

Wayne Community College Program Review – 2024-2025

Name of Program: Criminal Justice Technology

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 program caters to a wide range of students interested in criminal justice. By offering this program, the college expands access to relevant and in-demand career paths within the community. Students have the option to complete this program completely online, allowing students who are currently employed in the field a better opportunity to complete their degree.

Goal 2: Ensure Program Excellence

The program’s mission to cultivate critical thinking, practical expertise, and ethical foundations aligns perfectly with the goal of maintaining high standards of excellence in education. It ensures that graduates are well prepared for the demands of their professions. Updates to the program have occurred that provide more real-life applications and updated materials to keep up with the ever-evolving changes in the field of criminal justice. These updates will be continuous as changes continue in the field.

Goal 3: Improve Student Success

By focusing on both technical skills and ethical principles, the program equips students with a well-rounded education. This approach improves the likelihood of student success by not only enhancing their technical proficiency, but also their ability to navigate complex ethical dilemmas they may encounter in the field. Faculty and staff provide accessibility for the student to have the opportunity to reach out for assistance/guidance in completing their coursework or when they have questions about potential employment opportunities. More articulation agreements have been and will continue to be established with partnering universities to increase educational pathways for students’ futures.

Goal 4: Ensure Institutional Quality

The program’s commitment to integrity, critical thinking, and practical expertise reflects the broader institutional goal of ensuring quality education. It contributes to the overall reputation and standing of Wayne Community College by producing graduates who are highly competent and ethical professionals.

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 (A55180)
Certificate	Criminal Justice Technology – Correctional Services Management (C55180P)
Certificate	Criminal Justice Technology – Management (C55180)
Certificate	Criminal Justice Technology – Correctional Services Management (CCP) (C55180PX)

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 (A55180)	Updated Fall 2023 (effective Fall 2024): Move CJC 240 (Law Enforcement Management and Supervision) from “Required Course” to “Major Elective Course”
Criminal Justice Technology (A55180)	Updated Fall 2023 (effective Fall 2024): Move CJC 225 (Crisis Intervention) from “Major Elective Course” to “Required Course”
Criminal Justice Technology – Correctional Services Management (C55180P) and Criminal Justice Technology – Correctional Services Management (CCP) (C55180PX)	Updated Fall 2023 (effective Fall 2024): Moved CJC 141 (Corrections) from first semester to second semester. Moved CJC 231 (Constitutional Law) from the 2 nd semester to 1 st semester. Moved CJC 212 (Ethics and Community Relations) from 1 st semester to 2 nd semester.
Criminal Justice Technology – Management (C55180)	Updated Fall 2023 (effective Fall 2024): Moved CJC 131 (Criminal Law) from first semester to 2 nd semester. Moved CJC 170 (Critical Incident Management for Public Safety) from 2 nd semester to 1 st semester. Moved CJC 212 (Ethics and Community Relations) from 1 st semester to 2 nd semester.
Criminal Justice Technology (A55180)	Updated Fall 2023 (effective Fall 2024): Moved POL 120 (American Government) from 1 st semester to 4 th semester. Moved MAT 143 (Quantitative Literacy) from 1 st semester to 2 nd semester. Moved CIS 110 (Intro to Computers) from 2 nd Semester to 3 rd semester. Moved CJC 112 (Criminology) from 2 nd semester to 1 st semester. Moved the humanities elective from 2 nd semester to 3 rd semester. Moved PSY 150 (General Psychology) from 3 rd semester to 1 st semester. Moved CJC 132 (Court Procedure and Evidence) from 4 th semester to 5 th semester. Moved CJC 232 (Civil Liability) from 4 th semester to 5 th semester. Moved SOC 210 (Intro to Sociology) from 4 th semester to 5 th semester. Moved major elective from 4 th semester to 5 th semester. Moved CJC 113 (Juvenile Justice) 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 CJC 131 (Criminal Law) from 5 th semester to 2 nd semester. Moved HEA 110 (Personal Health/Wellness) or HEA 112 (First Aid and CPR) from 5 th semester to 4 th semester. Placed CJC 225 (Crisis Intervention) in the 5 th 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

CJC-225 (Crisis Intervention), previously listed as a major elective, was exchanged with CJC-240 (Law Enforcement Management and Supervision), which had been a required course. This adjustment was made to better align the curriculum with the needs of our student population. The majority of students in the program are not currently serving in supervisory or management roles; many are either new to the field or preparing to enter it. For this reason, CJC-240 is more appropriate as an elective, while CJC-225 should be required. Crisis intervention skills are universally applicable and essential across all areas and ranks within the criminal justice system, making CJC-225 a foundational course for every student.

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 criminal justice field continues to evolve rapidly, driven by both technological advancements and shifting societal expectations. Emerging technologies, such as digital forensics, data analytics, and advanced surveillance tools, are reshaping investigative practices and require practitioners to be proficient in modern methods. At the same time, the profession is placing greater emphasis on community-oriented policing, restorative justice

approaches, and ethical decision making. These trends highlight the importance of preparing students who are not only technically skilled but also equipped to build trust, foster community relationships, and navigate complex ethical challenges.

The program is responding to these needs by embedding practical, hands-on experiences alongside coursework that emphasizes communication, cultural awareness, and crisis intervention. Advisory committee feedback has reinforced the necessity of balancing technical training with soft skills that support de-escalation, empathy, and professionalism.

To continue aligning with industry expectations, additional resources may be required, including stronger partnerships with local agencies for applied learning opportunities. These enhancements will ensure the program remains responsive to both current and emerging demands in the field while maintaining its relevance to the community it serves.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 44 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: 46 #
Target: 48 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	45
2022-2023	50
2023-2024	37

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	5	11.1%	10	20.0%	8	21.6%
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	7	15.6%	9	18.0%	11	29.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	9	20.0%	6	12.0%	3	8.1%
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	21	46.7%	25	50.0%	22	59.5%
African American, Male	4	8.9%	4	8.0%	4	10.8%
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	15	33.3%	13	26.0%	4	10.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	8.9%	3	6.0%	5	13.5%
Two or More Races, Male	0	0.0%	3	6.0%	2	5.4%
Unknown, Male	1	2.2%	2	4.0%	0	0.0%
Male Total	24	53.3%	25	50.0%	15	40.5%
Total	45	100.0%	50	100.0%	37	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%	1	2.0%	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%	1	2.0%	0	0.0%
African American, 18-24	7	15.6%	8	16.0%	5	13.5%
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	11	24.4%	14	28.0%	7	18.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	10	22.2%	6	12.0%	5	13.5%
Two or More Races, 18-24	0	0.0%	1	2.0%	1	2.7%
Unknown, 18-24	0	0.0%	1	2.0%	0	0.0%
18-24 Total	28	62.2%	30	60.0%	18	48.6%
African American, 25-44	2	4.4%	6	12.0%	5	13.5%
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	10	22.2%	6	12.0%	7	18.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	6.7%	2	4.0%	3	8.1%
Two or More Races, 25-44	1	2.2%	2	4.0%	1	2.7%
Unknown, 25-44	0	0.0%	1	2.0%	0	0.0%
25-44 Total	16	35.6%	17	34.0%	16	43.2%
African American, 45-64	0	0.0%	0	0.0%	2	5.4%
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	1	2.2%	2	4.0%	1	2.7%
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	1	2.2%	2	4.0%	3	8.1%
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	45	100.0%	50	100.0%	37	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 experienced a slight increase between 2021–2022 and 2022–2023, followed by a decline in 2023–2024. Several factors appear to contribute to these trends:

1. **BLET Certification Pathway** – Some students pause their academic coursework to complete Basic Law Enforcement Training (BLET). While this pathway provides valuable preparation for careers in law enforcement, it often delays or interrupts degree completion. In some cases, students do not return to the program after finishing BLET.
2. **Early Transfer to Four-Year Institutions** – A number of students transfer to universities before completing their associate degree, often motivated by the desire to accelerate their path to a bachelor’s degree.
3. **Shifts to the Forensics Program** – Certain students recognize that the Criminal Justice Technology/Forensics program better aligns with their career interests and switch majors accordingly.
4. **Declining Interest in the Field** – National and local trends suggest that fewer students are pursuing careers in criminal justice due to changing perceptions of the profession and workforce challenges.

To address these issues, several strategies are being implemented:

- **BLET Students** – Increase communication and follow-up with students who pause their studies for BLET, including regular reminders about degree completion. Faculty will also visit BLET classes to reinforce that 20 BLET credits transfer into the Criminal Justice Technology program, allowing students to complete their associate degree more quickly.
- **Transfer-Oriented Students** – Emphasize the financial and academic benefits of completing the first two years at Wayne CC before transferring, highlighting cost savings and smoother transitions to university programs.
- **Recruitment and Awareness** – Expand recruitment efforts to clarify the broad scope of criminal justice careers. Many students associate the field solely with law enforcement, but opportunities also exist in areas such as victim advocacy, legal studies, crisis counseling, probation, and corrections. Marketing and recruitment materials will highlight these diverse career pathways.
- **Industry Professionals** – Increase outreach to current practitioners (e.g., patrol officers, probation officers, correctional officers) to demonstrate how completing an associate degree can support career advancement and promotion opportunities.
- **General Recruitment and Marketing** – Enhance the program’s presence at community events, high schools, and career fairs while also leveraging digital marketing strategies to generate broader interest.

Through these targeted efforts, the program aims not only to stabilize enrollment but also to build sustainable growth by connecting with both traditional students and working professionals.

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 and recruitment events	Take photos of class activities and events to post on social media. Post other criminal justice related activities, careers, etc. on social media. Attend high schools and participate in senior nights, as well as other recruitment events. Explain all the career opportunities in the field. Recruit those that have

		just received their BLET certification. Recruit those that are currently working in the field.
2	Increased communication with students about completion of their degree	Speak to BLET students who paused program about importance of returning and completing degree. Speak to those transferring to a 4 year college about benefits of first graduating with Associate's.

Outcome #2: Retention**Baseline:** 45.7 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 48 %**Target:** 50 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	50.0%
Fall 2022 to Fall 2023	33.3%
Fall 2023 to Fall 2024	53.8%

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	2	11.1%	2	16.7%	3	21.4%
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	4	22.2%	4	33.3%	6	42.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	22.2%	1	8.3%	2	14.3%
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	10	55.6%	7	58.3%	11	78.6%
African American, Male	3	16.7%	2	16.7%	0	0.0%
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	4	22.2%	2	16.7%	1	7.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	5.6%	1	8.3%	1	7.1%
Two or More Races, Male	0	0.0%	0	0.0%	1	7.1%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	8	44.4%	5	41.7%	3	21.4%
Total	18	100.0%	12	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	4	22.2%	2	16.7%	2	14.3%
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	1	5.6%	2	16.7%	2	14.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	22.2%	2	16.7%	3	21.4%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	7.1%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	9	50.0%	6	50.0%	8	57.1%
African American, 25-44	1	5.6%	2	16.7%	1	7.1%
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	6	33.3%	3	25.0%	4	28.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	5.6%	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	8	44.4%	5	41.7%	5	35.7%
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	1	5.6%	1	8.3%	1	7.1%
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	1	5.6%	1	8.3%	1	7.1%
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	18	100.0%	12	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 declined between 2021–2022 and 2022–2023 but rebounded significantly in 2023–2024. This improvement is likely connected to recent program and curriculum updates designed to enhance student engagement and success. Course materials have been revised to include more hands-on, practical applications that mirror real world scenarios in the field. In addition, students have benefited from guest speakers representing various sub-disciplines within criminal justice, along with opportunities for field trips and special events that deepen their understanding of career pathways.

Another key factor in improved retention has been increased faculty-student communication. I maintain consistent contact with students and advisees, encouraging them to reach out with concerns and work collaboratively to find solutions. This proactive approach helps students feel supported and more likely to persist in the program.

To maintain and further strengthen this upward trend, the program will:

- Continue refining curriculum and course activities to align with industry expectations and student interests.
- Reestablish the Criminal Justice/Forensics Club in Fall 2025 to build community, strengthen peer connections, and boost program engagement.
- Expand opportunities for professional exposure through additional speakers, site visits, and events.
- Maintain a strong advising and mentoring presence to ensure students feel connected and supported throughout their academic journey.

These strategies are designed to sustain recent gains and further enhance student success and completion within 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	Continue to update program	Provide more updated materials that apply to what is currently being used in real world applications, provide speakers in the field, and attend field trips/conferences/events
2	Criminal Justice/Forensics Club	Get it back up and running to boost interest with students and provide opportunities for outreach and conferences
3	Maintain a strong advising and mentoring presence to students	Ensure students feel connected and supported throughout their academic journey

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 8 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 9 #**Target:** 10 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	8
2023-2024	7
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	1	12.5%	1	14.3%	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	1	12.5%	3	42.9%	1	12.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	25.0%	0	0.0%	2	25.0%
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	4	50.0%	4	57.1%	6	75.0%
African American, Male	2	25.0%	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	2	25.0%	1	14.3%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	14.3%	1	12.5%
Two or More Races, Male	0	0.0%	1	14.3%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	4	50.0%	3	42.9%	2	25.0%
Total	8	100.0%	7	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	25.0%	1	14.3%	0	0.0%
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	25.0%	1	14.3%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	25.0%	0	0.0%	2	25.0%
Two or More Races, 18-24	0	0.0%	1	14.3%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	6	75.0%	3	42.9%	2	25.0%
African American, 25-44	1	12.5%	0	0.0%	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%	3	42.9%	1	12.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	14.3%	1	12.5%
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	12.5%	4	57.1%	3	37.5%
African American, 45-64	0	0.0%	0	0.0%	3	37.5%
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	1	12.5%	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	1	12.5%	0	0.0%	3	37.5%
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	8	100.0%	7	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?)*

Program completion has remained steady over the years provided, but is still low. Several factors appear to contribute to these trends:

1. **BLET Certification Pathway** – Some students pause their academic coursework to complete Basic Law Enforcement Training (BLET). While this pathway provides valuable preparation for careers in law enforcement, it often delays or interrupts degree completion. In some cases, students do not return to the program after finishing BLET.
2. **Early Transfer to Four-Year Institutions** – A number of students transfer to universities before completing their associate degree, often motivated by the desire to accelerate their path to a bachelor's degree.
3. **Shifts to the Forensics Program** – Certain students recognize that the Criminal Justice Technology/Forensics program better aligns with their career interests and switch majors accordingly.
4. **Declining Interest in the Field** – National and local trends suggest that fewer students are pursuing careers in criminal justice due to changing perceptions of the profession and workforce challenges.

To address these issues, several strategies are being implemented:

- **BLET Students** – Increase communication and follow-up with students who pause their studies for BLET, including regular reminders about degree completion. Faculty will also visit BLET classes to reinforce that 20 BLET credits transfer into the Criminal Justice Technology program, allowing students to complete their associate degree more quickly.
- **Transfer-Oriented Students** – Emphasize the financial and academic benefits of completing the first two years at Wayne CC before transferring, highlighting cost savings and smoother transitions to university programs.
- **Recruitment and Awareness** – Expand recruitment efforts to clarify the broad scope of criminal justice careers. Many students associate the field solely with law enforcement, but opportunities also exist in areas such as victim advocacy, legal studies, crisis counseling, probation, and corrections. Marketing and recruitment materials will highlight these diverse career pathways.
- **Industry Professionals** – Increase outreach to current practitioners (e.g., patrol officers, probation officers, correctional officers) to demonstrate how completing an associate degree can support career advancement and promotion opportunities.
- **General Recruitment and Marketing** – Enhance the program's presence at community events, high schools, and career fairs while also leveraging digital marketing strategies to generate broader interest.

Through these targeted efforts, the program aims to increase the number of completers.

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	More targeted marketing and recruitment events	Take photos of class activities and events to post on social media. Post other criminal justice related activities, careers, etc. on social media. Attend high schools and participate in senior nights, as well as other recruitment events. Explain all the career opportunities in the field. Recruit those that have

		just received their BLET certification. Recruit those that are currently working in the field.
2	Increased communication with students about completion of their degree	Speak to BLET students who paused program about importance of returning and completing degree. Speak to those transferring to a 4 year college about benefits of first graduating with Associate's.

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

Baseline: 22.834 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 23 #
Target: 25 #

Budget FTE Year	Budget FTE
2022-2023	27.555
2023-2024	23.352
2024-2025	17.594

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(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 decline. Several factors appear to contribute to these trends:

1. **BLET Certification Pathway** – Some students pause their academic coursework to complete Basic Law Enforcement Training (BLET). While this pathway provides valuable preparation for careers in law enforcement, it often delays or interrupts degree completion. In some cases, students do not return to the program after finishing BLET.
2. **Early Transfer to Four-Year Institutions** – A number of students transfer to universities before completing their associate degree, often motivated by the desire to accelerate their path to a bachelor's degree.
3. **Shifts to the Forensics Program** – Certain students recognize that the Criminal Justice Technology/Forensics program better aligns with their career interests and switch majors accordingly.
4. **Declining Interest in the Field** – National and local trends suggest that fewer students are pursuing careers in criminal justice due to changing perceptions of the profession and workforce challenges.

To address these issues, several strategies are being implemented:

- **BLET Students** – Increase communication and follow-up with students who pause their studies for BLET, including regular reminders about degree completion. Faculty will also visit BLET classes to reinforce that 20 BLET credits transfer into the Criminal Justice Technology program, allowing students to complete their associate degree more quickly.
- **Transfer-Oriented Students** – Emphasize the financial and academic benefits of completing the first two years at Wayne CC before transferring, highlighting cost savings and smoother transitions to university programs.
- **Recruitment and Awareness** – Expand recruitment efforts to clarify the broad scope of criminal justice careers. Many students associate the field solely with law enforcement, but opportunities also exist in areas such as victim advocacy, legal studies, crisis counseling, probation, and corrections. Marketing and recruitment materials will highlight these diverse career pathways.
- **Industry Professionals** – Increase outreach to current practitioners (e.g., patrol officers, probation officers, correctional officers) to demonstrate how completing an associate degree can support career advancement and promotion opportunities.

- **General Recruitment and Marketing** – Enhance the program’s presence at community events, high schools, and career fairs while also leveraging digital marketing strategies to generate broader interest.

2025-2026 Action Items:

Item	Action Items (<i>What actions can be taken to increase budget FTE in your program?</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	More targeted marketing and recruitment events	Take photos of class activities and events to post on social media. Post other criminal justice related activities, careers, etc. on social media. Attend high schools and participate in senior nights, as well as other recruitment events. Explain all the career opportunities in the field. Recruit those that have just received their BLET certification. Recruit those that are currently working in the field.
2	Increased communication with students about completion of their degree	Speak to BLET students who paused program about importance of returning and completing degree. Speak to those transferring to a 4 year college about benefits of first graduating with Associate’s.

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.

Although WBL-110 is not currently part of the program sequence, career development is integrated in other ways. In one of the introductory classes, students complete a full career project where they receive a presentation from Career Services, take a career interest assessment, and develop a detailed project on their chosen career path. Beyond this, students are exposed to practical, real-world learning through hands-on activities and projects, guest speakers from criminal justice professions, and opportunities for field trips/events. Additionally, the program is building partnerships with local law enforcement agencies, correctional facilities, and other criminal justice fields to provide students with networking opportunities, potential internships, and job shadowing experiences.

Two new CTE pathways for high school students are also in development, one with a law and justice pathway and one with a public safety pathway. Both pathways will incorporate structured work-based learning opportunities, giving high school students early exposure to the field while creating a direct pipeline into the college programs. This expansion not only strengthens secondary-to-postsecondary transitions but also builds long-term student engagement, retention, and workforce readiness.

As the program grows, we plan to explore adding WBL-110 as an elective option or developing structured internship opportunities with local agencies. We will also continue to integrate career-readiness skills into coursework, including report writing, professional communication, and interview preparation, to ensure students are career-ready 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.

None for this program. The objective above is more for the forensics program.

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 program are adequate and well-suited to support instructional needs. The program recently transitioned into a new laboratory/classroom 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 criminal justice. Students have reported difficulty accessing the specific assistance they need for courses in this program. Having a tutor specialized in criminal justice 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 criminal justice 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 program benefits from experienced faculty with diverse backgrounds across multiple fields of criminal justice. This professional expertise allows instructors to provide real world insights, making the curriculum highly relevant to current industry standards and career objectives. Students gain both theoretical knowledge and practical skills that directly apply to their chosen career paths.

Weaknesses:

The primary challenges for the program are enrollment and completion. While efforts are being made to address these issues through curriculum updates, student engagement, and outreach initiatives, these areas remain opportunities for growth and improvement.

Opportunities:

Several opportunities exist to further strengthen the program. Developing partnerships with local agencies and professionals will provide students with hands-on exposure, networking opportunities, and a deeper understanding of the field. Expanding articulation agreements with universities will facilitate smoother transitions for students pursuing bachelor’s degrees, enhancing long-term career prospects. Additionally, reestablishing the Criminal Justice/Forensics Club will create avenues for students to participate in professional conferences, community outreach, and peer networking, further enriching their educational experience.

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:	<u>Dorothy Moore</u>	<u>9/22/2025</u>
Dean, Director, or AVP / Date:	<u>Angie S. Blizard</u>	<u>9/24/2025</u>
Administrator Approval / Date:	<u>Dr. Ernie White</u>	<u>9/22/2025</u>