

Wayne Community College Program Review – 2024-2025

Name of Program: Criminal Justice Technology – Forensic Science

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

To empower aspiring professionals with the knowledge, skills, and ethical foundation essential for success in the fields of criminal justice and forensic science. Our mission is to cultivate critical thinking, practical expertise, and a deep sense of integrity while fostering a community of dedicated individuals committed to upholding justice and advancing the principles of criminal justice and forensic investigation.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

No updates needed.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into, and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

All of the institutional goals align with the program for the following reasons:

Goal 1: Increase Student Access

The forensic science program is designed to reach a diverse range of students with varying interests and career aspirations. By offering this program, the college broadens access to high-demand career paths that directly serve the community. Flexible learning options, including fully online coursework, allow students to complete their studies on their own schedules. In addition, the program provides in-person laboratory experiences that mirror current practices in the field, giving students valuable hands-on training that connects classroom learning to real-world applications.

Goal 2: Ensure Program Excellence

The program’s mission (developing critical thinking, practical expertise, and strong ethical foundations) aligns directly with the college’s commitment to academic excellence. Graduates leave well-prepared for the challenges of their professions. Continuous updates to curriculum, labs, equipment, and teaching strategies ensure the program reflects current real-world practices and keeps pace with advancements in forensic science.

Goal 3: Improve Student Success

By integrating technical training with ethical decision-making, the program prepares students not only to excel in their coursework but also to handle the real-world complexities of the field. Faculty and staff are dedicated to providing support through accessible guidance on both academic progress and career opportunities, strengthening students’ chances of long-term success.

Goal 4: Ensure Institutional Quality

The program’s emphasis on integrity, applied knowledge, and critical thinking reinforces Wayne Community College’s mission of providing quality education. In doing so, it enhances the institution’s reputation by producing graduates who embody professionalism, competence, and ethical responsibility.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Criminal Justice Technology/Forensic Science (A5518C)
Certificate	Criminal Justice Technology/Forensic Science (C5518CF)
Certificate	Criminal Justice Technology/Forensic Science (CCP) (C5518CFX)

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Criminal Justice Technology/Forensic Science (A5518C), Criminal Justice Technology/Forensic Science (C5518CF), and Criminal Justice Technology/Forensic Science (CCP) (C5518CFX)	Updated Fall 2023 (effective Fall 2024): For CJC 144 (Crime Scene Processing), made CJC 115 (Crime Scene Photography) a prerequisite and CJC 245 (Friction Ridge Analysis) a corequisite.
Criminal Justice Technology/Forensic Science (A5518C)	Updated Fall 2023 (effective Fall 2024): Removed CJC 222 (Criminalistics) from the program
Criminal Justice Technology/Forensic Science (A5518C)	Updated Fall 2023 (effective Fall 2024): Added BIO 110 (Principles of Biology) as a prerequisite for CJC 250 (Forensic Biology)
Criminal Justice Technology/Forensic Science (A5518C)	Updated Fall 2023 (effective Fall 2024): Moved CJC 144 (Crime Scene Processing) from 1 st semester to 5 th semester. Moved CJC 112 (Criminology) from 2 nd semester to 1 st semester. Moved CJC 146 (Trace Evidence) from 2 nd semester to 4 th semester. Moved MAT 143 (Quantitative Literacy) from 3 rd semester to 2 nd semester. Moved CIS 110 (Intro to Computers) from 4 th semester to 3 rd semester. Moved CJC 115 (Crime Scene Photography) from 4 th semester to 1 st semester. Moved CJC 245 (Friction Ridge Analysis) from 4 th semester to 5 th semester. Moved CJC 212 (Ethics and Community Relations) from 5 th semester to 2 nd semester. Moved CJC 221 (Investigative Principles) from 5 th semester to 4 th semester. Moved CJC 231 (Constitutional Law) from 5 th semester to 4 th semester. Moved the humanities elective from 1 st semester to 5 th semester. Added BIO 110 (Principles of Biology) to 4 th semester.
Criminal Justice Technology/Forensic Science (C5518CF) and Criminal Justice Technology/Forensic Science (CCP) (C5518CFX)	Moved CJC 144 (Crime Scene Processing) from 1 st semester to 2 nd semester. Moved CJC 146 (Trace Evidence) from 2 nd semester to 1 st semester. Moved CJC 245 (Friction Ridge Analysis) from 1 st semester to 2 nd semester)

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

Curriculum Adjustments

The CJC 144 (Crime Scene Processing) course should be taken near the end of the program sequence. To successfully complete the lab work, students need prior knowledge of latent print processing and crime scene photography. Requiring students to take CJC 115 (Crime Scene Photography) beforehand ensures they are comfortable using cameras during labs, while taking CJC 245 (Friction Ridge Analysis) either before or concurrently provides the foundational skills necessary to complete lab assignments without needing to revisit basic concepts.

The Criminalistics course offers only a broad overview of topics that are already covered in greater depth in other program courses. As a result, it does not add new value to the curriculum. Students currently repeat material they have already learned or will encounter in more detail later. For this reason, and in alignment with practices at other community colleges that have phased it out, this course is no longer essential to the program.

In CJC 250 (Forensic Biology), it was evident that many students struggled with course content due to a lack of biology background. After consulting with the Science Department Chair, who has also taught this course, we agreed that adding a prerequisite biology course would better prepare students for success. Before this change, significant class time was spent reviewing basic biology when the focus should be on forensic applications.

Scheduling and Catalog Updates

In addition, course scheduling and catalog listings were updated to reflect when classes are consistently offered. Previously, the course catalog did not accurately match the semester rotation of classes, which often created confusion for students as they planned their coursework. With these changes, the catalog now clearly communicates the correct sequence and availability of courses. This ensures that students can plan effectively, remain on track for program completion, and are better prepared for subsequent courses.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	n/a	No meeting held (before my arrival, so not sure why).
2023-2024	11/16/23	More targeted marketing/recruitment events. Revamp/update programs, curriculum, labs, etc. Get criminal justice club back up and running. Increase articulation agreements and career pathway awareness.
2024-2025	2/26/25	More targeted marketing. Attend recruitment events. Update programs, curriculum, labs, etc. Increase articulation agreements and career pathway awareness. Get criminal justice club running. Increase awareness of new WCPS CTE pathways.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

The field of forensic science is advancing rapidly, with new technologies and methods continually reshaping industry standards and expectations. Emerging needs include increased proficiency in digital forensics, DNA and biological analysis, trace evidence detection, and the integration of advanced imaging and laboratory technologies. Agencies and laboratories are also seeking professionals trained in proper evidence handling, chain of custody, and courtroom testimony, as accuracy and credibility remain central to the profession. In addition, industry partners emphasize the need for forensic practitioners who can work across disciplines, communicate effectively with investigators and attorneys, and adapt to the ethical and legal challenges presented by evolving technologies.

The program is actively responding to these trends by incorporating hands-on lab experiences, crime scene simulations, and coursework designed to mirror current forensic practices in the field. Advisory committee input has highlighted the importance of sequencing courses such as crime scene photography, friction ridge analysis, and forensic biology so that students build practical skills before entering advanced courses like crime scene processing. This ensures graduates are not only technically proficient, but also prepared to apply their training in real-world forensic environments.

To remain aligned with industry demands, additional resources will be needed. These include updated and new laboratory equipment, access to advanced forensic software, and expanded partnerships with local agencies to create internship and applied learning opportunities. With these supports, the program will continue to produce graduates who are well-prepared for both current and emerging needs in forensic science and who enhance the reputation and workforce capacity of the community it serves.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 40 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: 42 #
Target: 45 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	32
2022-2023	42
2023-2024	45

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	7	21.9%	11	26.2%	12	26.7%
American Indian/Alaskan Native, Female	0	0.0%	1	2.4%	2	4.4%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	10	31.3%	16	38.1%	17	37.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	6	18.8%	8	19.0%	8	17.8%
Two or More Races, Female	1	3.1%	0	0.0%	0	0.0%
Unknown, Female	1	3.1%	0	0.0%	0	0.0%
Female Total	25	78.1%	36	85.7%	39	86.7%
African American, Male	3	9.4%	3	7.1%	3	6.7%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	2	6.3%	2	4.8%	2	4.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	3.1%	1	2.4%	1	2.2%
Two or More Races, Male	1	3.1%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	7	21.9%	6	14.3%	6	13.3%
Total	32	100.0%	42	100.0%	45	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	7	21.9%	8	19.0%	7	15.6%
American Indian/Alaskan Native, 18-24	0	0.0%	1	2.4%	1	2.2%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	12	37.5%	13	31.0%	15	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	6	18.8%	8	19.0%	8	17.8%
Two or More Races, 18-24	1	3.1%	0	0.0%	0	0.0%
Unknown, 18-24	1	3.1%	0	0.0%	0	0.0%
18-24 Total	27	84.4%	30	71.4%	31	68.9%
African American, 25-44	3	9.4%	5	11.9%	6	13.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	2.2%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	5	11.9%	4	8.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	3.1%	1	2.4%	1	2.2%
Two or More Races, 25-44	1	3.1%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	5	15.6%	11	26.2%	12	26.7%
African American, 45-64	0	0.0%	0	0.0%	2	4.4%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	2	4.4%
African American, 65+	0	0.0%	1	2.4%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	1	2.4%	0	0.0%
Total	32	100.0%	42	100.0%	45	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Program enrollment has shown steady growth over the past few years, reflecting increasing interest in forensic science as a career. Much of this growth can be attributed to the implementation of targeted marketing strategies designed to raise awareness and highlight the program’s unique hands-on learning opportunities. Continued expansion is anticipated as the program becomes more established within the college and the community.

To further strengthen enrollment, the program plans to increase its presence at recruitment events, career fairs, and community outreach activities. Additional efforts will focus on building partnerships with local high schools, agencies, and organizations to create clear pathways into the program. These strategies are expected to boost visibility, attract a wider range of students, and sustain the program’s upward enrollment trend.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	More targeted marketing	Take photos of class activities and events to post on social media. Post other forensic related activities, careers, etc. on social media.
2	Recruitment events	Attend high schools and participate in senior nights, as well as other recruitment events

Outcome #2: Retention**Baseline:** 45.7 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 47 %**Target:** 48 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	47.0%
Fall 2022 to Fall 2023	50.0%
Fall 2023 to Fall 2024	40.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	3	33.3%	4	28.6%	2	14.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	22.2%	4	28.6%	4	28.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	3	33.3%	5	35.7%	7	50.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	8	88.9%	13	92.9%	13	92.9%
African American, Male	1	11.1%	1	7.1%	1	7.1%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	11.1%	1	7.1%	1	7.1%
Total	9	100.0%	14	100.0%	14	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	3	33.3%	2	14.3%	1	7.1%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	2	22.2%	3	21.4%	3	21.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	33.3%	5	35.7%	7	50.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	8	88.9%	10	71.4%	11	78.6%
African American, 25-44	1	11.1%	3	21.4%	2	14.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	1	7.1%	1	7.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	1	11.1%	4	28.6%	3	21.4%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	9	100.0%	14	100.0%	14	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Program retention increased slightly from 2021–2022 to 2022–2023 but showed a decline in 2023–2024. Several factors likely contributed to this trend. One challenge is that some students enter the program without fully realizing the amount of science coursework involved in forensic science. Additionally, while program materials clearly state that lab courses are hybrid and require on-campus labs, some students are unprepared for the in-person component and choose not to continue.

To address these issues and improve retention, the program plans to strengthen communication during recruitment and advising by emphasizing both the scientific foundation of forensic science and the on-campus lab requirements. Faculty will also work more closely with advisors and prospective students to ensure expectations are clear before enrollment.

The plan is also to get the Criminal Justice/Forensics Club back up and running (Fall 2025) to help boost interest, create a stronger sense of community, and provide peer support opportunities.

Additional strategies will include strengthening science readiness through prerequisite coursework and tutoring support, enhancing orientation to clarify expectations, and expanding career connections through guest speakers and applied learning. Together, these efforts aim to better prepare students, improve persistence, and support long-term success in the program.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Criminal Justice/Forensic Science Club	Get it back up and running to boost interest with students and provide opportunities for outreach and conferences
2	More communication on expectations of program	Reiterate the amount of science involved in coursework and labs and remind students that the program requires them to be on campus for various portions. Prerequisites have been added to improve readiness for certain courses.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 9 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 10 #**Target:** 11 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	13
2023-2024	5
2024-2025	8

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	2	15.4%	2	40.0%	3	37.5%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	5	38.5%	2	40.0%	1	12.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	5	38.5%	1	20.0%	3	37.5%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	12	92.3%	5	100.0%	7	87.5%
African American, Male	1	7.7%	0	0.0%	1	12.5%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	7.7%	0	0.0%	1	12.5%
Total	13	100.0%	5	100.0%	8	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	2	15.4%	1	20.0%	3	37.5%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	5	38.5%	1	20.0%	1	12.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	30.8%	1	20.0%	3	37.5%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	11	84.6%	3	60.0%	7	87.5%
African American, 25-44	1	7.7%	1	20.0%	1	12.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	1	20.0%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	7.7%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	2	15.4%	2	40.0%	1	12.5%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	13	100.0%	5	100.0%	8	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Completion rates in the program have shown ups and downs over the years, with an increase observed in the last academic year. With ongoing updates to curriculum sequencing and course requirements, these numbers are expected to continue improving in the coming years.

Student career goals play a significant role in completion trends. For those pursuing forensic laboratory careers, a Bachelor’s degree is generally required for entry into most specialized sub-disciplines, making program completion and transfer opportunities especially valuable. For students aiming for crime scene investigation or related roles, the Associate’s degree provides a solid starting point, though many agencies are beginning to shift toward requiring a Bachelor’s degree.

To increase the number of completers, the program is expanding articulation agreements with regional universities to provide seamless transfer options for students. Additionally, clearer advising and career guidance will help students understand the importance of completing their degree before moving on to a four-year program or the workforce. These efforts will not only boost completion rates but also ensure graduates are well-positioned for success in their chosen career paths.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Increase the number of articulation agreements	Reach out to colleges/universities and set up meetings to add articulation agreements
2	Increase awareness of pathways after degree completion	Update website, gain articulation agreements, provide speakers, etc.

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 29.732 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 30 #
Target: 31 #

Budget FTE Year	Budget FTE
2022-2023	27.617
2023-2024	30.281
2024-2025	31.297

All Levels

Provide narrative for analysis of program budget full-time equivalent (BTFE) (The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)

Over the past three years, the program’s Budget FTE has shown a steady increase. Several factors appear to contribute to these trends:

Program enrollment has shown steady growth over the past few years, reflecting increasing interest in forensic science as a career. Much of this growth can be attributed to the implementation of targeted marketing strategies designed to raise awareness and highlight the program’s unique hands-on learning opportunities. Continued expansion is anticipated as the program becomes more established within the college and the community.

To further strengthen enrollment, the program plans to increase its presence at recruitment events, career fairs, and community outreach activities. Additional efforts will focus on building partnerships with local high schools, agencies, and organizations to create clear pathways into the program. These strategies are expected to boost visibility, attract a wider range of students, and sustain the program’s upward enrollment trend.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	More targeted marketing	Take photos of class activities and events to post on social media. Post other forensic related activities, careers, etc. on social media.
2	Recruitment events	Attend high schools and participate in senior nights, as well as other recruitment events

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)

This program does not have WBL-110 implemented, which explains the reported values of zero enrollment and zero completions.

While WBL-110 is not part of the program sequence, career development is integrated through multiple avenues. In one of the introductory classes, students complete a full career project where they receive a presentation made by Career Services, take a career interest assessment, and develop a detailed project on their chosen career path. Beyond this, students gain practical, hands-on experience in laboratory settings and participate in projects that mirror real-world forensic work. Guest speakers from forensic laboratories, law enforcement agencies, and related professions provide insights into career paths, while field trips and special events expose students to professional environments. The program is also actively building partnerships with local agencies, correctional facilities, and forensic labs to create opportunities for networking, internships, and job shadowing.

As the program continues to grow, there are plans to explore incorporating WBL-110 as an elective or developing structured internship opportunities in partnership with local forensic and criminal justice agencies. Additionally, career-readiness skills, such as professional report writing, effective communication, and interview preparation, are embedded throughout coursework to ensure students are prepared to enter the forensic science workforce or transfer to a four-year program upon graduation.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Improve career readiness skills	Embed more career readiness modules into existing courses. Include assignments that simulate real world applications.
2	Partnerships with agencies	Establish partnerships with local law enforcement agencies, correctional facilities, and other criminal justice fields for internships, job shadowing, and guest lectures.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

The program utilizes student surveys that are provided at the end of every course to evaluate the course content relevance and clarity, instructor effectiveness, engagement and learning activities, facilities and resources, overall program impact, etc.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	No planning objectives submitted.	Not applicable.
2024-25	Ten (10) Professional Trinocular Stereo Zoom Microscope 3.5x-90x Magnification (CJT-FS)	Based on limited funds, this objective was not approved for funding. This remains a funding priority, and we intend to resubmit for the 2025-26 planning and budget cycle.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

Over the next three years, the forensic science program will require updated equipment, supplies, and software to remain aligned with advancements in the field and to ensure students gain hands-on experience with current forensic practices. These resources are essential for offering laboratory sessions that replicate real-world applications and expose students to techniques actively used across multiple sub-disciplines of forensic science. Anticipated needs include:

Supplies	Quantity	What semester needed by?	Comments
Ink Chromatography Kit (for 15 stations)	1	Fall 2025	Need for chromatography labs.
Balances	9	Fall 2025	We use the balances for many blocks including, firearms, glass, etc. It would be nice to have some for each pair's station. We only have one right now that all have to share. If 9 is too much, then 5 more would be great for now.
Compound Trinocular Microscope, 40X-	1	Fall 2025	This would be for me to use to show them how to use the microscope and to put slides on to show them what they should be looking for in each block. Currently, it takes a while

5000X Magnification, Research Grade Professional Microscope with USB Camera and Mechanical Stage, Microscope for Adults			to get them to learn how to use their microscopes. I think being able to demo this with a projection of what they should be seeing on a computer screen, would be helpful.
Trinocular Compound Microscope, 40X-5000X Magnification, Mechanical Loading Stage, Abbe Condenser, Research Grade trinocular Compound Microscope for Adults lab	5	Fall 2025	Our current compound microscopes I think are my age or older. Some of them still work, but a few are partially broken and don't work properly. I'm trying to swap them out with newer models over the next few years to replace the older ones that start going out. Plus, we need more for the increased enrollment.
Supply caddies (set of 6)	2	Fall 2025 (if can, but can wait)	Was going to put colored pencils, pencils, pens, scissors, scales, etc. in each for each pair's station cabinets for easy access to most labs
ALS orange filter goggles	10	Fall 2025 (if can, but can wait)	We have some of these, but most are broken. I've had to try and tape some together. Need for ALS labs.
ALS red filter goggles	10	Fall 2025 (if can, but can wait)	I don't think we have any of this filter. Need for ALS labs.
ALS yellow filter goggles	10	Fall 2025 (if can, but can wait)	I think we only have one of these. Need more. Need for ALS labs.
Stereomicroscopes	10	Fall 2025 or after (if can, but can wait)	Currently have one that is very old and doesn't work with larger items. Need these to be able to examine items extremely closely, such as for firearms and fibers labs. It's almost impossible to do certain labs right now without these.
AP Spot Tests (pack of 10)	1	Spring 2026	Don't have and need for ALS lab.
Phenolphthalein Presumptive Blood Test (Refill Kit - 500mL)	2	Spring 2026	Need refills as we use them up every year.
Forensic Serological Comparison Slide Set (6 slides)	2	Spring 2026	Need for fluids labs.
Forensic Blood Comparison Slide Set	1	Spring 2026	Need for blood labs.

Introductory Gel Electrophoresis Kit (for 8 stations)	1	Spring 2026	Need for DNA labs.
Evidence Markers - Fluorescent Yellow - 20/pk	2	Spring 2026	Need for crime scene labs.
Innovating Science DNA Extraction Kit	5	Spring 2026	Needs more as we use them up every year.
Digital Cameras	8	Fall 2026	Class is full this year. Need more for each student to use.
Eldon Blood Typing Kit			Need more in future as we use them every year.
Packaging tape			Need more in future as we use them every year.
Fingerprinting cards			Need more in future as we use them every year.
Synthetic blood			Need more in future as we use them every year.
Butcher paper			Need more in future as we use them every year.
Fingerprint powders			Need more in future as we use them every year.
Fingerprint lifting tape			Need more in future as we use them every year.
Slides and cover slips			Need more in future as we use them every year.
Beakers			May need more as enrollment increases.
Various latent processing chemicals			Need more in future as we use them every year.
BluStar			Need more in future as we use them every year.
Packaging materials for mock crime scenes			Need more in future as we use them every year.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

Over the next three years, the Criminal Justice programs will require an additional full-time faculty member to maintain quality instruction, advising, and program oversight. Currently, I serve as the sole full-time instructor for two associate degree programs (Criminal Justice Technology and Criminal Justice Technology/Forensic Science), three certificate programs, and two CCP pathways. These programs collectively generate a high volume of courses with minimal overlap, which significantly increases the number of unique classes that must be prepared, scheduled, and monitored each academic year. For example, during the 2025–2026 academic year, 26 distinct courses will be offered across these programs under my supervision.

In addition to teaching a diverse load of online, hybrid, and lab based courses, I am also responsible for advising approximately 250 students annually (as of 9/3/25). This number is well above the standard advising load for faculty. Advising demands are also intensive: in just six months of 2025, I conducted 518 advising sessions, a volume that far exceeds typical expectations.

My responsibilities further include supervising five adjunct instructors who collectively teach 13 courses each year, as well as coordinating with a full-time faculty member from another department who contributes to program instruction for one course. Despite this support, the scope of responsibility remains unsustainable for a single full-time instructor.

Enrollment trends further highlight the need for additional staffing. Many courses across both programs are currently full or near capacity and overall enrollment has increased in 2025–2026. With this growth expected to continue, the workload associated with instruction, advising, and program management will become increasingly unmanageable without additional support.

The most effective solution would be to hire a second full-time Criminal Justice Technology instructor. This would allow one faculty member to primarily focus on the Criminal Justice Technology program and the other to focus on the Criminal Justice Technology/Forensic Science program. Such a division would not only balance instructional responsibilities but also provide students with more specialized advising tailored to their program of study. Without additional faculty support, sustaining program growth while maintaining quality instruction and student support will be increasingly difficult. Adding a second full-time instructor will ensure the programs remain responsive to student needs, industry expectations, and institutional goals.

Provide narrative for your program facility needs over the next three years. If the facilities are adequate, please confirm.

The current facilities for the forensic science program are adequate and well-suited to support instructional needs. The program recently transitioned into a new laboratory space, which provides an excellent environment for both lecture and hands-on learning. To further enhance instructional delivery, the program anticipates the addition of an extra monitor to ensure students seated in the back rows have clear visibility of visuals and presentations. In addition, a microphone system for the instructor is needed to improve voice projection and ensure all students can fully engage with the material. Both of these items are already in progress and will further strengthen the overall learning environment.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

The Academic Skills Center plays a key role in supporting student success through its tutorial services. However, there are currently no tutors available with expertise in forensic science. Students have reported difficulty accessing the specific assistance they need for courses in this program. Having a tutor specialized in forensic science would be a valuable resource, not only to support student learning but also to enhance retention by ensuring students have access to the help they need to succeed.

Library services are generally adequate for research and assignment completion. Conversations with library staff are ongoing to expand resources, including placing additional texts on reserve for students and providing targeted training on library services and research tools. These enhancements will further support student success and improve access to critical academic resources.

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.**Strengths:**

The forensic science program has experienced steady growth in enrollment, reflecting increased student interest and recognition of the program's value. A key strength lies in its experienced faculty, who bring a wide range of expertise from criminal justice and forensic science fields. This professional knowledge allows for real-world application in the classroom and ensures students are exposed to current practices and industry standards. Faculty have also consistently updated the curriculum, laboratory spaces, assignments, and instructional materials to align with emerging trends and technologies in the field, ensuring students receive both rigorous academic preparation and practical skill development.

Weaknesses:

The program's primary challenge is student retention. While enrollment has increased, maintaining consistent student progression and completion remains an area of concern. Factors contributing to this issue may include academic readiness, external personal circumstances, or balancing coursework with employment. Continued focus on student support services, mentoring, and engagement strategies will be essential to addressing this challenge.

Opportunities:

Looking ahead, the program has several opportunities for continued growth and enhancement. Strengthening partnerships with local law enforcement agencies, laboratories, and forensic professionals can provide students with valuable experiential learning, internship opportunities, and networking connections. Expanding articulation agreements with four-year universities will help facilitate seamless transfer pathways for students pursuing advanced degrees, further supporting long-term career success. Additionally, revitalizing the Criminal Justice/Forensics Club will provide students with opportunities to engage in community outreach, attend professional conferences, and collaborate with peers outside the classroom, enriching their overall educational experience and fostering a stronger sense of belonging within the program.

Review prepared and submitted by: *(Please list name(s) and titles)*

Hope Bruehl, Criminal Justice Technology / Forensic Science Coordinator

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date: Dorothy Moore 9/22/2025

Dean, Director, or AVP / Date: Angie S. Blizzard 10/3/2025

Administrator Approval / Date: Dr. Ernie White 9/22/2025