



Program Review Report

Program Review Report

Criminal Justice

Social Science

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Program Review Report

Table of Contents

Introduction	1
Program Mission and Purpose	1
Assessment System – Program Learning Outcomes and Curriculum Map	2
Assessment of Student Learning in Anthology	3
Assessment Schedule.....	4
Change Informed by Data	4
Faculty Effectiveness	9
Enrollment and Completion	25
Institutional Resources and Support	27
Learning Environment.....	27
Faculty Support	27
Reflection and Plan	27

Introduction

The Social Sciences Department includes all courses in Criminal Justice (CRMJ), Political Science (POSC) and Sociology (SOC), and offers a Bachelor of Arts in Criminal Justice, a minor in Criminal Justice and an Associate of Arts in Social Science. The program provides service course SOC 101/Intro to Sociology to the Social Work and Nursing programs and service course SOC 220 to the Psychology and Social Work programs.

The Bachelor of Arts in Criminal Justice Program is offered on the main campus in Toppenish and at Columbia Basin College (CBC), in Tri-Cities. Criminal Justice minors are offered on both campuses.

Program Mission and Purpose

Student-Centered Education: The Criminal Justice program is based on a concept the more diverse topics students learn during their liberal arts education, the better qualified they are for a variety of jobs in the field, graduate school and law school. We ensure students are exposed to a well-rounded education by deepening their knowledge of crime, governance, equity and social justice. Using a student-centered educational approach, students mature and develop leadership skills needed in law and justice.

Purpose: The Criminal Justice program is designed for career-seeking students and the purpose of the program is to produce critical thinkers who are knowledgeable, communicate effectively, work collaboratively and adapt to changing realities and circumstances. The instructors provide students with facts, concepts and knowledge affecting the development of public policy, social justice, public safety, and research. Integrating critical thinking, leadership, and communication skills to lifelong learning are primary outcomes.

A More Just Society: Our educational approaches include, community collaboration and engagement, field trips, special projects/research, and a required internship to balance theory and practice. These include: The Youth & Justice Forum, Travel Court with WA State Supreme Court, Gun Safe Storage events, Rural American Digital Lab project, WA State Crime Lab tour, Washington State prison tours, FBI tour, WA State Legislative tour, American Rural Communities (ARC), Missing and Murdered Indigenous Women & Girls (MMIMG), Law School Pipeline, and the Community Communications project are just a few examples of opportunities afforded to students that help them be thoroughly familiar with the social, cultural, economic, and geographic barriers people often encounter. These opportunities provide real-life examples concerning community issues and needs and creates mentorship relations that supports their futures.

Heritage University empowers a multi-cultural and inclusive student body to overcome the social, cultural, economic, and geographic barriers that limit access to higher education. Rooted in the homeland of the Yakama Nation, the University embraces transformational

student-centered education that cultivates leadership and a commitment to the promotion of a more just society.

Assessment System – Program Learning Outcomes and Curriculum Map

Program Learning Outcomes:

1. Criminal Justice Systems: Students will be able to describe the three major areas of the criminal justice system, and associate the criminal justice system to moral, philosophical and historical issues within police, courts and corrections.
2. Politics of Crime: Students will be able to provide details of political processes and public policy, as it is related to issues in the criminal justice system.
3. Foundations: Students will be able to apply concepts, practices, policies, laws, and theories used in the study of criminal justice, while valuing diverse cultures and backgrounds.
4. Research and Communication: Students will be able to illustrate their research, writing, and comprehension skills.
5. Critical Thinking and Communication: Students will be able to explain and analyze complex problems and practice essential communication skills (written and verbal).

Updated Program Learning Outcomes, April 2022

Course #	Course Name	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
CRMJ 101	Intro to CJ	X	X			
CRMJ 200	CJ Org & Admin	X	X			
CRMJ 300	Criminology		X	X		
CRMJ 301	Criminal Law		X	X		
CRMJ 351A W	Srvy of Crime Policies			X	X	X
CRMJ 370	Srvy of CJ Systems	X	X			
CRMJ 3xx	Correctional Sys & Juvenile Justice	X		X		
CRMJ 3xx	Interpersonal Communications in CJ <i>New Course delivered in spring 2023</i>					X
CRMJ 490	Internship			X		x
CRMJ 499	Capstone			X	X	X
ENG 351 W	Tech Writing				X	X

POSC 101	Intro to Political Science <i>Only assess for GUCR</i>	X	X			
POSC 313	Constitutional Law		X	X		
SOC 101	Intro to Sociology <i>Only assess for GUCR</i>	X		X		
SOC 460 W	Research Methods				X	X
SOWK 306 (cross-listed with SOC 305)	Cultural Diversity & Social Justice <i>Taught by Social Work Dept</i>			X		

Updated Program Curriculum Map, April 2022

Assessment of Student Learning in Anthology

Assessment of Student Learning					
Learning Outcomes	Assessments Used	Assessment Description	Implementation Status	Measurement Type	
				Internal	External
PLO 1	Essay	Key assignment with Rubric	Prior assignment is being replaced with new assignment – Fall 2022 for CRMJ 101	X	
PLO 2	Letter to editor	Key assignment with Rubric	Active for CRMJ 315A W	X	
	Essay	Key assignment with Rubric	Active for CRMJ 300	X	
PLO 3	Essay	Key assignment with Rubric	Active for SOC 101	X	

Learning Outcomes	Assessment Used	Assessment Description	Implementation Status	Measurement Type
GUCR (3B and 3C)	Essay	Key assignment with Rubric	Active for SOC 101	Internal

Assessment Schedule

Analysis of program learning outcome data and development will occur at the end of the spring and fall semesters. Review will be conducted by the department chair and the full-time faculty member in the spring and will include adjuncts during the Fall Assessment Day.

	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
PLO 1	X		X	
PLO 2	X		X	
PLO 3	X		X	
PLO 4		X		X
PLO 5		X		X

Change Informed by Data

Program Updates with input from adjuncts and CILT

The CJ program outcomes and curriculum map were updated in April 2022, to best support effective measurable student assessment (using verbs from Bloom's and Medicine Wheel), and to address program changes. E.g. Interpersonal Communications in Criminal Justice is a new course to address verbal, non-verbal, and written communication, civility, public perceptions, crisis and mental health intervention, ethics, conflict resolution, and sensitivity, decision-making in a multicultural society. (Updated outcomes and map are posted above, in Assessment System)

Program Changes submitted to UGCC and Approved

Current Core Requirement	Add, Replace or Modify as Core Requirement
<p>CRMJ 200/ CJ Organization and Administration: Analysis of organizational dynamics in criminal justice agencies. Topics include administrative issues, personnel management, decision-making processes, group interaction and conflict, organizational culture and subcultures.</p> <p>200 and below level courses cannot be offered in Tri Cities</p>	<p>CRMJ 370/Survey of Criminal Justice System: Study of the organizations, functions and general processes that make up the Criminal Justice System.</p> <p>CRMJ 370 will replace CRMJ 200 for <i>required</i> (primarily for Tri Cities students). CRMJ 370 or CRMJ 200</p>
<p>BADM 317/Professional Communications: Effective communications in organizations, including defining the problem and purpose of the communications, the audience, and the intended results.</p>	<p>CRMJ 3xx/Interpersonal Communications in Criminal Justice</p> <p>This course is designed to examine the dynamics of professional communications, and major theories about interpersonal process and their relevance to issues within the criminal</p>

<p>Focus on writing situational letters, reports, and interpersonal communications. Limited coverage of how to conduct meetings, conferences, visual representations, and the like. Case studies will also focus on multicultural and ethical considerations. Research methods are also covered in this course.</p> <p>This course is offered in the summer. So, it will continue to support the program (for now)</p>	<p>justice system. Topics will include: verbal, non-verbal, and written communication, civility, public perceptions, crisis and mental health intervention, ethics, conflict resolution, and sensitivity, decision-making in a multicultural society.</p> <p>BADM 317 Or CRMJ 3xx</p>
<p>SOC 220/Social Stats: Applications of statistics in the social sciences; probability and statistics in the social sciences; Probability in statistical inference, analysis of variance, regression analysis and non parametric procedures.</p> <p>Changed to <i>Recommended</i>, but not <i>required</i>. Because it is GUCR, most students will continue to take stats. I do not see a big change.</p>	<p>SOC 460W/Research Methods for Social Science: Basic research methodologies for the social sciences; principles of qualitative and quantitative methodologies for collection and analysis of data. Development of research design. This course is the same as SOWK 459W.</p> <p>Modification will include additional Social Stats</p>
<p>CRMJ 370A/Survey of Corrections and Juvenile Justice</p> <p>Study and history of agencies and organizations involved with adult and juvenile offender populations, and the role of correctional programs, punishment, deterrence and rehabilitation.</p> <p>Inactivate CRMJ 370A. This course number causes confusion with CRMJ 370</p>	<p>CRMJ 3xx/Correctional Systems and Juvenile Justice</p> <p>This course surveys institutional corrections, non-institutional corrections, and the juvenile justice system. Focus will be placed on the organization and operations of the correctional system and juvenile justice system, which includes treatment, rehabilitation, populations, constitutional issues and current issues. No prerequisite required.</p> <p>This new proposal will replace CRMJ 370A</p>

Program Updates of Key Assignments and Rubrics

CRMJ 101/Introduction to Criminal Justice: One decision made by the department chair (and with review and approval by adjuncts and CILT) was to create a new key assignment and rubric for CRMJ 101. The prior key assignment created confusion for some students, e.g., students were asking for more clarity and/or responding to questions incorrectly (this resulted in allowing students to resubmit the assignment). This final key assignment was assessed in Anthology, but they may not effectively reflect work from drafts and original submissions.

The new key assignment and rubric for CRMJ 101 has been uploaded into Anthology. It will be used in Fall 2022 for assessment.

CRMJ 370/Survey of CJ Systems has been included in the program as a *required course*. A key assignment and rubric will be used starting Spring 2023.

CRMJ 3xx/Interpersonal Communications in CJ is a new course and will be required starting Spring 2023. A key assignment and rubric will be uploaded into Anthology.

SOC 101/Introduction to Sociology: Dr. Hardison is the primary adjunct for this course instruction. Dr. Hardison and I met to review the key assignment, rubric and student outcomes. During our review, we both agreed that we should change the assignment scores from a group measurement to an individual measurement. The group data does not properly support individual student learning assessment. This change will be effective in the Fall 2022. Dr. Hardison has met with CILT, Dr. Dugan, to discuss this change and CILT is supportive.

Key Assignments and Rubrics Uploaded and Will be Graded in Anthology in Fall 2022

CRMJ 101/Intro to Criminal Justice (taught spring and fall)

CRMJ 300/Criminology (taught once a year in the fall)

CRMJ 315A W/Survey of Crime Control Policies (taught once a year in the fall)

SOC 101/Intro to Sociology (taught spring and fall)

SOC 460W/Research Methods (taught once a year in the fall)

Analysis of Student Performance Using Key Assignments and Rubrics

In May 2022, the department chair and Dr. Vikki Carpenter (newly appointed full-time faculty) met to review data from Anthology, so that we could evaluate curriculum, instruction and assessment. We reviewed CRMJ 101 and CRMJ 315A W. Due to a new key assignment and rubric for CRMJ 101 in the fall of 2022, review of CRMJ 315A W only will be documented for this report.

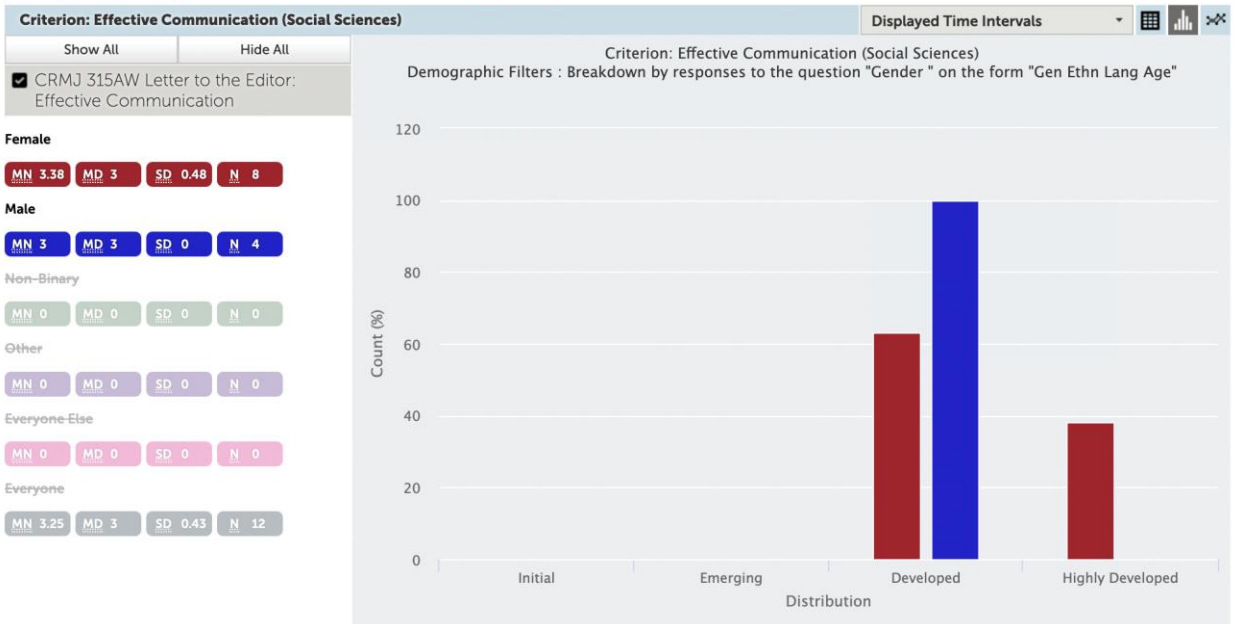
The key assignment for CRMJ 315A W, states in part, *“Your assignment is to write a one-page letter to the editor of a newspaper or magazine that reflects your opinion and uses facts to address a policy issue within the criminal justice system. This could be a problematic issue to you, or it could be a policy you endorse.”*

The assessment tool (rubric) has four criteria. 1. Effective Communication, 2. Demonstrates evidence of the issue, 3. Position (argument or support of the issue), and 4. Identifies an issue.

Using demographic filters of “gender” and “Gen Ethan Lang Age,” it was determined that overall, there were not wide disparities. However, there was an imbalance of female to male scores about their position -arguing or supporting the issue. We also noted that females scored higher than males with effective communication.

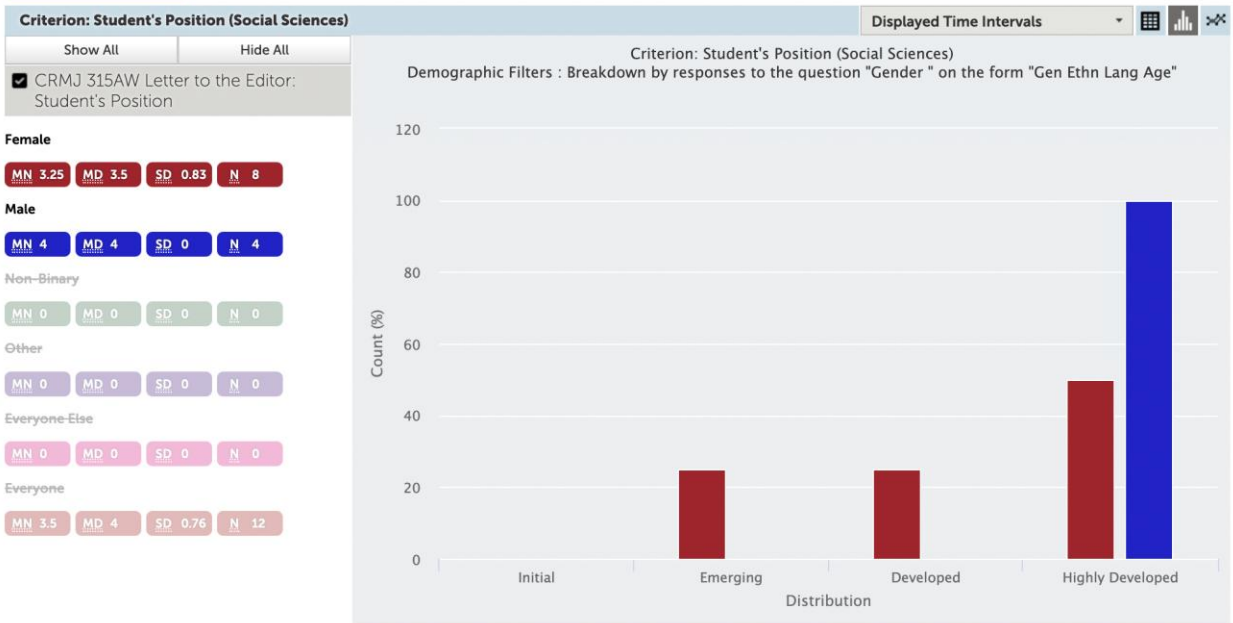
This assignment will be assigned and assessed again in the fall 2022. Comparisons will be evaluated for continued evaluation and improvement.

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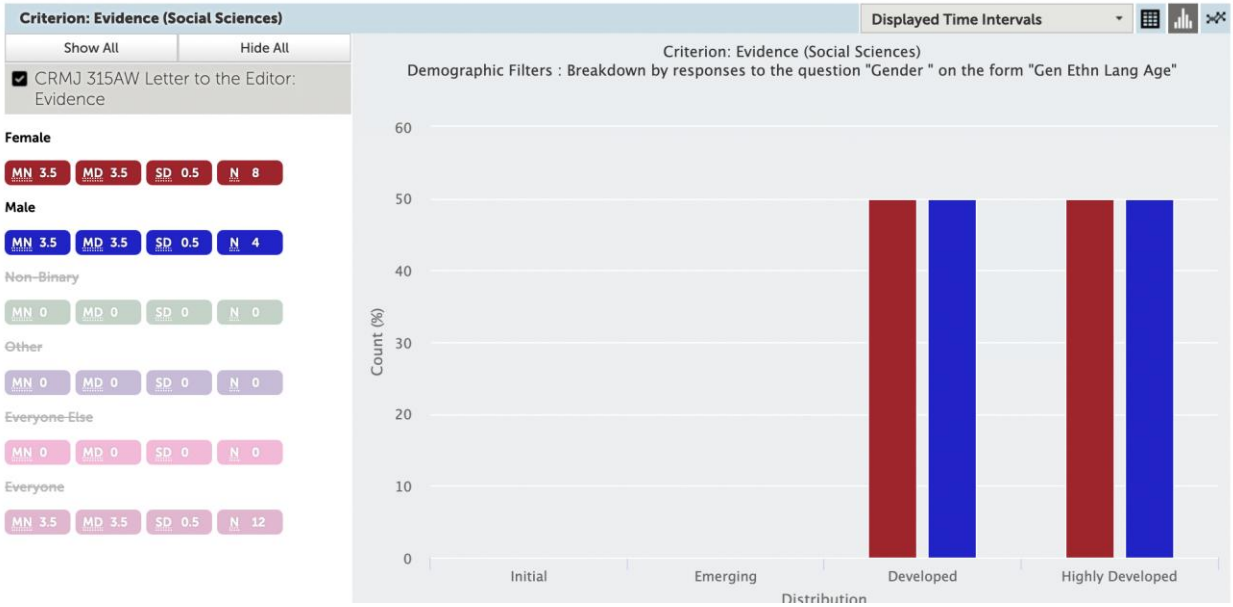
CRMJ 315A W – Criterion 1

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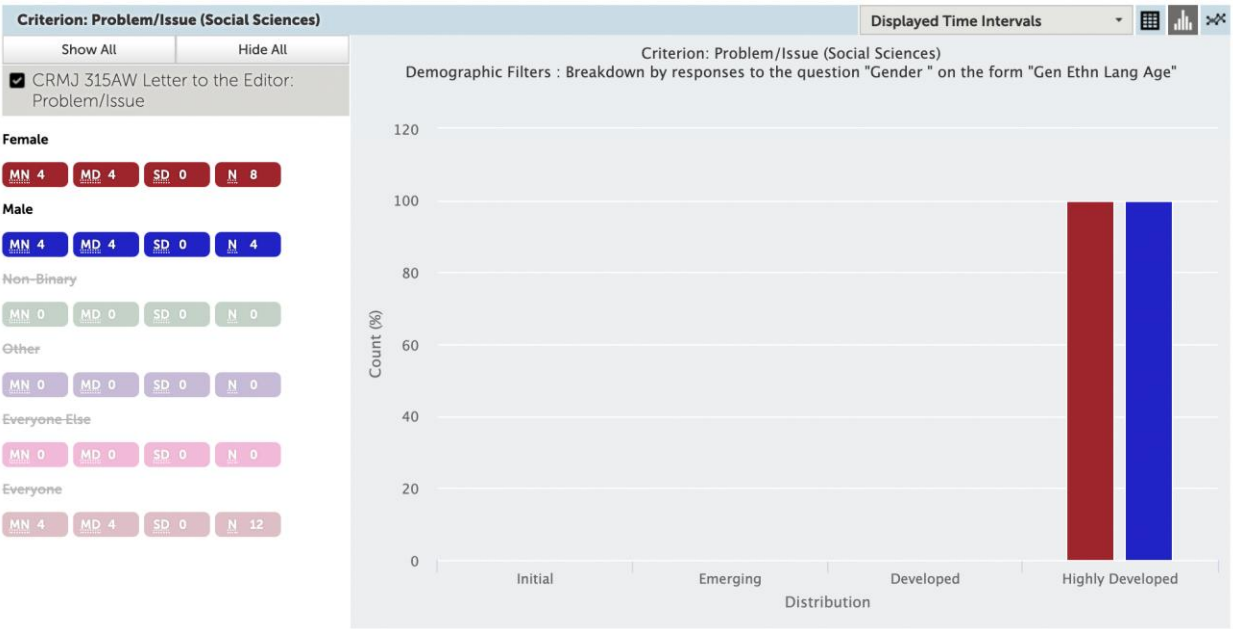


CRMJ 315A W – Criterion 2

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CRMJ 315A W – Criterion 3



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CRMJ 315A W – Criterion 4

Faculty Effectiveness

Faculty Member	2020 and 2021 Courses with Enrollment numbers	Advising Load
<p>Kimberly Bellamy-Thompson, Dept Chair</p> <ul style="list-style-type: none"> MS, University of Central Florida Micro-Masters, Instructional Design, University of Maryland 	<p>SP 2020 CRMJ 101 – 10 students CRMJ 360 – 26 students CRMJ 490 – 12 students CRMJ 499 – 2 students CRMJ 410B – 41 students SU 2020 CRMJ 490 Fall 2020 CRMJ 101 – 11 students CRMJ 315A W – 37 students POSC 490 – 1 student CRMJ 390 – 2 students CRMJ 330 – 15 students SP 2021 CRMJ 101 – 7 students CRMJ 499 – 3 students POSC 490 – 2 students CRMJ 390 – 2 students CRMJ 490 – 2 students SU 2021 CRMJ 490 FA 2021 CRMJ 101 – 14 students CRMJ 315A W- 31 students CRMJ 390 – 25 students CRMJ 490 – 9 students</p>	<p>60 – 70</p>
<p>Vikki Carpenter Current adjunct faculty and starting July 2022 as a full-time faculty</p> <ul style="list-style-type: none"> PhD, Keiser University 	<p>SP 2020 CRMJ 410B – 41 students FA 2020 CRMJ 330 – 15 students SP 2021 CRMJ 402 – 33 students CRMJ 410 C – 37 students FA 2021 CRMJ 450 – 37 students</p>	<p>0</p>
<p>Steve Brown, adjunct</p> <ul style="list-style-type: none"> JD, Stetson University College of Law Retired WA State Appellate Court Judge 	<p>SP 2020 POSC 201 W – 26 students FA 2020 POSC 314 – 16 students</p>	<p>0</p>

	SP 2021 POSC 311 – 8 students FA 2021 CRMJ 301 – 22 students	
Eric Andrews, adjunct <ul style="list-style-type: none"> • JD, Gonzaga School of Law • Deputy Prosecutor – Benton County 	SP 2021 CRMJ 355 – 7 students FA 2021 CRMJ 315A W – 31 students	0
Bill Splawn, adjunct <ul style="list-style-type: none"> • MBA, Tiffin University • Chief, Yakima County Corrections 	SP 2020 CRMJ 200 – 11 students FA 2020 CRMJ 405 – 28 students SP 2021 CRMJ 200 – 9 students FA 2021 CRMJ 390 – 25 students	0
Cathy Hardison, adjunct <ul style="list-style-type: none"> • PhD, Gonzaga University • JD, Seattle U of Law • Private practice in the law 	SP 2020 SOC 101 – 33 students FA 2020 SOC 101 – 21 students CRMJ 345 – 23 students SP 2021 SOC 101 – 25 students FA 2021 SOC 101 – 21 students	0
Omar Bourouh, adjunct <ul style="list-style-type: none"> • PhD, • Associate Professor, CBC 	FA 2020 SOC 101 – 5 students SP 2021 POSC 315 – 24 students FA 2021 SOC 101 – 5 students	0
Julie Schillreff, adjunct <ul style="list-style-type: none"> • ED, Texas A&M • Instructor, YVC 	FA 2020 SOWK 459 W (cross listed with SOC 460 W) 16 students FA 2020 SOWK 459 W (cross listed with SOC 460 W) 18 students	0
George Moreno, adjunct <ul style="list-style-type: none"> • JD, University of Idaho Law • Practicing immigration attorney 	SP 2020 POSC 311 – 12 students FA 2020 CRMJ 301 – 5 students SP 2021 POSC 311 – 7 students CRMJ 375 – 5 students	0

	FA 2021 CRMJ 301 – 11 students	
Melissa Andrewjeski, adjunct <ul style="list-style-type: none"> MSW, Walla Walla College Superintendent, Coyote Ridge, WA State Dept of Corrections 	SP 2020 CRMJ 300 – 15 students FA 2020 CRMJ 300 – 31 students CRMJ 370A – 39 students SP 2021 CRMJ 370A – 40 students FA 2021 CRMJ 300 – 31 students	0
Daniele Purcell MacDonald, adjunct <ul style="list-style-type: none"> JD, Gonzaga School of Law Washington State Admin Law Judge 	SP 2020 POSC 314 – 14 students FA 2020 CRMJ 401 – 7 students SP 2021 POSC 314 – 6 students FA 2021 CRMJ 401 – 15 students	0

Evidence of faculty members supporting student learning

At the end of each semester, students are afforded an opportunity to complete a survey. Student participation is encouraged, but not all students participate. Moving forward, it is recommended that all faculty allow time for students to complete the survey and consider bonus points for completions.

The following data represents an overview of student feedback, looking at core courses, electives, and covering instructions from the Tri Cities campus and the Toppenish campus.

Student survey questions:

Q1	I had several opportunities to demonstrate what I was learning.
Q2	The course resources (e.g. textbook, classroom, technology) were useful.
Q3	The content of this course was relevant to me personally.
Q4	I had several opportunities to interact with my classmates.
Q5	The content of this course was relevant to me professionally.
Q6	The course provided rigorous academic challenges.
Q7	The learning outcomes of the course were explicit in the syllabus and were clear to me.
Q8	Instructions for accessing MyHeritage and Zoom were clearly communicated to me.
Q9	I felt comfortable submitting my assignments in MyHeritage (and Chalk & Wire, if applicable).
Q10	I was able to find what I needed on the MyHeritage course page.

Q11	I am comfortable using the tools in Zoom.
Q12	The technology applications my instructor used were helpful and contributed to my understanding of the course material.
Q13	The instructor was consistently well-prepared.
Q14	The instructor clearly communicated to me how to attend class.
Q15	The instructor offered assistance outside of class.
Q16	The instructor clearly communicated to me how to turn in assignments.
Q17	The instructor clearly communicated the expectations and requirements for the course.
Q18	The instructor used a variety of strategies to interest, engage, and motivate me.
Q19	I had multiple opportunities to communicate with the instructor.
Q20	The instructor provided continuous and timely feedback.
Q21	The instructor provided meaningful feedback.
Q22	The instructor provided feedback in a respectful manner.
Q23	I feel the instructor cares about my learning.

Responses: [ASA] a. strongly agree=4 [BA] b. agree=3 [CD] c. disagree=2 [DSD] d. strongly disagree=1

This data indicates that faculty are supporting students and students are learning from courses.

Spring 2021	Fall 2021
CRMJ 101 (core) n 4 Mean 3.35	CRMJ 345 (elective) n 11 Mean 3.79
CRMJ 410B (elective) n 14 Mean 3.83	CRMJ 300 (core) n 10 Mean 3.68
POSC 201W (core) n 12 Mean 3.87	CRMJ 301 (core) n 11 Mean 3.76
SOC 101 (core) n 11 Mean 3.75	CRMJ 401 (elective) n 3 Mean 3.12
	CRMJ 200 (core) n 3 Mean 3.92

Evidence that program faculty are providing effective student advising

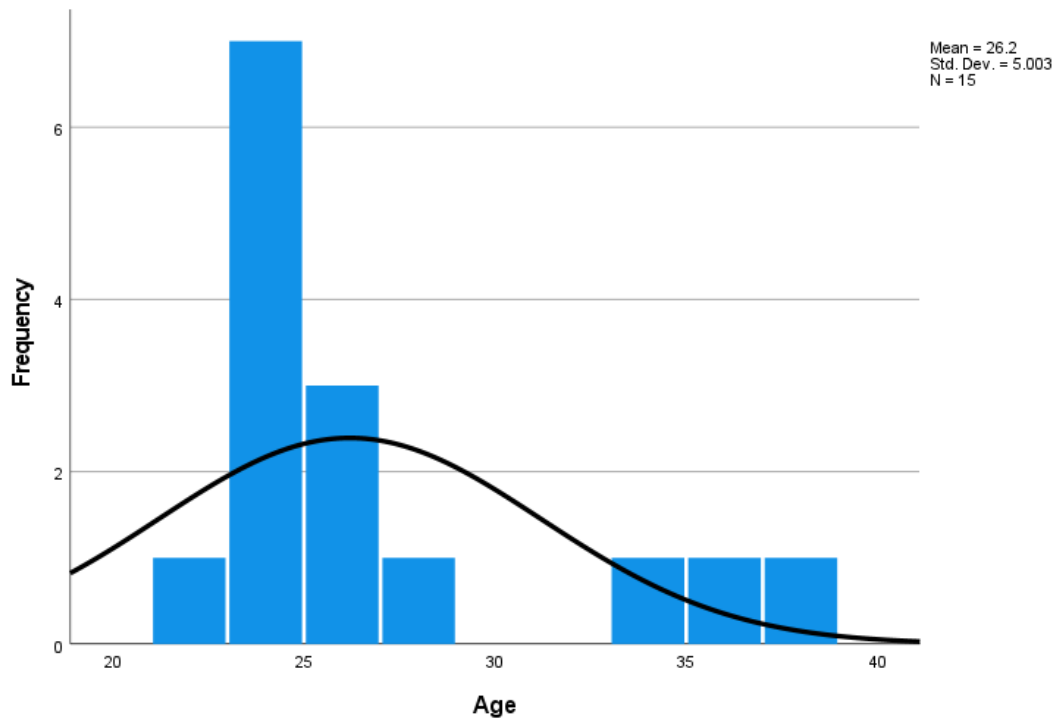
For the last eight years, the department chair has been the sole advisor to all students in the program. The department chair understands the importance of student advising. The department chair communicates with students in numerous ways, E.g. text, email, in-person, phone and Zoom. Students are informed that their communication is not restricted to specific

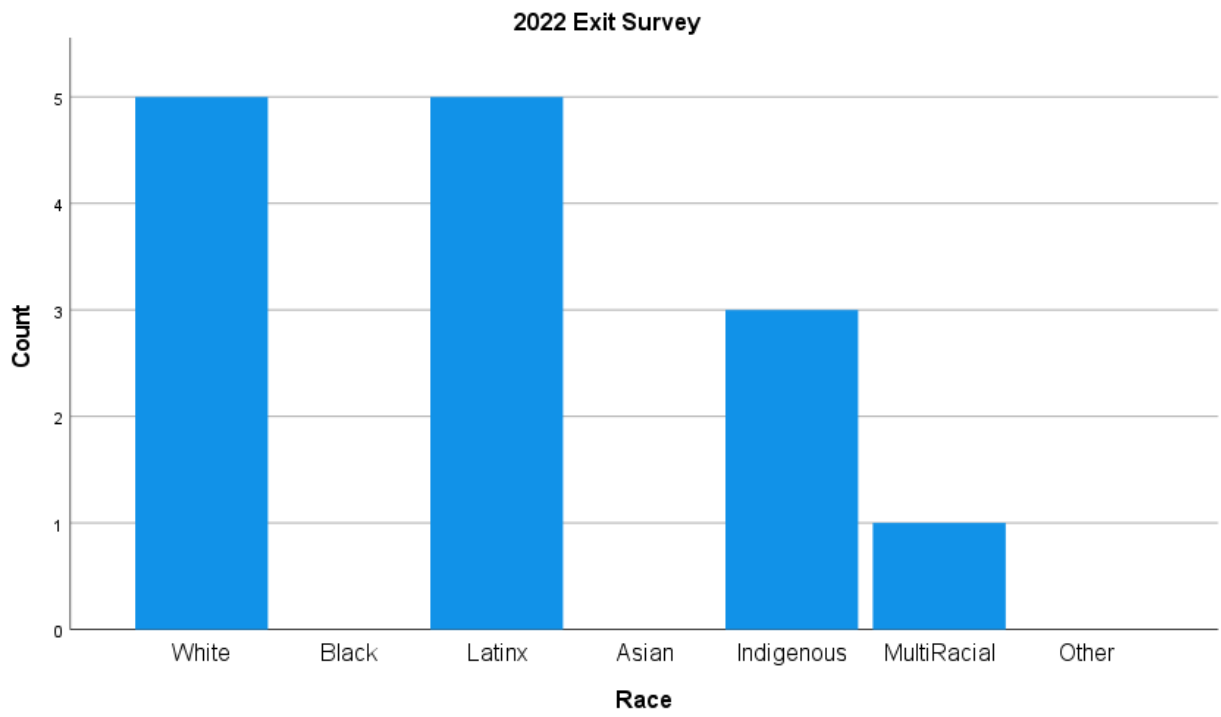
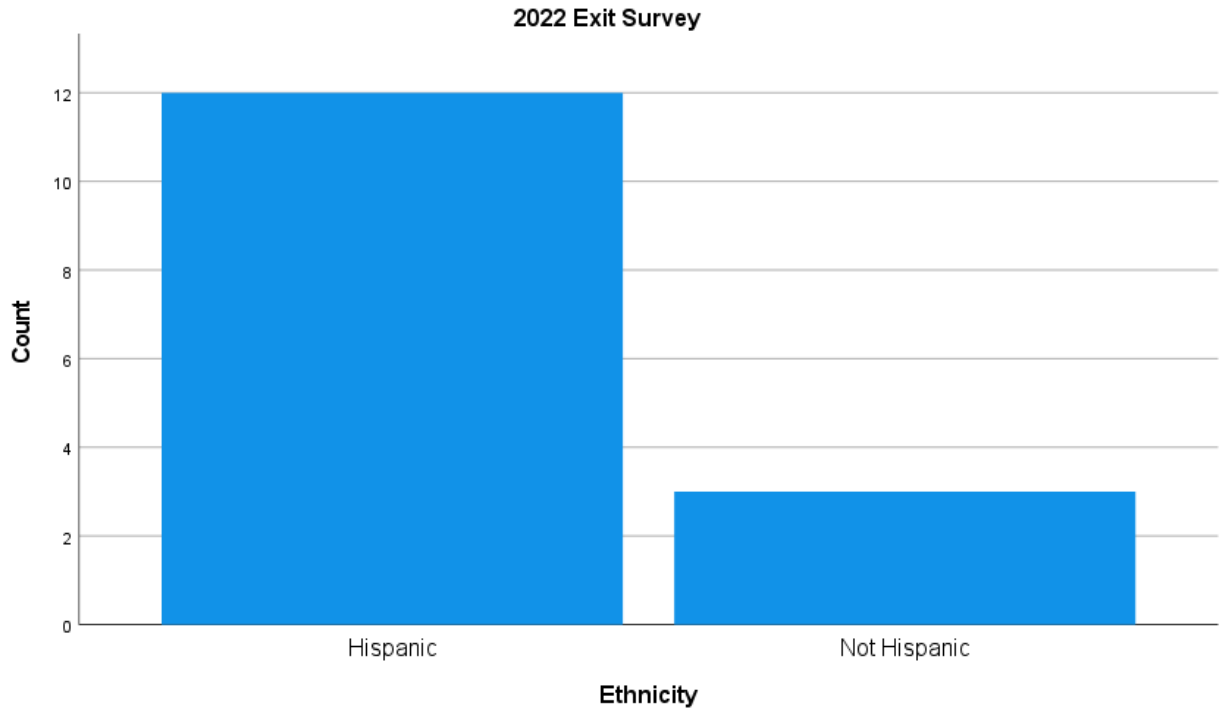
days and times (as an example, students are provided permission to reach out during weekends and holidays).

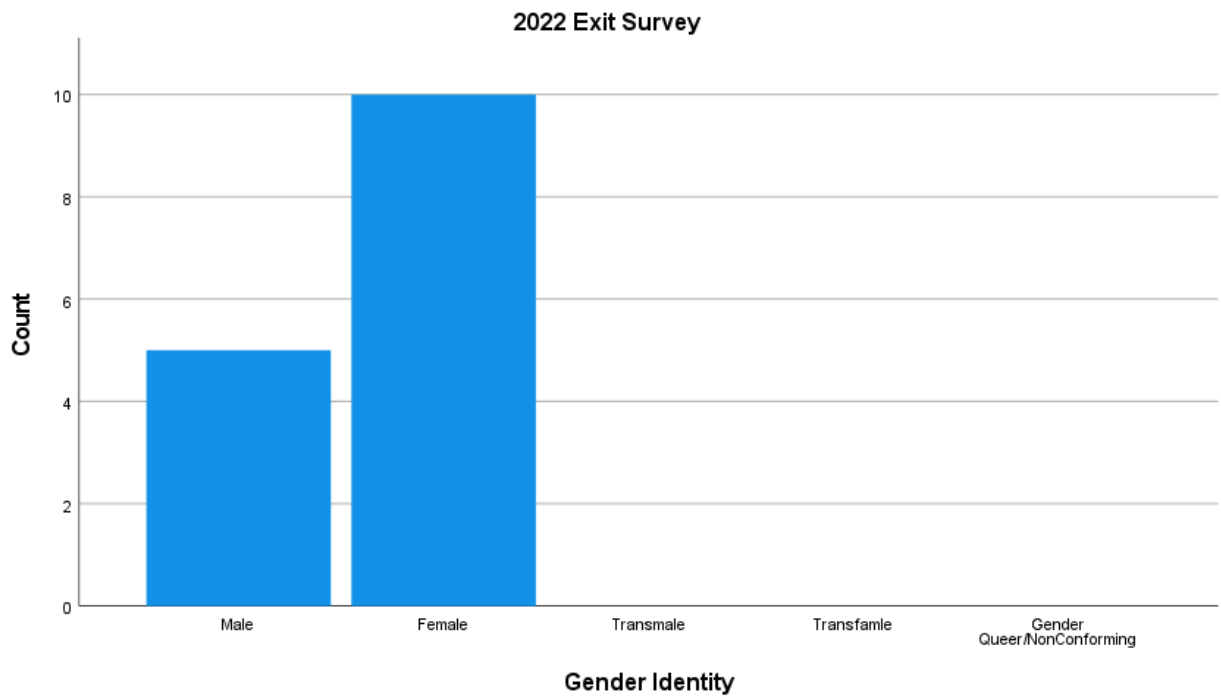
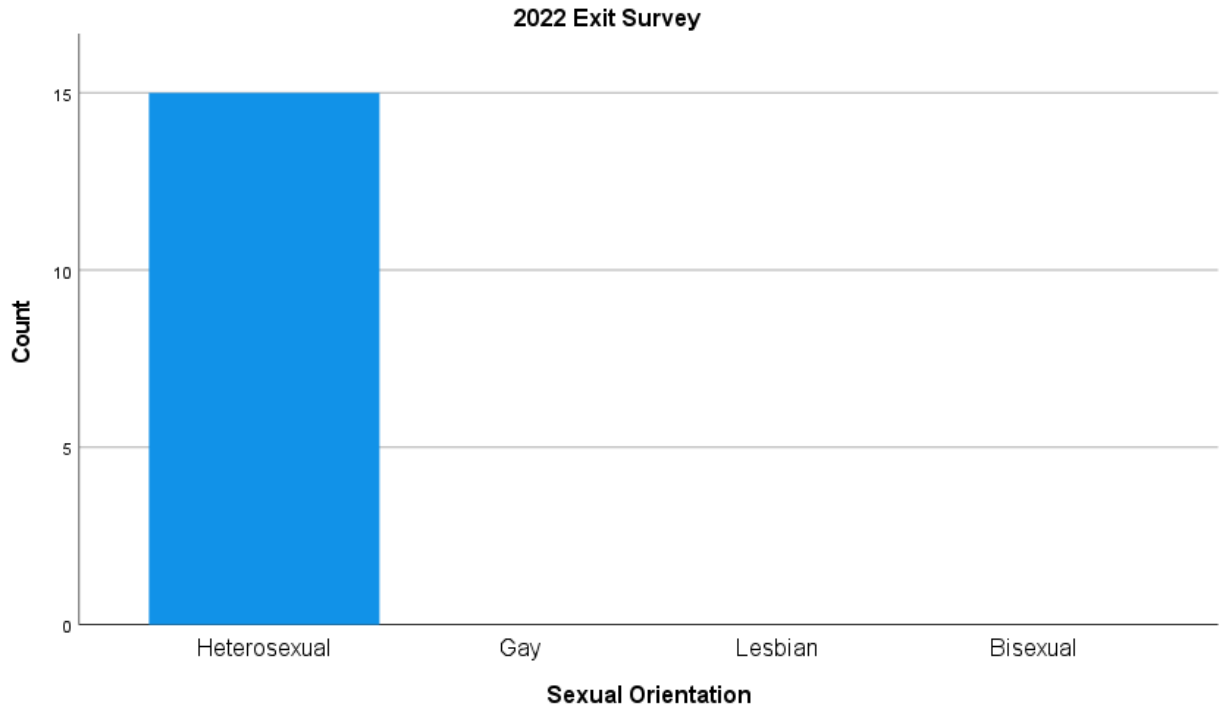
Although laborious, the department chair conducts audits on each advisee, each time they meet to register. This includes reviewing the student's transcript and worksheet and providing a written updated academic plan. This ensures students are not taking unnecessary classes and provides a timeline to graduation. Students are provided with a copy of the documents.

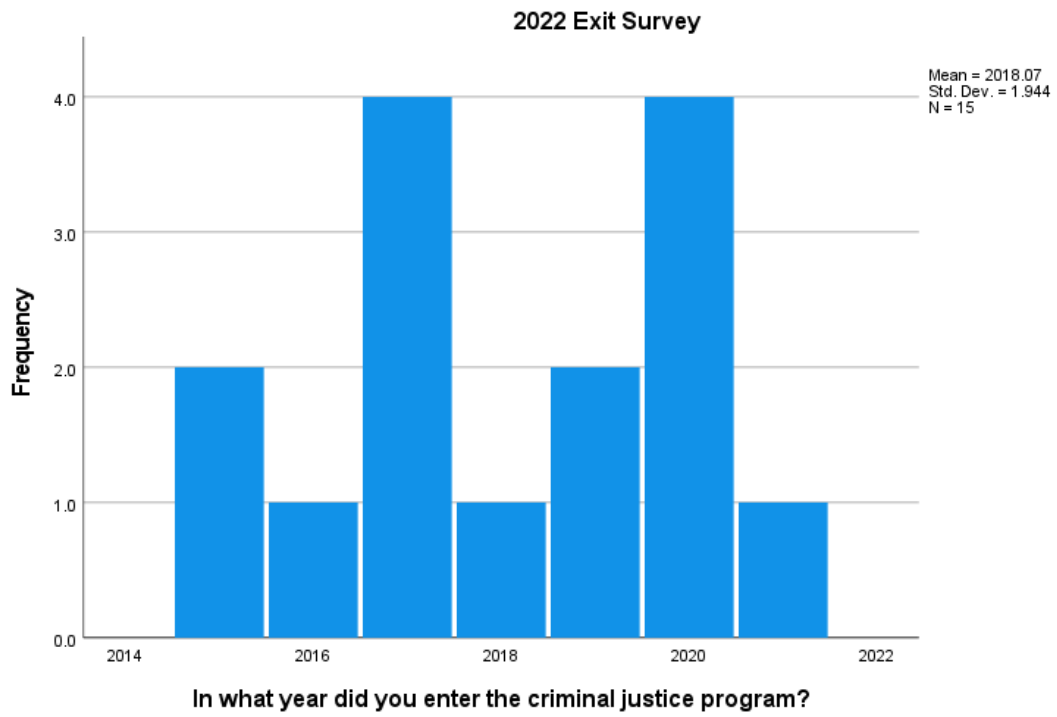
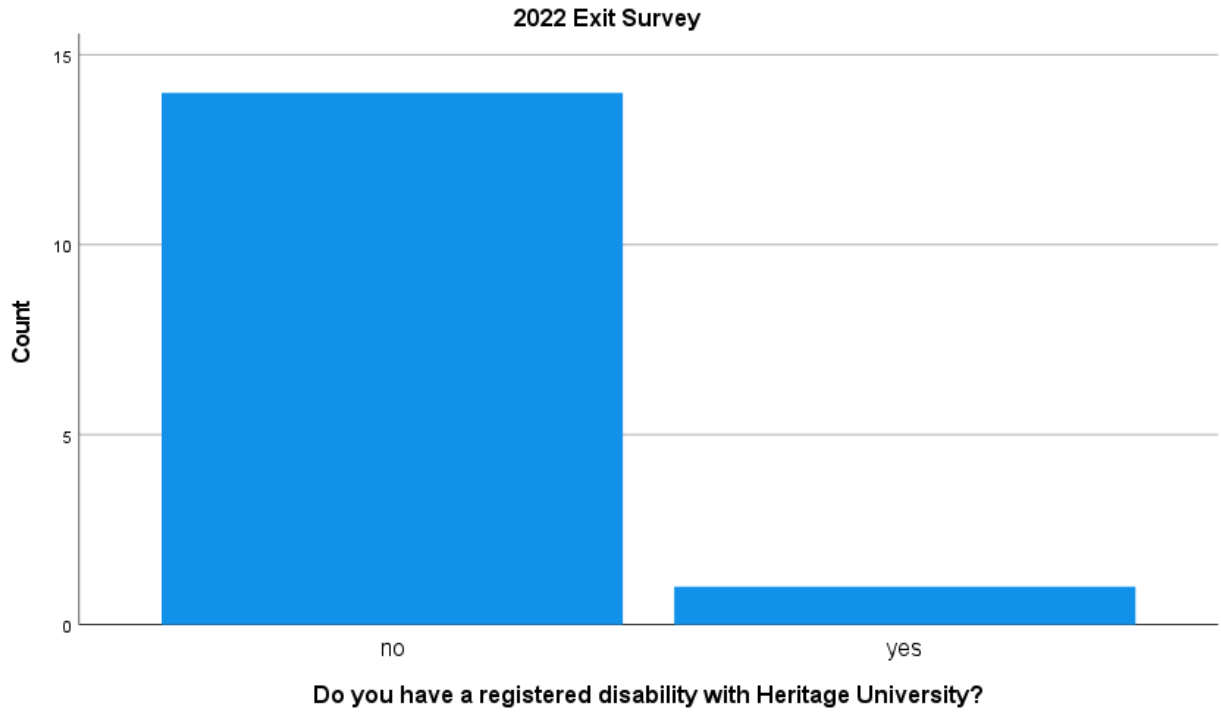
Student Exit Survey

The department administered its first student exit survey to all 20 graduating students in May 2022, so that students could provide feedback about their experiences with department personnel, advising, program support, program courses, and their plans after graduation. 15 graduating students responded to the exit survey. Overall students were highly satisfied with their experience at Heritage University. The following data was captured in the exit survey:

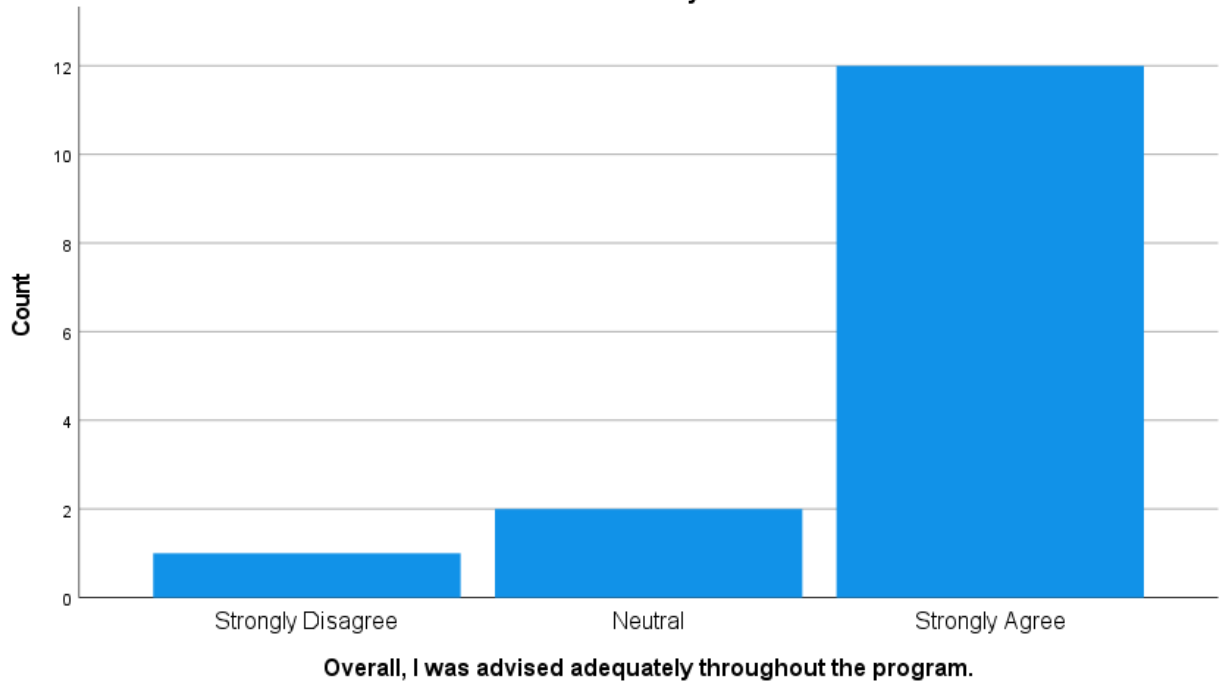




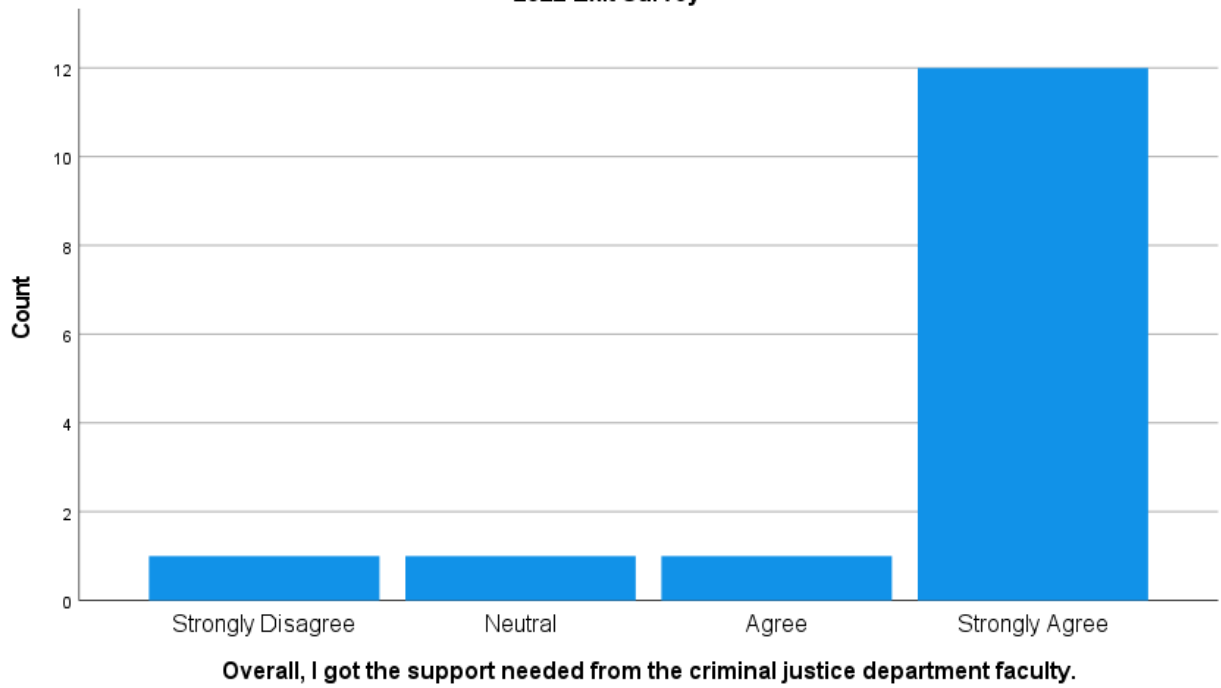




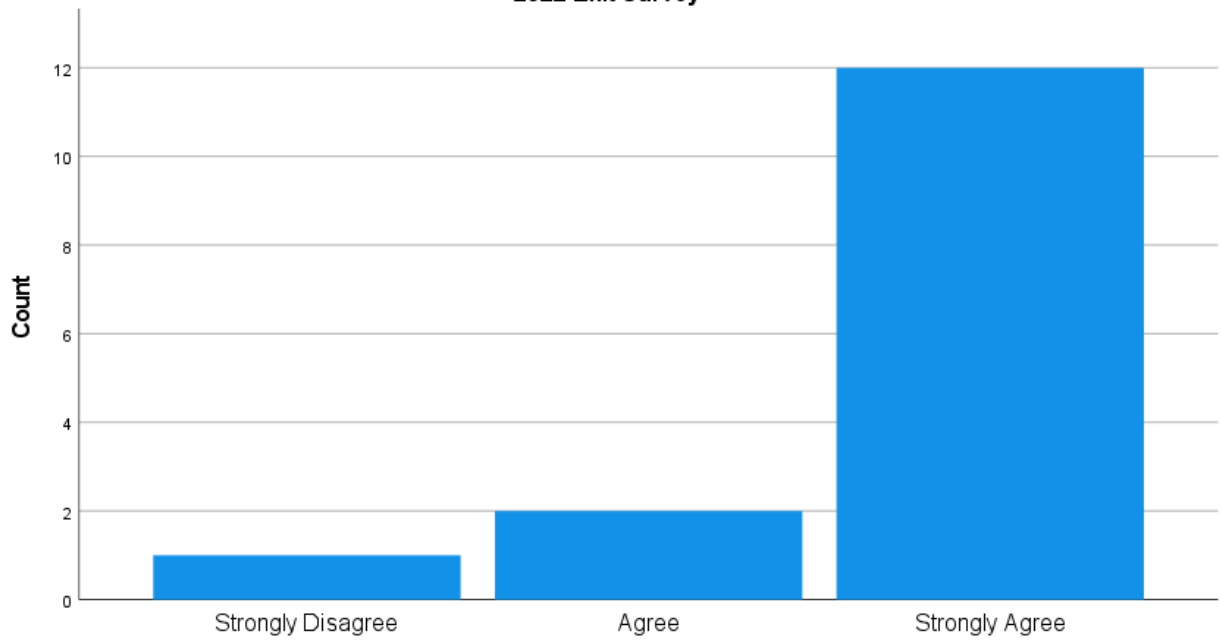
2022 Exit Survey



2022 Exit Survey

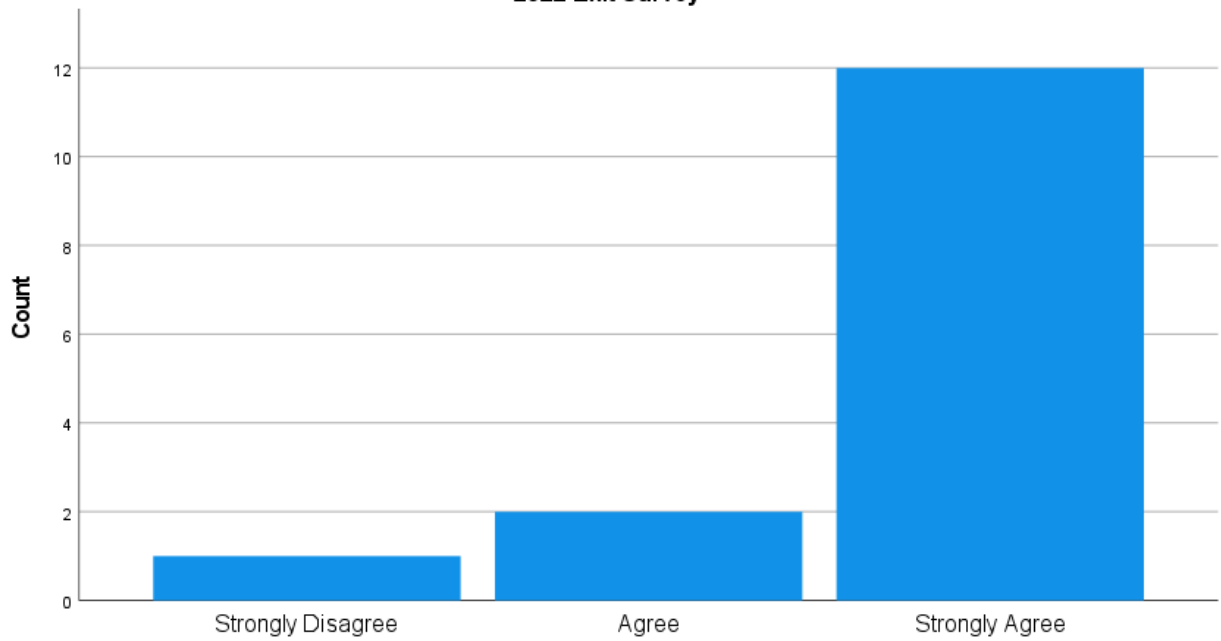


2022 Exit Survey



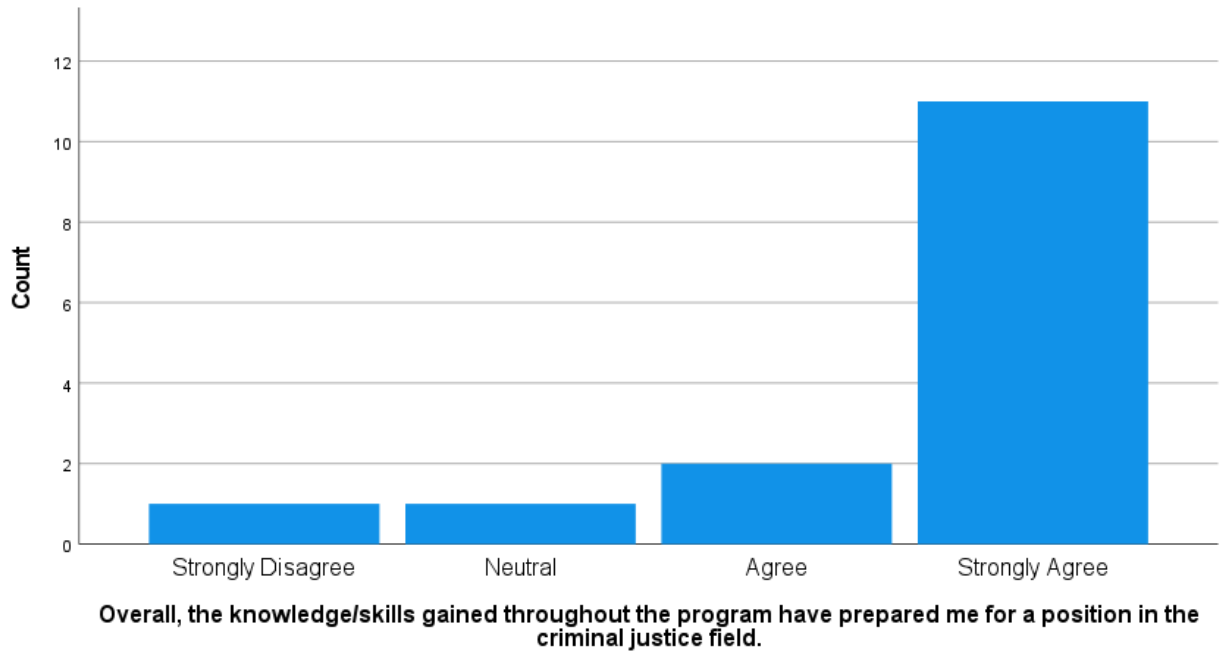
The faculty in the criminal justice program were accessible to me.

2022 Exit Survey

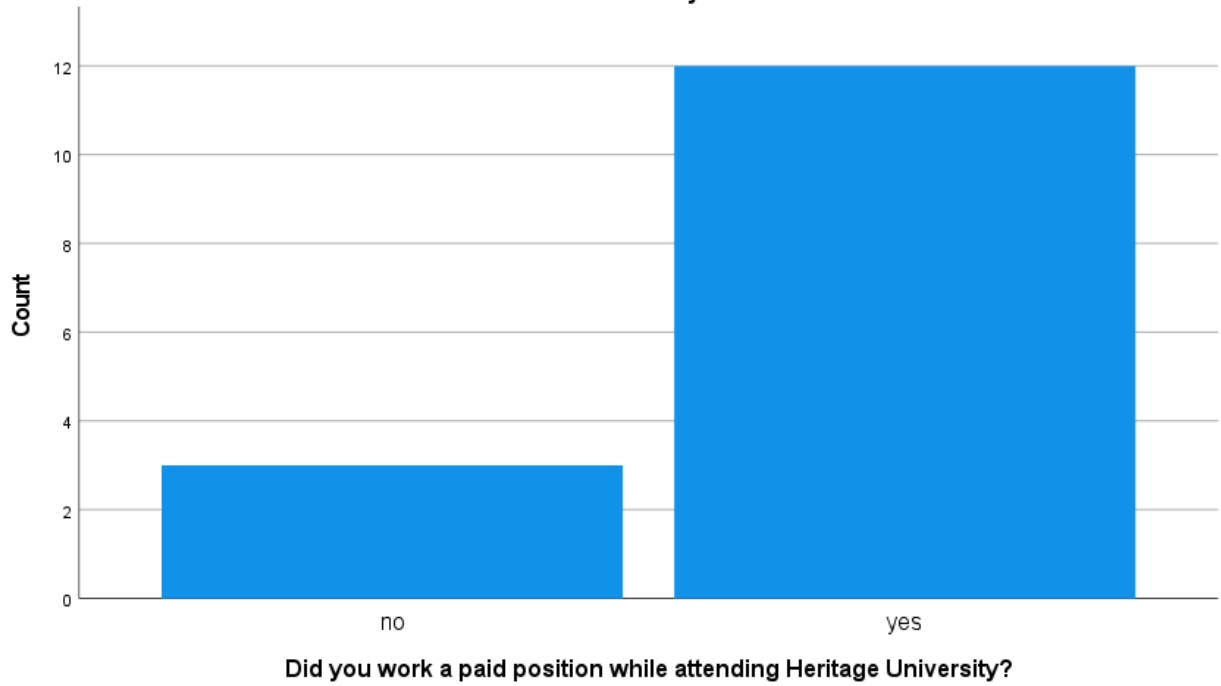


Overall, the criminal justice program supports diversity, equity, and inclusion.

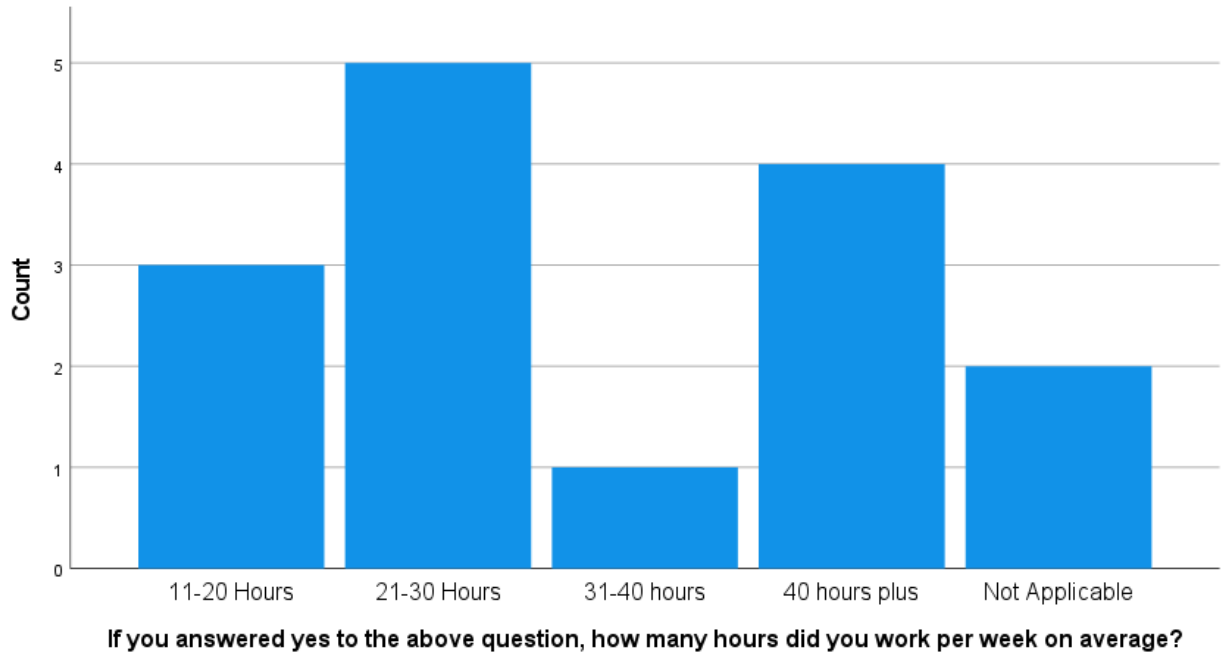
2022 Exit Survey



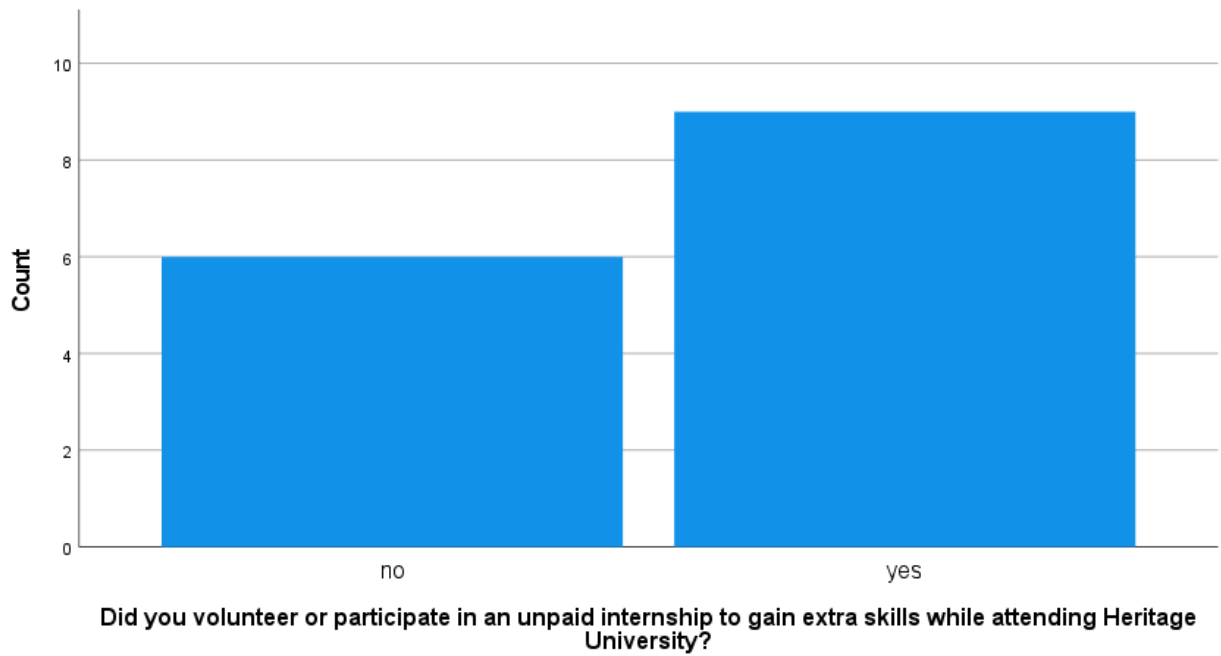
2022 Exit Survey



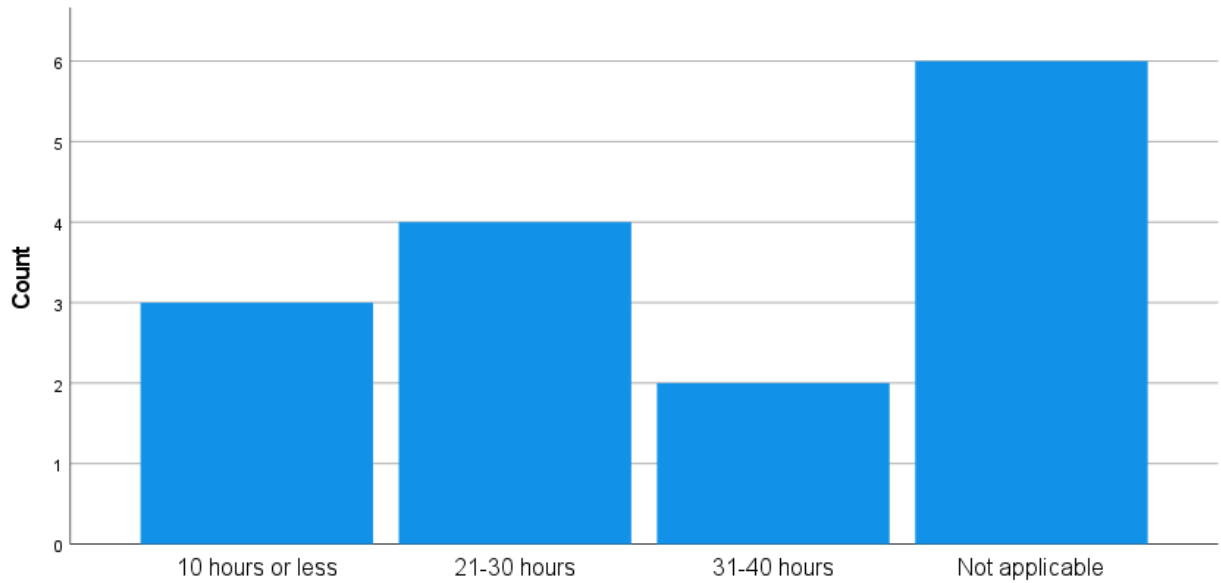
2022 Exit Survey



2022 Exit Survey

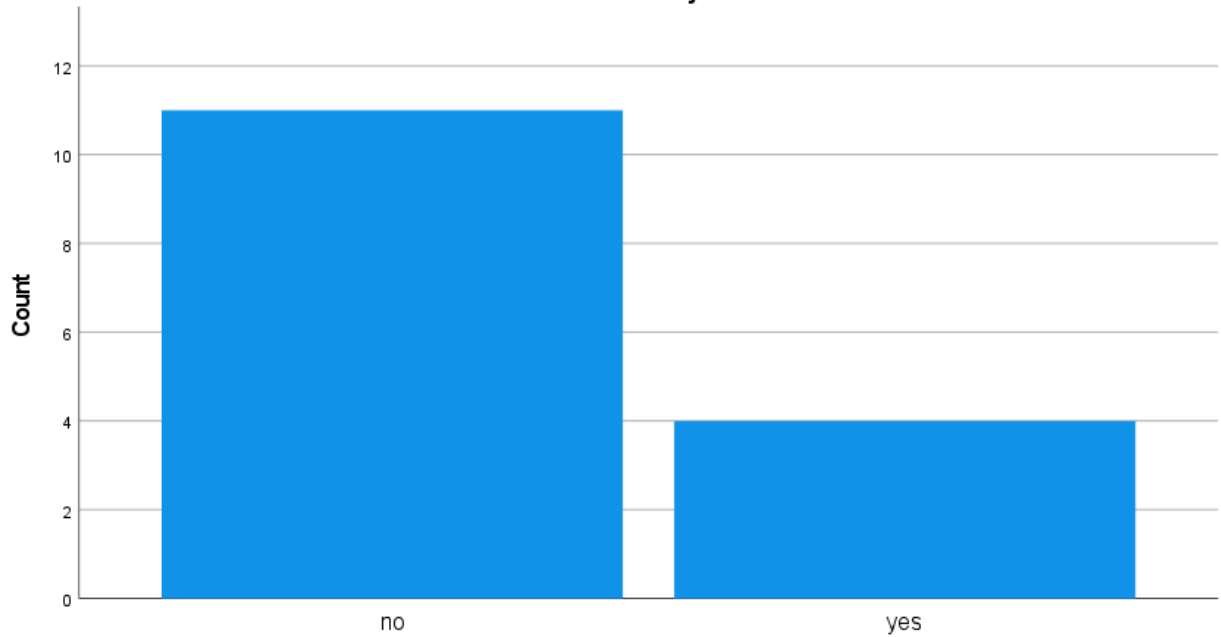


2022 Exit Survey

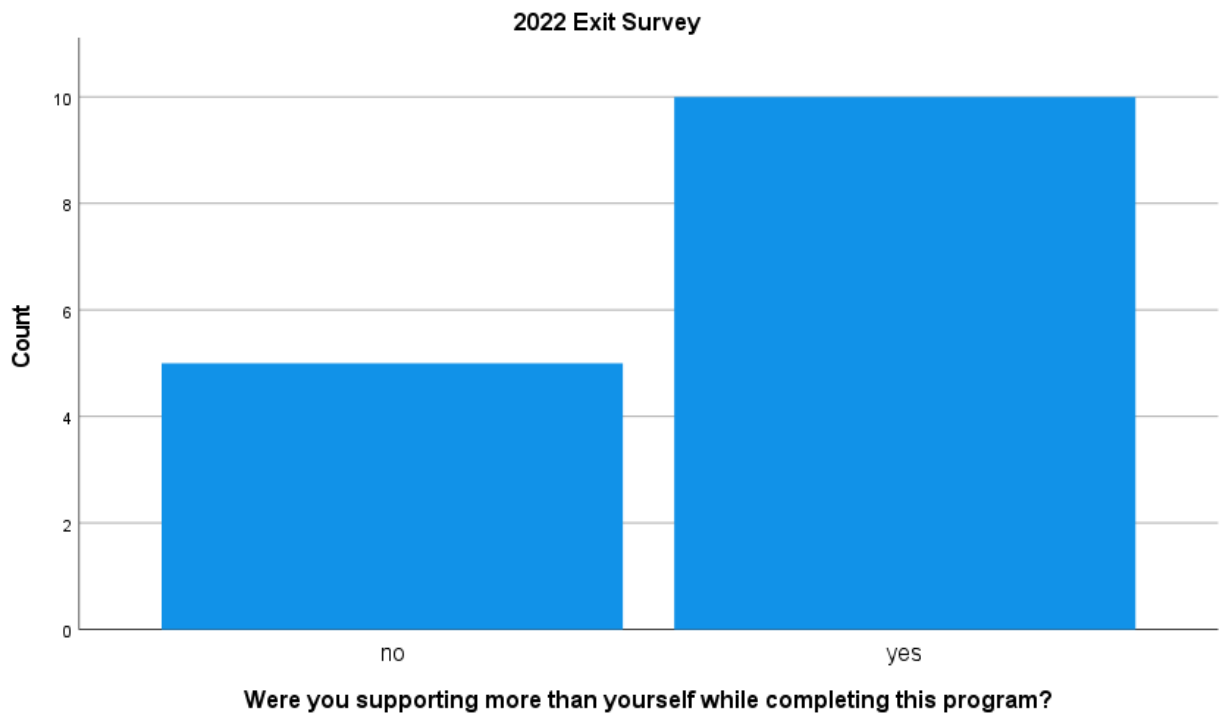
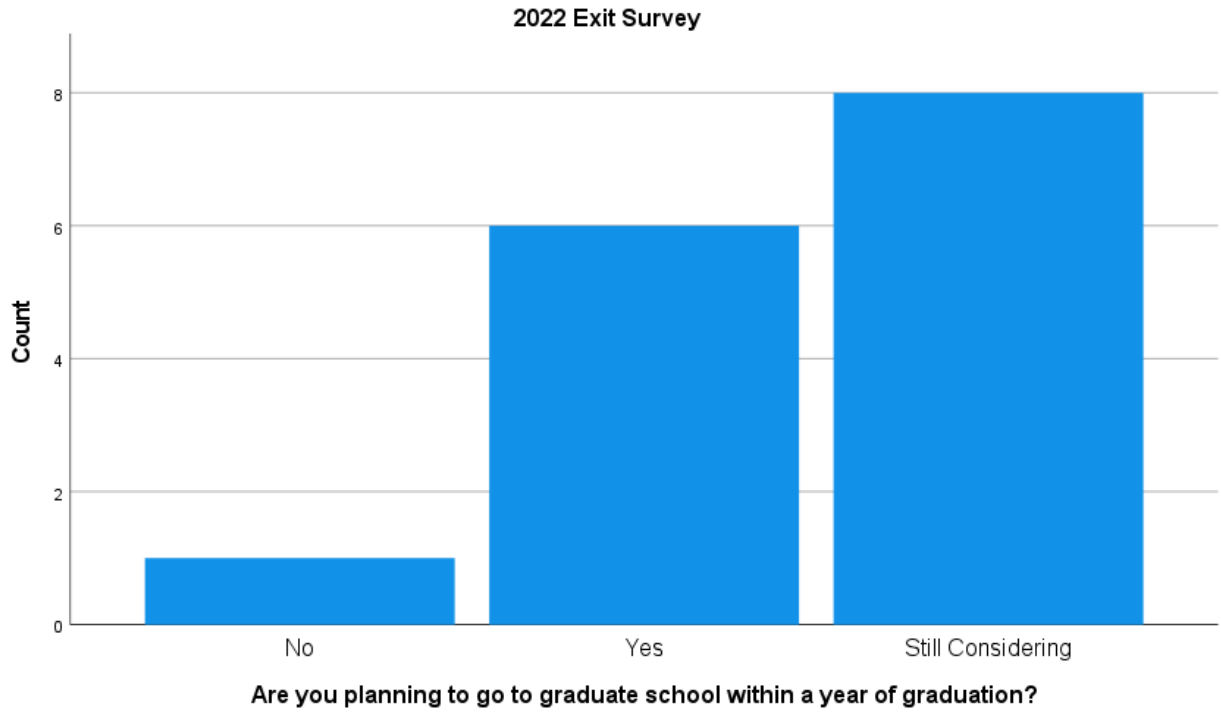


If you answered yes to the above question, how many hours did you volunteer or participate in unpaid internship per week on average?

2022 Exit Survey

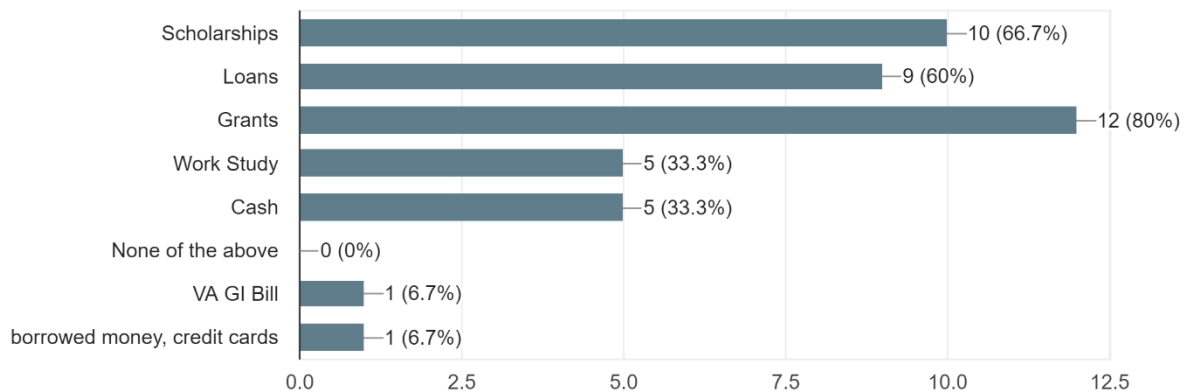


Have you secured a position within the criminal justice field?



What funding opportunities did you use to complete the program?

15 responses



What could the program have done better/differently to enhance your educational experience?

- I believe having more criminal justice student scholarships
- Work a bit more with work schedules
- The professors were amazing.
- Provide students with PAID internship. There are students with families to support and not all can afford to work unpaid internships.
- Reminding students that majoring in criminal justice is important and should be taken seriously. Try to avoid traffic tickets etc. It can hurt your future career. I don't say it for me personally, but I would see it
- Recorded lecture options if students are unavailable.
- NA
- More financial help opportunities
- Encourage students [or me] to learn more about graduate school.
- Nothing
- It would be cool to have recommend meeting once in a while to see how students are doing.
- I really wish I was listened to when I asked to minor in Psychology many, many, times. I did not get the opportunity to do so. Further, I ended up having many free "electives" that messed up course requirements and additional YVC credits had to be brought in as well as "waivers" making my transcript show incomplete with a completion of less than 120 earned credits. Oh, also, I didn't get recognized as honor roll even though my GPA was mostly a 4.0 but ended a strong 3.93 (this was because of the on-needed electives, so I was told). At the end of this long haul, I truly appreciate all of the effort and navigation we all went through with this COVID journey and education. We are a very unique group and I know that will go far itself. Oh hopefully if they could correct my transcript to show I actually took classes at Heritage and it wasn't all waived and YVC transfer with 0 honors, hopefully I could get somewhere because I'm at a loss as to where to go from here.
- Having some guest come do Q&A
- more faculty helping Kim

- it was actually a great experience

Department reflections:

Financial assistance and paid internships are important to students. In the past, paid internships have been provided through small grants. Due to the nature of public work, the criminal justice program finds it difficult to establish paid opportunities (public safety positions are taxed based).

The department chair and criminal justice faculty will recognize and promote students who are interested in graduate school. GRE and LSAT prep. Summer 2022, students interested in law school are afforded an opportunity to work with law school professionals to prepare them for law school. LSAC Plus – Law School Pipeline project. GRE opportunities should be established.

It should be clear to students about transfer credits, establishing a minor and graduation recognition for gpa.

What worked well in the program for you?

- Having amazing support from my professors and advisors. Also my classmates were always extremely supportive!
- Great support
- The professors were amazing
- Everything. The faculty support was amazing. Ever instructor was so helpful and flexible with assignments. I was able to secure a job within my field through my internship.
- The support for Advisor and the ability of being able to have courses after work hours work well with my schedule.
- One-on-one feedback from instructors.
- NA
- Teachers with experience in the fields that I am interested in
- Learning about different subjects from those who had the knowledge and experience in the field. Hands-on classes like Criminal Investigation was cool! Going on field trips to the Washington State Crime Lab, the Women's Correctional Center, & the tribal jail facility for the simulation was great!
- Kim and professors were always offering help and guidance
- The help from professors and students.
- The material, books, videos, lectures, forums, pre recordings from Professors, and feedback.
- The teachers and also my classmates that had helped me throughout my college to pass my classes that I was able to work and go to school
- class times

Department reflections:

The department chair and program faculty will reinstitute field trips and hands-on learning, post Covid. Scheduling on-line and evening instruction will continue. This supports students who are working and have other obligations.

Enrollment and Completion

Program enrollment and completion has remained steady. Sustainability has been established, and there is potential growth, particularly in the Tri Cities. On average Tri-Cities enrolls about 22% to 24% of all program students.

Count of ID NUM	Column Labels									
Row Labels	FA18	FA19	FA20	FA21	SP19	SP20	SP21	SP22	Grand Total	
American Indian or Alaska Native		5	8	8	7	6	6	5	4	49
Asian		1	1	1	1	1	1	1		7
Black or African American							1		1	2
Hispanics of any race		53	50	46	51	43	45	43	49	380
Nonresident Alien				1	1			1	1	4
Race and Ethnicity unknown		2	3	2	1	1	2	2		13
Two or more races		2	1	2	3	2	1	2	3	16
White		4	3	3	4	4	3	3	3	27
Grand Total		67	66	63	68	57	59	57	61	498

Criminal Justice Minor data provided by the Registrar in Spring 2022 indicates 20 declared. These are not reflective in the above chart.

The above data shows the enrollment trend and demographic information of self-reported students from Fall 2019 to Spring 2022. These numbers reflect 8.62% of the total university undergraduate enrollment.

<i>Graduates</i>	
2019	14
2020	18
2021	12
2022	20

Costs vs. Revenue

The chart below reflects the stability of the program. The department spends approximately 15% - 16% of total revenue brought into the university.

NOTE: The below data was taken from information posted in My Heritage. The department chair made a specific request to the CFO and provost for this data, to ensure it is accurate. The provost indicated he was meeting with the CFO later this summer to work out the data, so that all department chairs can be informed of accurate data.

Academic Year	Personnel Costs	Tuition Revenue	Personnel Costs / Tuition Revenue
2020-2021	129,137.63	807,841.16	15.9%

1. *What support does the program provide to the institution through service responsibilities and shared courses for the majors?*

SOC 101 (GUCR), SOC 220 (GUCR) POSC 101 (GUCR), POSC 201W (GUCR), POSC 350 (cross-listed with Environmental Law), and SOC 460W (cross-listed with SOWK 459W). Biology, history, psychology, social work, and English students declaring Criminal Justice as their minor, CRMJ 301 and CRMJ 300 are required along with additional upper-level courses to meet 15 credits.

2. *How does your program track enrollment/completion? What patterns have you noticed?*

The program tracks enrollment numbers, primarily using advisee data provided by Student Affairs. Enrollment numbers are typically 60 to 70 each semester. See enrollment and graduation numbers above.

3. *How does the program ensure students have adequate opportunities for advising, mentoring, and collaboration?*

The department chair is sensitive to advising, mentoring and collaboration. Emails are sent to all students in the program offering services of the chair for advising. Advising worksheets are sent out. Every time a student meets with the department chair a thorough audit is conducted. This is to ensure the student is on-track to graduation in a timely manner and to ensure the student classes are sequenced. Advising meeting are not limited to campus. Students are met primarily for their convenience.

Collaborative efforts are important to student mentoring, within HU and with others outside of HU. The program has had or has double major students in English, history, psychology and biology.

Internships have been established with Yakima County Coroner, local and state law enforcement (within Central Washington), private law firms, Benton-Franklin Juvenile Justice, Yakima County Courts, Corrections, Probation, Columbia Legal, Northwest Immigrant Rights Project, La Casa Hogar, Hanford, and numerous non-profit organizations throughout Central Washington.

The Law School Pipeline project is an opportunity for students and alumni to learn about law school and legal careers, from professionals working in the field. This summer 2022, Seattle University Law, Gonzaga Law School, University of Washington Law School, and

the Law School Admission Council have partnered with Heritage to provide support to diverse students, especially Latino/Latina/Latinx and Indigenous, to help them gain entrance to law school. The four-week program will include, a beginning, a mid-point and a final student assessment. The department chair has worked with the outside assessment committee and those results will be provided in the next criminal justice program review.

4. *What institutional support does the program need to address enrollment and retention?*

Enrollment: The CJ enrollment numbers have been steady. The department chair responds to requests to meet with potential students interested in the program. An updated CJ flyer/brochure would benefit the program and the university. The last flyer and brochure were created within the department and financed by the department.

Because public safety careers are in high demand and pay extremely well (Law Enforcement wages in Washington State has an annual mean of \$76,960 – 102,920), it would benefit the university to contribute more effort to recruitment in the program.

Retention: Continued face-to-face and on-line support from the ASC. Additional support in Student Affairs – specifically, personnel to respond to student advocacy's, with the ability to follow-up about the contact/results.

Institutional Resources and Support

Learning Environment

Is there sufficient institutional student services support for the learning environment, such as the library collection, equipment, computing, laboratories/studios, or other resources?

The library collection and academic skills center adequately provide support for students.

Faculty Support

Although the department chair has release time in her contract, it's apparent that this release time is not realistic. Her teaching load, administrative duties, program review, program marketing and recruitment, service to the university and service to the community demonstrates this reality.

Looking forward, the department hired a full-time faculty member, Dr. Vikki Carpenter, who will start July 2022. This support is greatly needed and much appreciated for those working in the program. Her education and experiences will assist with program review and development, advising, mentoring, instructing, and other services for program sustainability and growth.

Reflection and Plan

1. *Overall strengths*

- Student interest in the program has remained steady
- Student internships – law enforcement, courts, probation, law, legislative, coroner, non-profit, and limited paid internships
- CILT support
- Continue collaborations with other departments that reduce adjunct faculty teachings. (Social Work, Criminal Justice, Psychology and History). Adjunct faculty has been reduced due to cooperative course offerings taught by full-time faculty.
- Graduation rates
- Well-qualified adjunct faculty
- Employment opportunities for graduates

2. *Opportunities for improvement*

- Recruitment for program at CBC campus
- Continue to develop assessment plans for adjuncts and department chair
- Faculty to support high enrollment and a healthy program
- Recruitment from YVC AAS-T degree graduates

3. *Focus and plan for the coming 1-3 years*

- To include Bias-Free and Race-Relations curriculum to all CJ majors and Minors.
- Continue to offer contemporary course offerings for students (e.g. Human Trafficking, Missing, Murdered and Endangered Woman and Girls, Biased Based Policing Issues).
- Improve online instructions that include student-centered activities, theories of behaviorism, constructivism, and andragogy.
- Improve student assessment data collection (this is a primary tasks)
- Student Exit Survey (initiated for the first time in spring 2022)
- Continue to collaborate with the department chair of history to provide students with skills needed for law school. In 2020, three students (two double major criminal justice and history and one history major with a criminal justice minor), have been preparing for law school.

4. *Additional institutional support that may be needed, if any. Be specific in identifying needs and provide rationale.*

- The program chair will need continued support from CILT for developing measurable program outcomes and portfolios (particularly for adjuncts).
- Support for technology (students, adjunct faculty, and department chair)
- Anthology support
- Support for technology design (Canvas, Adobe, other software and apps)

- Faculty development funding (outside of the university)
- Diversity, equity and inclusion training provided by an expert in the field, E.g. Dr. Iris PrettyPaint. This training would be provided to all adjuncts and full-time faculty in the program.