NNMC Academic Program Review

A.A. Criminal Justice and Bachelor of Integrated Studies, Crime and Justice Studies

Northern New Mexico College

Academic Program Review Report

Introduction

Academic Program Review is the ongoing, high quality, peer review of all Northern New Mexico College's academic units and programs. The purpose of the academic program review at all levels is to advance academic excellence and to provide guidance for administrative decisions in support of continual future improvement. Academic Program Review operates in the conceptual framework of Northern New Mexico College's accreditation process.

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The responsibility for scheduling program review rests with the Provost and will typically follow this timetable as closely as possible:

First week of August: The Provost notifies the program selected for review and that the review process will take place in April of the following Spring. The Provost provides (if needed) documents from the previous Program Review including recommendations for the program. The Faculty Senate will be informed and, as a courtesy, the Federation representative will be informed.

November 30: Complete with our office of Institutional Research Office Tables 1, 2, 3, 5, and 6.

April 15: The program will submit its draft of the program review documents and presentation to the Provost's Office.

Last Friday of April: Program leader presents the program review document to the academic leadership, which is formed by Academic Deans, Chairs, Directors, one representative from Educational Policy Committee, and leaders for Institutional Research, Admissions, Registrar, Distance Ed, Library & Financial Aid.

May and early June: The Provost and the Academic Deans will complete a report that includes findings and recommendations within two weeks of the review. With the concurrence of the Provost, a formal meeting with the program will be held to discuss the findings and recommendations and to formally sign the Program Review Report. The recommendations may include program elimination, continued level funding, probation of program pending compliance with recommendations and annual review, increase in funding or other resources, or other recommendations as deemed appropriate during the review process.

June: The Provost will complete a report on the Program Review results and submit this report to the President who will present the report to the Board of Regents. The Provost

will inform the Faculty Senate at the same time and, as a courtesy, the report will be sent to the Federation representative.

NOTE: Any program that is going through a Program-Specific Accreditation Process in the same year of the Program Review will produce only Sections A & H and the program's accreditation documents will replace the rest of the sections.

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A. Enrollment and Fiscal Data

Enrollment Definitions: a) Student Credit Hours generated by students in the program: This is the total number of student credits hours that was generated only by declared students in the program that is being reviewed and includes any courses that the declared students complete; b) Student credit hours generated by any student taking courses in the courses in the major: This will include only the student credit hours generated by those course codes in the major by any student taking them (not only the declared ones), for example, if the program under reviewed is Information Technology, you can include codes like EECE, IT, ENGR, etc. which are the typical courses taken by students in the major but possibly, by other students as electives. If the program is a bachelor program articulated with an associate, please include both. For example: Information Technology graduates 7 associate degrees and 4 bachelors, you then report it as 7/4.   The table will always cover the last three academic years; c) Number of declared students in the program: this includes all students who declared the major as a primary degree; d) Number of graduates in the program: this is the graduates per term of the program.

A.A. Criminal Justice

Term	Student credit hours completed by students in the program	Student credit hours completed by any students taking courses in the program	Total SCH
Spring 2019	55	21 (Lower)	76
Fall 2018	78	36 (Lower)	114
Summer 2018	32		32
Spring 2018	153	24 (Lower)	177
Fall 2017	144	21 (Lower)	165
Summer 2017	16		16
Spring 2017	147	18 (Lower)	165
Fall 2016	225	24 (Lower)	249
Summer 2016	10		10
Total	860	144 (Lower)	1004
Average per year (Total divided by 3)	286.7	48 (Lower)	334.7 AA+Lower

Table 1

Narrative: Since the Fall of 2016, there has been a 65% decrease in the number of student credit hours completed by students in the program between the Fall of 2016 and the Fall of 2018. However, within the same time frame, there has been a 33% increase in the number of student credit hours taken by any students. This increase could be attributed to BAIS Crime and Justice Studies students taking these necessary lower division credits; however, that is based on speculation since the data do not clearly indicate the veracity of such an assertion. Moreover, the total student credit hours completed has declined between the Fall of 2016 and the Spring of 2019. Overall, there appears to be a decline in student credit hours completed in the A.A. Criminal Justice Program.

BAIS, Crime and Justice Studies

Term	Student credit hours completed by students in the program	Student credit hours completed by any students taking courses in the program	Total SCH
Spring 2019	342.5 (BAIS)	63 (Upper)	405.5
Fall 2018	419 (BAIS)	30 (Upper)	449
Summer 2018	12 (BAIS)	6 (Upper)	18
Spring 2018	372.5 (BAIS)	42 (Upper)	414.5
Fall 2017	411.5 (BAIS)	24 (Upper)	435.5
Summer 2017	13 (BAIS)	-	13
Spring 2017	305 (BAIS)	3 (Upper)	308
Fall 2016	214 (BAIS)	0	214
Summer 2016	3 (BAIS)	-	3
Total	2092.5 (BAIS)	168 (Upper)	2260.5
Average per year (Total divided by 3)	697.5 BAIS	56 Upper	753.5 BAIS +Upper

Table 1

Narrative: Between the Fall of 2016 and the Fall of 2018, there has been a 38% increase in the number of Student Credit Hours completed by student in the program. There has been an increase in students are taking courses in the program, 63 more credit hours taken in the Spring of 2019 versus 3 in the Spring of 2017. From the Summer of 2016 to the Spring of 2019, there has been a 99% increase in the total Student Credit Hours.

By comparison of the A.A. in Criminal Justice and BAIS with an emphasis in Crime and Justice Studies, the Average Per Year Total Student Credit Hours for the A.A. is 334.7, while the BAIS in Crime and Justice Studies is 753.5. Overall, the data indicate that the A.A. in Criminal Justice is declining in the number student credit hours completed, while the BAIS in Crime and Justice Studies is experiencing robust growth.

A.A. Criminal Justice

Academic Year	Number of declared students in the program (unduplicated)	Number of graduates in the program
Academic Year 2018-2019	12 AA	3 AA
Academic Year 2017-2018	19 AA	6 AA
Academic Year 2016-2017	22 AA	6 AA
Average per year (Total divided by 3)	18 AA	5 AA

Table 2

BAIS, Crime and Justice Studies

Academic Year	Number of declared students in the program (unduplicated)	Number of graduates in the program
Academic Year 2018-2019	41 BAIS	4 BAIS
Academic Year 2017-2018	36 BAIS	3 BAIS
Academic Year 2016-2017	28 BAIS	-- BAIS
Average per year (Total divided by 3)	35 BAIS	3.5 BAIS

Table 2

As per Table 2, the average number of declared students in the BAIS program has been almost double that of those in the AA program. Moreover, while there has been a decline (10 students) in the number of declared students in the AA program, there has been an increase in the BAIS students (13 students) since Academic Year 2016-2017. Nevertheless, the Average Per Year number of graduates is higher for the AA versus the BAIS program. Factors that could affect that average could include: 1) shorter period of time to complete A.A. 2) students leaving the BAIS for employment 3) structural impediments to BAIS students successfully completing the program (i.e. advising, accessibility of classes, etc.).

1. Calculate the estimated revenues. Use current tuition for the calculations and NM State funding formula parameters. Those two can be discussed with the Provost.

A.A. Criminal Justice

	Revenue ($)
From Table 1, Average per year calculation in column "Number of SCH in the program" **times** tuition/fees ($180 per SCH)	286.7*$180=$51,606
From Table 2, Average per year calculation in column "Number of graduates in the program" **times** NM state funding formula factor	5*330.69=$1,653.45
From Table 1, Average per year calculation in column "Student credit hours completed by students in the program") **times** NM state funding formula factor	198*5.5=$1,089 (Lower Division CJ SCH)
Total	$54,348.45

BAIS Crime and Justice Studies

	Revenue ($)
From Table 1, Average per year calculation in column "Number of SCH in the program" **times** tuition/fees ($180 per SCH)	697.5*$180=$125,550
From Table 2, Average per year calculation in column "Number of graduates in the program" **times** NM state funding formula factor	3.5*661.94=$2,316.79
From Table 1, Average per year calculation in column "Student credit hours completed by students in the program") **times** NM state funding formula factor	130*11.2=$1,496 (Upper Division CJ SCH)
Total	$129,322.79 BAIS

Table 3

*(Note: the $180 is an estimated tuition/fees based on the fact that we charge in average $5000 per year for 12 credits per semester and 5.5 credits in the summer and only 88% of those credits generate tuition/fees, $5000*0.88*(1+5.5/24)=$180)*

Narrative: The data demonstrate a stark difference in estimated revenues from the two programs. The revenues of the BAIS are more than twice of that of A.A. in Criminal Justice. On a whole, the BAIS in Criminal Justice garners an estimated $74,974.34 more than the A.A. in Criminal Justice.

2. Calculate expenditures generated by your program, i.e. your program budget for the
   previous 3 years. Include any expenditure made on equipment/labs and any expenditure made from 'soft money'. For full-time and adjunct faculty that it is shared with other degrees/programs, please provide the percentage based on the load dedicated to the program in review. Classify by Source

	FY 17	FY 18	FY 19	Average (sum divided by three)	Source: I&G (Use the average column)	Source: Grants (Use the average column)
Faculty Salaries Full-time	$63,845.60	$74,790.56	$81,546.64			
Faculty Salaries Adjunct	$ 48,910.00	$53,086.80	$41,671.00			
Faculty honorarium/stipends	$1,102.00	$1,291.50	$2861.47			
Staff Salaries-FT	0	0	0			
Benefits	$27,435.80	$32,139.08	$40,189.10			
Dues and Memberships	0	0	$0			
Supplies and Expense	$70.00	$76.26	$70.00			
Accreditation	N/A	N/A	N/A			
In-State Travel	0		0			
Out-State Travel	0		0			
Equipment	0		0			
Others	$18,872.35	$23,146.55	$25,594.10			
Total Budget	$160,235.75	$184,530.75	$191,932.31			

Table 4

Note: FY 17 begins on 7/1/16 and ends 6/30/17

Write an analysis of what these data indicate about your program.

CJ and CJUS programs have constituted from 35% to 41% to 35% of the overall HSS budget. With psychology, self-design, humanities, and substance abuse counselling that complete the entirety of HSS programming, it is obvious that CJ and CJUS constitute a disproportionate amount of the budget based on the significant enrollment of CJ/CJUS students in the program. Aside from proportions of the overall HSS budget, the cost of the CJ/CJUS program has increased steadily by $31,696.56 from FY 17 to FY 19.

3. Provide numbers of students enrolled in the program on a part-time or full-time basis for the previous 3 years.

A.A. Criminal Justice

Term	Part-Time Declared/Enrolled Students	Full-Time Declared/Enrolled Students	Total
Spring 2019	1	3	4
Fall 2018	1	6	7
Spring 2018	2	11	13
Fall 2017	0	11	11
Spring 2017	3	9	12
Fall 2016	3	14	17

Table 5

BAIS Crime and Justice Studies

Term	Part-Time Declared/Enrolled Students	Full-Time Declared/Enrolled Students	Total
Spring 2019	10	20	30
Fall 2018	7	26	33
Spring 2018	4	24	28
Fall 2017	6	25	31
Spring 2017	6	19	25
Fall 2016	3	13	16

Table 5

Narrative: By comparison, the number of part-time and full-time declared BAIS Crime and Justice Studies enrolled students consistently outpaces the number of part-time and full-time declared A.A. Criminal Justice students. While there has been a 76% overall decline in the total amount of students in the A.A., there has been a 47% increase in the total number of BAIS students. Nevertheless, it is important to note that there was a small decrease in the number of BAIS students between the fall and spring semesters of 2017-2018 and 2018 -2019.

4. Provide data on retention and graduation

A.A. Criminal Justice

Term	Fall 17 cohort to Fall 18	Fall 17 cohort to Fall 19
Rate	56%	33%

Table 6

BAIS Crime and Justice Studies

Term	Fall 17 cohort to Fall 18	Fall 17 cohort to Fall 19
Rate	68%	33%

Table 6

Term	Academic Year 2017-2018	Academic Year 2018-2019
Average number of credits at the time of graduation	113.2 (AA) 153.7 (BAIS)	119.2 (AA) 138.5 (BAIS)
Average number of semesters at Northern at the time of graduation	8.2 (AA) 12.3 (BAIS)	9.0 (AA) 7.5 (BAIS)

Table 7

Narrative: While the BAIS Fall 17 to Fall 18 retention rate outpaces that of the A.A., the Fall 17 to Fall 19 retention rates are the same. Such data beg the following questions: Are there obstacles in BAIS curriculum that keep students from being retained? Would online and/or other instructional methods facilitate higher levels of retention in the BAIS Crime and Justice Studies degree?

Narrative (Table 7): The data indicate that BAIS students are graduating with closer to 120 hours in 2018-2019 than in 2017-2018. Nevertheless, the average number of credit hours and semesters at the time of graduation are increasing for AA students. These last two data points need to be interrogated in more detail. For instance, are these AA students obtaining their AA as a stepping stone to the BAIS, so their credit and semester loads are beginning to reflect what they would need for their BAIS? Are students arriving to the program with credits from other institutions, and how can we modify curriculum to leverage that educational experience? If it is an issue of outreach, how do we get students enrolled sooner than later? In the future, do we need to expand recruitment events to have students enroll prior to accumulating such a significant amount of credits.

5. Provide the current and next year's projected budget, explaining any significant changes.

Term	Budget
Current Budget	$201,022.75
Next Year Budget Estimate	$250,022.75

Table 8

Based on the data in this section, please write a recommendation for budget changes justifying this recommendation with the data you provided. Write an analysis of what these data indicate about your program.

The data indicate growth, but this will simply plateau without investment into the program, especially the BAIS – CJUS program. Therefore, the hiring of a full-time Visiting Criminal Justice Professor ($49,000 added to current budget) will not only improve the consistency and quality of classes provided, but she will have the expertise to more effectively align the program with community and industry needs. Consequently, employers will become more aware of the quality education our graduates have received, and students will be increasingly attracted to a program that heightens their employability upon graduation.

6. Below, please indicate how your program aligns to the Community and Industry Needs listed.

Due to the lack of an Advisory Council, Community and Industry Needs have yet to be ascertained.

B. Curriculum and Assessment

1. Please align your program mission and vision with NNMC's mission and vision.

College	Program
Mission Statement: The mission of Northern New Mexico College is to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region. **Vision Statement**: Northern New Mexico College is a Hispanic and Native American-serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities among diverse populations.	*There is no program mission nor vision statement.*

Table 9

2. How do state, national or industry standards relate to the program curriculum? (Attach matrix of competencies.)

Due to the lack of an Advisory Council, there has yet to be a systematic assessment of how national or industry standards relate to the program curriculum.

3. Describe the process for aligning syllabi and course sequencing to standards listing in above.

Not applicable.

4. How is the program's curriculum developed, evaluated and improved?

Full-time and adjunct faculty individually develop curriculum. Student evaluations conducted each semester provide forms of evaluation. The only tool of improvement that currently exists is the Distance Education Online Course Review where the structure, not content, is vetted. Overall, it is apparent no systematic approach to this process exists at present.

5. Describe the various methods of instruction used and how each method is evaluated for effectiveness, e.g., lecture, laboratory simulation, web-based, etc. Include a description of the program's use of technology to provide alternative delivery to time/place bound students.

Criminal Justice and Crime and Justice Studies courses are offered face-to-face, hybrid, and completely online. Faculty all utilize Blackboard in some capacity, no matter what the delivery method. CJ classes and CJUS classes are primarily offered in face-to-face and hybrid formats. For instance, this spring semester, only one Criminal Justice class was offered fully online, and another CJUS class was offered as a hybrid. BAIS requirements of Dialogue classes also are always offered face-to-face. Therefore, in order to increase accessibility and growth of the program, offering an increased number of courses online would assure its stability and continued growth of the program.

7. Evaluation-Describe how students evaluate program and instructors. Include forms and data collected from the Course Evaluation Forms (CEF) and the Classroom Observation Forms (COF). Describe how this data is used to make improvements to the program.

   Classroom observations have not been made on CJ/CJUS-specific instructors. Nor, am I aware of any Course Evaluation Forms (CEF) being completed for this program.

8. Other indicators of success: Include evidence of student achievement and success, such as: special experiences/projects, honors, publications, presentations, internships, etc.

   Alejandra Jaramillo interns at the Santa Fe Catholic Charities in the immigration department. Ms. Jaramillo is applying for law school, so this experience will prepare her for her career as an immigration attorney.

   Pretty Water Duran is also preparing for law school and is currently working with a tribal judge. Last fall, she attended a conference in Chicago for Native American pre-law students.

   Review the "Criminal Justice" Research from previous symposiums.

   See also Research Folder – "Student Survey" Crime & Justice.

9. Describe the process for ensuring that teaching and learning materials are current, unbiased, and are of sufficient quality and quantity to serve the needs of the students and those of the industry.

   This does not currently occur.

C. Faculty and Academic Support

1.   How does your program use the Library and its associated services? How do you gauge the adequacy of these resources for your students? Ask faculty

Below are comments from faculty in response to these questions:

"I have made recommendations to students to access online library resources as well as using the writing center. I have also shared the link for Google Scholar. The main focus of my course has included using the textbook. When drafting the term paper, I have encouraged students to seek published material as reference sources, rather than solely relying on the textbook.

I have no doubt regarding the adequacy or availability of resources, there are plenty of options. I remain unconvinced all students know how to fully access material or how to look up scholarly publications."

"Despite low levels of funding, the library provides great, individualized help to my students that engage in upper division research for their criminal justice classes. Moreover, the library's collaboration on the research symposium, in particular, the Library Director, Courtney Bruch's, creation of a virtual symposium is indicative of their level of dedication, expertise, and innovation spirit.

The only elements lacking would be in regards to interlibrary loan and online books/journals. Both elements are essential to research; however, the process of submitting a request for a book is not direct, and there is often not a response. If there is a response, it is one that the book cannot be acquired. Also, an increase in collection of social science books and journals would be further advantageous."

2. Describe Faculty qualifications for full time and adjunct faculty in narrative and also by completing the table below:

Faculty Qualification Summary

Faculty Member Name Faculty Rank	Highest Degree, Field, and University	Assignment: Indicate role of the faculty member	Tenure Track	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Industry or Professional experience
Dr. Tara Lopez	PhD	Associate Professor of Sociology	Yes	Presentation at the University of Manchester, UK - June 2020 - "The Winter of Discontent - 40 Years Later." Presentation at the SWPCA/ACA - February 20, 2020 Acceptance of article to be published Fall 2020: " 'I Write to Remember - El Paso Punk History and Politics.' Journal of Texas Music Monthly	N/A
Dr. Robert Beshara	PhD MFA	Assistant Professor of Psychology	Yes	*Decolonial Psychoanalysis* (Routledge, 2019) *A Critical Introduction to Psychology* (Nova, 2019) 2019 International Critical Psychology Praxis Congress	N/A
Dr. George Ackerman	PhD JD	Adjunct Professor	No	N/A	Attorney and police officer since 2006
Dr. Andrew Wall	PhD	Adjunct Professor	No	Presentation to United States Department of Energy - Fraud Working Group, "Counterfeit Items," (2019). Presentation at Argonne National	Eight years military police in the United States Air Force. Functions were primarily focused on law enforcement activities for military installations. Eleven years in civilian law enforcement for a

				Laboratory, "Top Three National Security Challenges," (2019).	large agency as defined by The Commission on Accreditation for Law Enforcement Agencies. I served as a patrol officer and in a specialized field conducting economic crimes investigations. I investigated hundreds of cases, both misdemeanors and felonies. I also served as a field training officer to instruct first year (rookie) officers with real hand-on training.
Daniel Schmidt	MA	Adjunct Professor	No		Retired LAPD - Police officer for 8 years in multiple divisions/specialized units to include CRASH (Community Resources Against Street Hoodlums), SPU (Special Problems Unit), Planning and Research (Wrote Policy for department), Instructed at the LAPD police academy for 2 years, training officer for 4 years, detective for 3 years. Interactions with all segments of the citizens of Los Angeles from extreme poverty to extreme wealth, politicians/high profile celebrities Head of Security at UCLA Ronald Regan Hospital

Table 10

3. How often does the faculty participate in program/ departmental meetings? Include minutes of meetings for the past year.

Faculty participate in monthly departmental meetings. Minutes are located in folder titled "HSS minutes Fall 2019 to Spring 2020"

4. List the professional organizations the program and faculty belong to; and provide an explanation for how the program supports faculty membership.

Dr. Tara Lopez: *American Sociological Association, Popular Culture/American Culture Association*

Dr. Robert Beshara: *Editorial Board member of the journal Language and Psychoanalysis; member of the Language & Mind Research Network; fellow at the Parkmore Institute; research fellow at the Global Center for Advanced Studies; member of Division 39 (Psychoanalysis) of the American Psychological Association.*

Dr. George Ackerman: *Florida Bar, Washington Bar Association, Florida Department of Law Enforcement.*

Dr. Andrew Wall: *Association of Certified Fraud Examiners (ACFE); Society for International Affairs; New Mexico InfraGard Members Alliance; FBI Albuquerque Citizens Academy Alumni Association; New Mexico Anti Terrorism Advisory Council*

Daniel Schmidt: *ASIS - American Society for Industrial Security; IAHSS - International Association for Healthcare Safety and Security*

5. Describe all professional development activities for all faculty members during the last three years.

Faculty Member	Full-Time/ Adjunct	Prof. Dev. Activity	Date
Dr. Tara Lopez	Full-Time	**Presentation at the University of Manchester, June 2020 - "The Winter of Discontent - 40 Years Later."** **Presentation at the SWPCA/ACA - February 20, 2020** **Acceptance of article to be published Fall 2020: " 'I Write to Remember - El Paso Punk History and Politics.'** *Journal of Texas Music Monthly*	
Dr. Robert Beshara	Full-Time	*Decolonial Psychoanalysis* **(Routledge, 2019)** *A Critical Introduction to Psychology* **(Nova, 2019)** **2019 International Critical Psychology Praxis Congress**	
Dr. Andrew Wall	Adjunct	**Presentation to United States Department of Energy - Fraud Working Group, "Counterfeit Items," (2019).** **Presentation at Argonne National Laboratory, "Top Three National Security Challenges," (2019).**	

Table 11

D. Facilities and Equipment

1. Place a floor plan of your program's facilities below. Write an analysis of the adequacy of the facility based on your data from A.4.

Humanities and Social Sciences is located at the bottom level of the AD building of the Española campus. The majority of HSS faculty have their offices on the West Side of the building, near Adult Education. One HSS faculty member has her office in the corridor near Language and Letters.

There is a need for office space for the Visiting Professor of Criminal Justice. The preference would be for all HSS faculty and copier services be located in the corridor near the HSS chair on the west side of the building.

2. List any deficiencies in lighting, heating, ventilation, safety, handicap accessibility or maintenance of the facility. Write a description of the processes you have followed to correct these deficiencies.

Overall, there are no major deficiencies. The only element lacking are significant benches and areas for students to wait to enter into classrooms or to wait to meet advisors. Signage on classrooms and offices in the area need to be reviewed because some signs with the room number are detaching from the walls.

3. Please attach a current inventory report from Purchasing that shows equipment on well as losses. Please use data from 1.4 to indicate the sufficiency of this equipment for effectively teaching students.

Comptroller, Vince Lithgow, indicated that he does not have the software available offsite to generate such a report.

4. Describe your process for updating and keeping an accurate inventory of equipment, materials and supplies. Indicate whose responsibility it is to maintain the inventory process.

The administrative assistant, Rachel Begay, provides inventory of supplies, primarily paper. She contacts chairs when paper supplies are low.

E. Recruitment, Admission and Advisement

1. Describe the program's comprehensive strategy for recruitment?

There is no established comprehensive strategy for recruitment as of present. General recruitment measures such as visiting graduating Adult Education students and the semester Student Expos constitute recruitment. A comprehensive strategy needs to be developed.

2. Complete the following table with program recruitment data from the last two years:

Date	Activity	Program Representative	Number of Contacts
Ex. Sep 17, 2019	Adult Education – Northern New Mexico College	Dr. Tara Lopez	5
Jan 13, 2020	Adult Education – Northern New Mexico College	Dr. Robert Beshara	10

Table 12

3. Describe the criteria the program employs to place students in the programs.

In line with the broader college's admissions policies, admission is open. Admissions has to do with primarily interest and the completion of a high school diploma and/or GED.

4. Describe the process the program follows in reviewing and improving admissions criteria.

See above.

5. Describe the advisement process in the program, including number of contacts with students, and follow up on non-returning students.

The advisement process has not been systematic nor mandatory. In March of 2020, the HSS Peer Advisor and Chair developed a department-wide list of CJ and CJUS students, along with their assigned tutor, to track contacts with advisees. The Peer Advisor contacted students, and the individual advisors then contacted them to set up times. Professor Piccolo and Dr. Tara Lopez advise CJ and CJUS students.

6.   Describe how the program trains and cross trains advisors, including how often training happens.

Chair of Language and Letters provided excellent advising training to all HSS faculty. DeAnn Robinson provided several HSS departmental trainings with Degree Works during the fall of 2019. Now that we have transitioned to online advising, faculty are well-versed with Degree Works. Moreover, Title V Peer Advisor, Natalya Backhaus has developed informational material to help faculty and students in the process. Training occurs formally in departmental meetings and informally during advising week.

Due to the complexity of advising, especially in CJ and CJUS, more formal and regular trainings need to be delivered.

F.   **Labor Outlook, Job Placement and Tracking**

1.   <u>Describe</u> the national, regional, state and local outlook for this occupation or related field.

Since students with Criminal Justice fields can go into a variety of occupation, below are major occupations with corresponding data:

1. *[Victim Advocate](#) – According to the Bureau of Labor Statistics, this occupation would be categorized as [“Social and Human Services Assistant,”](#) and has a 13% growth rate nationally, which outpaces the 5% growth rate. In 2018, 413,700 jobs with this classification were open. For the State of New Mexico, the most robust job growth is located in [“Health Care & Social Assistance,”](#) with a projected growth rate of 19.5%. In Northern New Mexico, there are currently 103*

2. *[Police Officers and Detectives](#): According to the Bureau of Labor Statistics, the occupation of [“Police Officers and Detectives,”](#) has an average growth rate of 5%, and in 2018, there were 808, 700 jobs available. In the State of New Mexico, law enforcement is categorized under [“Government,”](#) and the growth rate for that entire category is 9.8%.*

3. *[Lawyers](#) – According to the Bureau of Labor Statistics, nationally, the occupation of [“lawyer”](#) has an above-average growth rate of 6%, with 823,900 jobs available. New Mexico Workforce Solutions does not have a category for lawyers, but according to the [National Jurist,](#) New Mexico is located in the “second-hottest job market for entry-level attorneys” in the nation. [Bureau of Labor Statistics data focused on New Mexico,](#) however, notes that New Mexico has a location quotient of .97, which indicates that the prevalence of jobs in this field is not present.*

4. *[Correctional Officers & Bailiffs](#) – According to the Bureau of Labor Statistics, the job prospects for these employees has declined by 7%, with only 453,900 job postings in*

this field in 2018. In the State of New Mexico, law enforcement is categorized under "Government," and the growth rate for that entire category is 9.8%.

CJ/CJUS degrees prepare students for a variety of fields; therefore, four occupations only begin to approximate employment outcomes. However, Carmella Sanchez gathered data from Grays Associates that rates "Criminal Justice/Safety Studies" with a "34," which places it in the 98 percentile of degrees with a high level of student demand, degree fit, competitive intensity, and employment prospects. (See Research Folder – File – "Grays Associates Criminal Justice and Safety Studies.")

More locally, in the Comprehensive Plan for Española, New Mexico, 2017, Part I, *Page 21, residents ranked "Lack of Professional Jobs" as one of the top three "primary concerns for the community." While we cannot create the job opportunities, the growth of this program can create educated professionals that can capitalize on the professional opportunities it affords in the future.*

2.   What are the current and projected job openings per year (cite sources for #1 and #2).

See above.
3.   Describe the job planning/placement efforts and results of the program's graduates (For example, cite the number of graduates employed in areas related to major and number of graduates pursuing advanced degrees.

Not Available.

4.   Please display the results of Employer Satisfaction Surveys for the last 3 years, including analysis   of each year's data and program improvements made in response to the analysis.

Not Available.

5.   If applicable, please display pass rate data for any licensure/certification test required of your students for the last 3 years.
Not Available

6.   Describe the feedback mechanism, if any, for receiving information from graduate programs or transfer students.

No such feedback mechanism is in place.

G. Advisory Councils

1. Describe the selection and work of the local advisory council for the program.

There is no advisory council at present.
2. Describe the meetings and present sample agendas as well as minutes of advisory council meetings.

3. In what ways has the local advisory council helped to plan, develop, evaluate and promote the program?

H. Strategic Program Planning

Based on the data gathered in this review, describe programmatic improvements that will be made including a timeline, strategies and measurements of improvement. You may follow the SMART goal setting guidelines: S – Specific, M – Measurable, A – Attainable, R – Realistic, T – Timely.

Action Items, Timing, Measurement & Targets

Action Item	Measurement	Target	FY20	FY21	FY22	FY23
Hire Visiting Professor of Criminal Justice	Signature on contract	Hire Visiting Professor of Criminal Justice to begin in August 2020	x			
Create more systematic recruitment and advising efforts	Creation of strategic recruitment and advising plan	Creation of one document and completion of two trainings each academic year		x		
Creation of Advisory Council	Meeting Minutes from Advisory Council	Meeting of Advisory Council, at least once a year			x	
Revision of CJ and CJUS curriculum to meet industry standards	Completion of new curriculum and degree sheets	Curriculum will be revised based on Advisory Council recommendations to eliminate inefficiencies and to provide precise training and preparation for various fields (i.e. law, law enforcement, etc.)				x

I. Program Review Recommendations

Recommendation	Justification
Increase funding or other resources	
Continued level funding	
Probation pending compliance ***requires annual program review for one cycle to show program improvement or recommend program elimination**	
Program Elimination	
Other	

Provost _____   Date_____