



CRIMINAL JUSTICE-CORRECTIONS

**Wisconsin Indianhead Technical College
10-504-2 Associate Degree**

**2013
Program Review
and
Improvement Plan**

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Criminal Justice - Corrections

10-504-2 Associate Degree

Financial Aid Eligible

Program Overview

With rapidly growing inmate populations, expanded facilities, and increasingly strict institutional mandates related to operational procedures, county and state correctional departments are in need of trained and certified employees with a corrections background. The associate degree in Criminal Justice - Corrections will prepare students for a position in a county correctional facility, state correctional facility, federal correctional facility, youth detention center, treatment facility, or halfway house. The goal of the program is to educate those students seeking a career specifically in corrections.

Campus:

New Richmond
Superior



Admission Requirements

Students in this program must:

- Be at least 18 years of age prior to beginning program
- Complete application form and submit with fee (fee waiver may apply if previously submitted)
- Complete Accuplacer entrance assessment to determine placement (waiver may apply with acceptable alternative test scores and/or postsecondary degree completion)
- Have earned a high school diploma or GED certificate; current high school seniors must provide documentation upon graduation
- Submit signed Criminal History Record Check Statement of Understanding
- Complete admissions interview with a WITC counselor (above requirements should be completed prior to interview)

Program-Specific Requirements

Students seeking certification for working in Wisconsin must:

- Pass a physical examination
- Have acceptable results based on the Wisconsin Criminal History Single Name Record Request; the student cannot be convicted of a federal felony or of any offense which, if committed in Wisconsin, could be punished as a felony unless the student has been granted an absolute and unconditional pardon

Student Profile

Students in this program must:

- Be honest and ethical
- Be able to accept authority and relate to authority figures
- Have strong organizational skills
- Have strong written and oral/interpersonal communication skills
- Have critical-thinking skills
- Be able to work in complex organizations

Preparation for Admission

Students should strive to reach a comfort level in the following courses or skills:

- Basic keyboarding and computer skills
- Basic math skills
- Reading skills at or above the high school level
- Writing skills at or above the high school level

Program Outcomes

Employers will expect graduates of the program to be able to:

- Think critically
- Manage emergencies
- Communicate effectively
- Demonstrate professionalism
- Conduct investigations
- Interact with others
- Demonstrate tactical skills (applies to Certification Track only)

Collegewide outcomes and indicators will also be addressed to develop personal awareness, career effectiveness, and professionalism. See page 5 of the college catalog for a list of collegewide outcomes and indicators.

Career Outlook

After completing the associate degree program and the Jail Officer Academy elective, graduates will be eligible for state certification as county jail officers. Graduates must be Wisconsin Law Enforcement agency employees to receive certification. After completing the two-year degree, graduates will be qualified to work as a(n):

- Correctional Officer
- Youth Care Worker
- Detention Worker
- Jail Deputy

With additional education or work experience, graduates may also pursue a position as a(n):

- Adult/Juvenile Administrator
- Institutional Case Worker/Social Worker
- Law Enforcement Officer
- Probation/Parole Administrator
- Probation/Parole Agent
- Youth Counselor/Case Aide
- Youth Detention Home Supervisor

Curriculum

Number	Course Title	Credits
Technical Studies Courses		
10504116	Criminal Justice - Introduction	3
10504122	Correctional Administration	3
10504123	Correctional Institutions	3
10504132	Courts/Jurisdiction	3
10504146	Probation/Parole	3
10504172	Criminology	3
10504930	Security Procedures	3
10504931	Communication Skills	3
10504932	Adult Supervision	3
10504933	Correctional Report Writing	3
10504934	Correctional Law and Code	3
10504935	Corrections Summary Assessment	1
10504936	Emergency Procedures or	3
10504171	Corrections Internship	3
10504937	Juvenile Supervision	3
		40
General Studies Courses*		
10801195	Written Communication [▲]	3
10801198	Speech	3
10804107	College Mathematics [▲]	3
10809159	Abnormal Psychology [▲]	3
10809172	Introduction to Diversity Studies	3
10809196	Introduction to Sociology	3
10809198	Introduction to Psychology	3
		21
ELECTIVES		
		3
PROGRAM REQUIREMENTS		
		64

[▲] Requires a prerequisite and/or prerequisite that must be completed with a grade point of 2.0 or better.
^{*} See page 40 for General Studies course descriptions. Students must earn a grade point of 2.0 or better in all required (10504XXX) courses. The following elective is required for state certification: 10504140 Jail Office Academy.

Course Descriptions

(See page 40 for General Studies course descriptions)

10504116

Criminal Justice - Introduction - Credits: 3
Introductory course on causes of crime, criminal law, law enforcement, courts, and corrections on the local, state, and federal levels.

10504122

Correctional Administration - Credits: 3
Correctional Administration - chain of command, roles of the correctional supervisor, administrative structures, current management practices and problems, personnel needs, organizational theories, mission goals, policy making, inmate discipline, and report writing.

10504123

Correctional Institutions - Credits: 3
The evolution of punishment, development of prisons, southern penal systems, the "Big House" era, prisoner movement, inmate groups, special offender groups, the female offender, prison programs, and prison services.

10504132

Courts/Jurisdiction - Credits: 3
Introductory course explores the development of the American judicial system, the federal and Wisconsin court structure, and Wisconsin judicial rules and procedures from complaint to sentencing as they impact law enforcement and/or correctional officers.

10504146

Probation/Parole - Credits: 3
Probation/Parole - criminal justice system, probation and parole, types of offenses, sentencing process, presentence investigation, revocation procedures, alternatives to incarceration, parole board functions, parole officer responsibilities, and guidelines for releasing inmates.

10504172

Criminology - Credits: 3
Introductory course that examines the nature, extent, and distribution of crime in the United States. Emphasis on crime causation theories including biological, psychological, and sociological considerations. The course will explore legal and political implications of crime prevention and control.

10504930

Security Procedures - Credits: 3
Demonstrate the steps involved in receiving and releasing inmates and maintaining security. Develop the skills needed for mitigation of hostage type situations. Topics include: admission, release, and search procedures; use of jail locking and surveillance equipment; and inmate health management procedures. This course consists of competencies and learning objectives from the following blocks of instruction from the Jail Officer Basic Training - 160 Hour Curriculum: Maintain Jail Security - 8 hours, Jail Hostage Response - 4 hours, Admit and Release Inmates - 10 hours, Jail Health Care - 8 hours.

10504931

Communication Skills - Credits: 3
Apply correctional professional communication skills including mediation, arbitration, and crisis intervention in a correctional setting. This course consists of competencies and learning objectives from the following blocks of instruction from the Jail Officer Basic Training - 160 Hour Curriculum: Professional Communication Skills - 24 hours.

10504932

Adult Supervision - Credits: 3
Practice supervision skills including positive behavior control, dispute resolution, and incident debriefing. Explore belief systems, social pressure, moral problems, decision-making and the consequences of decisions. This course consists of competencies and learning objectives from the following blocks of instruction from the Jail Officer Basic Training - 160 Hour Curriculum: Inmate Supervision and Behavior Control - 12 hours Ethics and Ethical Decision Making 4 hours Supervision of Special Inmates/Crises Intervention - 12 hours.

10504933

Correctional Report Writing - Credits: 3
Learn basic requirements, guidelines and skills for proper and professional documentation of activities and incidents in a correctional setting. This course consists of competencies and learning objectives from the following blocks of instruction from the Jail Officer Basic Training - 160 Hour Curriculum: Prepare Reports - 8 hours.

10504934

Correctional Law and Code - Credits: 3
Learn key concepts and principles underlying legal requirements for jail operations and guidelines for protecting the legal rights of inmates. Key issues covered include introduction to the role of the jail officer, rules and standards governing correctional operations, structure of the court system, overview of civil liability, and key constitutional rights of inmates. This course consists of competencies and learning objectives from the following blocks of instruction from the Jail Officer Basic Training - 160 Hour Curriculum: Correctional Law - 8 hours Introduction to Corrections - 4 hours.

10504935

Corrections Summary Assessment - Credits: 1
Refine previously learned skills and abilities by applying them to various case studies and simulated situations. This course is designed to address from the following blocks of instruction from the Jail Officer Basic Training - 160 Hour Curriculum: Application: Scenarios Simulations - 8 hours.

10504936

Emergency Procedures - Credits: 3
Implement Principles of Subject Control (POSC) in a correctional environment with an emphasis on team tactics. Learners will apply current fire science concepts to jail fire prevention and response, including search and rescue, fire suppression, and use of safety procedures. This course consists of competencies and learning objectives from the following blocks of instruction from the Jail Officer Basic Training - 160 Hour Curriculum: Principles of Subject Control - 32 hours Jail Fire Safety - 10 hours.

10504171

Corrections Internship - Credits: 3
Training in criminal and juvenile justice settings under supervised observation and participation.

10504937

Juvenile Supervision - Credits: 3
Apply theories of adolescent development to develop strategies for effective supervision, protection and discipline of juveniles. This course consists of competencies and learning objectives from the following blocks of instruction from the Jail Officer Basic Training - 160 Hour Curriculum: Introduction to Detention Operations - 1 hour Supervising Juveniles - 14 hours Discipline and Control of Juveniles - 4 hours Legal Requirements for Secure Detention of Juveniles - 4 hours.

Graduate Employment Information

(WITC Graduate Survey Responses 2010-2011; for most recent data, go to witic.edu)*

Number of graduates	14	Number employed	10	% employed in WITC district	0%
Number of responses	13	Percent employed	83%	Range of yearly salary	-\$*
Number available for employment	12	Employed in related field	3	Average yearly salary	\$30,980*

*Average yearly salary based on composite of graduates from Wisconsin's 16 technical college districts (including WITC graduates). Range of yearly salary not available.

800.243.9482

witic.edu

2013-2014

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TEAM MEMBERSHIP

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name	
10-504-2 Criminal Justice – Corrections	
Program Academic Dean	Title/Location
Steve Page	Associate Dean/Rice Lake
Team Lead(s)	Title/Location
Danna Livingston	Criminal Justice Corrections Instructor-Superior
Phil Drazkowski	Criminal Justice Corrections Instructor- Mew Richmond
Team Members	Title/Location
Heather Crist	Student/Superior
Jasmin Burt	Continuing Ed Assistant/Superior
Julie Buckman	General studies/New Richmond
Mary McComb	Advisory Comm Member/N Rich
Nate Bellz	Student/New Richmond

Program Information:		
Capacity (new students admitted/year):		48
Number of Faculty:	FT: 2	PT:
Statewide Curriculum:	Yes? X	No?
Number of Technical Studies Courses in each of the following delivery modes: (there may be duplication for courses offered in multiple modes)		
	<i>Classroom:</i>	14
	<i>Online:</i>	0
	<i>ITV/IP:</i>	0
	<i>In Person/Web Blended:</i>	0

Program Accredited by:	
Date of Last Accreditation	September 2012
Date of Next Accreditation	September 2014
Is a visit required? If so, when is the next visit?	Electronic Audit of records or site visit, Summer 2014
Program Licensed by:	
Date of Last Licensing:	
Date of Next Licensing:	
Is a visit required? If so, when is the next visit?	
Please list other program memberships:	
	NA

Note: The accreditation, licensing, and membership information listed above will be listed in the annual WITC Fact Book.

SELF-STUDY REPORT

SELF-STUDY SUMMARY REPORT

Program Information	
Program Name: Criminal Justice-Corrections	Team Chair: Phil Drazkowski, Danna Livingston
Academic Dean: Steve Page	Divisional Dean: Susan Yohnk Lockwood
Process Used to Complete the Self-Study	
Meeting format (in-person, IP, conference calls etc.)	In-person.
Number of meetings	1
How was the self-study handled? (as a group, assigned to individuals to report back to group, etc.)	Self-study was handled as a group. The entire group discussed each area, while information was typed and projected onto a white board.
Additional comments:	
Summary of Findings	
As you completed this self study section of the program review, what areas "stand out" in your program? Please explain.	How supportive and active the Advisory Committee has grown since 2009. Members even participated in the Program Review process.
What has surprised you? Please explain.	Students were actively engaged in the process, giving and sharing feedback.
List two or three of the items identified through your self-study that you will focus on to make improvements to your program.	Program enrollments. Delivery method (face-to-face versus alternative delivery) and giving it to the students in a format they want, while still maintaining the rigor and achieving the competencies.
When/where in your program will you implement these improvements?	The discussion needs to begin immediately regarding the downward trend in enrollments and retention. This includes examining when, where and how students want the classes. Online or IPV may be options to consider.
What methods (direct or indirect) will you use to assess the success of this implementation?	Data from Student Affairs enrollment reports.
What new outcomes or benchmarks do you hope to achieve through these recommended changes?	Increase student enrollments and retention rates.
Additional comments:	

SELF-STUDY CATEGORY RESULTS

Program and Category	
<p>Program: Criminal Justice Corrections</p> <p>Category: Review of Most Recent Improvement Plan</p> <p><i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired))</i></p>	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>-The program review forms have greatly improved since 2009.</p> <p>-Statewide curriculum has been adopted and reflects the nature of the field.</p> <p>-Advisory Committees meet regularly and are well-rounded.</p> <p>-Facilities in NR are more up-to date.</p> <p>-Corrections connects with General Education and Student Services staff.</p>	<p>-Did not adopt any alternative delivery for classes.</p>
<p>Select one PLUS item and explain the root cause:</p>	<p>Statewide curriculum has been adopted as mandated. This curriculum reflects legal changes and use of technology in the field. It also impacted the facilities, leading to improvements and changes.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>Alternative delivery was explored, however, nothing more was done with it. The implementation of new statewide curriculum was the focus for the past two and half years. Faculty did not have the time to implement both new curriculum and delivery methods.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	<p>Alternative delivery.</p>
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	
<p>What items in this category may be considered a BEST PRACTICE OR INNOVATION?</p>	

Team Rating

Please indicate by an (X) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Criminal Justice-Corrections Category: WITC Program Statistics <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired))</i>	
PLUSES (Strengths)	DELTAS (Opportunities)
<ul style="list-style-type: none"> -Enrollments on all 4 campuses. -Retention from fall to spring is strong. -Graduation satisfaction is high. -Number of grads meets the needs of employers in the region. 	<ul style="list-style-type: none"> -Declining enrollments for past 3 years. -Number of students that leave WITC and go onto a 4 year program is not reflected in the report.
Select one PLUS item and explain the root cause:	<ul style="list-style-type: none"> Interest in the program around the district. Students develop a bond with each other through the field trips and club activities, and all the time they spend in core classes: TIME together is key. ACA trip has a huge impact (travel together builds bonds). “Instructors are GOOD” per the students. Core instructors and general studies instructors are connected, making the curriculum stronger: Balance between core and general studies. Good environment at WITC. General studies classes enhance the relationships with students from other program areas. Practical piece of the program: visits to actual see, touch and feel professional opportunities.
Select one DELTA item and explain the root cause:	<ul style="list-style-type: none"> People are looking for programs that meet their schedules and are seeking more online programs (Adults trying to go back to school and need classes that meet with their work /family skills). Increased competition with other colleges and programs. Difficult to make it to classes all day long if you have other responsibilities. Adult learners are common in the program; different focus than younger students (“It’s my money and my time”). What is the age of the students that are coming? Image high school students have of technical college and career may be negative.

	<p>Advertising: people hear repeatedly that the jobs are in the medical field such as nursing. What are you hearing about CJC? Stereotypes exist.</p> <p>Not getting many new students from MN, even though it is right across the border. MN started CJC programs in 2008 in the Twin Cities including Inver Hills, Hennepin, etc.: COMPETITION with marketing.</p> <p>Competition for jobs is tough.</p> <p>In WI, loss of the union has made more competition in the workplace within DOC; make jobs look less appealing with loss of union for bargaining.</p> <p>Internal competition for students at WITC: introduction of HSA degree.</p> <p>Labor market data may be skewed by number of students that choose to get 4 year degree.</p>		
What items in this category MUST be addressed on our improvement plan?	Need to address declining enrollments.		
What items in this category MIGHT be addressed on the improvement plan?	<p>Get a feel for the number of students that complete at WITC and move on to a 4 year institution.</p> <p>Collect data on competition, including online.</p>		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Collaboration between program and general studies instructors strengthens.		
<p>Team Rating</p> <p>Please indicate by an (X) the team rating of your program on this category.</p>			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
	X		
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Criminal Justice-Corrections Category: Curriculum <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired)</i>	
PLUSES (Strengths)	DELTAS (Opportunities)
<ul style="list-style-type: none"> -CJC has already completed the TSA (Technical Skills Attainment) process. -Catalog page is up to date. -WIDS is up to date. -Field trips in the curriculum provide real life experience. -Co-curricular club reinforces curriculum and provides opportunities. 	<ul style="list-style-type: none"> -Question on outcome of “conduct investigations”. -Developmental Psych might be something to consider. -Keyboarding is an issue in the job force; texting acronyms are being used. -Online, hybrid and simulations need to be explored. -Ensure soft skills are learned online. -Physical fitness. -“Clinical “ opportunities with regional facilities.
Select one PLUS item and explain the root cause:	With implementation of statewide curriculum, instructional staff have stayed on top of WIDS, catalog pages , course outcome summaries.
Select one DELTA item and explain the root cause:	Online has concerns about how to teach “people skills” /soft skills. Trends of the whole world online, including video. Convenience versus how you learn. Transition to new curriculum, building projects, and change to Blackboard version 9 all hit at once. Something had to give. Hybrid/online classes were left off. Time is an issue.
What items in this category MUST be addressed on our improvement plan?	Explore online/hybrid classes.
What items in this category MIGHT be addressed on the improvement plan?	Explore keyboarding and development psychology. Physical fitness may be something to explore for students.
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Curriculum is up-to-date. ACA and National Convention.

Team Rating

Please indicate by an **(X)** the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			
What happens in CJC is a good model for other programs with the co-curricular club. Also, communication with general studies is critical to success in program curriculum.			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Criminal Justice-Corrections Category: Assessment of student learning <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired))</i>	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>-Implemented the TSA rubric based on the DOJ Performance Assessment Tasks. This can be used to measure the CWO of “Thinking Critically” and “Communicating Effectively”.</p> <p>-Syllabus is used as a “contract’ from day one in program. Assignment pages tell students what assignments are due, when it’s covered, tentative outline. Scoring grid is included.</p> <p>-Summative and formative assessments are used in the program courses and field trips. Reflection papers, essay exams, group discussions, debriefings, pop quiz, one minute papers, role plays, simulations, constructive debates, etc. are examples.</p>	<p>-Discussion on math for CWO. Need to find a way to measure the math CJC is using. Math is being done, but not measured (example: group housing unit research statistics applied to things such as ethnic background, education, religion, demographics).</p> <p>-Use Science/Technology CWO: keyboarding remains an issue in the workplace and in the classroom.</p> <p>-Non-traditional students may have the biggest issues with technology; needed for applying for jobs.</p>
Select one PLUS item and explain the root cause:	Scenario tests as part of Corrections Summary Assessment course easily assesses CWO, program outcomes and TSA. It is a culmination of everything that students learn in the 2 years of the program.
Select one DELTA item and explain the root cause:	Math has been assessed, but not formally. Rubrics have not been used to measure this. Math is utilized in the program and rubrics are the next step.
What items in this category MUST be addressed on our improvement plan?	Math rubrics need to be included. It needs to be assessed and measured.
What items in this category MIGHT be addressed on the improvement plan?	Review assessment data on a regular basis (evidenced based practice) that allows the instructors to make necessary changes to curriculum.
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	“Test day” as part of Corrections Summative Assessment is an excellent example of assessment.

Team Rating

Please indicate by an **(X)** the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Criminal Justice-Corrections Category: Advisory Committees <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired))</i>			
PLUSES (Strengths)		DELTA (Opportunities)	
-Advisory Committee is regularly reviewed. -Recent grads spoke as a panel. -Representation from general studies and student services. -Active Committee.		-Most members are currently supervisors. An opportunity for new hires to participate. -Two separate meetings between North and South campuses. -Note taking needs to be consistent by college staff instead of Advisory Committee.	
Select one PLUS item and explain the root cause:	Committee members are very active. They participate in interview panel (mock interviews) for second year students. This is a huge benefit for students, and an opportunity for employers to meet students/potential employees. Advisory Committee is committed to the program.		
Select one DELTA item and explain the root cause:	Two separate committees emerged as part of the structure of the college. Each campus, in the past, operated separately. As times changed and the "One College Concept" developed, the Advisory Committees continued separately.		
What items in this category MUST be addressed on our improvement plan?	Include more line staff in the committee.		
What items in this category MIGHT be addressed on the improvement plan?	One note taker.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Using the Advisory Committee as an mock interview panel.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
			X
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
<p>Program: Criminal Justice-Corrections Category: Equipment and Facilities <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired)</i></p>	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>-Work with regional partners for donations (ex: mats, bunkbeds, sink and toilets).</p> <p>-Space in NR is good to spread out for group projects.</p>	<p>Equipment</p> <ul style="list-style-type: none"> -Need a booking station to meet current industry standards. -Tasers are needed. -Velcro belts. -Dummies in Superior ? -Tables and chairs in NR and Sup. <p>Facilities</p> <ul style="list-style-type: none"> -NR: need a meeting room to meet with students/conference room. -NR: coordination of space for scenarios and role playing. -NR: exhaust from Ag Mech still an issue in the afternoon during the winter months. It has been better with the new air handling system. -NR: Classroom tends to be cold to the point of needing to wear jackets and gloves and blankets. -NR: jail door needs to be fixed and pass. -Sup: floor is worn out/ needs carpet. -Sup: computers needed in the classroom. -Sup: more storage space. -Sup: face lift: painting and booking station. -Sup: new chairs if the concrete stays.
<p>Select one PLUS item and explain the root cause:</p>	<p>Space is adequate in NR.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>Updated booking station is needed. Lack of funding is the cause.</p>

What items in this category MUST be addressed on our improvement plan?	Updated booking station must be added at both campuses. Flooring/face lift in Superior must be addressed and the exhaust has to be addressed in New Richmond. Environment must be conducive to learning.		
What items in this category MIGHT be addressed on the improvement plan?	Conference room to meet individually with students would be good to add for privacy.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Donations from regional partners.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
	X		
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
<p>Program: Criminal Justice-Corrections Category: Staff Development and Program Innovation <i>Fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired)</i></p>	
PLUSES (Strengths)	DELTAS (Opportunities)
<ul style="list-style-type: none"> -Motivational Interviewing – staff trained. -Instructors are certified with DOJ and participated in recertification training. -Instructor participating in Facilitating the Future for Blackboard training. -Goals and ILPs are completed. -Instructors attend ACA each year with student organization. -Have also attended the Upper Midwest Criminal Justice Conference, and WCA. -Students will be able to attend WCA for free in 2013. -Phil is on the student affairs committee for American Corrections Association. -Certified by DOJ through Sept 2014. -Members of American Jail Association – instructor membership. -Danna is participating in International Teacher Exchange. 	<ul style="list-style-type: none"> -Student surveys are not being completed/offered. -Fundraising is a huge time commitment for students to participate in extra-curricular travel. -MINTI trainer would be beneficial.
<p>Select one PLUS item and explain the root cause:</p>	<p>Instructors are clearly dedicated and motivated in the programs. The cause is the good students.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>Student surveys have not been offered, and therefore, cannot be completed.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	<p>Surveys have to be incorporated into each semester.</p>
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	<p>Search for grant or fundraising opportunities to help students with extra-curricular travel expenses.</p>

What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Extra-curricular travel experiences for students is an eye opening experience.		
Team Rating Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
			X
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Criminal Justice-Corrections Category: Collaboration Across the College <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired))</i>	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>-Work regularly with Academic Affairs on curriculum development, WIDS, articulation agreements, and assessment.</p> <p>-Collaboration occurs frequently between general studies and Corrections. In particular, with the curriculum modification to include a Report Writing class, Communication Instructors have been helpful. Discussions between Math instructors and Psychology instructors also occur.</p> <p>-Example: "Stanford Prison Experience-WITC Style".</p> <p>-Collaborates with Student Affairs for Recruitment and Enrollment (ex: Hiring Our Heroes, video of the program). Out in the community to recruit.</p> <p>-Work closely on Open House, Career Day, high school visits.</p> <p>-Collaborate with Fire and EMS to provide training within the program.</p>	<p>-Increase work with general studies with simulation for diversity.</p> <p>-Explore opportunities for National Conference: coordinate with communication and psych instructors.</p> <p>-Partner with CE to offer classes to recent graduates/employees with Motivational Interviewing and Evidence Based programming.</p> <p>-CJCC (Criminal Justice Collaborating Council) might be an option.</p>
Select one PLUS item and explain the root cause:	Collaboration with all staff at the College is due to instructors' willingness to make the program the best for its students. Support of the general studies is huge for students.
Select one DELTA item and explain the root cause:	We need to get connected to the CJCC because it is just starting for St. Croix County.
What items in this category MUST be addressed on our improvement plan?	As the CJCC develops in St Croix County, our program must be a partner.
What items in this category MIGHT be addressed on the improvement plan?	Work with CE to develop classes for recent graduates.

What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Continual collaboration with General Education.		
Team Rating Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
			X
Additional Comments: (optional)			
Exceptional collaboration across the college by both Phil and Danna.			

Perkins Data Review

PERKINS DATA REVIEW

(replaces QRP Analysis for 2013 reviews only)

Program and Category			
Program: Criminal Justice-Corrections Category: Perkins Data Review			
PLUSSES (Strengths)		DELTAS (Opportunities)	
1P2: (83.71) 2012 has increased approximately 11 percent from 2011 to 64.71.		We do not exceed the benchmark in any category in any year. Almost all Perkins Data numbers are declining for the program. In particular, the enrollments are trending down.	
Select one PLUS item and explain the root cause:	Due curriculum modification, general studies requirements were changed to include Abnormal Psychology and replace Technical Reporting with Correctional Report Writing.		
Select one DELTA item and explain the root cause:	During our self-study, students reported that other institutions offered the same program with more flexible scheduling options, including online. The time required on campus may be a root cause for the decline of technical course completion rates.		
What items in this category MUST be addressed on our improvement plan?	The decline of technical course completion must be addressed. In addition, the downward trend of enrollments must be included.		
What items in this category MIGHT be addressed on the improvement plan?			
What items in this category may be considered a BEST PRACTICE OR INNOVATION?			
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
Additional Comments: (optional)			

Perkins Program Data

10-504-2 Criminal Justice - Corrections											
		1P1		1P2		2P1		3P1	2P1+3P1		4P1
	Total N	82.22	Total N	83.71	Total N	55.00	Total N	11.28	66.78	Total N	90.41
2010	47	76.60	46	60.87	47	48.94	47	10.64	59.58	10	60.00
2011	27	70.37	26	53.85	27	33.33	27	18.52	51.85	13	84.62
2012	34	64.71	34	64.71	34	41.18	34	17.65	58.83	15	73.33
3 Year Average		71.30		60.38		42.59		14.81	57.40		73.68

Terminology	Definition
FAUPL or NPL or PL	Percentage benchmark the program must meet or exceed.
Total N	The number of students in the cohort of the specified year listed.
1P1	Program technical course completion percentage.
1P2	Program general studies course completion percentage.
2P1	Program degree attainment percentage.
3P1	Program retention/transfer percentage.
2P1 + 3P1	Degree attainment + retention percentage.
4P1	Job placement percentage reported at six-month graduate survey.

FUTURE TRENDS AND EXTERNAL FACTORS

Program	Criminal Justice Corrections
Future Trends	
•	According to the Bureau of Labor Statistics, employment of Correctional officers is expected to grow slower than other occupations, with a 5 percent growth from 2010 to 2020 (http://www.bls.gov/ooh/Protective-Service/Correctional-officers.htm#tab-6)
•	Employment of probation officers and correctional treatment specialists is expected to grow by 18 percent from 2010 to 2020, about as fast as average for all occupations. Continued growth in the demand for probation and parole services will lead to new openings for officers (http://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm#tab-6)
•	In addition to openings resulting from growth, many openings will be created by the need to replace large numbers of retiring workers from 2010 to 2020.
External Factors	
•	Because of budgetary constraints and a general downward trend in crime rates in recent years, demand will likely grow at a slower rate. Faced with growing costs for keeping people in prison, many state governments have moved toward laws requiring shorter prison terms and alternatives to prison, which may create other job opportunities. Community-based programs designed to rehabilitate offenders and limit their risk of repeated offenses while keeping the public safe may reduce prison rates
•	The Department of Justice will be increasing the required hours for the Law Enforcement Academy from 520 to 696 hours in 2015. Although this does not directly impact the Criminal Justice Corrections program, it can impact graduates of the program that seek the Law Enforcement credential by increasing the number of hours and cost.
Employment Trends	
Local	NA
State	In WI, loss of the union has made more competition in the workplace within Department of Corrections, make jobs look less appealing with loss of union for bargaining.
•	Bachelor's degree is preferred for probation officers.

2013 Improvement Plan

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Criminal Justice – Corrections			
Defined Outcome: Increase the number of students enrolled in the Criminal Justice Corrections program districtwide by 10 percent over the next two years	Perkins? No	Responsibility	Timeline	Resources
Action Plan/Action Items: <i>Explore alternative delivery options, including ITV and online to offer the program to the Rice Lake and Ashland campuses.</i> <i>-Meet with program instructors from ECE and Paramedic (which have utilized technology and alternative delivery methods) to discuss their experiences with changing to alternative delivery.</i> <i>-Review current class scheduling time to ensure it is meeting student needs by surveying students.</i> <i>-Review competitive programs from the region on their delivery method and schedule.</i> <i>-Discuss alternative delivery with advisory committee.</i> <i>Implement alternative delivery and scheduling, if supported by research in above action item.</i> <i>Collaborate with PR/Marketing staff to update brochures and website, and identify other marketing opportunities.</i> <i>Actively participate in high school career days on campus.</i> <i>Contact local military recruiters, armories, workforce development offices with brochures and information.</i>		Program Instructors Divisional Dean Curriculum Office Student Services	Spring and summer 2014 Fall 2015 Spring 2014-2016	Time Time, resources for brochures and pictures

WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)			
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>May 2014: In March 2014, a Criminal Justice Expo was piloted on the New Richmond campus. The purpose was to actively recruit high school students that had requested information the Criminal Justice Corrections program. In addition, the CJC instructors and dean will be scheduling time during Summer 2014 to meet with other program instructors that have incorporated alternative delivery methods to learn more about the strengths, challenges and opportunity of using these methods in CJC.</p> <p>January 2015: The decision has been made to combine the CJLE and CJC program. With the combination, the courses will be offered to all four campuses using ITV and online to reach students where and when they want the classes. We are in the process of working with appropriate staff and processes to market this new program titled Criminal Justice Studies.</p> <p>June 2015: Criminal Justice-Studies will be one of the programs marketed as part of the college-wide marketing efforts for the next year. CJ instructors are participating in a number of recruiting events this summer at all 4 campuses, promoting the modified program.</p> <p>January 2016: Criminal Justice Corrections will be suspended at the end of FY16. Criminal Justice Studies will continue to be marketed.</p>			

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Criminal Justice – Corrections				
Defined Outcome:	Perkins?	Responsibility	Timeline	Resources
<p>Increase student general studies course completion percentage from its 3 year average of 60.38 to the percentage benchmark of 83.71</p>	<p>Yes</p>			
<p>Action Plan/Action Items:</p> <p><i>Review the admissions assessment cut off scores for the program and adjust scores if necessary.</i></p> <p><i>Invite general studies instructors to attend Advisory Committee meetings.</i></p> <p><i>Review curriculum and current general studies courses that are required.</i></p> <p><i>Meet with General Studies Academic Dean, general studies instructors and Success Center instructors to identify courses in which students are not completing.</i></p> <p><i>Schedule joint meeting with general studies instructors twice each semester to discuss student progress, opportunities for improvement and joint class work.</i></p> <p><i>Develop a plan for CJC and general studies instructors to collaborate on assignments and projects.</i></p> <p><i>Examine tutoring opportunities.</i></p> <p><i>Examine the sequence of where the general studies are scheduled in the program.</i></p>		<p>CJC Instructors</p> <p>Divisional Dean</p> <p>General Studies instructors</p> <p>General Studies Academic Dean</p> <p>Success Center instructors</p>	<p>Spring 2014 to Spring 2016</p>	
<p>WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)</p> <p>C200</p>				

Update: *(A mid-year and year-end update will be required each year during implementation.)*

May 2014: On May 20, 2014, a meeting between Criminal Justice and General Studies instructors is scheduled. The purpose of the meeting is to find collaborative activities and brainstorm ways to increase the general studies completion rates.

January 2015: During Fall 2014, the CJC instructors, Counselors and General Studies instructors meet three times throughout the semester to discuss student concerns. Information was shared about student progress, attendance issues, and other items impacting student success in the classroom. Additionally, in NR, a Communication instructor was present during the Report Writing course of the CJC program. This allowed students to obtain technical help with their writing skills during a core course. General studies instructors have also participated in the fall Advisory Committee meetings.

June 2015: CJC instructor, general studies instructors, and counselors continued to meet regularly on the NR campus to discuss student issues in spring 2015. Other efforts were focused on choosing the best general studies courses for the program modification for FY16.

January 2016: 56.02 percent is the three year average for completion. With the program modification, students will have more options in choosing General Studies courses that meet their career aspirations.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Criminal Justice – Corrections			
<i>Defined Outcome:</i>	<i>Perkins?</i> Yes	Responsibility	Timeline	Resources
Increase student technical course completion percentage from its 3 year average of 71.30 to the percentage benchmark of 82.22				
<p><i>Action Plan/Action Items:</i></p> <p><i>Review the admissions assessment cut off scores for the program and adjust scores if necessary.</i></p> <p><i>Schedule meeting with Student Services counselors and Success Center instructors to discuss strategies for early intervention with academic and personal issues.</i></p> <p><i>Examine tutoring opportunities for core classes.</i></p> <p><i>Explore use of “Smarter Measure” by program instructors in academic advising.</i></p> <p><i>Begin utilizing student surveys in each class to garner information on class content and instruction that may impact completion.</i></p>		<p>CJC Instructors</p> <p>Divisional Dean</p> <p>Student Services and Counselors</p> <p>Success Center instructors</p>	<p>Spring 2014 to Spring 2016</p>	
<p>WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)</p> <p>C200</p>				
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>May 2014: No action has been taken on this item during spring 2014. Meetings will be scheduled with Student Services in fall 2014.</p> <p>January 2015: With the pending program modification, admissions requirements have been reviewed and modified to meet the CJS program.</p> <p>June 2015: Meetings were held with general studies instructors, CJC instructors and counselors 2-3 times during the spring semester to discuss specific student issues and implement early intervention strategies.</p> <p>January 2016: The 3 year average has increased to 77.01. With the program modification, assessment cut off scores were reviewed. Meetings with Student Services counselors were held in September to discuss program changes.</p>				

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Criminal Justice – Corrections				
<i>Defined Outcome:</i> Curriculum is current and accurate	<i>Perkins?</i> No	Responsibility	Timeline	Resources
<i>Action Plan/Action Items</i> <i>Catalog pages and web page are updated and current.</i> <i>Students review webpage and make suggestions.</i> <i>Plan is developed to update and maintain course outcome summaries.</i> <i>Delivery format of IPV and online is reviewed.</i> <i>Plan developed for utilization of distance learning technology in the program.</i> <i>Curriculum is reviewed for new technologies-when and where to incorporate.</i>		CJC Instructors Divisional Dean Advisory Committee Students	Spring 2014	
<i>WTCS QRP Indicator Name & Number:</i> (from those potential solutions selected from the WTCS QRPDS Analysis)				
Update: (A mid-year and year-end update will be required each year during implementation.) <div style="color: red;">May 2014: The catalog pages were reviewed and language updated for FY15. Additional action items will be addressed during a summer 2014 meeting.</div> <div style="color: blue;">January 2015: Catalog pages are being reviewed and modified to meet the program modification in February 2015.</div> <div style="color: green;">June 2015: Catalog and web pages continue to be updated. All course outcome summaries are being reviewed in summer 2015. We are moving to an IPV and online format with the program modifications.</div> <div style="color: black;">January 2016: With the program modification, the delivery format of IPV and online has been implemented for each course in the program.</div>				

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Criminal Justice – Corrections				
<i>Defined Outcome:</i> Implement use of online Student Evaluation of Instruction in the Criminal Justice Corrections courses and review information	<i>Perkins?</i> No	Responsibility	Timeline	Resources
<p><i>Action Plan/Action Items:</i></p> <p><i>Contact IT to complete necessary set up of student evaluation of instruction system for Criminal Justice Corrections program instructors.</i></p> <p><i>Identify classes to be evaluated.</i></p> <p><i>Complete evaluation process in identified classes.</i></p> <p><i>Publish results of the evaluations.</i></p> <p><i>Dean and instructors discuss results and develop plan to address if necessary.</i></p> <p><i>Implement necessary changes.</i></p>		<p>Divisional Dean</p> <p>Program instructors</p>	<p>Fall 2013-Fall 2014</p>	<p>Time</p>
<p>WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)</p>				
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>May 2014: Classes were identified and online student evaluation of instruction was implemented. Identified classes were offered the survey and the results were published. Discussion on the results to occur during performance evaluation this summer.</p> <p>January 2015: Evaluations completed online in Fall 2014.</p> <p>January 2016: Classes were identified and evaluations were complete online in Fall 2015. Associate Dean is publishing the results and sharing with the instructors this month.</p>				

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Criminal Justice – Corrections				
<i>Defined Outcome:</i> Diversify the Advisory Committee make up	<i>Perkins?</i> No	Responsibility	Timeline	Resources
<i>Action Plan/Action Items:</i> <i>Review the committee for inactive members and pursue front line, new employee staff for replacement.</i> <i>Review committee members that are retiring and replace with new advisory members.</i> <i>Explore hosting a joint meeting between the North and South campuses via ITV.</i>		Danna Livingston, Phil Drazkowski Susan Yohnk Lockwood, Danna Livingston, Phil Drazkowski	Fall 2014	Time Time, ITV assistance
WTCS QRP Indicator Name & Number: <i>(from those potential solutions selected from the WTCS QRPDS Analysis)</i>				
Update: <i>(A mid-year and year-end update will be required each year during implementation.)</i> May 2014: The spring Advisory Committee meeting was cancelled in New Richmond. The action plans will be moved to fall 2014. January 2015: Discussion was held with Advisory Committee to establish a good mix of supervisors and line staff as part of the committee. As terms expire, we will create a diversified mix. June 2015: With the program modification, a districtwide advisory committee for the CJ-Studies will be established in fall 2015. January 2016: The final CJC advisory committee met in Fall 2015. A list of potential advisory committee members was created for the CJS program during the meeting. It will be a districtwide advisory committee.				

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Criminal Justice – Corrections			
Defined Outcome: Assess one collegewide outcome	<i>Perkins?</i>	Responsibility	Timeline	Resources
Action Plan/Action Items: <i>Review Critical Thinking collegewide outcome (spring 2014) and Mathematics (spring 2015).</i> <i>Review appropriate rubrics and parameters.</i> <i>Determine which or both to assess.</i> <i>Determine which course and assignment to use for the assessing/embedding.</i> <i>Assign work to students.</i> <i>Collect assignments.</i> <i>Assess, gather data and send to assessment committee.</i>		CJC Instructors Divisional Dean Assessment Team	Spring 2014 and 2015	Time for instructors to meet, design assignment and do the assessment
WTCS QRP Indicator Name & Number: <i>(from those potential solutions selected from the WTCS QRPDS Analysis)</i>				
Update: <i>(A mid-year and year-end update will be required each year during implementation.)</i> May 2014: Critical Thinking collegewide outcome was reviewed at both campuses. Artifacts and supporting materials have been forwarded to the CWO team. January 2015: CWO worksheet submitted to Andrea Schullo identifying plans for spring. June 2015: Critical Thinking collegewide outcome assessed in spring 2015, assignments completed, collected and submitted to the assessment committee. January 2016: No CWO has been assessed this year.				

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Criminal Justice – Corrections			
Defined Outcome: Develop a plan to replace and repair classroom and equipment	Perkins? No	Responsibility	Timeline	Resources
Action Plan/Action Items: <i>Develop an inventory of minor and major equipment with the CJC program at both the New Richmond and Superior campus, including age of equipment and life expectancy.</i> <i>Identify gaps/equipment needs.</i> <i>Bring forward equipment requests and facilities requests in the planning process.</i>		CJC Instructors Divisional Dean	Spring 2014 and 2015	Time for instructors to meet, spreadsheet help
WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)				
Update: (A mid-year and year-end update will be required each year during implementation.) May 2014: No action taken on this item. It will be addressed in fall 2014. January 2015: Computer monitors and equipment updated in Superior and NR. Additional major equipment purchased. Continue to pursue equipment needs as part of major equipment process annually. June 2015: N/A January 2016: No further equipment is needed for CJC.				