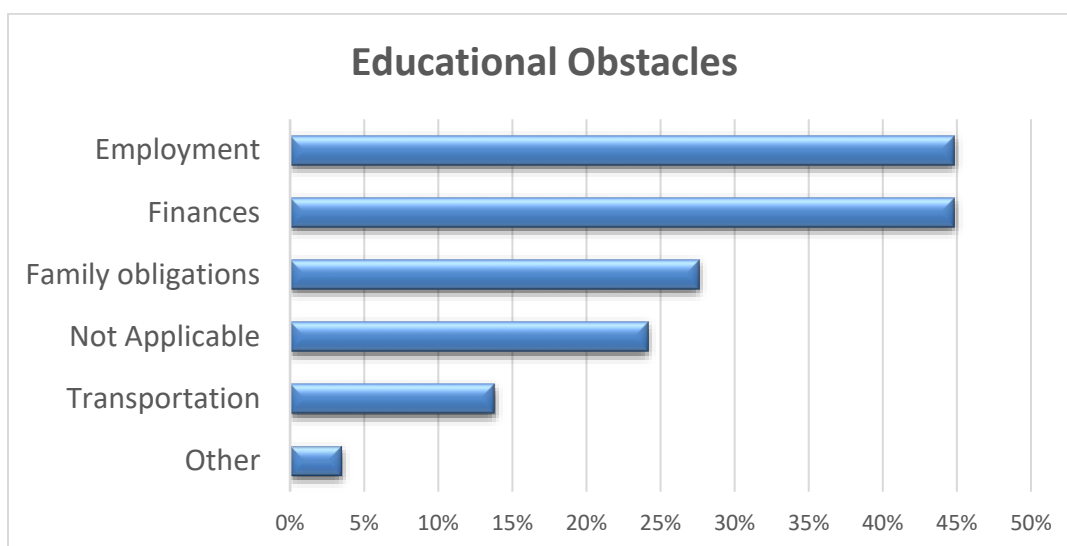


Student preparedness and study habits – Only 17% of the students surveyed reported that high school did not adequately prepare them for college but more than a third of students reported that they need to take developmental courses in math or writing. The need for developmental writing, in particular, does not square with the student’s own perception of their writing skills (see chart bellows).¹⁹



¹⁹ Approximately half reported that they did not need to take developmental courses in writing or math. The remaining one fifth did not know.

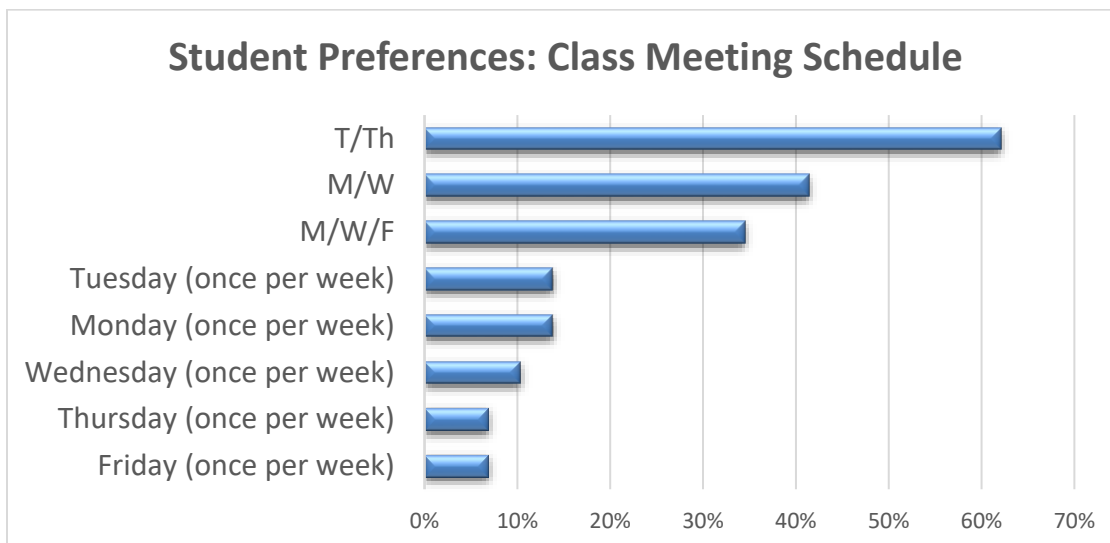
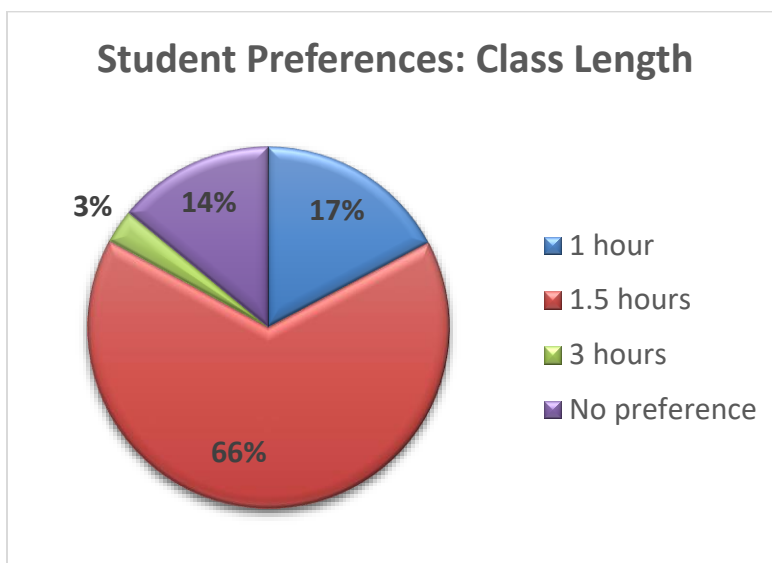
Approximately half of the students surveyed reported having difficulty with concepts and in response to another question, roughly the same percentage reported that they had difficulty keeping up with the workload. Students cited a number of external factors that negatively impacted their studies at Lane. Top among these were outside employment and personal finances (see chart below). However, an overwhelming majority (around 80%) of students reported that studying was a lower priority or that they did not manage their time well.



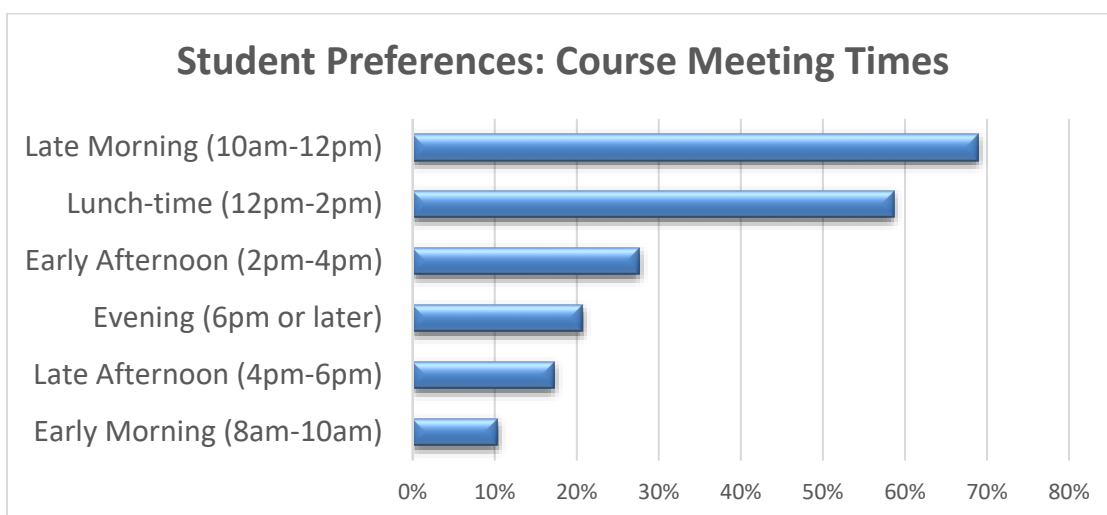
Are criminal justice courses appropriately offered and scheduled in a manner that increases access and convenience while reducing the time it takes students to complete a program of study?

It is difficult to determine whether the current course schedule has any effect on student access, convenience or completion times. Enrollments are currently very low but not unexpectedly so given the enrollment rates across the college. For the past two years, the program retained the schedule that was in place under the previous coordinator. That schedule offered each of the three highest-enrolled courses three times per year—two sections offered on a Monday/Wednesday/Friday schedule during the recommended term identified in the catalog, and a third trailer section offered during the following term as an evening class. Mid to late-morning classes tended to do the best, while afternoon and evening classes attracted slightly fewer students. However, as overall enrollments dropped, the enrollment gap between day and evening classes widened.

According to the student survey,²⁰ 93 percent of students typically take four or more classes each term. When asked to provide their preferred class delivery modes, 90 percent selected face-to-face. Some of those students, however, also selected more than one preference. Roughly a quarter (24%) indicated a preference for online courses and over a third (31%) selected the hybrid format. Approximately half of students indicated a willingness to attend classes at the downtown Eugene campus. Students appear to favor electronic over the physical textbooks. Only 7 percent of students regularly read physical textbooks. Desktops and laptops were the preferred electronic devices on which students completed assigned readings and assignments or engaged with Moodle.



²⁰ See footnote 4.



Do students in the program receive adequate academic and professional advising?

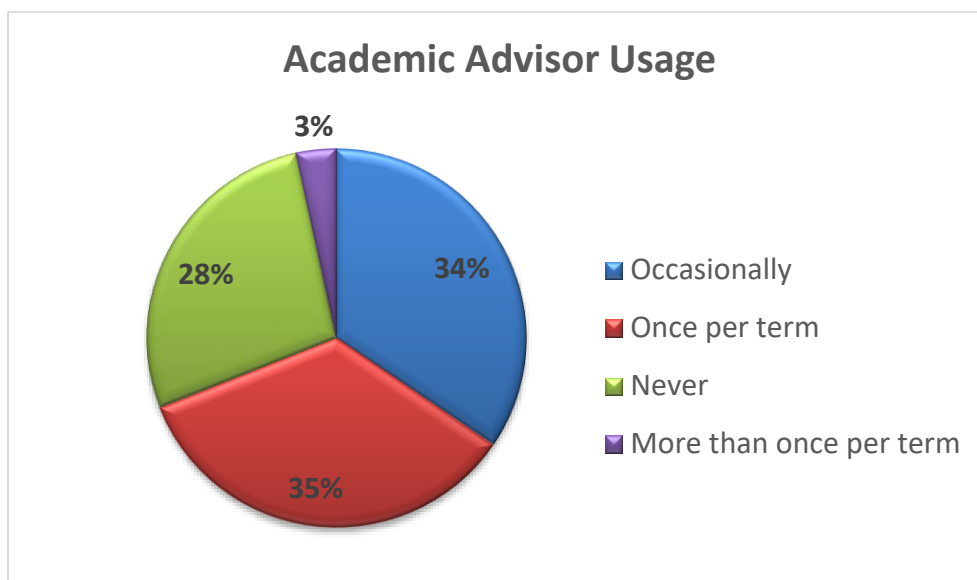
All students enrolled in the Criminal Justice AAS are guided. Students are offered and encouraged to use academic advising on a regular basis (i.e. every term) throughout their time at Lane. There are two academic advisors assigned to the Social Science Division. They provide information about the structure and requirements of the criminal justice degree and certificate programs, transfer degrees, and financial aid considerations as well as individualized guidance. The advisors and Program Coordinator are in frequent communication with one another. Some students prefer to receive their academic advising from TRIO and in at least one case, this has led to some miscommunication regarding degree requirements. In addition, the program Coordinator encourages students to meet with him for academic advising, though this has caused some consternation among the academic advisors who reportedly want students to only see them.

The Program Coordinator further encourages all students with an interest or career aspirations in a criminal justice field (and with whom he comes into contact), regardless of their program of study, to meet with him for professional career advising and to solicit such advising from the program's part-time faculty.

Despite these efforts, it is difficult to say that overall, criminal justice majors receive adequate academic and professional advising. While the academic and professional advising available to students is both accurate and substantial, not all criminal justice majors avail themselves of this resource (see chart below²¹). Moreover, an alarming number of criminal justice majors have little to no understanding of the requirements for the programs in which they are enrolled and a similar lack of awareness of their own

²¹ Based on survey of students. See footnote 4.

academic progress. This population includes students who do meet with academic advisors as well as those who do not.

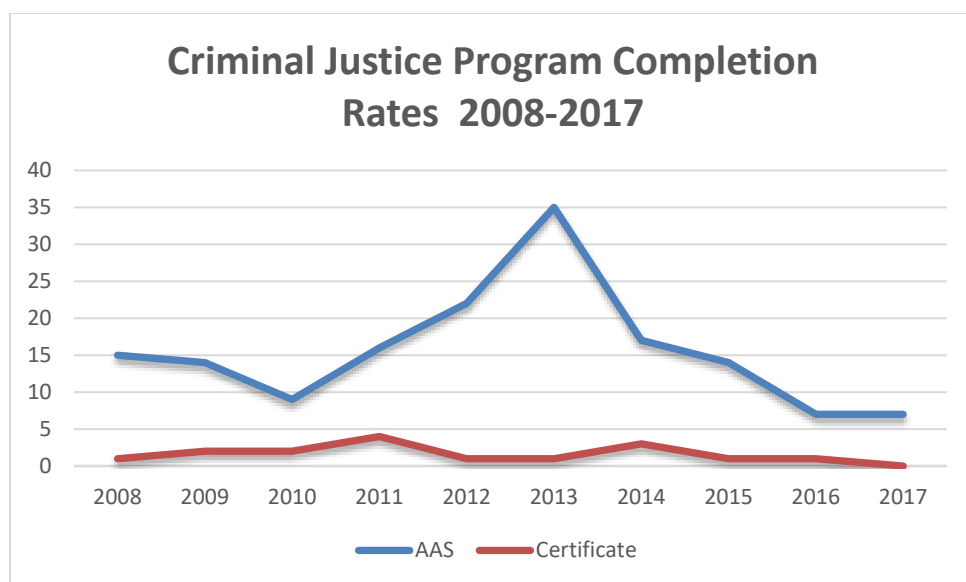


How effective has the program been in recruiting, retaining and graduating students?

As was previously noted in this report, the Criminal Justice program actively recruits students through recruitment and career events both at Lane and at local high schools and is working to build a “word-of-mouth” reputation as a rigorous, quality program that offers intensive, individual educational and professional advising. It is safe to assume that these efforts are more effective than if the program made no attempt at outreach but it is too soon to assess how successful they are at bringing in new students.

Other than through the advising process, the program currently employs no specific approaches to increasing retention and completion rates. According to data obtained from IRAP, the number of completions has declined 81 percent over the past five years though this figure only counts CTE program completions. Transfer degree seeking criminal justice majors are not included and neither are students who transferred to a four-year school prior to completing an associate’s degree at Lane. The drop in completions also needs to be interpreted in the context of declining enrollments generally. The 81 percent decline, in fact, was measured from a record high number of program completions following the institution-wide enrollment peak in 2011.

The program was unable to calculate the program completion *rate*—a more meaningful measure of the program’s effectiveness—and likewise had no data from which it might characterize program retention. The program also has a limited picture of how many students leave school for extended periods before returning to complete the degree. What the program graduate profile does indicate is that students are taking much longer than six terms to complete a degree. From 2013-17, they took, on average, 47 credits more than what would be required for the AAS. Another concerning statistic is the completion rate for minority students: just 7 percent of program graduates were non-white though 31 percent of majors in Fall 2017 were non-white and 22 percent of all students enrolled in criminal justice classes from 2013 to 2017 were non-white.



How effective has the program been in preparing and assisting students?

Viewed solely from the perspective of program curricula, the Criminal Justice program has been effective at preparing students for and assisting them with transfer to a four-year school. Students enrolled in the AAS are strongly encouraged to additionally enroll in the AAOT and receive detailed guidance on the most efficient path to completion with respect to their individual educational and career goals. All of the coursework in the program is transferable and, in terms of content, comparable to that which is typically offered at most other schools. Similarly, both the AAS and the Certificate in Juvenile Corrections compare favorably to the same programs offered by other Oregon community colleges and, indeed, what is typically offered by two-year schools nationwide.

On the other hand, the program cannot demonstrate that the course-level outcomes are supportive of the degree programs or the college's overall mission. Absent that ability, it is impossible to what level criminal justice coursework is preparing students for transfer or direct employment.

A cursory review of the course outlines indicates that none of the individual courses have been systematically reviewed or updated in years. The oldest course outline was created and last revised in spring term 2012. All of the remaining outlines were created and revised in winter term, 2013. While it's possible that the courses were reviewed since that date, the course outline form provides no place to indicate that a review was conducted. At a minimum, the course descriptions and outcomes for each course should be revised to bring them into compliance with current curriculum committee guidelines and best practices.

Even if the general content and coverage of the individual courses is still relevant, course outcomes have yet to be mapped to the specific program outcomes and the college's Core Learning Outcomes. This must be done before assessment can occur.

In addition to academically preparing students for either transfer to a four-year school or entry into the workforce, the program has a responsibility, consistent with the college's mission, to go beyond mere academic preparation and provide additional assistance to students as the transition to the next phase of their educational or career goals.

The Program Coordinator holds multiple advising sessions with students in conjunction with enrollment in the co-operative education internship, normally during the student's second year of the AAS or in the student's final term(s). These sessions provide a means for the program to discuss the student's future plans, offer targeted advice about educational routes and their relevancy to the student's career goals, and provide important guidance about applying for professional positions. Students have responded positively to these sessions; however, this additional assistance is provided only to those students who enroll in co-operative education or who otherwise seek out professional guidance.

External Questions

AMT Questions

What are the opportunities for program development and enrollment enhancements which would serve student and community needs?

Program enrollment has precipitously dropped since 2011. Even without a full understanding of the forces behind this decline, it is probably safe to say that the program's lower enrollments are largely due to external factors beyond the program's control. To begin with, program enrollment declines are part of a larger institutional trend that appears to be closely tied to the unemployment rate. A change in public attitudes toward the criminal justice system—particularly law enforcement—may also be having an effect on enrollments. In both cases, the focus is on people who presumably never enroll in the program or perhaps any college course for that matter.

On the other hand, the program can exercise some control over enrollments by focusing on students that are enrolled at Lane and particularly those who have identified as criminal justice majors and by identifying and addressing the many reasons individual students may drop out, change majors, or start and stop their studies.

Cost/Time Reduction – Students cite personal finances as a factor that impacts their studies. Undoubtedly, the overall cost of receiving a degree is a consideration as is the time it takes to complete the degree—time during which a person might otherwise be earning wages. The most obvious way that the Criminal Justice program might address this concern is by overhauling the program's AAS degree to reduce the number of credits required for the degree while improving the curriculum to make it more relevant to the workforce. It is reasonable to conclude that this would have some positive effect on degree completion rates, completion times, overall enrollments, and enrollment predictability.

Scheduling – Students also identified outside employment as a hindrance to their studies. Some students are unable to attend full time and may be unable to attend at all due to conflicts with their work schedules. In the past, the criminal justice system responded to this concern by ensuring that each of the core introductory criminal justice courses were offered in the evening at least once per year. As enrollments have declined—and declined more rapidly in those evening classes—the program has had to rethink that approach. Rather than scheduling based on faculty preferences or guessing what might work best for the greatest number of students, scheduling should be based on student behaviors as characterized by enrollment data and by regular polling of student preferences. At the

same time, program decisions must take into consideration the scheduling and availability of classes across campus. There is an opportunity, campus-wide, for the institution to take a more innovative approach scheduling and allocation of physical classroom space.

Access – On a related note, the program should explore how and to what extent it might offer increased access through course offerings at alternate locations, or in different modalities such as hybrid, online sections, or interactive television.

Information and Early Guidance – One thing that makes criminal justice different from many other degree programs is the degree to which it acts a filter for the criminal justice professions. Not all students who have an interest in criminal justice or who initially declare as criminal justice majors should necessarily be in the program. This depends, of course, on what they ultimately hope to use that degree for, but students who enroll in the AAS with the goal of working in certain professions must clearly understand what the requirements for entry into those professions are. Not all students do until they have taken one or more criminal justice classes. Then there are students who enroll in criminal justice with unrealistic career goals or unrealistic expectations regarding the nature certain criminal justice professions or even the nature of what one learns in a criminal justice course. The program does a good job, through intensive professional advising efforts, to redirect students into another, more appropriate degree path (as opposed to providing no guidance, which increases the chance that they will simply drop out). However, the program could improve its marketing, provide more information about the program to potential students, and even expand its recruitment efforts.

Focus on Retention – Retaining students should also be a focus of the program. Not all students drop out or wander away from the program because of obstacles or a change of professional goals. Some undoubtedly leave because the program fails to sustain their interest in academics or because the educational experience is too transactional and there is no sense of initiation or inclusion in something bigger. This is especially true of certain criminal justice professions such as law enforcement, which tend to attract those that are interested in belonging to something bigger than themselves. Research indicates that programs and other efforts that establish a sense of belonging and personal ties to the institution—especially in the first year—are correlated with increased retention rates. There are many ways that such a sense might be cultivated: a cohort model, extracurricular activities, service learning, guided pathways and pathway certificates are all approaches that might be employed to improve retention rates and thus should be explored. At the same time, criminal justice is a professionally diverse field and the current curriculum does not do enough to highlight that diversity or provide students an opportunity to explore

their individual interests. The program has an opportunity to address that deficiency by developing a more dynamic AS degree program that would provide students with better guidance as well as more flexibility in choosing appropriate coursework that suits both their interests and their professional and educational goals.

Expansion of the Student Base – As mentioned elsewhere in this report, most community college criminal justice programs exist to serve four basic populations: CTE students, transfer students, professional development seekers, and those who take courses for personal enrichment. The current program is actively serving the former two categories, but it is largely ignoring the latter. To attract more non-criminal justice majors, the program could both improve its marketing and correct misperceptions that many harbor about the criminal justice curriculum. It could also provide more of an incentive for non-criminal justice majors to choose a criminal justice class or two: currently, just one criminal justice course is included on the AAOT list of approved courses even though several others could and should be listed. Current professionals are also ignored. While a criminal justice degree might be helpful to an individual's advancement and pay, so too is any degree. The overall program curricula is incorrectly assumed by many professionals to be too introductory in scope or worse, irrelevant to the real world. The program, moreover, currently offers little in the way of individual classes that a current professional might use (or want to use) for professional development purposes.

How are Core Learning Outcomes (CLOs) embedded and measured in final projects, capstone assignments, or other major course assignments? If this does not currently exist, how will assessment of CLOs be developed in your program?

Currently, CLOs are not mapped to any of the criminal justice courses and therefore not embedded and assessed in any of the course assignments. Concurrent with this program review (and some of its findings), the program Coordinator is undertaking a program-wide curriculum review. It is anticipated that some of the recommendations will include eliminating or consolidating some courses, creating new courses, and increasing some core program courses from three to four credit hours. As part of these proposals, affected courses will be mapped to the CLOs, and appropriate assessments identified. Once complete, the Program Coordinator will prioritize the remaining course offerings, establish a realistic timeline for completion, and work with part-time instructors to update the individual course curricula.

APROC Question

At Lane, Core Themes provide evidence of mission fulfillment for the college. Reflect on your program's mission fulfillment in the context of Lane's Core Themes: How has your Academic Program Review self-study process facilitated understanding Core Themes and your program's role in Lane's mission fulfillment?

As it has been mentioned elsewhere in this report, the principles that underpin criminal law and the justice system mirror the stated values of the college. This natural compatibility makes it easy to overlook the importance of explicitly drawing those connections and placing everything the program does into a larger educational context. The APR self-study process served as a reminder not only of the *importance* of doing so, but more importantly, as a reminder of *why* it is important to do so—namely, that there is often a disconnect between what we think we are doing and what we are actually doing.

Key Findings and Recommendations

The program needs to clarify its sense of purpose, develop succinct mission and vision statements, degree program outcomes, and course outcomes. Although the general purpose of the program is consistent with that of similar programs throughout the state and even the nation, that purpose has been largely internalized. The program's objectives align with the college's mission, values, and its core learning themes and outcomes, but the program is not currently demonstrating that alignment. These deficiencies are the easiest to address and should be corrected immediately in order to provide structure to future curriculum development and program assessment.

The primary purpose of the Criminal Justice program is to provide meaningful and useful academic training to those students who desire to work in law enforcement and corrections. Based on student interest and projected employment opportunity, this should continue to be the program's primary purpose; however, in order to be effective in this respect, there needs to be a reevaluation of what that training should look like. That reevaluation must include an analysis of whether this purpose is best served by the current AAS degree. The reevaluation process should be driven by data and agency input and particular consideration should be given to establishing specific threshold skills and building effective measures to assess those skills.

A secondary purpose of the Criminal Justice program is to provide a more generic social science-based overview of the criminal justice system, criminal law, and criminology that prepares students for a variety of options from direct entry into a variety of jobs requiring

the Associate's degree to transfer to a four-year institution with Junior status. That reevaluation must include an analysis of whether that multi-faceted purpose is better served by the current AAS degree. The reevaluation process should be driven by data and agency input and particular consideration should be given to establishing specific threshold skills and building effective measures to assess those skills.

Currently, the program is experiencing low course enrollments, which are being driven by a variety of external factors beyond the program's control. The lower enrollments, however, have highlighted possible inefficiencies and oversights that may be exacerbating low enrollments. The program should take immediate steps to improve enrollments by attracting non-majors through marketing and by seeking to add specific classes, such as CJA 101 Criminology and CJA 201 Juvenile Delinquency to the AAOT list of approved social science courses. In the longer term, the program should consider developing new elective courses that can be integrated into existing criminal justice degrees but which will also attract broader interest from non-criminal justice majors. The program should must take a more data-driven approach to scheduling and consider new instructional modalities to increase access and retention.

The foremost obstacle to improving program curricula and increasing enrollments is the program's lack of access to meaningful data—a problem illustrated by the Criminal Justice program's inability to obtain specific data for the purposes of conducting this program review. Program coordinators are not provided with even the most basic information that would be required for effective program management such as lists of current majors or program graduates. This is a problem of process and it exists at the institutional level. Rather than the current model, which requires that individual programs and disciplines request specific data from IRAP, IRAP should work to provide front-end access to the raw data and/or push data down to the programs—providing training if need be on how to interpret or employ that information contained therein.

Finally, it is projected that the total number of graduates in Oregon will rise in the next few years and then plateau. From the college's perspective, there are four types of people: potential students, students, graduates, and continuing students. Potential students are the group that provide the greatest promise of increased enrollments; however, potential students are a finite group. When the number of Oregon graduates levels off, growth will be limited to what might be gained by improving retention completion rates. The criminal justice program must plan in anticipation of this projected trend and ensure that the program focuses on efficiency and sustainable growth.

Action Plan

1. Develop, memorialize, and publicize the Criminal Justice program mission statement
2. Eliminate the 1-year Certificate in Juvenile Corrections
 - a. Meet with stakeholders in Human Services and Psychology to identify potential impacts and mitigations
 - b. Develop a teach-out plan for the Certificate in Juvenile Corrections
 - c. Consult with the Curriculum Committee and notify Community Colleges and Workforce Development (CCWD)
 - d. Notify academic advisors
 - e. Notify students in the program and provide individualized advising and guidance
 - f. NLT December 2018, submit catalog and program sheet changes
 - g. Notify CCWD
 - h. Update website and other marketing materials
3. Assess the relevance of the AAS in Criminal Justice and proceed accordingly
 - a. Meet with the Dean of Social Science, the Executive Dean, Academic Affairs - School of Arts and Sciences, and the Executive Dean, Academic Affairs - School of Professional & Technical Careers to discuss implications of eliminating AAS
 - b. Convene a meeting of community stakeholders to discuss the relevance of the AAS degree
 - c. If the consensus is to maintain the AAS, review and update degree
 - i. Work with appropriate agency leaders to identify current workforce requirements for positions in law enforcement and corrections
 - ii. Reduce total hours required and update curriculum to address workforce requirements
 - iii. Develop a program-level assessment that is tied to the program outcomes
 - iv. Meet with appropriate agency leaders to present proposed changes, seek additional input, and revise accordingly
 - v. NLT October 2018, submit recommended changes for approval to the Division Dean, Curriculum Committee and CCWD if required
 - vi. Notify academic advisors
 - vii. NLT December 2018, submit catalog and program sheet changes and update Program Update Portal (PUP)
 - viii. Update website and other marketing materials

- d. If the consensus is to eliminate the AAS, maintain the degree as is until a replacement transfer degree can be developed, approved and instituted
- 4. Develop an AS transfer degree in Criminal Justice (2-year process)
 - a. Review relevant bachelor's degree programs at WOU, SOU, PSU, OSU, U of O, Northwest Christian University, and Pacific University
 - b. Review selection of programs nationwide
 - c. Research relevant state requirements
 - d. Determine appropriate general education curriculum for transfer students
 - e. Determine appropriate core criminal justice curriculum and develop new courses as needed
 - f. Identify appropriate directed elective courses (from both CJA and non-CJA disciplines)
 - g. Identify potential content area-specializations
 - h. Meet with outside disciplines about existing non-CJA coursework that may be incorporated into the criminal justice curriculum or courses that might be co-developed and added to the criminal justice curriculum
 - i. Develop a program-level assessment that is tied to the program outcomes
 - j. Develop multiple advising tracts—linked to the directed elective list—that provide students with clear guidance on the educational plan that is most appropriate to the student's specific educational and career goals
 - k. Conduct final impact analysis including additional instructor needs or resources
 - l. Meet with relevant stakeholders, solicit input, and revise accordingly
 - m. Submit for approval
- 5. Review and update all course outlines not already updated through the above processes
 - a. Review relevancy of courses to the mission of the program
 - b. Review and update course objectives and course descriptions
 - c. Map course objectives to college Core Learning Outcomes