

NORTHERN ESSEX COMMUNITY COLLEGE

Program Review Year 2016 – 2017

Name of Program:

Criminal Justice – Associates Degree Program

Program Review Team Members

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INTRODUCTION - BACKGROUND

REGIONAL ACCREDITATION CONTEXT FOR PROGRAM REVIEW

NEASC Standard 2.7: The institution's principal evaluation focus is the quality, integrity, and effectiveness of its academic programs.

NEASC Standard 4.6: The institution ... on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters.

SCHEDULING OF PROGRAM REVIEWS

The Office of the Vice President of Academic and Student Affairs shall maintain a copy of the current schedule for programs to be reviewed, including the names of the person(s) designated as program review team leader(s). The schedule shall be developed in consultation with the Deans/ Assistant Deans, and shall be posted on the College's website.

FORMATION OF PROGRAM REVIEW TEAM

The team shall consist of a team leader and 3-5 other team members, as follows:

A. Faculty

- I. If there are full-time faculty members in the program in addition to the designated team leader, then at least one should be included on the team.
- II. The team leader may include part-time/adjunct faculty on the team.
- III. The team leader is encouraged to include on the team, or just seek input from, faculty members outside the department/program/division if necessary.

B. External Representative

- I. At least one Advisory Committee member or other external content expert may be identified as a resource if needed.
- II. Programs are encouraged to present relevant findings from the Program Review to the program's Advisory Board upon completion of the review.

PROGRAM REVIEW

SECTION I: ACCREDITATION/ APPROVAL/ CERTIFICATION

If your program has external (specialized) programmatic accreditation, approval or certification, you must submit the Program Review Document for Programs with External Accreditation/Approval/Certification.

A. Is there an external accrediting, certifying, or approval organization relevant to your program from which you are not currently receiving accreditation, approval or certification?

Yes X No

IF NO, skip to Section II.

IF YES, please complete items 1 through 3 below.

1. What is the name of this external organization?

Massachusetts Department of Higher Education

2. What status can your program receive from this organization?

Accreditation Certification X Approval

3. Are you intending to apply for accreditation, certification, or approval from this organization?

Yes No X

IF NO, please explain, then go to Section II.

The Program is not continuing with the Police Career Incentive Pay Program (PCIPP) re-certification for both internal and external justification:

1. Credit for Prior Learning:

The Program has opted to accept credit for prior learning (Police/Corrections Academy Training) based on extensive crossover work conducted in 2016. Using the Massachusetts Pathways standards established by the Department of Higher Education for 2 year programs transferring into 4 year State programs the Department of Higher Education reviewed course equivalencies at an 80% threshold. The Program using the same criteria matched Academy curriculum at

an 80% equivalency and determined that matriculated students whom had earned academy training will earn college credit for said training.

2. Minimum Educational Standard: Through both an Ad hoc Committee on Credit for Prior Learning and the Massachusetts Statewide Criminal Justice Coordinators Committee a unanimous agreement was reached in March 2017 that a minimum standard for employment in a law enforcement agency within the Commonwealth should be brought to the Massachusetts **Legislature**.
3. Valor Act of 2012: In June of 2013 the Department of Higher Education voted and approved the Valor Act Academic Credit Evaluation Policy. "The policy requires each public institution of higher education to develop a set of policies and procedures governing the evolution of a student's military occupation(s), military training, coursework, and experiences, in order to determine whether academic credit shall be awarded for such experience, training, and coursework."

The NECC Administration and Program Faculty determined that it was in the best interest of the Program and its students to not seek re-certification of the PCIPP. Following the guidelines of the PCIPP would put the Program in violation of the Valor Act of 2012 and limit our ability to seek the Minimum Education Standard supported by other Massachusetts Colleges/Universities and the Municipal Police Training Council.

IF YES, please complete items 4 through 7 below, then go to question II

Question answered in Question #3. Sub-questions removed.

SECTION II: MISSION AND PURPOSES

NEASC Standard 1.4: The mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, and students. They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution's overall mission and purposes, are developed by the institution's individual units.

NEASC Standard 4.1: The institution's programs are consistent with and serve to fulfill its mission and purposes...

A. The program's mission statement is as follows:

The Criminal Justice Program provides an excellent, affordable education leading to a broad array of careers in the field for students from the Greater Merrimack Valley area. The Program integrates academic coursework and experiential learning to create informed and ethical Criminal Justice professionals respectful of different cultures as well as of differing racial, gender, ethnic and religious points of view and dedicated to the rule of law and the fair, impartial, and compassionate administration of justice

B. Describe the process through which faculty review and update the program mission, including the date it was last reviewed.

The Mission Statement was created by program faculty in coordination with NECC administrators in the process of establishing an assessment plan to identify what is being done to support the program objectives, for whom and the purpose. The primary objective continues to be to develop ethical Criminal Justice practitioners. During the spring semester of 2017, the Criminal Justice Advisory Board will be asked to review and update the mission statement and create a checklist to insure the Criminal Justice Program Mission Statement is relevant, effective, and clearly defines program objectives.

C. Describe how this program facilitates the accomplishment of two or more of the College's Core Values.

The Criminal Justice Program supports all college objectives and values. Examples of the core values emphasized by the Criminal Justice Program are the following:

- Culture of Inclusion at NECC: Northern Essex Community College strives to be a model of diversity and inclusion; the campus community reflects the layers of cultural and self-identity that proudly make up our region, nation, and world. We respect, value, and celebrate the strengths, characteristics, and perspectives of all and promote an inclusive environment that leverages the unique contributions of each individual, group, and organization into all aspects of our work.
- Student Engagement at NECC: We are committed to fully engaging our students as active learners by providing a diverse range of educational experiences.

- Collaboration at NECC: We are committed to developing productive, collaborative relationships within the college and among our various constituencies in the greater Merrimack Valley.

Student Engagement is accomplished in part through program initiatives such as the Internship course (CRJ 291*), activities sponsored and coordinated by the Criminal Justice Club including field trips and the guest speaker series, and the Criminal Justice crime laboratory which has some of the most advanced law enforcement technology and equipment in Merrimack Valley.

Collaboration is exemplified by the program's strong working relationships with other Criminal Justice Programs in colleges throughout the area, such as Quinsigamond Community College, Mt. Wachusett Community College, Springfield Technical Community College, and Massasoit Community College. Among these colleges, there is regular communication about curriculum issues and state-wide initiatives. Within this review period NECC Criminal Justice faculty have engaged in Statewide Coordinators meetings and participated in the Commonwealth's Pathways initiative with all Criminal Justice programs. In addition, faculty in the program work closely with professionals within the industry across the Commonwealth, including developing a partnership with a National private security agency. The Program is fortunate to have many professionals within the Merrimack Valley of whom contribute their expertise through being adjunct faculty members.

Culture of Inclusion is represented in the Program in that the Program has a high percentage of minority students enrolled. (See Section Two for a more detailed discussion of this topic.) There is also diversity among the faculty ranks, in terms of both gender and ethnicity.

(* The CRJ 291 Internship course is required for graduation although a few students, 5-10 each academic year who are already employed in the Law Enforcement field, may elect to take CRJ 250 course which requires a 15-20 page research project.)

E. Describe how this program satisfies or is consistent with one or more of the College's Strategic Goals:

The Criminal Justice Program supports the College's Strategic Goals. Examples of the Strategic Goals emphasized by the Criminal Justice Program are the following:

Integrated Student Experience:

Through extensive training on both ground and online delivery formats, Faculty collaborate closely on the structure, design, and delivery methods to maximize the learning experience of the Program's students. One example in particular was the redesign of CRJ202 Criminal Law. This course used the latest in college resources such as developed Open Educational Resources and the use of the Quality Matter Rubric. Students apply theoretical legal concepts to a popular culture television show on Netflix. This innovative use of resources and media both engages students to relate material they are comfortable and familiar with and meeting the course competencies. This course was honored as the Massachusetts Colleges Online *Course of Distinction* in 2016.

The Program also offers a variety of speaking events that provide a Global Awareness Perspective with speakers from both Ireland and England on International Terrorism and Deradicalization techniques and

policies. These events were provided at both campuses and telecasted for those who were unable to travel to the campus that the speaker was presenting.

Student Career Opportunities: Through the extensive career opportunities established in CRJ291 Criminal Justice Internship students are given the opportunity to engage in direct field experience in a variety of career paths within the industry. Furthermore, the Program has a variety of faculty that are active practitioners within the industry whom provide regular career advice to students both in the classroom setting and through one-on-one career advising. The Program also utilizes broadcast email systems and social media to notify students about civil service examinations, open positions in Massachusetts, Connecticut, and New Hampshire.

Professional Growth: Since the last review period faculty have engaged in a variety of internal and external professional development opportunities that include Quality Matters Rubric and Review training, the use and testing of Assessment tools, and attendance at both pedagogical and industry specific conferences. It is through these professional development opportunities that faculty collaborate on curriculum changes, assessment processes, and further career opportunities for students.

SECTION III: PROGRAM POLICIES AND PROCEDURES

NEASC Standard 4.3 Programs leading to degrees or other awards have a cohort design... coherence is demonstrated through...policies and procedures for admission and retention.

A. List any specific program policies and procedures, and comment on the rationale for any differences from institutional policies and procedures.

Through this review process it has been noted that the Program needs to develop specific program policies and procedures that both align with institutional policies and procedures and industry standards.

B. Describe what the program does to assure that all students in the program receive copies of current program-specific policies and procedures, relevant information about the program, and information about the institutional policies and procedures.

Beyond a standardized set of program specific policies and procedures, students are trained in use of DegreeWorks within their first semester by either faculty advisors and/or members of NECC Advising (CPAC). Within the DegreeWorks portal students along with their advisor review the College's Core Academic Skills, major requirements, and their position on the MassTransfer criteria. Within the major requirements block in DegreeWorks students are provided with a list of courses needed to complete the degree. Furthermore, use of the Planner tool offers both students and advisors an opportunity to plan out course offerings until the degree requirements are completed. This particular feature creates transparency between the advisory and student in each subsequent advising session each semester.

C. Describe how the program defines "student success."

The Program defines "student success" in two different approaches: Graduate Transfer and Graduate Employment.

1. Graduate Transfer: The Program's primary goal is to have Graduates continue on with their education. Through the Academic Support Services and NECC Advising, the Program has sought to ease the burden of transfer by modifying the Criminal Justice degree to meet the MassTransfer Policy and the [Pathways - Commonwealth Commitment](#). Students are regularly encouraged to continue with their education by having students participate in transfer events and in-class presentations by members from Academic Support Services.
2. Graduate Employment: Despite our primary goal for Graduates to continue on with their education, it is important that our Graduates find employment. The Program and its

faculty continuously facilitate student-employer presentations through the NECC Criminal Justice Club by Massachusetts Sheriffs' Departments, the Massachusetts State Police, and various municipal and Federal agencies and Private Sector agencies throughout each semester. Students are exposed to minimum educational standards, hiring processes, and career paths and options within each of the presentations. It should be noted that some of the presenters do require a minimum of a Bachelor degree, reinforcing that continuing their education offers greater opportunities for employment.

SECTION IV: CURRICULUM

NEASC Standard 4.3 Programs leading to degrees or other awards have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning.

A. Describe the curriculum, and discuss how it is an organized, sequential series of courses that progress from simple to complex learning.

The Program curriculum in concert with the Advisory Board has been designed to have students progress through each course in a scaffolding design. Students begin in the Program's gateway course CRJ 101 Introduction to Criminal Justice. As typical of many other gateway courses, this particular course introduces (I) students to theoretical concepts associated with the criminal justice system. Students having completed CRJ 101 then move onto other 100-level courses where they are introduced (I) to more complex concepts and reintroduced (R) to previous concepts to ensure that they have a firm understanding of the early concepts. As students progress into the 200-level courses students are reintroduced to early concepts and are expected to master (M) these concepts.

Through the Programs FY 2016-2017 assessment process, faculty have examined how the Course Competencies align with the Program Outcomes. In review of the [Curriculum Map](#) faculty can track where students are Introduced (I), Reintroduced (R), and Mastery (M) are mapped throughout the program down to the Course Competency level.

B. Describe the review and revision processes used by the program to assure that the curriculum meets the needs of students and graduates. Include discussion of the mechanisms that allow input into these processes from (1) employers of program graduates and (2) schools to which students transfer (if applicable).

During FY 2015-2016 faculty met with members of the Board of Higher Education and Massachusetts State Colleges, Universities, and UMass institutions to define course competency equivalencies. The purpose of these meetings were twofold, the first goal was ease the burden of transfer by students seeking to further their education at State four-year institutions and secondly to begin the discussion of a statewide curriculum alignment. This extensive review process became known as the Pathways-Commonwealth Commitment. The Criminal Justice component of the Pathways-Commonwealth Commitment will begin in FY 2017-2018.

In summary of this project, the Program was provided the current course-level competencies of five common courses used throughout the Commonwealth. The goal was to have a minimum threshold of 80% equivalency of the course-level competencies match the four-year institutions.

The Program at its current state matched at 100% equivalency in four of the five courses and 80% equivalency in the fifth course.

C. *For Associates degree programs only:* Attach a copy of the program's Core Skills Audit Sheet. Does the curriculum provide adequate opportunities, including a sufficient number of courses, to allow students to meet Core Skill Intensive course requirements for graduation? If not, please explain.

[Core Skills Audit Sheet](#)

D. When was the Core Skills Audit Sheet last updated?

The Core Skills Audit Sheet was last updated in September 2014.

E. How does the curriculum contribute to the student accomplishing program specific learning outcomes, as detailed in the program's Curriculum Map in Appendix 1?

Question answered in Question A.

SECTION V: PROGRAM RESOURCES – FACULTY

NEASC Standard 6.3: The preparation and qualifications of all faculty are appropriate to the nature of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, and teaching abilities, as well as relevant professional experience, training, and credentials.

NOTE: For Questions A – C, please consult Chart 1: Faculty Resources.

A. Discuss the number of full-time faculty assigned to the program with respect to its adequacy to complete all activities associated with maintaining a high-quality educational program.

Within the Program there are two Full-time Faculty, Paul W. Cavan and Scott M. Joubert. These faculty members bring a wealth of both professional and higher education experience. Through continuous professional development activates the quality of content that each individual brings to the students and program are immeasurable. Over the past year both individuals have completed training in Quality Matters, Competency Based Education (used to develop the Criminal Justice Accelerated Associates Degree), and iTeach training for online course development.

[Full-time Faculty Chart A](#)

B. Indicate the percentage of faculty that are full-time, as well as the percentage of credit hours taught by full-time faculty.

In review of the data for the past three semesters Full-time Faculty comprise of 16.6% of all faculty within the Program. Within that same sampled time frame, full-time faculty have taught a total of 111/195 credit hours or 56.9% of all offered credit hours within the Program.

[Part-time Faculty Chart B](#)

[DCE Faculty Chart C](#)

C. Discuss how the percentage of full-time faculty, both in terms of numbers and credit hours taught, impacts the program.

Full-time faculty within the Program teach more than half of the total credit hours offered. The advantage of having full-time faculty teaching this many credit hours offers the faculty to have greater opportunity to have direct content with students within the Program. Often full-time faculty answer student questions and address concerns at the end of class and in the halls. This consistent presence by full-time faculty creates openness and availability to the students.

In the past the Program submitted an application for PCIPP recertification, which is accomplished through the Department of Higher Education. The formula established by this Department had called for three full-time faculty members for the Criminal Justice Program at NECC. This requirement is based on a complex formula which takes into consideration the number of students and many other factors. With a reduction of enrollment in the Program a reduction in full-time faculty has been adequately measured through the previously used for the RCIPP certification formula to be sufficient.

Further, having more than two full-time faculty members impacts Program quality in that there is potential disruption to curriculum consistency. While DCE faculty are not able to be as involved in non-academic Program responsibilities, which include academic advising, DCE faculty provide practical experience to the trends that are occurring in the industry and networking opportunities for students. It would be desirable to offer advising responsibilities to DCE faculty with the proper holistic advising training. The advantages of this approach is that DCE faculty bring a breath of insight regarding industry standards and career opportunities to those students that are referred to the college Advising Center, which is a good second choice in that the advisors are knowledgeable, but they may not have an in-depth understanding of Program content and the individual students.

D. Attach a copy of Chart 2 for each faculty member: full-time, part-time, and DCE.

- [Paul W. Cavan](#)
- [Scott M. Joubert](#)
- [Frank G. Cousins, Jr.](#)
- [Kevin F. Donovan](#)
- [Kenneth Leone](#)
- [Derek Licata](#)
- [Anne E. Froner, Esq.](#)
- [Mark H Beaudry](#)
- [William J. White, Jr](#)
- [Paul T. Zipper, Ph.D.](#)

SECTION VI: PROGRAM RESOURCES – CLASSROOMS AND LABORATORIES, INSTRUCTIONAL TECHNOLOGY, LIBRARY/ LEARNING, AND FINANCIAL

NEASC Standard 4.4...The institution provides sufficient resources to sustain and improve its academic programs.

NEASC Standard 7.21: The institution has sufficient and appropriate information, physical, and technological resources necessary for the achievement of its purposes...

NEASC Standard 7.22: The institution provides access to library and information resources, services, facilities, and qualified staff sufficient to support its teaching and learning environments and its research and public service mission as appropriate.

NEASC Standard 7.24: The institution's physical and electronic environments provide an atmosphere conducive to study and research.

A. Discuss whether the college provides classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning.

With the recent upgrades to classroom technology completed by NECC, all Criminal Justice courses are taught in “smart classrooms” permitting utilization of PowerPoint presentations, video formats and immediate access to the internet to support teaching pedagogies.

One course in the Criminal Justice curriculum, CRJ 204- Criminal Investigation, utilizes laboratory resources. The law enforcement related equipment and supplies available for this course are recognized as offering one of the most advanced crime labs in the Merrimack Valley

B. Describe the instructional technology required to support the program's curriculum plan. Discuss whether the current instructional technology is of sufficient quality and quantity to provide an environment conducive to effective teaching and learning.

The Criminal Justice Program has initiated a number of technological related innovations to meet the needs of our current student population including developing web pages for the Program, the faculty, and the Criminal Justice Club. A Criminal Justice Facebook page has also been created which has proven the most efficient and reliable method to keep our students informed regarding program issues and information. In addition, program faculty developed web companion sites on Blackboard. Decisions concerning implementation of technological strategies are based on informal surveys and communication conducted with criminal justice students and faculty.

C. Discuss whether the program has access to library and related learning resources adequate to support the curriculum plan and to provide an environment conducive to effective teaching and learning.

NECC has a comprehensive Learning Resource Center located on its Haverhill campus. A smaller library facility, located on the Lawrence campus, contains the Criminal Justice collection where it is more readily accessible to Criminal Justice students and to students in other law-related programs.

The NECC collection provides students with readily accessible research sources and materials in support of the Criminal Justice Program curriculum. NECC also maintains an extensive collection of Criminal Justice books, textbooks, scholarly works, cases and statutes, periodicals and on-line research information in its libraries and a cooperative agreement with NOBLE and the Lawrence Trial Court Library.

D. Discuss whether the program's financial resources are adequate for the program to achieve its stated mission.

Historically NECC has consistently provided significant resources and financial support to the Criminal Justice Program. The budget process is completed in conjunction with the Dean of Technology and Professional Studies Sciences. The current level of funding allocated by NECC for the Criminal Justice Program is sufficient to continue growth in enrollment.

SECTION VII: STUDENTS

NEASC Standard 5: Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve.

NEASC Standard 5.6: ...The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services.

NEASC Standard 8.6: The institution defines measures of student success... These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment.

IF THE PROGRAM HAS DATA FROM A PREVIOUS REVIEW OR REPORT, COMPARE WITH CURRENT DATA, AND DISCUSS ANY CHANGES.

NOTE: For questions A-D, please consult Charts 3-5, provided by the Office of Institutional Research and Planning upon request. (Please see instructions on page 3.)

A. Analyze and discuss the data in [Chart 3: Student Demand](#), included in Appendix 3.

The Program has witnessed a decline in enrollment over the past three years for a variety of reasons, including an improved economy and negative publicity towards law enforcement over the past few years. In FY 2013-2014 there were 186 new students that matriculated into the Program. This number decline in FY 2015-2016 to 146 a 22% decline in enrollment. This decline is consistent with averages in the Commonwealth where a peak enrollment of 100,798 in FY 2013-2014 declined to 87,711 a -12.99% drop. The peak enrollment that we experienced 3-4 years ago was reflective to the recession where students sought retraining. A significant decline in enrollment has been with our non-traditional (adult) students. Through extensive recruitment efforts in Essex, Worcester, Suffolk, and Hampden Counties coupled with the development of the Criminal Justice Accelerated program the Program expects a renewed increase in enrollment. Additionally, the phasing out of the Quinn Bill (PCIPP) has significantly reduced enrollment from individuals whom are already employed in the industry.

B. Analyze and discuss student program completion and transfer, referring to [Chart 4: Retention, Graduation and Transfer](#) in Appendix 3.

Despite a decline in enrollment the Program has witness a remarkable increase in completion rates. In FY 2013-2014 there were 48 students that completed their Associates degree with 126 students transferring without completing. In comparison, in FY 2015-2016 we experienced a

slight increase in student completion to 51 and only 25 students transferring before completion, a 80.2% increase from FY 2013-2014. The 3 year average for student completion has been 50 students as compared to 78 transferring before completion.

The rationale for the increased retention to completion versus transferring before completion has been in part to the extensive efforts by Program faculty to encourage students to complete their degree by identifying the advantages through the MassTransfer Policy and the Pathways-Commonwealth Commitment. These programs offer a financial incentive to students to complete the program while considering the back two years of their education.

C. Analyze and describe the demographic characteristics of students enrolled in program, referring to [Chart 5: Student Demographics](#) in Appendix 3.

In review of student demographics the Program has witnessed a steady increase of minority students, Hispanic in particular. In FY 2013-2014 there were 235 Hispanics matriculated in the Program, 98 among which were Hispanic females, as compared to 251 Caucasian students with a total 51% of students that claimed one or more minority ethnicities. In FY 2015-2017 there were 242 Hispanic students as compared to 212 Caucasian students with a total of 54% of all students in the Program claiming one or more minority ethnicities.

D. Describe the program policies, procedures, and practices that are in place related to student retention. Discuss how they are implemented. Comment on their effectiveness. (Refer to [Chart 4: Retention, Graduation and Transfer](#) in Appendix 3.)

Retention is not a new concept to the Program; however, a formalized process had not been developed until FY 2016-2017. In FY 2014-2015 one faculty member began training in StarFish, the College's early alert system, and became a Coach to train other faculty in the use and benefits of identifying students that could be at risk. The depth of this software and those that are included in weekly reports are shared with Student Services, the Tutoring Center, and Program Coordinators/Chairs. In FY 2016-2017 training of DCE faculty began with a clear goal of retention in mind. Continued training and uses of more features of the software will continue during the current fiscal year and beginning in FY 2017-2018.

Under the current structure and fiscal resources of the College retention outreach effort to students flagged as at-risk within the StarFish system are limited. More consideration needs to be made to increase efforts to contact students in order to increase student retention.

SECTION VIII: CONTENT EXPERTS

NEASC Standard 4.6: ...Review of academic programs...incorporates an external perspective.

A. Does the program have an Advisory Committee?

Yes X No

IF NO, skip to B.

IF YES, please complete items 1 through 3 below, then go on to Section IX.

1. Insert the roster of Advisory Committee members.

- Honorable José Albino Sánchez - Associate Justice - Essex County Juvenile Court
- Lt. Daniel J. Fleming - Lawrence Police Department Detective
- Tina R. Adams, Ph.D. - Massachusetts Department of Mental Health- Statewide Manager of Juvenile Forensic Services
- Jay White - Federal Bureau of Investigation- Retired
- Lt. Kevin Donovan – Amesbury Police Department
- Mark H. Beudry, Ph.D. – IBM Senior Security Professional
- Asst. Dir. Christine Fishken – Essex County Sheriff's Office
- Edward Johnson, Esq. – Massachusetts State Police

2. Report the schedule of meetings for the past three years, or as many as available if the Advisory Committee has been meeting for less than three years.

- May 4, 2016
- October 20, 2015
- April 29, 2015
- April 30, 2014
- October 3, 2013
- April 24, 2013
- December 8, 2012
- December 6, 2012

3. Describe the role the Advisory Committee plays in providing guidance about best practices and current trends of the field/profession.

The Criminal Justice Advisory Board meets to discuss curriculum, program developments, trends within the industry, and the overall effectiveness of the Program as it relates to the industry. In recent meetings the Advisory Board was integral in the

development of the Criminal Justice Accelerated Associates Degree. Other relevant subjects that have been addressed during Advisory Board meetings include, declining enrollment, PCIPP update and NECC decision to withdraw from re-certification, an update on the changes made to the Program to meet both the MassTransfer Policy and Pathways – Commonwealth Commitment.

B. Does the program have any plans to develop an Advisory Committee?

Question answered in Question B. Sub questions removed.

SECTION IX: PROGRAM LEARNING OUTCOMES AND ASSESSMENT

NEASC Standard 2.1: Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution...

NEASC Standard 4.2: The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, competencies, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered.

NEASC Standard 8.3: Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program and institutional level...

A. Develop, or review if previously developed, the program's learning outcomes. Attach the Curriculum Map in Appendix 1.

1. Develop an understanding of diverse cultures and use this knowledge to address global awareness issues in criminal justice.
2. Describe and analyze ethical issues in the Criminal Justice system.
3. Produce clear and well-organized writing that responds appropriately to an assignment using standard American English and use appropriate resources to find and communicate this information.
4. Develop and express ideas through public presentations with increasing complexity and sophistication.
5. Describe and analyze issues in patrol procedures and the concepts in community policing.
6. Describe and analyze issues in the use of force.
7. Describe and analyze incarceration options and outcomes.
8. Describe and explain the stages and participants in criminal trials and legal and constitutional issues.

Curriculum Map

B. If the program outcomes are newly developed, and/or if no assessment activities related to the learning outcomes have taken place, discuss the plan to assess these outcomes in the coming year.

Not applicable

C. If program outcomes had previously been developed and/or assessment activities related to the learning outcomes have taken place, summarize these activities, what was learned

from them, what action plans were developed, what actions have been implemented, and what the results of these implementations have been.

Program Assessment Results 2015-2016

- [Program Status](#)
- [Assessment Process](#)
- [Assessment Committee](#)
- [Criteria for Direct Measurements](#)
- [Major Findings: Direct Measures \(Outcome #1\)](#)
- [Major Findings: Direct Measures \(Outcome #3\)](#)
- [Major Findings: Direct Measures \(Outcome #8\)](#)
- [Major Findings: Indirect Measures](#)
- [Actions Resulted from Findings: CRJ 101](#)
- [Actions Resulted from Findings: CRJ 103](#)
- [Actions Resulted from Findings: CRJ 291](#)

SECTION X: PROGRAM PARTNERSHIPS, EXTERNAL AGREEMENTS, AND AFFILIATIONS

A. Describe any partnerships, activities or agreements with area high schools and/or four-year colleges.

Several Transfer (Articulation) Agreements have been developed to ease the transfer process of Graduates entering into Bachelor Programs. These agreements include the following:

- [University of West London](#)
- [Salem State University](#)
- [UMass - Lowell](#)
- [UMass – Lowell Online and Continuing Education Program](#)
- [Assumption College](#)
- [California University of Pennsylvania](#)
- [ST. Joseph's College - Online](#)

B. Describe any partnerships, activities or agreements with business and industry, including clinical sites, internships, practicums, service learning, and volunteer work.

Since 2016 the Program has been cultivating a partnership with Securitas Security, the largest private security agency in North America. The goal of this partnership is to redevelop CRJ 203 Security Concepts with content from Securitas' orientation training. Students that complete this course within their Criminal Justice degree will then transition into advanced training within the agency once hired.

SECTION XI: GRADUATE EMPLOYMENT

NEASC Standard 8.6: The institution defines measures of student success... These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment.

SECTION XI IS ONLY APPLICABLE TO CERTIFICATE PROGRAMS AND ASSOCIATE'S DEGREE CAREER PROGRAMS. FOR TRANSFER PROGRAMS, SKIP THIS SECTION.

Note: You may use any source available to you to answer the questions in this section, including, but not limited to, any information on graduates' job placements that your program may gather, the Bureau of Labor Statistics, and the Occupation Profiles available at careerinfonet.org.

A. Please comment on the employment opportunities of recent program graduates. Indicate the source(s) of this information.

Student Name	Organization	Position	Date of Employment	Future Education
Kyle Sandner	Plaistow Police Department	Police Officer	11/ 2016	Plans to attend UMass Lowell
Timothy J. D'Entremont	Merrimack College Police Department	Dispatcher	3/2017	Merrimack College
Christian Medvecky	APG Security	Security Officer	3/2016	Plans to attend UMass Lowell
Cody Sharpe	Salem NH Police Dept.	Dispatcher	6/2016	Attending Academy in August
Nicholas Levesque	APG Security	Security Officer	8/2015	Plans to attend UMass Lowell
Christian Nieves	Lawrence Police Department	Police Officer	7/2016	Plans to attend UMass Lowell
Kevin Billings	Haverhill Police Department	Police Officer	10/2016	Plans to attend UMass Lowell
James Fermin	Lawrence Police Department	Police Officer	7/2016	Plans to attend UMass Lowell

* All information is self-reported by Graduates

B. Please comment on employer satisfaction with program graduates. Indicate the source(s) of this information.

Not Applicable

SECTION XII: SUMMARY – PROGRAM STRENGTHS

A. Please review each section of the Program Review, and, based on the information you have provided, describe the program's most significant strengths (citing the relevant Program Review section).

- Prior to the decision to not seek re-certification through the Board of Higher Education, the Program was found to have met or exceeded all evaluation indicators with the exception of one faculty member that does not have a minimum of a Master's degree in the field.
- In comparison to other community college Criminal Justice Programs, the Program is positioned to meet student demand for transfer through the MassTransfer Policy and the Pathways-Commonwealth Commitment plan.
- The Program is inclusive and diversified, which is evidenced by increased minority enrollment.
- The Program's newly designed Assessment Plan has offered an opportunity identify areas of improvement and to validate what the Program is doing right.

SECTION XIII: SUMMARY – PROGRAM CHALLENGES AND AREAS FOR IMPROVEMENT – ACTION PLANS

A. Please review each section of the Program Review, and, based on the information you have provided, describe the program’s most significant challenges and areas for improvement, and describe any recommendations for actions to address those challenges (citing the relevant Program Review section).

In accordance with the prior re-certifications through the Board of Higher Education and as mentioned in Question #8, the Program has one faculty member that does not have a Master’s degree in a related field of study. However, the NECC requirement for faculty positions in the Criminal Justice Program now requires at least a minimum of a Master’s degree in a related field of study with preference for candidates who have earned a terminal degree.

An additional challenge for the Program that led to the decision to not seek re-certification has been the development of the Criminal Justice Accelerated Program and the acceptance of prior learning credit through extensive academy training. This in itself is grounds for denial for re-certification through the Board of Higher Education. This decision has been determined in the best interest of the Program and its future within the Commonwealth.

The Program is considering creating Career track in addition to the current Transfer Associates track. The Transfer track would be in compliance with the PCIPP until an alternative certification/accreditation has been developed by the Massachusetts Legislature and the Board of Higher Education.

Additionally, the declining enrollment in the program will be a challenge. Faculty have agreed that increased recruitment at area high schools will be an added task. The Program is hopeful that the efforts made at Worcester, Essex, Suffolk, and Hampden County Sheriff’s Offices will be successful to help increase the declining adult learner enrollment.

12. REVIEW SUBMISSION

PROGRAM:	Criminal Justice
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Submits this Program Review document in fulfillment of the NECC requirements for a comprehensive and systemic review of each academic program.

Individual Responsible for Completing the Program Review	
Name: Scott M. Joubert	Title: Professor
Signature:	Date:
Program Coordinator	
Name: Paul Cavan	
Signature:	Date:
Department Chair (if appropriate)	
Name:	Title:
Signature:	Date:
Assistant Dean/Director	
Name:	Title:
Signature:	Date:
Dean of Division	
Name: Kelly Sullivan	Title:
Signature:	Date:
Vice President of Academic and Student Affairs	
Name: William Heineman	Title:
Signature:	Date:

APPENDICES

APPENDIX 1.1



Core Skills Audit Sheet

NORTHERN ESSEX COMMUNITY COLLEGE

Criminal Justice

				<i>Courses with Intensive Designation</i>	
<i>Course Number</i>	<i>Course Name</i>	<i>Credits</i>	<i>Comments</i>	<i>CORE SKILL I</i>	<i>ADD. CORE SKILLS</i>
REQUIREMENTS:					
CRJ101	Introduction to Criminal Justice	3			
CRJ102	Incarceration & Alternatives	3	Prerequisites		
CRJ103	Modern Policing	3	Prerequisites	GLOBAL AWARENESS	
CRJ201	Critical Incident Response	3	Prerequisite: CRJ101 Corequisite: ENG101		PUBLIC PRESENTATION
CRJ202	Criminal Law	3	Prerequisite: CRJ101 Corequisite: ENG101	WRITTEN COMMUNICATION	
ENG101	English Composition I	3			
ENG102	English Composition II	3	Prerequisite		
GOV101	American Government & Politics	3			
GOV211	Civil Rights & Liberties	3	Prerequisite		
PHI121	Practical Logic	3			
PSY101	Introduction to Psychology	3			
SOC101	Introduction to Sociology	3			
SOC104	Introduction to Criminology	3			
ELECTIVES:					
	Computer Elective	3	CIS110 or higher, SEE ADVISOR	GLOBAL AWARENESS – CIS113, CIS114, CIS130	INFORMATION LITERACY – CIS140, CIS141 PUBLIC PRESENTATION – CIS113, CIS114, CIS115 SCIENCE & TECH – CIS110, IS141 WRITTEN COMMUNICATION – CIS114, CIS115, CIS130
	Criminal Justice Electives	3	CRJ203 or higher, except CRJ250 & CRJ291		
	Criminal Justice Internship	3	CRJ291 OR CRJ250, Prerequisite	INFORMATION LITERACY – CRJ291	
	Math Electives	3/4	MAT120 or higher	QUANTITATIVE REASONING – MAT122, MAT125, MAT130, MAT140, MAT155	

APPENDIX 1.2 Curriculum Map

Course Abbreviation	<div>Program Student Learning Outcomes</div> <div></div> <div>Course Level Learning Competencies</div> <div></div>	Develop an understanding of diverse cultures and use this knowledge to address global awareness issues in criminal justice.	Describe and analyze ethical issues in the Criminal Justice system.	Produce clear and well-organized writing that responds appropriately to an assignment using standard American English and use appropriate resources to find and communicate this information.	Develop and express ideas through public presentations with increasing complexity and sophistication.	Describe and analyze issues in patrol procedures and the concepts in community policing.	Describe and analyze issues in the use of force.	Describe and analyze incarceration options and outcomes.	Describe and explain the stages and participants in criminal trials and legal and constitutional issues.
CRJ101	Relate relevant issues in the criminal justice system	I	I	I		I	I	I	I
	Discuss the substantive and procedural criminal law in the United States and identify the major components of the court system,						I	I	I
	Describe and discuss the steps in the criminal process and functions of the various components (i.e. police, courts & corrections),					I		I	I
	Discuss and identify the roles of the police, courts and corrections in the criminal justice system,	I		I		I	I	I	I
	Examine the balance between public safety and individual rights,		I	I					
	Analyze and discuss future trends in criminal justice	I	I	I			I	I	I
CRJ102	Define the role of correctional organizations in the criminal Justice system,		I/R	I/R				I/R	
	Examine the historical, sociological, and political impact of punishment and incarceration,		I/R	I/R			I/R	I/R	I/R
	Identify the structures of correctional organizations								
	Discuss sentencing discretion and alternatives		I/R	I/R				I/R	I/R
	Discuss community corrections, probation & parole,	I/R		I/R		I/R		I/R	I/R

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	Relate current trends in corrections including “private prisons”, restorative justice, etc.	I/R		I/R			I/R	I/R	I/R
	Identify the impact of “prisonization” on inmates,		I/R	I/R				I/R	I/R
	List and explain offender classification and Direct Supervision,							I/R	
	Debate both the pros and cons of the death penalty.		I/R	I/R				I/R	I/R
CRJ103	Outline the historical development of policing in America and explain the diversity of local, state, and federal law enforcement agencies throughout the country								
	Discuss the various methods used by police, such as patrol, community-oriented policing and problem solving, and investigation	I/R	I/R	I/R		I/R	I/R		I/R
	Identify the legal constraints placed on the police and the possible implications of police misconduct		I/R	I/R			I/R		I/R
	Discuss a variety of special problems and challenges faced by police charged with enforcing the law in the 21 st century	I/R	I/R	I/R		I/R	I/R		I/R
CRJ201	Examine the events and roles of Critical Incidents and Crisis Responders as it pertains to Criminal Justice or Social Worker Responders	I/R	I/R	I/R		I/R			I/R
	Develop an understanding and ability to identify and assess events in critical incidents or crisis.								
	Develop the ability to deploy and develop a protocol in event or crisis response.								
	Identify the stages and criteria of crisis assessment and response to victims of: crimes, domestic violence, elderly abuse, child abuse, suicide, disasters and terrorism.	M		M					M
CRJ202	Analyze key cases, legal terms, clauses, and chronologies in criminal law						R		I/R
	Evaluate the criminal elements of crimes against person, property, order, and state								I/R
	Explain the historical evolution of criminal law maxims, doctrines, and principles								I/R
	Assess controversial issues in criminal law		R	R			R		I/R
	Distinguish important considerations dealing with the rights of criminal defendants	R		R			R		I/R
	Generalize the scholarly study of law and its application								
	Differentiate the development of criminal law in Western society.								
	Appraise the concept of corpus delicti and describe the corpus delicti of murder.								I/R
	Integrate early and contemporary judicial decisions.		M	M					M

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CRJ204	Obtain familiarity with the duties and responsibilities of the detective and crime scene investigators.		R	R		R			R
	Understand the laws governing investigative practices and operations.		R			R			R
	Apply knowledge of the elements of Criminal Law in guiding evidence collection and crime scene analysis.		R	R		R			M
	Demonstrate the ability to properly use basic detective/investigative techniques during forensic analysis of evidence, including but not limited to Comparative Microscope, Fuming Chamber, Fingerprint Kit, and Foot Casting.			R					M
CRJ205	Examine the nature of terrorism and its many forms	R		R					
	Identify the policies and programs to reduce the risk that terrorism presents to society		R	R		R			I/R
	Describe policies and programs to manage terrorist events								
	Analyze approaches to terrorism preparedness used by federal agencies including the Federal Emergency Management Agency		R	R					I/R
	Envision future policies and programs to manage the consequences of terrorist violence	R		R					I/R
	Examine the USA and International Legal System as it they apply to Terrorism								I/R
	Differentiate between Terrorist groups and Guerrilla movements								
CRJ208	Provide an in-depth analysis of the relevant Juvenile Justice concepts in our Federal Laws and how they apply in the Commonwealth of Massachusetts. The course will cover substantive and procedural criminal law including the understanding of constitutional limitations on the juvenile justice system	R/M	R/M	M		R	R	R/M	M
	Provide students with an introduction to the fundamentals of legal research and case analysis.			M			R/M	M	M
CRJ291	introduction to internships and learn how to prepare for their internship in the age of transparency.		R/M	M					
	gain an understanding of the placement process and become familiar with library and research sources.			M	M				
	Students will learn how to set goals and identify their internship educational objectives		R/M						
	Students will gain an understanding of their role as an Intern.		R/M						
	Students will learn about their role as a Participant- Observer.		R/M						
	Students will learn about the internship Supervision Process.		M						
	Students will learn about Ethics in the workplace.		M						

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	Students will learn about organizational characteristics and formal and informal structures.	R	M						
	Students will learn about the political, economic and legal factors in the workplace.	R	M						
	Students will gain an understanding of Organizational Goals and Relationships	R	M			R			
	Students will assess their internship experience.			R/M					
	Students will begin their career planning.	R							
	Students will submit all course forms.			R					



Program Status

- The current Criminal Justice student enrollment is 349
- Prior to the start of the 2015/2016 Criminal Justice Faculty Member, Associate Professor Magdalena Suarez-Shannon announced her retirement.
- The Criminal Justice Program Coordinator, Professor Paul Cavan, and Criminal Justice Faculty Member, Associate Professor Scott Joubert, collaborated on:
 - Current Program Outcomes
 - Development of the Criminal Justice Accelerated Program to attract Adult-Learners aligned with current Criminal Justice Program curriculum.
 - Development of a new Criminal Justice Elective CRJ205 – Response to Terrorism

Assessment Process

- The assessment process for the Criminal Justice Program for 2015/2016 focuses on:
 - A review of the final papers for three core courses:
 - CRJ101 – Introduction to Criminal Justice
 - CRJ103 – Modern Policing
 - CRJ291 – Criminal Justice Internship
 - Assumption: As this was the first year that a comprehensive Program Assessment took place, Criminal Justice Faculty believed that students would achieve the Mastery level.
 - This review was accomplished via an item analysis of:
 - CRJ101 – 19 Papers
 - CRJ103 – 20 Papers
 - CRJ291 – 13 Papers
 - The Assessment Committee of four evaluators each reviewed and assessed all 52 papers individually.

Assessment Committee

- These assessors have taught in various mediums within the Criminal Justice Program:
 - Dr. Mark Beaudry, Ph.D. –Adjunct Faculty
 - Kevin Donovan – Adjunct Faculty
 - William White, Esq – Adjunct Faculty
- There was no statistical significant difference between the assessments completed by each of the assigned assessors

Criteria for Direct Measurements

Assessment Tools for Intended Student Learning Outcomes – Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
CRJ101 – Introduction to Criminal Justice (Direct Measure 1) Outcomes 1, 3, and 8 assessed based on final course paper.	Outcome 1: Proficient or higher (See: Rubric) Outcome 3: Proficient or higher (See: Rubric) Outcome 8: Emerging or higher (See: Rubric)
CRJ103 – Modern Policing (Direct Measure 1) Outcomes 1, 3, and 8 assessed based on final course paper.	Outcome 1: Mastery or higher (See: Rubric) Outcome 3: Proficient or higher (See: Rubric) Outcome 8: Proficient or higher (See: Rubric)
CRJ291 – Criminal Justice Internship (Direct Measure 1) Outcomes 1, 3, and 8 assessed based on final course paper.	Outcome 1: Mastery or higher (See: Rubric) Outcome 3: Mastery or higher (See: Rubric) Outcome 8: Mastery or higher (See: Rubric)

Major Findings: Direct Measures (Outcome #1)

Develop an understanding of diverse cultures and use this knowledge to address global awareness issues in criminal justice.

- Data Collection:
 - CRJ101 – Introduction to Criminal Justice
 - 25% of samples scored within the Proficient or higher criteria
 - CRJ103 Modern Policing
 - 30% of samples scored within the Mastery or higher criteria
 - CRJ291 – Criminal Justice Internship
 - 5% of samples scored within the Mastery or higher criteria
 - 43% of samples scored within the Proficient or higher criteria

Major Findings: Direct Measures (Outcome #3)

Produce clear and well-organized writing that responds appropriately to an assignment using standard American English and use appropriate resources to find and communicate this information.

- Data Collection:
 - CRJ101 – Introduction to Criminal Justice
 - 51% of samples scored within the Proficient or higher criteria
 - CRJ103 Modern Policing
 - 30% of samples scored within the Proficient or higher criteria
 - CRJ291 – Criminal Justice Internship
 - 28% of samples scored within the Mastery or higher criteria
 - 66% of samples scored within the Proficient or higher criteria

Major Findings: Direct Measures (Outcome #8)

Describe and explain the stages and participants in criminal trials and legal and constitutional issues.

- Data Collection:
 - CRJ101 – Introduction to Criminal Justice
 - 85% of samples scored within the Emerging or higher criteria
 - CRJ103 Modern Policing
 - 23% of samples scored within the Proficient or higher criteria
 - CRJ291 – Criminal Justice Internship
 - 10.2% of samples scored within the Mastery or higher criteria
 - 30% of samples scored within the Proficient or higher criteria



Major Findings: Indirect Measures

Since the Criminal Justice Program lacks a formalized Indirect Measurement tool to survey students directly for Program Outcomes we were not able to collect data on this criteria.



Actions Resulted from Findings

CRJ101 – Introduction to Criminal Justice

- The Criminal Justice Coordinator during FY 2016/2017 will implement the following changes:
 - Review the course competencies to determine if they align with the program outcomes.
 - Review current course syllabi and make recommendations to the Criminal Justice Program faculty with possible assessment tools that address areas determined to be deficient in addressing Program Outcomes #1 & #3.
 - Develop a common final assignment through collaboration with Criminal Justice faculty that will address both course competencies and Program Outcomes.
 - Develop an Indirect Assessment Survey that directly assesses student satisfaction in achieving both Course Competencies and Program Outcomes.
- Narrative:
 - As the gateway course into the Criminal Justice Program, it may have been ambitious for Performance Target or Proficient. Many Criminal Justice students are becoming acquainted with the college operations, academic rigor of a college experience, and fall may fall within the Developmental courses.
 - We will reassess this course within the FY 2016/2017 to validate these hypotheses.



Actions Resulted From Findings

CRJ103 – Modern Policing

- The Criminal Justice Coordinator during FY 2016/2017 will implement the following changes:
 - Review the course competencies to determine if they align with the program outcomes.
 - Review current course syllabi and make recommendations to the Criminal Justice Program faculty with possible assessment tools that address areas determined to be deficient in addressing Program Outcomes #1 & #3.
 - Special attention will be focused on strengthening assessment tools that align with Outcome #3, since this course has been identified as Global Intensive.
 - Develop a common final assignment through collaboration with Criminal Justice faculty that will address both course competencies and Program Outcomes.
 - Develop an Indirect Assessment Survey that directly assesses student satisfaction in achieving both Course Competencies and Program Outcomes.
- Narrative:
 - This is the first formal assessment of this particular course. Since implementing the Global Intensive criteria and assessments we now have an opportunity review the design of these assessments and their frequency within the course.
 - We will reassess this course within the FY 2016/2017 to validate these hypotheses.



Actions Resulted From Findings

CRJ291 – Criminal Justice Internship

- The Criminal Justice Coordinator during FY 2016/2017 will implement the following changes:
 - Review the Course Competencies to determine if they align with the program outcomes.
 - Review current course syllabi and make recommendations to the Criminal Justice Program faculty with possible assessment tools that address areas determined to be deficient in addressing Program Outcomes #1, #3, and #8.
 - Develop a common final assignment through collaboration with Criminal Justice faculty that will address both Course Competencies and Program Outcomes.
 - Develop an Indirect Assessment Survey that directly assesses student satisfaction in achieving both Course Competencies and Program Outcomes.
- Narrative:
 - Since this course has traditionally been used as an informal Program Capstone, we will need to reassess the continued use of this course as a cumulative assessment on student achievement of the Criminal Justice Program. Addressing concerns with student achievement with Criminal Justice faculty and the Criminal Justice Advisory Council will be regularly addressed during the next assessment period.
 - We will reassess this course within the FY 2016/2017 to validate these hypotheses.

APPENDIX 2.1
Chart 5 (A)– Faculty Resources
(Full-time Faculty)

[illegible]

APPENDIX 2.2
Chart 5 (B)– Faculty Resources
(Part-time Faculty)

[illegible]

APPENDIX 2.3
Chart 5 (C) – Faculty Resources
(DCE Faculty)

[illegible]

APPENDIX 2.2
Chart 5 (D) – Faculty Resources

**5(D). COMPARISONS BETWEEN FULL-TIME AND NON-FULL-TIME FACULTY (PART-TIME AND DCE):
OVERALL NUMBERS AND CREDIT HOURS TAUGHT**

TERM	# FULL-TIME FACULTY (FTF)	# CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH)	# NON-FULL-TIME FACULTY (NFTF)	# CREDIT HOURS TAUGHT BY NON-FULL-TIME FACULTY (NFTCH)	TOTAL # OF FACULTY (FTF + NFTF) (TF)	TOTAL # CREDIT HOURS TAUGHT BY FTF + NFTF (TCH)	PERCENTAGE OF FACULTY THAT ARE FULL-TIME (FTF / TF)	PERCENTAGE OF CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH / TCH)
SPRING (2016)	2	21	7	27	9	48	22.2%	43.8%
FALL (2016)	2	21	10	42	12	63	16.7%	33.3%
SPRING (2017)	2	18	10	39	12	57	16.7%	31.6%

(Special note: Full-time faculty who also teach DCE sections are listed with the DCE instructors in Chart 5-C.)

APPENDIX 2
Chart 2 – Faculty Credentials

Faculty Profile
(Full-time Faculty)

Paul W. Cavan
Professor/Criminal Justice Program Coordinator
Tenured

Educational Background:

Degree	Year	Institution	Field of Study
Master of Science	1984	Michigan State University	Criminal Justice
Bachelor of Science	1975	Michigan State University	Criminal Justice

Professional Background:

Years of Employment	Place of Employment	Title
11	Northern Essex Community College	Professor
2	SouthPoint Technologies	Project Manager
2	Holyoke Community College	Assistant Professor- Criminal Justice
26	City of Farmington Hills, Michigan	Lieutenant- retired

Describe area of specialized competence as indicated by research, professional experience and teaching assignments.

I have been involved in extensive research on improving writing competencies of Criminal Justice students. Based on this research, learning communities, linking introductory Criminal Justice courses and developmental reading and writing curriculums, have been created and taught. In addition, a SoTL (Strategies of Teaching Learning) project was submitted in June of 2009 that made specific course content recommendations to improve reading and writing skills of students at NECC.

Optional: Describe any related additional experiences outside academia and professional development activities in which you have been engaged in the past five years.

I developed a software application that assesses the medical and mental health status of individuals being lodged into detention facilities. The algorithms in the software create recommended outcomes designed for intake staff at police lock-ups and county jail booking areas.

Professional Associations:

Criminal Justice Program Review 2016-2017

- American Correctional Association (ACA)
- Certified Jail Manager (CJM) through the American Jail Association, (2002-2006)

**Faculty Profile
(Full-time Faculty)**

Scott M. Joubert
Professor
Tenured

Educational Background:

Degree	Year	Institution	Field of Study
Master of Arts	2019	Worcester State University	History
Mater Of Science	2005	Boston University	Criminal Justice
Bachelor of Arts	2003	Worcester State College	Hisotry
Associates of Arts	1994	Quinsigamond Community College	Criminal Justice

Professional Background:

Years of Employment	Place of Employment	Title
7	Northern Essex Community College	Professor
13	Quinsigamond Community College	Adjunct Instructor
3	Bay Path University	Director of Criminal Justice Programs
2	Anna Maria College	Adjunct Instructor/Course Designer
7	University of Phoenix	Adjunct Instructor/Course Designer/Faculty Mentor
7	Everest University Online/Corinthian Colleges Inc	Adjunct Instructor/Course Designer/Faculty Mentor
2	Becker College	Adjunct Instructor/Course Designer
14	Worcester County Sheriff's Office	Chairman of Classification/Correctional Staff
2	Gaurdsmark Management	Security Supervisor

Describe area of specialized competence as indicated by research, professional experience and teaching assignments.

Section	Course	Instruction Ground/Online	Quality Matter Cert.	Online Design	Online Review
CJR 101	Introduction to Criminal Justice	X		X	
CJR 102	Incarceration and Alternatives	X	X	X	
CJR 103	Modern Policing	X		X	

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CJR 105	Introduction to Terrorism and Counterterrorism				X
CRJ 120	Introduction to Criminal Justice				X
CRJ 201	Critical Incident and Response	X		X	
CRJ 202	Criminal Law	X		X	
CRJ 202	Victimology and Criminology				X
CRJ 205	Response to Terrorism	X		X	
CRJ 204	Principles in Policing				X
CRJ 207	Criminal Investigation				X
CRJ 208	Response to Terrorism	X	X	X	
CJR 208	Technologies in Criminal Justice	X		X	
CRJ 210	Current Issues in Criminal Justice	X		X	
CRJ 210	Path to Extremism				X
CRJ 212	ST: Gambling and Crime	X		X	
CRJ 213	Theories in Criminology	X		X	
CRJ 220	Probation and Parole				X
CRJ 222	Criminal Investigations and Elements of Criminal Law				X
CRJ 123	Contemporary Corrections	X		X	
CRJ 233	Research Methods in Criminal Justice				X
CRJ 255	Women in Criminal Justice				X
CRJ 275	Criminal Procedure				X
CRJ 300	Corrections	X		X	X
CRJ 314	The Role of the Internet and the Media in Terrorism			X	X
CRJ 318	Tools of Criminal Investigations				X
CRJ 320	Probation and Parole				X
CRJ 325	Criminal Organizations	X		X	X
CRJ 330	White Collar Crime				X
CRJ 332	Emergency Planning and Preparedness				X
CRJ 342	Juvenile Justice System				X
CRJ 352	Disaster Management and Response Operations				X
CRJ 356	Human Trafficking			X	X
CRJ 402	Ethics and the Criminal Justice Profession	X		X	X
CRJ 408	Counterterrorism Intelligence				X
CRJ 442	National Counterterrorism Strategies				X
CRJ 50	Incident Command Systems				X
SOC 101	Introduction to Sociology	X		X	
SOC 104	Criminology	X		X	
CCJ 1017	Criminology	X		X	
CCJ 2260	Introduction to Terrorism	X		X	
CCJ 2501	Juvenile Justice	X		X	
CJE 2325	Introduction to Corrections	X		X	
CJE 2100	Policing America	X		X	
CJE 1640	Criminalistics I	X		X	
CJE 1641	Criminalistics II	X		X	
CJE 2629	Crime Scene Dynamics I	X		X	
CJE 2630	Crime Scene Dynamics II	X		X	
LGLS 3200	Special Topics in Law and Society	X		X	
ENFO3001	Police Admin. & Management	X		X	
CSS 101	College Success Seminar	X		X	X

Optional: Describe any related additional experiences outside academia and professional development activities in which you have been engaged in the past five years.

"NECC Terrorism Response Class Draws 40 Students" by Editorial Staff

Haverhill Gazette - October 2014

"Maximize an Online Criminal Justice Degree"
by Dawn Reiss

U.S. News and World Report - October 2014

"Terrorism in the classroom: A hard lesson"
by Terry Date

Eagle Tribune - December 2014

"CIA interrogation methods a topic of discussion on campuses"

Eagle Tribune - December 2014

by Lauren DiTullio

Professional Associations:

- American Society of Criminology Sciences
- American Correctional Association
- Criminal Justice Policy Coalition of Massachusetts
- American Jail Association
- Massachusetts Association of Criminal Justice Education
- Northeastern Association of Criminal Justice Sciences

Faculty Profile

Frank G. Cousins, Jr.
Adjunct Instructor

Educational Background:

Degree	Year	Institution	Field of Study
Master of Science	2002	Springfield College	Human Services/Criminal Justice
Bachelor of Science	2000	Springfield College	Human services/Criminal Justice

Professional Background:

Years of Employment	Place of Employment	Title
2015-Present	Merrimack College	Adjunct Professor
1996-2017	Essex County Correctional Facility & Sheriff's Headquarters	Sheriff
1992-1996	Massachusetts House of Representatives	State Representative, First Essex District
1990-1993	Cousins & Noble, Inc	Co-Owner

Describe area of specialized competence as indicated by research, professional experience and teaching assignments.

- Faced with an epidemic of opioid addiction and over-dose related crimes Sheriff Cousins pioneered a first in the nation approach by establishing detoxification for both male and female offenders at the Middleton House of Correction.
- Implemented standard hiring practices, requiring an Associates degree or military experience. Developed and administrated written promotional exams for all ranking officers.

Faculty Profile

Kevin F. Donovan
Adjunct Instructor

Educational Background:

Degree	Year	Institution	Field of Study
BS	2000	Western New England University	Law Enforcement
MS	2001	Western New England University	Criminal Justice Administration

Professional Background:

Years of Employment	Place of Employment	Title
2009-Current (8)yrs.	NECC	Adjunct Instructor
1997-Current (20)yrs.	City of Amesbury, Amesbury Police Department	Lieutenant
1995-1997 (2) yrs.	Town of Salisbury, Salisbury Police Department	Patrolman

Describe area of specialized competence as indicated by research, professional experience and teaching assignments.

Special Assignments

- Detective Unit Supervisor
- Grant Administrator/Special Projects
- Training Unit Supervisor
- Electronic Weapons Program Manager
- Northeast Merrimack Valley Drug Task Force
- Juvenile Unit
- Sexual Assault Unit
- Fire/Arson Unit
- Firearms Instructor
- MPTC Electronic Weapons Instructor
- Less Lethal Instructor
- Field Training Officer

Specialized Investigative Training

State & Local Narcotics Investigations

US Drug Enforcement Agency

Juvenile Investigations

US Department Of Justice, Office of Juvenile Justice

Sexual Assault Investigations

MA State Police

VICAP Sexual Assault/Stalking Investigations

MA State Police

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Child Sexual Exploitation Investigations	<i>US Department of Justice, Office of Juvenile Justice</i>
Basic Fire Investigations	<i>MA Executive Office of Public Safety & Security</i>
Advanced Fire Investigations	<i>MA Executive Office of Public Safety & Security</i>
Vehicle Fire Investigations	<i>MA Executive Office of Public Safety & Security</i>
Conducting Internal Affairs Investigations	<i>Municipal Police Institute</i>
Managing & Conducting Background Investigations	<i>Municipal Police Institute</i>

Administration & Management

Police Leadership Training	<i>MA Police Leadership Institute</i>
Supervisor Leadership Institute	<i>FBI-LEEDA</i>
Command Leadership Institute	<i>FBI-LEEDA</i>
Executive Leadership Institute	<i>FBI-LEEDA</i>
Supervisory Liability	<i>FBI-LEEDA</i>
Advanced Supervisory Liability	<i>FBI-LEEDA</i>
Internal Affairs	<i>FBI-LEEDA</i>
Media & public Relations	<i>FBI-LEEDA</i>
Executive Police Leadership	<i>Commonwealth Police Services</i>
Advanced Supervision Skills	<i>International Association of Chiefs of Police</i>
Grant Management	<i>International Association of Chiefs of Police</i>
Managing the Training Unit	<i>International Association of Chiefs of Police</i>
Incident Command System	<i>US Federal Emergency Management Agency</i>

Professional Affiliations

- International Association of Arson Investigators
- MA Law Enforcement Firearms Instructors & Armorer's Association
- FBI-LEEDA
- International Association of Chiefs of Police
- Massachusetts Teachers Association
- MA Community College Council

Civic Involvement

NECC Criminal Justice Program Outcome Assessment Team	
Amesbury Academy for Strategic Learning, Public Charter School	<i>Board Member, 6 years</i>

Military

US Army (Persian Gulf War Veteran)	<i>Military Intelligence & Special Operations</i>
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Faculty Profile

Kenneth Leone
Adjunct Instructor

Educational Background:

Degree	Year	Institution	Field of Study
Master's	2001	Western New England	CJ Administration
Associate's	1999	NECC	Criminal Justice

Professional Background:

Years of Employment	Place of Employment	Title
2014-present	Leominster Police Dept.	Police Officer
1996-2014	Methuen Police Dept.	Sergeant

Describe area of specialized competence as indicated by research, professional experience and teaching assignments.

Optional: Describe any related additional experiences outside academia and professional development activities in which you have been engaged in the past five years.

Faculty Profile

Derek Licata
Adjunct Instructor

Educational Background:

Degree	Year	Institution	Field of Study
Bachelors	1992	U-Mass at Lowell	Criminal Justice
Masters	1997	Western New England	Criminal Justice

Professional Background:

Years of Employment	Place of Employment	Title
23	Methuen Police Department	Police Officer/Training Coordinator
3	Hampton NH Police Department	Special Police Officer
15	Northern Essex Community College`	Adjunct Instructor

Describe area of specialized competence as indicated by research, professional experience and teaching assignments.

Most of my career, I had been assigned to the patrol division working all shifts. I have also been assigned as a school resource officer teaching classes in Methuen schools and currently as the department Training Coordinator. I have completed the Massachusetts Criminal Justice Training Council (MPTC) Instructor Development School and am currently a certified MPTC Firearms and Legal Update Instructor. Conducting roll call training for all police officers is part of my duties as Training Coordinator. I have been a Field Training Officer and been a member of the department Marine Patrol Unit, Cybercrimes Unit, Honor Guard, and Mountain Bike Unit. I am a trained police photographer.

Optional: Describe any related additional experiences outside academia and professional development activities in which you have been engaged in the past five years.

Faculty Profile

Anne E. Froner, Esq.
Adjunct Instructor

Educational Background:

Degree	Year	Institution	Field of Study
Juris Doctor	1995	Massachusetts School of Law	General Practice
Bachelor of Science	1989	Suffolk University	Crime, Law & Deviance

Professional Background:

Years of Employment	Place of Employment	Title
1998 - Present	NECC	Adjunct Instructor
1998 - 2008	Western New England University	Senior Lecturer in Criminal Justice
1997 - 2010	Law Office of Anne Froner	Solo Practitioner

Describe area of specialized competence as indicated by research, professional experience and teaching assignments.

I possess more than 19 years of teaching experience. For more than ten years, I taught in graduate and undergraduate criminal justice programs. I have designed, implemented and delivered live, hybrid and online courses in Criminal Law, Criminal Procedure, Evidence, Constitutional Law, Risk Assessment in Criminal Justice Management, Ethical Decision Making for the Criminal Justice Professional, the Judicial Process, Introduction to Criminal Justice, Constitutional Law and American National Government. I often delivered 10 courses each academic year.

For more than 19, I have taught at the community college level. During that time, I have taught extensively in the Paralegal Studies and Government Programs. I have also taught in the Criminal Justice Program. I have designed, implemented and delivered live, hybrid and online courses in Introduction to American Law, American Government & Politics, Civil Rights and Liberties, Litigation, Legal Research and Writing I & II, Contract Law, Corporate Law, Real Estate Law, Wills, Trusts & Estate Administration and Introduction to Paralegalism. I have also supervised students participating in our Paralegal Studies Internship Program. I often delivered 8 courses each academic year.

Additionally, I possess more than 15 years of private practice experience in all aspects of litigation and prosecution, including appellate level work.

Optional: Describe any related additional experiences outside academia and professional development activities in which you have been engaged in the past five years.

- Massachusetts Probate Code Seminar sponsored by the Massachusetts Bar Association
- Writing Intensive Courses Workshop
- Students Needs and Preparation Workshop
- Update on Miranda Seminar

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- MCLE's Handling Problematic Real Estate Closings Seminar
- Incorporating Active Learning Workshop
- Writing Exercises to Prevent Test Anxiety Workshop
- Blackboard Learn Introductory Course Training
- Blackboard Learn Course Design Training
- Connecting with Students Workshop
- Getting Better Work Product Workshop

Faculty Profile

Mark H Beaudry
Adjunct Instructor

Educational Background:

Degree	Year	Institution	Field of Study
PhD	2012	Capella University	Human services/CJ
MS/BS	1988/1985	Northeastern Univ	CJ/Security Studies
AS	1982	Mt Wachusett CC	CJ

Professional Background:

Years of Employment	Place of Employment	Title
1996-present	IBM	Senior Security Professional
1986-1996	Westin Hotels	Dir of Safety & Security
1976-1993	USMC	Intelligence Chief

Describe area of specialized competence as indicated by research, professional experience and teaching assignments.

Criminal Justice, Criminology, and Security Studies have been my area of study since 1982. I have been teaching since 1989 at various schools in MA. Most courses are criminal justice related.

I have multiple publications in Security Studies. And, research in police education, police performance, terrorism and middle east studies.

I have also developed college courses in criminal justice, security studies, and terrorism.

Optional: Describe any related additional experiences outside academia and professional development activities in which you have been engaged in the past five years.

I have been a member of ASIS International since 1982 and a CPP (Certified Protection Professional) since 1996. I have been on both national and international councils, as well as, an advisor to both national and international standards development. I have chaired an international research council for Security Studies research for multiple funded projects. I have also travelled to about 17 countries for both the military and IBM as a security practitioner and/or advisor.

Faculty Profile

William J. White, Jr
Adjunct Instructor

Educational Background:

Degree	Year	Institution	Field of Study
BA	1978	The Pennsylvania State University	History/Russian Area Studies
JD	1981	The University of Baltimore School of Law	Law

Professional Background:

Years of Employment	Place of Employment	Title
3	US Army	Special Agent, MI/CI
2	Samosuk and White	Lawyer
22	DOJ FBI	Special Agent

Describe area of specialized competence as indicated by research, professional experience and teaching assignments. Criminal Justice, Counter Intelligence, Counter Terrorism and Public Corruption

Optional: Describe any related additional experiences outside academia and professional development activities in which you have been engaged in the past five years. High School Lacrosse Coach

**Faculty Profile
(Full-time Faculty)**

**Paul T. Zipper, Ph.D.
Adjunct Instructor**

Educational Background:

Degree	Year	Institution	Field of Study
Ph.D.	2000	Northeastern University	Sociology
Master Of Science	1985	American University	Administration of Justice
Bachelor of Science	1982	Westfield State College	Criminal Justice/ Media Systems & Management

Professional Background:

Years of Employment	Place of Employment	Title
29	Massachusetts State Police	Lieutenant - Detective Fire and Explosion Investigation Section
2	Sonesta Hotel	Hotel Security

Describe area of specialized competence as indicated by research, professional experience and teaching assignments.

Lieutenant Paul Zipper, Ph.D.

Lieutenant Zipper has been with the Massachusetts State Police for 29 years, most of which has been spent with the Fire and Explosion Investigation Unit (FIU) operating out of the State Fire Marshal's Office. He was previously assigned to The Essex County District Attorney's office where he investigated homicides, white-collar cases and child sex abuse cases. He has conducted literally hundreds of fire investigations over the years, in the process gaining an expertise in witness and suspect interview and interrogation techniques. His work with the Lawrence Arson Task Force, which began in 1992, brought him national and international recognition.

He holds a doctorate in Sociology from Northeastern University and has lectured in Australia, the United Kingdom and Canada. He has taught the arson investigation class at the FBI National Academy. The Massachusetts State Police adopted his training program on interrogation techniques as the standard course for investigators. He was part of the development team that created the basic and advanced fire investigation courses at the Massachusetts Fire Academy.

As a consultant for the Tri-Data Corporation, Sergeant Zipper has conducted comprehensive evaluations of arson and fire investigation units in major cities across the country. He served as a technical advisor with the United States Fire Administration through the National Fire Academy on a project that developed a course in Interview, Interrogation and Courtroom Testimony Techniques. As the liaison for the FIU with the Massachusetts State Coalition for Juvenile Firesetter Programs, Sergeant Zipper has helped draft program standards and guidelines for screening interviews and referral procedures, and has worked to formalize the interface between law enforcement and the multi-disciplinary intervention programs.

He is a contributing author of the text, *Fire setting in Children and Youth: A Multidisciplinary Practical Handbook*. In 2004, he was part of the team that developed and delivered a curriculum entitled "The Investigation of Youth Set Fires" for the International Association of Arson Investigators (IAAI). He also co-authored an article titled "Children and Arson: The Importance of Early Intervention in Juvenile Firesetting" for the FBI's Law Enforcement Bulletin (April 2005).

Optional: Describe any related additional experiences outside academia and professional development activities in which you have been engaged in the past five years.

I am on the Board of Directors of Feel Safe Again Inc. a “non-profit” dedicated to provide victims of stalking professional, high quality and effective support within the community, to educate and guide those in need, while maintaining privacy and respect in a safe environment.

APPENDIX 3.1
Chart 1 – Student Demand

	AY 2013-2014	AY 2014-2015	AY 2015-2016	3 Year Average
Total Applications	316	305	332	318
First Time Freshmen who registered	142	131	112	128
External Transfers who registered	29	14	21	21
Internal Transfers who registered	1	0	0	0
Readmitted Students who registered	14	14	13	14
Total Students new to program	186	159	146	164
Total Unduplicated Enrollment	522	518	473	504

APPENDIX 3.2
Chart 2 – Program Completion/Student Transfer

	AY 2013- 2014	AY 2014- 2015	AY 2015- 2016	3 Year Average
Program Graduates	48	50	51	50
Students who transfer prior to graduation from program (multiple years out)	126	82	25	78

APPENDIX 3.3
Chart 3 – Student Demographics

		Asian	Black	Cape Verdean	Hawaiian/Pacific Islander	Hispanic	Native American/ Native Alaskan	White	Non-Resident Alien	Multi-Racial	Unknown	Total	Minority Percentage (unperforated)
AY 2013-2014	Male	2	16	0	1	137	1	168	1	4	2	332	49%
	Female	0	5	0	0	98	0	83	2	2	0	190	55%
	Total	2	21	0	1	235	1	251	3	6	2	522	51%
AY 2014-2015	Male	2	13	0	0	131	0	169	2	5	2	324	47%
	Female	0	1	0	0	106	0	83	1	2	1	194	56%
	Total	2	14	0	0	237	0	252	3	7	3	518	50%
AY 2015-2016	Male	1	6	0	0	139	0	142	2	3	1	294	51%
	Female	0	0	0	0	103	0	70	0	4	2	179	60%
	Total	1	6	0	0	242	0	212	2	7	3	473	54%

APPENDIX 3.4
Chart 4 – Fall-to-Fall Retention/Enrollment

	Initial Fall Total Students	Subsequent Spring Remaining Students (Any Program)*	Subsequent Spring Remaining Students (Same Program)**	Retention Initial Fall-Subsequent Spring (Any Program)*	Retention Fall 12-Spring 13 (Same Program)**	Graduates Corresponding AY (Any Program)*	Graduates Corresponding AY (Same Program)**	Transfer to 4-Year College	Subsequent Fall Remaining Students (Any Program)*	Subsequent Fall Remaining Students (Same Program)**	Retention Initial Fall-Subsequent Fall (Any Program)*	Retention Initial Fall-Subsequent Fall (Same Program)**
AY 2013-2014	413	293	274	71%	66%	48	32	21	183	159	61%	55%
AY 2014-2015	383	263	245	69%	64%	47	39	16	168	139	60%	53%
AY 2015-2016	373	232	208	62%	56%	47	41	10	146	113	54%	46%