

## Quadrennial Review for Criminal Justice

Central Christian College of Kansas

CJ Program Director: Col. Tom Greco

Dean of School of Professional Education: Dr. Jacob Kaufman

7.5.22

### Criterion 01

- Provide the department/program mission or purpose statement. [1.A1 & 1.A5]
  - RESPONSE:
    - The mission of the CJ program is currently wrapped up in the four program objectives and was created when the degree was approved by CCKK (Central Christian College of Kansas) in 2011. The Mission Statement is reviewed during this Quadrennial Review process and used when creating or modifying courses for the degree.
    - The CJ mission statement is clearly linked to the mission of the college by incorporating Core4 into the four objectives.
      - “Mind: The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.”
      - “Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.”
      - “Soul: The student can identify an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.”
      - “Strength: The student can choose appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior” ([CCKK 2021-22 Catalog](#), p. 99).
    - Evidence of mission statement can be found in the following locations:
      - Public ([CCKK 2021-22 Catalog](#), p. 99)
      - Public: CJ Page on the Website ([CCKK Website](#))
      - Students: New Syllabus Template requires CCKK mission & CJ program objectives: SS-CJ Terrorism and Counterterrorism Syllabus Full (Artifacts: SS-CJ Terrorism and Counterterrorism Syllabus, p. 1 and 6).
      - Institution: AD03a Annual Report CJ 2021-22 (Artifacts: AD03a Annual Report CJ)
- Are there specific ways that the program serves the public (the greater good)? [1.B1]
  - Response:
    - In 2021 we assessed while many of our online students were law enforcement or correctional professional officers, many of our traditional on campus students had minimal connection or experience in areas of law enforcement. We created and instituted the CCKK CJ Club in 2021 to connect residential students with law enforcement professionals and to expose our residential students to various Criminal Justice topics and practitioners. Topics include search and seizures, Miranda rights and processes, police administration, fundamentals of corrections and current corrections concerns, community policing, ride-a-longs with serving

officers on duty, visits to local LE offices, and exposure to prosecuting attorneys and their challenges.

- Examples of student service: Mikel Golden, Promoted to Chief of Police McPherson Police Department; Doug Schroeder, promoted to Executive Director of the Kansas Commission of Peace Officers Standard (Student who is now on the faculty); Ted Smith graduated from the University of Arkansas with a Master's in Public Administration (See AD03a – Criminal Justice 15 Jan in Artifacts); Dennis Shaw and Robert McClarty served as McPherson Police Chief; Mikel Golden is serving as McPherson Police Chief; James Reeves served as Deputy Warden for Training for Kansas Prison System.
- For list of Faculty see 3.C5.
- Describe ways that the department and related programs prepare students for informed citizenship and workplace success. [1.C1]
  - Response:
    - 96% of students taking the capstone course are already serving their community in either law enforcement or corrections positions within their respective communities. The required personal biographies in Week One of the capstone course provide us with this evidence. Many of these officers are enrolled and desire to earn their degree for two reasons: 1- To advance to a chief, sheriff, or detective position that the department or community leaders are requiring before hiring or 2- They are seeing a degree to help with their future employment opportunities in “life after the badge.”
    - Activities included by the CCCK CJ Club in 2021 included three visitations to the McPherson Police Department, two ride-a-longs with serving police officers while on duty, two meetings and question and answer interaction with three currently serving officers and a seminar offered by an FBI agent on the nuances and challenges of serving in the FBI.
    - The residential CJ data sheet includes a SS-AP 395 Practicum [Social Science]) (Artifact – Practicum – Application, Internship – Application, and Internship & Practicum – Handbook) for preparation ([2021-22 Catalog](#), p. 130)
    - Our general education curriculum provides students with the necessary skills:
      - We believe that Mind, Strength, Heart, and Soul should be the center of every student at CCCK. The aptitudes found in the 2021-22 Catalog ([2021-22 Catalog](#), p. 86-88) provide definition for the general education needed for success in the community (citizenship) and workforce for both our AA and BA degrees in CJ.

Foundational Skills: GS-SM 105 Essentials for College Success (3); EN-CP 103 English Composition I (3); EN-CP 104 English Composition II (3); MT-BI 100 Introduction to Biblical Literature (3); Communication Course (3); BS-CP 235 Computer Applications in Business (3)

Mind: Science Course (3); Math Course (3)

Heart: History Course (3); SS-PY 110 General Psychology (3)

Strength: Humanities or Fine Arts Course (3); SP-SH 101 Wellness for Life (3)

Soul: Philosophy Course (3); MT-WV 201 Contemporary Culture and Worldview (3)

The online program requires students to understand and utilize various computer applications and provide complex spreadsheets, presentations and written reports to help define and support their responses to various assignments.

- Provide evidence that the department and related programs foster a climate of respect among all students and faculty from a range of diverse backgrounds, ideas and perspectives. [1.C3]
  - Response:
    - Within each course students are required to demonstrate respect for the varied perspectives, ideas, and backgrounds of each student. This requirement is articulated in the respective course syllabi and enforced by the faculty lead for each course. Discussion questions within the Ethics in CJ course and within the CJ Capstone course address various scenarios that require the student to assess ethnic, racial and gender concerns and contrived incidents in the application of areas such as reporting, search and seizures and Miranda warnings. (Artifacts: SS-CJ 320 Ethics in Criminal Justice and SS-CJ 495 Criminal Justice Capstone) can be found in the course syllabi).
    - The Freedom of Expression and Diversity and Respect statement are a part of each syllabus ([Syllabus Policies](#), p.2-4). CCK has created a link for all syllabi to include in their appendices so that any new policy would be included and ensure current policies are present in all syllabi.

## Criterion 02

- Provide evidence that the department and related programs ensure operational integrity in regard to its financial, academic, human resources and auxiliary functions. [2.A2]
  - Response:
    - Since most of the curriculum for the last four years has been online, there has not been a budget allocated for CJ. Therefore, any budgetary needs for curriculum building or paying online faculty has been run through the School of Professional Education, which is overseen by the Academic Office. All faculty have an MOU (Memorandum of Understanding) for teaching and course building (Subject Matter Expert), which can be seen in the Faculty Handbook (2021-22 [Faculty Handbook](#), p. 88-90). For all new hires, we follow a “New Faculty Checklist” (Artifacts: New Faculty Checklist (2.9.2021), and new courses or modifications are reviewed by the Program Director or Chair for approval and are reported to AAAC when necessary. All new faculty work through the CCK Human Resources department for onboarding processes and have full access to Human Resources at any time with any questions.
- Provide evidence that the department’s programs are presented clearly and completely regarding its programs, requirements, faculty and staff, costs to students, and affiliations. [2.B1]
  - Response:
    - The following is found in the [20-21 Catalog](#): Degree information (CCK Catalog, p. 94, 99-100, 129-130), cost (p. 48-52), faculty (p. 205-209), and affiliation (p. 2-3).
- How does the department/program support the institution’s commitment to academic freedom and freedom of expression? [2.D]

- Response:
  - Each syllabus is linked to the [“Appendix B: Course Administration and Policies,”](#) which includes the following information: “Freedom of Expression” & “Diversity and Respect” ([Course Policies](#), p. 2-4).
  - The faculty handbook also includes a section on Freedom of Expression with two subheadings titled “Diversity & Respect Statement” & “Freedom of Expression and Inquiry” (p. 34-35).
  - As of right now, no complaints or concerns have been filed in the program.
  - In each class, students are encouraged to express their personal viewpoints and ideas. To maintain integrity and validity in the classroom they are also required to support their ideas with facts, data, personal experience and compelling evidence from scholarly resources to support their respective claims. See SS-CJ Criminal Justice Capstone course rubrics (Artifact: SS-CJ 495 Criminal Justice Capstone, p. 6-8).
- How does the department/program partner with institutional services ensure the integrity of scholarly practice, from students and members of the faculty? [2.E2]
  - Response: Student Success, found in the Briner Academic Center, provides scholarly guidance and tutoring for our residential campus. For online (and residential) students, we offer tutor.com, a 24-hour tutoring service that supports students with integrity and scholarship. Our online Student Success (SPE) provides great mentoring to any student who is struggling or needing help with academics, advising them how to work with faculty and bringing in other support may be needed. Contact information is found in Canvas and on the website ([Current Students | Central Christian College](#)). All residential faculty are required to include office hours in their syllabi, along with office hours posted on their doors (Artifacts - “Faculty Schedules Audit FA-21”). Online faculty are required, as seen in their MOUs, to respond to students within 24 hours ([Faculty Handbook](#), p. 88).
- Describe the ways that the department/program provides students with guidance in the ethics of research and use of informational resources. [2.E3]
  - Response:
    - Within the Capstone course students are required to research and submit an annotated bibliography using scholarly resources to begin their efforts on a 3500-word research paper and 10 slide presentation. Additionally, students are required to submit a sentence outline and a rough draft paper before a final submission of both a paper and presentation. All documentation of outside scholarly resources must be cited in APA format. The faculty leads are instructed and required to check at least 30% of the sources to ensure validity of the resources (Artifact: SS-CJ 495 Criminal Justice Capstone).
- Provide evidence that the department and related programs enforce the institution's policies on academic honesty and integrity. [2.E4]
  - Response: An example of CCK enforcing the academic honesty policy was with an online instructor (Doug Schroeder) and a student on Nov 24, 2020. The instructor followed the protocol indicated in the college catalog. The student did not appeal (“CJ Plagiarism Case”, Artifacts). Report from Schroeder was filed in student file. For Plagiarism policy, see CCK Catalog (p. 7-72). All Syllabi have attached the link to our updated Plagiarism Policy (See all syllabi for CJ in Artifacts and for policy see [CCK: Coursework Policies](#), p. 8-10). CCK

policies and procedures can be found in our course syllabus policies (Appendix B) ([Course Catalogs & Policies - Central Christian College of Kansas](#)). Policies are modified to stay current and are attached to each syllabus. All CJ courses were audited and do have Appendix B.

### Criterion 03

- Provide evidence that courses and programs within the department and related programs are current (i.e., up to date, in keeping with best practice, etc.) and require levels of student performance appropriate to the credential awarded. [3.A1]
  - Response:
    - Considering the AD03a completed by CJ Director and End of Semester Evaluation completed by the instructors for all online courses, the following courses have been modified based on instructor’s recommendations after filling out the End of Semester Course Evaluation.

date	course	Subject Matter Expert	Level of course development	Reason	Approval
9.27.21	Terrorism & Counterterrorism	Halbmaier, Sarah	Level 3: Edition change and slight modifications of assignments and discussion	Old Textbook/Instructor’s Request: Materials were out of date and needed modified	New text is being sought.
11.8.21	Intro. to Corrections	Halbmaier, Sarah	Level 3: Edition change and slight modifications of assignments and discussion	Old Textbook/Instructor’s Request: Materials were out of date and needed modified	Tom Greco: Approved
4.4.22	Introduction to Criminal Justice	Curt Steel	SPE Level 2: Book change/modify assignments and discussion	Course review and conversation with instructor completed by CJ Director, Tom Greco, during the quad review process. Needed added elements of writing and other CJ components.	Tom Greco: Approved

- We modified our residential program to meet the nuances and needs of our traditional students. Many of our residential students do not have Law Enforcement experience. We adjusted and added a practicum to help these

- students become more cognizant of the demands, nature, and challenges of a law enforcement career (Artifacts: AD4-SU21-045 Criminal Justice Align with Online).
- All courses were reviewed by current teaching faculty, specifically the mission as it applies to course mapping: CCK mission, CJ Outcomes, Course Objectives, and rubrics. This needed element was identified during the 2021 school year and addressed the Spring of 2022.
  - Seat time audits were completed for all CJ courses. (Artifact - Seat Time Audit SS-CJ 110 (3.31.2022)) One course was identified with two low of seat time, Ethics of Criminal Justice. The course has been rescheduled for review for Oct. 3 and will be rewritten by Director of CJ (Artifact - Seat Time Calculator for Ethics in CJ (5.17.2022)).
- Provide evidence that the department ensures program quality residentially, online, and dual credit. [3.A3]
    - Response:
      - Many of our online students are law enforcement or corrections officers with a plethora of experience in their respective Criminal Justice system. Our residential students have at the most a modicum of experience. We identified myriad inconsistencies between our residential and online programs and modified the degree last year to represent what we were teaching, offering a course, SS-AP 395 Practicum (Social Science) specifically, that provides needed support for our less experienced students (Artifact – Practicum – Application, Internship – Application, and Internship & Practicum – Handbook).
      - Our Syllabi Audit shows that all syllabi being taught have been reviewed (Artifacts – CJ Syllabi Audit).
      - Currently, there are no dual credit courses.
  - Provide evidence that the department offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and develop skills adaptable to changing environments. [3.B]
    - Response:
      - Every course in the Criminal Justice program online offers our students with weekly apply and discussion questions assignments that require research, analytical skills and creating documents that communicate information, studies and presentations that demonstrate proficiency in the courses learning objectives (Artifact – See Online Syllabi).
      - The residential practicum is especially useful for our residential students to help them better understand and engage in law enforcement activities and programs.
      - Programs are reviewed bi-yearly through the end of year evaluation done by CCK faculty to ensure quality of the course. The evaluation is reviewed by the Dean of SPE, and courses are reworked – examples in 3A.1. This reworking of courses provides the students with the most recent texts and topics in ever changing environments (Artifact – Practicum – Application, Internship – Application, and Internship & Practicum – Handbook).
  - Provide evidence that the general education program appropriately supports your departments’ learning outcomes. [3.B1]
    - Possible evidence:

- Department's Website: Offering
    - Best Practice Degree Matrix
  - Response:
    - An artifact would be the [CCCK catalog](#) (p. 94, 99, 129) that shows our General Education. English Comp I does provide the needed support for the writing exercises (APA), Psychology for foundations of the human psyche, Biblical worldview (Intro to bib lit and Contemporary Culture and Worldview) for both a basic understanding of scripture along with a Christian understanding when working in the CJ workforce. Further, for online students APA citation is scaffolded in with the Essentials of College Success and General Psychology.
      - “Mind: The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.”
        - Required history course.
      - “Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.”
        - Contemporary Culture and Worldview.
        - General Psychology
      - “Soul: The student can identify an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.”
        - Introduction to Biblical Literature
      - “Strength: The student can choose appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior” ([CCCK 2021-22 Catalog](#), p. 99).
    - The department completed a best practice degree matrix that shows that our gen eds are in alignment with other institutions who offer the CJ major. A study was done with Christian colleges, top universities, and free Methodist colleges (Artifact – CJ Best Practice Degree Matrix).
- Provide evidence that the department recognizes the role of diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world. [3.B3]
  - Response:
    - Curriculum: Several course discussion questions in Ethics in LE, in the Capstone course and in the Introduction to Corrections address key areas in diversity and the abuses that can happen if the LE officer is not aware of his/her bias (Artifacts – SS-CJ 320 Ethics in Criminal Justice and SS-CJ Criminal Justice Capstone).
- Provide evidence that the department encourages scholarship, creative work, and the discovery of knowledge, as appropriate to the College’s mission. [3.B4]
  - Response:
    - The Capstone courses require the student to research, organize and create a significant research paper and presentation on a Criminal Justice topic/issue and offer their respective solutions, supported by credible, scholarly research to remedy the issue (Artifact - SS-CJ 495 CJ Capstone). Further, all course objectives for every course provide a link from the college mission/program outcome/course objective/learning tool (Artifact – Any Online course offering)

- What are some specific ways that the department seeks to reflect human diversity, in its staff or resources, as appropriate within its mission and for the constituencies it serves. [3.C1]
  - Response: Evidence that the department strives to ensure the overall composition of its faculty and staff reflecting human diversity can be found in the [2021-22 Catalog](#) on page 9 under Nondiscrimination Policy in Employment under General Policies and Procedures. As seen in our catalog, two of our seven SPE online instructors are women (Chart in 3.C2).
- Provide evidence that the department has sufficient numbers and continuity of faculty member to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning. [3.C2]
  - Response: All faculty are listed in the CCK Catalog with credentials. Tom Greco was hired in Fall 2020 to oversee the curriculum as Director of Criminal Justice. Since then, he has been working with the CAO (Chief Academic Officer) for all curriculum needs. Our online adjunct faculty have specialties and a sensible teaching load (See Chart Below). After an audit of FA 2021, we have a 9.3:1 student-faculty ratio, proving that Faculty area able to meet the needs of our students. Residential advising has been completed by Dr. Charles Kaufmann with 25 or less advisees at a time.

Instructor	FA 2021	SP 2022
Brown, Jack	2	2
Greco, Tom	5	2
Halbmaier, Sarah	3	2
Nitsch, Susan	2	2
Randall, Shea	3	1
Steele, Curt	1	1
Wallace, Sean	1	1

- Provide evidence that all instructors within the department and related programs are appropriately qualified, including residential, dual-credit, and online. [3.C3]
  - Response: There are no dual credit faculty. We have not had a residential instructor for the last three years. We will be using an online instructor next year (2022-23) to instruct residential students in a traditional classroom setting to meet the needs of our residential students and oversee the practicum. All faculty are qualified, as reflected in the [CCK Catalog](#) ([CCK 2021-22 Catalog](#), p. 207-208). Our faculty are serving or have served in myriad aspects of law enforcement, corrections and/or military operations in US and overseas operations where law enforcement operations and processes were required. All faculty have a file in the academic office that ensures their credentials: Vita, transcripts, statement of faith, and cover sheet.

<b>Instructors</b>
Brown, Jack
Greco, Tom
Halbmaier, Sarah
Nitsch, Susan
Randall, Shea
Schroeder, Doug
Steele, Curt

Tucker, John
Wallace, Sean

- Provide evidence that department instructors are being regularly evaluated in accordance with established institutional policies and procedures. [3.C4]
  - Response: All courses require a TIGERS assessment, which is an assessment of student ratings of the course. These TIGERS assessments are reviewed by the chair/director, CAO, and annual professional developments are conducted to improve teaching. *ADO1 Annual Reports - Instructor* and *ADO4 – Annual Review – Faculty* are for full-time faculty. Currently, we have no full-time CJ instructors. **Action Item:** Since there are no full-time CJ faculty and no ADO1 & ADO4 forms for CJ faculty, the program director and Dean of SPE will conduct annual reviews of all adjuncts and review one course taught by each faculty member to make sure faculty follow CCCK standards. A new faculty review document was created and completed for the first SPE faculty member for the April 4<sup>th</sup> – May 15 term (Artifacts - SPE Online Faculty Review 5.25.22)
- Provide evidence that department instructors remain current in their discipline and adept in their teaching roles, and how the department (institution) supports their professional development. [3.C5]
  - Response:

Instructor	Degree	Employment/Experience
Brown, Jack	Ph.D. Administration of Justice, M.S. Criminal Justice, B.S. Criminal Justice	Director of Graduate Studies (CJ) - University of the Cumberland
Greco, Tom	M. Business Management; Post Graduate Study in Leadership, USA Commanding and General Staff College; and post graduate study in strategic Planning, US Army War College	Pastor - Ontario Community Church and Criminal Justice Program Director
Halbmaier, Sarah	M.S. Liberal Studies (Criminal Justice)	CJ Instructor - CCCK
Nitsch, Susan	J.D (Juris Doctor). Law	CCCK; Ret'd FBI Special Agent
Randall, Shea	J.D. Law, M.A.	Law Firm of Shea Randall
Schroeder, Doug	M. Professional Studies	Executive Director of the Kansas Commission on Peace Officer Standards and Training
Steele, Curt	M. Public Safety Leadership & Administration	Police Sergeant; Crisis Hostage Negotiations Asst. Team Leader
Tucker, John	MBA (Master of Business Administration), Strat. Lead.	Police Officer, Training officer
Wallace, Sean	M.A. Crim. Justice	INL (Guatemala)

CCCK Provides four professional developments for our CCCK faculty. All faculty are required to attend at least 3 professional developments a year: Level UP in Canvas (Kaufman/Koepferich) <https://cckk.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=3397d172-6fac-4b49-b90e->

[ae5a016e9d5a](#); Using Video in the Classroom: Utilizing Panopto and Other Best Practices (Kaufman/Koerperich):

<https://ccck.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=ab36f17f-ecf1-4951-9929-adb2016dabe7> ; and Action Planning with the TIGERS Report (Kaufman/Malone): <https://ccck.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=0001bb0a-8617-4af8-95ca-ad650167d4d6>.

- Provide evidence that the department's instructors are accessible for student inquiry. [3.C6]
  - Response: For all online courses taught by CCCK, there is a requirement for quick response time. The following comes from the MOU found in the [Faculty Handbook](#): “21.7 EMAIL/PHONE Facilitators will respond to all student emails and phone calls within 24 hours.” The average for the FA21 Tigers report completed by students shows that out of a 5.0 scale, instructors scored a 4.71 on the question “My instructor is accessible to me.”
- Provide evidence that the institution provides student support services that are suited to meet the needs of students within the department and related programs. [3.D1]
  - Response: As stated above, instructors in the CJ program prove that they are accessible. Further, all students have access to tutor.com, (online usage reports available upon request from the Academic office), a 24-hour tutor service, and Telehealth for any medical needs (24-hour service). Being an online and residential institution, these resources best fit the needs of our students. CCCK also offers Canvas as our learning platform (leading the industry) and free Microsoft products through Microsoft 360. *Additionally, online students are also directed to Student Success for support with resume writing and career planning.* Briner Academic Center provides the necessary resources and infrastructure to support the online program. There are over 57 databases provided for journal articles and eBooks available 24/7 for the online students and faculty to access. The Briner Academic Center website <https://www.centralchristian.edu/academics/briner-academic-center/#1631917045873-28c6bda7-7d61> provides links for writing help, contact information for individual help, and a form to request help.

#### Criminal Justice Databases/Resources

- Legal Collection
  - Military & Government Collection
  - Web links to legitimate sources (like FBI, Bureau of Justice Assistance, National Criminal Justice Reference Service, NOLO-Law for All, Crime Solutions and 10 others)
- Provide evidence that the department provides academic advising that is tailored to meet students' needs. [3.D3]
    - Response: All online students work with online Student Success for enrollment and advising. Student Success provides advising at the beginning of each semester, assistance with accessing the Student Portal, assistance with reading and understanding the CCCK Catalog, assistance with degree planning and scheduling, and monitors participation in online courses. Student Success also responds to instructor-submitted academic alerts by contacting students about the content of each alert. Student Success checks in with students who have alerts at the beginning, middle, and end of courses. Student Success assists with filing Financial Aid documents but does not provide Financial Aid

counseling/advice. Student Success follows all policies outlined in the CCK Catalog ([CCK 2021-22 Catalog](#)). Residential students have a dedicated advisor, Dr. Charles Kaufmann. With 20 or fewer students, he works with students in a formal meeting each semester and informal meetings throughout the semester.

- Provide evidence that the institution has provided the necessary resources and infrastructure to support the department and related programs' faculty and students' effective teaching and learning. [3.D4]
  - Response:
    - CCK provides the technological resources needed to successfully support our online student body. In 2020, CCK transitioned to Canvas LMS (Learning Management System) from our outdated Dialog LMS. This was a crucial step for CCK's success online and residential. Further, software like Turnitin.com, Zoom, and Panopto have been purchased and put in the budget to support our residential and online systems. We have also purchased academic databases, Tutor.com 24-hour tutoring ([Tutor.com Learning Suite - Authentication](#)), telehealth 24-hour online health services ([Telehealth for Central Christian College of Kansas Students \(thevirtualcaregroup.com\)](#)), to support our student body. Training courses are completed with both online and residential faculty to provide needed skills for the classroom: Passport to Canvas, CCK Orientation, First Year Seminar (Residential), and Essentials for College Success (SPE).
    - For our residential students, CCK realized that there was a missing component in 2020, so a CJ club was created and budget request for a line item for CJ was requested for the 2022 school year (pending).
    - One major step forward is for two residential courses to be offered for the 2022-23 school year by a qualified instructor. Both the CJ major and minor have been revamped to fit the needs and fiscal responsibility of the college (A0 forms need to be attached). These course additions to our residential courses will help our inexperienced, novice residential students come up to speed and give more exposure to the CJ systems that their online counterparts experience every day.

#### Criterion 04

- Provide evidence that the department maintains a practice of regular program reviews and acts upon its findings. [4.A1]
  - Response
    - In 2020, CCK made some significant moves and created divisions for the institution. At that point in time, both CJ and Psychology became programs and we hired Col. Tom Greco to be the director of the Criminal Justice Program. Up to that point, all program reviews were conducted by the Social Science Department. While the Social Science Department completed its last Quad review in 2017-18, the institution recognized that the CJ program needed to continue to be under review and therefore the quadrennial review process was assigned for the 2021-22 school year. This report is evidence of this transition. Further, the 2020-21 AD03a annual review was completed by Col. Greco, which includes regular reviews of programs and areas of action. The 2021-22 Annual Report will need to reflect progress, as the 2020-21 was the first report completed (Artifacts – AD03a Criminal Justice 15 Jan. 2022).

- Provide evidence that the department maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs. [4.A4]
  - Response: To review prerequisites, rigor, and overall expectations, all syllabi are reviewed in the Syllabi Matrix, which proves that course objectives truly meet the program outcomes. All program outcomes can be found in the CCK Catalog. Further, the Syllabi Matrix provides proof that CCK's CJ program is within the best practices of other colleges and universities (Artifacts – CJ Syllabi Matrix). The CJ Syllabi Audit also provides proof of regular review and compliance (Artifacts – CJ Syllabi Audit). The faculty for the CJ program are viewed periodically and all credentials can be seen in the CCK Catalog. The Canvas Platform provides great links to needed resources: examples include bookstore, library, writing center, and tutor.com. Full faculty transcripts, vita, and other supporting documents can be found in the academic office. Courses are reviewed by teaching faculty and an evaluation is completed at the end of each semester that provides space for concerns and needs for rewriting. Mrs. Sarah Halbmaier reported a course that was needing updated, and the course was reworked in the 2021-22 school year, “Old Textbook/Instructor’s Request: Materials were out of date and needed modified” (Artifacts - SS-CJ Terrorism and Counterterrorism).
- Provide evidence that the department ensures its dual credit programs are equivalent in learning outcomes and levels of achievement to its higher education curriculum. [4.A5]
  - Response: CJ currently does not have any Dual Credit Courses.
- Provide evidence that the department evaluates the success of its graduates. (i.e., employment rates, admission rates to advanced degree programs, internships, etc.). [4.A6]
  - Response:
    - One **action point** is that the DATA Book will reflect graduate stats for all CJ students. When assessing the data, we recognized that an important exit survey was not found in the CJ capstone course. Since then, it has been included in the course and we are currently collecting data (February 2022).
- Provide evidence that the department maintains effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings. [4.B1]
  - Response:
    - The Capstone course, CJ 495, provides a rigorous review of the CJ program topics, goals and demands the student select, research, organize and create a quality research paper and presentation that addresses current CJ issues (See Artifacts/Online Syllabi). Further, the CJ program completed a course mapping that proves that all course objectives have an assessment to measure each objective (Artifacts – see online syllabi). Below is an example of an assessment map in the SS-CJ 352 Comparative Justice Syllabus that is in all syllabi. It provides assurance that the mission, CJ outcomes, learning objectives, and assessments are provided.

<b>CCK Mission Outcomes (CORE4)</b>	<b>CJ Program Outcomes</b>	<b>Course Learning Objective</b>	<b>Assessment Tool or Assignment</b>
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<p>HEART: We believe that graduates should demonstrate civic and moral leadership, in order "to do good; seek justice, and correct oppression."</p>	<p>Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.</p>	<p>Identify, analyze, and compare justice systems of the world.</p>	<p>1) Apply 1.1: Inquisitorial Process: The student is asked to compare and contrast the adversarial process of justice to the inquisitorial process and decide which is more likely to uncover the truth. 2) Discuss 2.2: Police Organization in India: The student learns about the requirements to become a Constable in India and compares that with law enforcement requirements in the United States.</p>
<p>SOUL: We believe graduates should demonstrate an appreciation for the Lordship of Christ, "not lagging in diligence, fervent in spirit, serving the Lord."</p>	<p>Soul: The student can identify an ethical framework that recognizes the interplay of personal faith, natural law, and public policy</p>	<p>Learn the basic worldwide philosophies of law and justice.</p>	<p>1) Discuss 2.1: Police Rarely Use Their Guns: The student is exposed to an article about Germany, which details how law enforcement officers in that country rarely use their guns. The student then discusses whether, in America, law enforcement uses their guns too often. It compares US gun usage (by law enforcement) to other countries.</p>
<p>MIND: We believe graduates should demonstrate reasoned and productive lifestyles, filled with the "Spirit of God, with wisdom, with understanding, with knowledge, and with all kinds of skills."</p>	<p>Mind: The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.</p>	<p>Learn about different cultures and how they perceive law enforcement.</p>	<p>1)Apply 3.2: Sharia Law: The student explains Sharia Law, the controversy surrounding it, and how it conflicts with our U.S. Constitution. 2)Discuss 4.1: Human Rights: The student studies the Universal Declaration of Human Rights and provides two examples of violations.</p>



- Provide evidence that the department's processes and methodologies used to assess student learning reflect good practice. [4.B3]
  - Response
    - The CJ program completed an AD03 Annual report that reports the following: Executive Summary, Summary of Accomplishments, Graduate Placement, Graduate Performance, Department Profile, and Departmental Learning Outcomes Assessment Data with an Assessment Survey. In 2020, the department made three specific goals. Further, the chart titled Department Learning Outcomes Assessment Data has collected the data from 2016 to current for making assessment judgments (Archive – AD03a – Criminal Justice Jan. 15, 2020). Faculty review each course taught every semester and report any modifications needed for the curriculum for online courses. Modifications are reviewed by the Dean and course rewrites are completed. See Chart in 3.A1. Seat time audit was completed SP of 2022 that reviews course content and amount of time students it takes to complete the tasks required by the course (Artifact – Seat Time Audit SS-CJ (3.31.22)).
- Provide evidence that the department pursues educational improvement through goals and strategies that improve retention, persistence, and completion rates within the department. [4.C]
  - Response:
    - At the end of the CJ Capstone course, we offer a graduate survey using a nationally recognized assessment firm headquartered in Wyoming that includes information that will be reviewed in the future to better improve retention, persistence, and completion rates. We also provide opportunities to review both courses (post-course evaluation assessment) and individual instructors (TIGERS Survey). These combined are strategies that also improve student rates. We also started a CJ Club for residential students to unify the department under Colonel (Ret) Tom Greco and Mrs. Sarah Halbmaier. Approximately nine students attended each club session. Survey results from the attending students were positive and affirming the club added value to their college experience and learning.

## Criterion 05

- Provide evidence that the department's faculty, and when appropriate, students are involved in setting academic requirements, policy, and processes through effective collaborative structures. [5.A3]
  - Response
    - Recent changes and modifications to the CJ Minor degree and residential program were thoroughly coordinated between the CJ program director Tom Greco, Dr. Charles Kaufmann from the Social Science department and Mr. Steven Smith of the Human Services Division. The collaboration between these three entities and personalities added value to our revisions and ensured a seamless integration of ideas, thoughts and curriculum.
- Provide evidence that the department has a well-developed process in place for budgeting and for monitoring its finances. [5.B3]
  - Response:

- In the last three years, CJ has only utilized the online courses. But in the budget drills for 2022-23, CJ has requested budget money. Because of this process, the CJ Program will be using the same budget forms that align both mission and activity with each budget item.
- Provide evidence that the department and related programs engage in systematic and integrated planning and improvement (resource allocation, operations evaluation, institutional mission, external effects, student outcomes). [5.C]
  - Response:
    - As mentioned above, for the last three years, CJ has only utilized the online courses. But in the budget drills for 2022-23, CJ has requested budget money. Because of this process, the CJ Program will be using the same budget forms that align both mission and activity with each budget item. **Action Point:** since the program is now in charge of its budgetary process, these items will be reviewed moving forward.
- A0 Assessment follow-ups
  - A04 Form was Approved on 8/31/21. Quadrennial Assessment will be completed in 4 years and graduation rates will be collected (Artifact – A04-SU21-045 Crim. Justice Align with Online.
- **Action Points:**
  - 4.A6
  - 5.C