



**PROGRAM REVIEW**

**A PROCESS FOR  
SELF-EVALUATION  
AND  
CONTINUOUS IMPROVEMENT**

**Criminal Justice**

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Bergen Community College

**PROGRAM REVIEW for Criminal Justice Department Spring 2015**

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**DATE OF THIS REPORT: Spring 2015**

**PERIOD OF YEARS BEING REVIEWED: 2010-2015**

## OVERVIEW

The Department of Criminal Justice's Program Review encompasses a comprehensive presentation and analysis of all seven program offerings for the period of 2010-2015. This document contains both qualitative and quantitative data as well as a self-evaluation and action plan that will contribute to the department's dedication in providing a strong foundation of the skills and knowledge necessary for careers in public service.

The Department has worked vigorously since its inception, approximately seven years ago, in developing new program and course offerings that utilize innovative methodology, technology, and experiences for students who are either looking to earn a degree, transfer, gain immediate employment, and/or advance present careers.

The Department of Criminal Justice's seven program offerings are as follows:

**Table 1: Department Program Offerings**

Degree/Award	Program	Program Code
Certificate of Achievement	Fire Science	COA.FIR.SCI
Certificate of Achievement	Forensic Science	COA.FORENSIC
Certificate of Achievement	Homeland Security	COA.HOME.SEC
Certificate of Achievement	Private Security	COA.PRIV.SECURITY
Associate in Applied Science	Corrections	AAS.HS.CORR
Associate in Applied Science	Law Enforcement	AAS.HS.LAWENF/AAS.HS.CRIMJ
Associate in Science	Criminal Justice	AS.PS.CRIMJ

## SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

A program review process was started in 2011 and subsequently suspended in 2012.

## FOCUS ON STUDENTS

### Demographics

Bergen Community College (BCC) is the largest community college in the state of New Jersey with 15,651 individuals enrolled as of the Fall of 2014 (Bergen Community College, Factbook: 2014-2015, 2015, p. 9), serving a highly diverse student body comprised of various cultures, races, ethnicities, genders, religion, and ages. The largest populations pertaining to race and ethnicity continue to be White (Non-Hispanic) and Hispanics. In fact, Bergen is nationally recognized as a Hispanic Serving Institution (HSI). According to the Bergen Community College Factbook: 2014-2015 (2015), the largest gender group at BCC continues to be male, at 8,120 of 15,651 enrolled students (p. 11). Moreover, the majority of students are between the ages of 18 and 21 at 8,805. Bergen is also a veteran serving institution and assists veterans (140) as well as active members (36) of the United States Armed Forces through the Office of Veterans and Military Affairs.

The demographic characteristics of the students enrolled, in any of the seven departmental programs, reflect the many communities at BCC. For the past five consecutive years, the Criminal Justice Department has had the highest number of declared majors at BCC with the Associates in Sciences-Criminal Justice program at number one followed by the Associates in Applied Sciences- Human Services- Law Enforcement Studies. The following tables depict additional metrics that describe the enrollment and attendance trends by program, year, student status, credit status, and gender & race/ethnicity.

**Table 2: Enrollment by Attendance – By Semester and Status**

Program	Program Code	Spring 2010			Fall 2010			Spring 2011			Fall 2011			Spring 2012		
		FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Fire Science	COA.FIR.SCI	1	0	1	0	0	0	0	1	1	2	5	7	3	4	7
Forensics	COA.FORENSIC	0	0	0	0	0	0	0	0	0	2	0	2	1	0	1
Homeland Security	COA.HOME.SEC	1	1	2	2	3	5	2	1	3	5	1	6	1	3	4
Private Security	COA.PRIV.SECURITY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Corrections	AAS.HS.CORR	0	5	5	7	2	9	6	2	8	9	2	11	3	1	4
Law Enforcement	AAS.HS.LAWENF/AAS.HS.CRIMJ	98	94	192	141	89	230	101	88	189	105	71	176	68	64	132
Criminal Justice	AS.PS.CRIMJ	551	220	771	635	252	887	530	243	773	676	264	940	521	260	781

Program	Program Code	Fall 2012			Spring 2013			Fall 2013			Spring 2014			Fall 2014		
		FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Fire Science	COA.FIR.SCI	4	2	6	1	6	7	2	5	7	2	3	5	4	4	8
Forensics	COA.FORENSIC	2	3	5	1	2	3	2	0	2	0	1	1	0	1	1
Homeland Security	COA.HOME.SEC	0	4	4	1	3	4	0	4	4	0	5	5	0	5	5
Private Security	COA.PRIV.SECURITY	0	2	2	0	2	2	0	0	0	0	0	0	0	0	0
Corrections	AAS.HS.CORR	5	3	8	4	0	4	3	1	4	4	1	5	2	0	2
Law Enforcement	AAS.HS.LAWENF/AAS.HS.CRIMJ	90	57	147	62	56	118	77	57	134	72	45	117	92	50	142
Criminal Justice	AS.PS.CRIMJ	554	302	856	432	264	696	535	284	819	470	235	705	641	263	904

**Table 3: Credits Enrolled by Attendance**

Program	Program Code	Fall 2010			2011			2012			2013		
		FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Fire Science	COA.FIR.SCI	-	-	-	28	33	61	51	12	63	26	36	62
Forensics	COA.FORENSIC	-	-	-	25	0	25	29	27	56	28	0	28
Homeland Security	COA.HOME.SEC	-	-	-	61	3	64	0	29	29	0	24	24
Private Security	COA.PRIV.SECURITY	-	-	-	0	0	0	0	16	16	0	0	0
Corrections	AAS.HS.CORR	-	-	-	116	17	133	61	29	90	42	3	45
Law Enforcement	AAS.HS.LAWENF/AAS.HS.CRIMJ	1865	563	2428	1393	513	1906	1182	430	1612	1030	401	1431
Criminal Justice	AS.PS.CRIMJ	8,443	1,940	10,383	8,969	2,000	10,969	7,466	2,299	9,765	7,230	2,053	9,283



**Table 4: Enrollment by Race/Ethnicity & Gender 2012**

Program	Program Code	White		Hispanic		Asian		Black		Unknown		All Other	
		M	F	M	F	M	F	M	F	M	F	M	F
Fire Science	COA.FIR.SCI	-	-	-	-	-	-	-	-	-	-	-	-
Forensics	COA.FORENSIC	-	-	-	-	-	-	-	-	-	-	-	-
Homeland Security	COA.HOME.SEC	-	-	-	-	-	-	-	-	-	-	-	-
Private Security	COA.PRIV.SECURITY	-	-	-	-	-	-	-	-	-	-	-	-
Corrections	AAS.HS.CORR	-	-	-	-	-	-	-	-	-	-	-	-
Law Enforcement	AAS.HS.LAWENF/AAS.HS.CRIMJ	55.0%	22.2%	24.2%	59.3%	3.3%	0.0%	5.8%	7.4%	10.8%	11.1%	0.8%	0.0%
Criminal Justice	AS.PS.CRIMJ	41.9%	32.2%	31.6%	36.5%	3.3%	0.9%	3.1%	9.0%	18.8%	20.4%	1.4%	0.9%

**Table 5: Enrollment by Race/Ethnicity & Gender 2013**

Program	Program Code	White		Hispanic		Asian		Black		Unknown		All Other	
		M	F	M	F	M	F	M	F	M	F	M	F
Fire Science	COA.FIR.SCI	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	71.4%	0.0%	0.0%	0.0%
Forensics	COA.FORENSIC	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Homeland Security	COA.HOME.SEC	50.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%
Private Security	COA.PRIV.SECURITY	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Corrections	AAS.HS.CORR	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Law Enforcement	AAS.HS.LAWENF/AAS.HS.CRIMJ	54.0%	38.1%	25.7%	33.3%	1.8%	0.0%	4.4%	9.5%	10.6%	14.3%	3.5%	4.8%
Criminal Justice	AS.PS.CRIMJ	38.9%	29.3%	30.7%	35.1%	3.0%	0.0%	3.0%	9.4%	20.5%	20.4%	3.8%	5.8%

Furthermore, Bergen serves students with varying disabilities, developmental levels and learning levels. Bergen provides assistance for the aforementioned population through the Office of Specialized Services and assures compliance to the American Disabilities Act, which include extended test time, note-takers, and sign language interrupters. Accordingly many of the students enrolled require some form of remediation, whether it is for mathematics, writing, reading, or the English basic skills. Table 6 below depicts the percentage of student placement that are enrolled in the various programs offered through the Criminal Justice department over a five year period.

**Table 6: Percentage of Student Placement per Fall Semester over 5 year period by Program**

Program	Program Code	2010FA			2011FA			2012FA		
		College Ready	Remediation	Unknown	College Ready	Remediation	Unknown	College Ready	Remediation	Unknown
Fire Science	COA.FIR.SCI	0.0%	0.0%	0.0%	16.7%	83.3%	0.0%	0.0%	100.0%	0.0%
Forensics	COA.FORENSIC	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	100.0%	0.0%
Homeland Security	COA.HOME.SEC	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Private Security	COA.PRIV.SECURITY	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Corrections	AAS.HS.CORR	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%
Law Enforcement	AAS.HS.LAWENF/AAS.HS.CRIMJ	9.9%	90.1%	0.0%	4.7%	95.3%	0.0%	2.3%	97.7%	0.0%
Criminal Justice	AS.PS.CRIMJ	5.5%	93.00%	1.60%	6.4%	92.00%	1.50%	6.3%	92.30%	1.40%

Program	Program Code	2013FA			All Terms		
		College Ready	Remediation	Unknown	College Ready	Remediation	Unknown
Fire Science	COA.FIR.SCI	0.0%	100.0%	0.0%	10.0%	90.0%	0.0%
Forensics	COA.FORENSIC	0.0%	100.0%	0.0%	16.7%	83.3%	0.0%
Homeland Security	COA.HOME.SEC	100.0%	0.0%	0.0%	11.1%	88.9%	0.0%
Private Security	COA.PRIV.SECURITY	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Corrections	AAS.HS.CORR	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%
Law Enforcement	AAS.HS.LAWENF/AAS.HS.CRIMJ	5.3%	94.7%	0.0%	6.6%	93.1%	0.4%
Criminal Justice	AS.PS.CRIMJ	6.3%	89.70%	4.00%	5.9%	91.7%	2.3%

Along with standard remedial course offerings, other programs were created to help further meet students' needs, such as the Academic Intervention and Monitoring System (AIMS). The AIMS program is an academic and instructional support program for students who are most at risk of failure at the college level. Moreover, students who place at this level are discouraged from enrolling in regular credit courses until completion of his/her remediation which causes frustration and aggravate the situation further. Thus, many academic departments offer courses that are specifically designated to the AIMS program and/or are paired with the English Basic Skills courses. The Criminal Justice Department has for several years offered at least one Introduction to Criminal Justice course exclusively for AIMS students. In addition, many faculty members have either created paired courses and/or worked with the Henry & Edith Cerullo Learning Assistance Center to create built-in support and reinforcement. For instance, in Fall 2013 a Criminology course was paired with a Composition 101 course at the Paramus Campus. Also, in the Fall of 2014 Supplemental Instruction, which is a learning-enhancement program, was utilized for a Criminology course at the Meadowlands campus.

A majority of Bergen Community College students, 10,726 out of 15,651 (Bergen Community College, Factbook: 2014-2015, 2015, p. 64), rely on some form of financial assistance such as grants, scholarships and/or loans, in order to pay for tuition and needed course materials. However, many students do not receive enough funding, which can hinder his/her ability to purchase adequate textbooks and course material as well as retention. Similarly more than half, over the last five years, of the students enrolled within the Criminal Justice programs depend on financial aid. For instance, of the 940 enrolled in the Associate of Science in Criminal Justice program, 476 receive financial aid. Another population of students relies on public employee tuition reimbursement to receive an education, however these students are not permitted to enroll until the last day of registration which places these individuals at a great disadvantage as course offerings begin to dwindle.

## Student Satisfaction

The Center for Institutional Effectiveness conducts student satisfaction research annually. Information is collected from a variety of sources which include annual transfer and graduate surveys. Throughout the last five years results continue to be positive overall for not only the institution as a whole but as well as for the programs offered through the Criminal Justice department. The following comments have been extracted from the aforementioned surveys.

- *"Overall my experience at BCC is extremely positive and I make sure to encourage friends and family to consider BCC as one of their college options. All the CRJ professors know what they are doing."*

- *“I believe BCC is a great school with many things for criminal justice students. The criminal justice club introduced you to many aspects of the criminal justice fields. All of the professors were also down to earth people and told you exactly how the field is and many stories from when they were in the fields.*
- *“BCC prepared me greatly for my continued studies. I hope that one day I am able to give back to BCC as much as they gave me.”*
- *“The teachers and fellowship of the students are top notch.”*
- *“I was educated, prepared, and motivated to find employment in the CJ field thanks to the CJ courses I took at BCC.”*

On April 30, 2015 an external reviewer site visit was conducted, wherein the reviewer met with students and discussed their experiences as enrolled Criminal Justice and Law Enforcement majors. According to the external reviewer’s report (Refer to Appendix B)

*“Students appreciate that faculty have relevant experience that they are able to bring into the classroom, making connections to the theoretical frameworks presented in class. Students highlighted their professors’ ability to guide them about career and transfer opportunities, and to promote critical thinking inside in connection to course materials. Professors were described as ‘very dedicated’, ‘engaging’, and ‘with a strong classroom presence’ (in reference to ability to generate respect among students).”*

## **Learning Outcomes Assessments**

In the 2011-2013 assessment cycle, studies were conducted for the Associate in Applied Science. Human Services-Law Enforcement Studies (A.A.S. HS. LAWENF) program and the Associates in Applied Science. Human Services –Correctional Studies (A.A.S.HS.CORR) program. In 2011 the faculty was tasked to develop a student centered instrument to evaluate student learning. One faculty member served a leadership role (serving as Assessment Liaison) in this process; this individual then met with fellow department members who were asked to develop objective questions that would be used to test that goal.

Throughout the fall of 2011 and spring 2012 semesters, questions were then filtered through the leading faculty members who chose ten questions that met the criteria encompassed in the learning outcome goal that was being assessed. Subsequently, two sets of assessment questionnaires, scoring guide, and rating scale were created; ten objective questions to assess understanding of terms and concepts and a second self-assessment to gauge the confidence level in the comprehension of the program materials for both aforementioned programs.

In the fall of 2012 the instruments were then published in electronic format and placed in Survey Monkey ©. The Assessment Liaison, Academic Department Chair and Director of Institutional Research worked together to identify forty-five students in the A.A.S. HS. LAWENF program and seven students in the A.A.S.HS.CORR who met the criterion of having completed thirty or more credits. Then, an e-mail was generated and distributed by the department chair to the identified students with the link to the questionnaires.

Results were then analyzed throughout the spring of 2013. The results are as follows:

#### **A.A.S.H.S- Law Enforcement Studies**

- Number of Students Emailed: 45
- Number of Students Responded: 15
- Desired Result on Objective section: 70%
- Average score on Objective section: 48%
- **Table 7: Self Assessment Results**

Ability to:	Confident
Identify issues affecting the Criminal Justice system	93.0%
Identify interrelated components of the Criminal Justice System	67.0%
Explain the stages of criminal procedure from detection to sentencing	73.0%
Describe Law Enforcement functions.	66.0%
Understand the fundamental dimensions of crime and criminal behavior	73.0%

- Recommendations based on Assessment Results:
  - Methodology used for the development of assessment research should be reconsidered by the department. A position of Editor should be added to assist the lead faculty volunteer that develops the instruments which would strengthen the process. In addition, feedback loops need to be added to the process to improve student learning. The feedback loops are being addressed in the next survey instrument to be administered April/May 2015.
  - Also, an emphasis should be placed in Introduction to Criminal Justice (CRJ-101) courses to strengthen the student's ability to identify law enforcement functions and the criminal procedure from detection to sentencing. Detection to sentencing is reinforced and further addressed in the Criminal Law sections however, because prerequisites do not exist at this time, there is no assurance that students entering that course should be able to feel confident to identify the process earlier in their program.
  - It also must be noted that the department has recognized the need to revisit these issues in the next assessment cycle as well as the issues pertaining to the learning outcome goals themselves.

#### **A.A.S.H.S- Correctional Studies**

Unfortunately only one student out of the seven students identified under this program responded to the objective questionnaire and did not respond to the self-assessment portion. Therefore, due to the insufficient data an analysis could not be done.

Recommendations based on Assessment Results:

- The department should reconsider assessment for this program
- The department has also acknowledged the need to discuss and determine the underlying issue(s) causing low enrollment as well as solutions to attempt to repopulate this program.

In the spring of 2015, based on what was learned from the previous assessment cycle, a pilot subjective assessment tool, self-assessment, rubric, and rating scale were created. At this juncture the tools have been administered to five sections of Criminal Law (CRJ-103) and samples will be used to determine the strength of this tool that will be potentially used as the template for all subsequent assessments.

## Student Success

The following charts depict student retention, transfer and graduation rates. The first chart shows the percentage of full time students who returned after his/her first year of enrollment, Fall to Fall. The second chart shows the graduation and transfer rates for 2010 cohorts. The third chart pertains to job placement rates. It must be noted that more current information has not been made available at this juncture particularly for the four certificates of achievement.

**Table 8: One Year Retention Percentage for Full Time/First Year Students**

Program	Program Code	Year	Enrolled Major	BCC
Fire Science	COA.FIR.SCI	2012-2013	50.0%	64.5%
Forensics	COA.FORENSIC	2012-2013	100.0%	64.5%
Homeland Security	COA.HOME.SEC	2012-2013	0.0%	64.5%
Private Security	COA.PRIV.SECURITY	2012-2013	0.0%	64.5%
Corrections	AAS.HS.CORR	2012-2013	0.0%	64.5%
Law Enforcement	AAS.HS.LAWENF/AAS.HS.CRIMJ	2011-2012	68.6%	66.2%
Criminal Justice	AS.PS.CRIMJ	2012-2013	64.10%	64.50%

**Table 9: Graduation and Transfer Rates-2010 Cohorts**

Program	Program Code	Graduation		Transfer	
		Enrolled Major	BCC	Enrolled Major	BCC
Fire Science	COA.FIR.SCI	0.0%	17.0%	0.0%	16.0%
Forensics	COA.FORENSIC	0.0%	17.0%	0.0%	16.0%
Homeland Security	COA.HOME.SEC	0.0%	17.0%	0.0%	16.0%
Private Security	COA.PRIV.SECURITY	0.0%	17.0%	0.0%	16.0%
Corrections	AAS.HS.CORR	0.0%	17.0%	0.0%	16.0%
Law Enforcement	AAS.HS.LAWENF/AAS.HS.CRIMJ	11.9%	17.0%	15.3%	16.0%
Criminal Justice	AS.PS.CRIMJ	11.90%	17.0%	19.90%	16.00%

**Table 10: Job Placement Rates 2009-2011**

Program	Program Code	2009-2010	2010-2011
Fire Science	COA.FIR.SCI	-	-
Forensics	COA.FORENSIC	-	-
Homeland Security	COA.HOME.SEC	-	-
Private Security	COA.PRIV.SECURITY	-	-
Corrections	AAS.HS.CORR	0.0%	100.0%
Law Enforcement	AAS.HS.LAWENF/AAS.HS.CRIMJ	77.0%	64.0%
Criminal Justice	AS.PS.CRIMJ	69.00%	67.00%

The top four institutions, from 2010-2012, which students attended after Bergen are CUNY-John Jay College of Criminal Justice, Montclair State University, Farleigh Dickinson University, and William Paterson University.

Overall students enrolled in the Associates of Science in Criminal Justice and the Associate in Applied Science Law Enforcement Studies believe that the programs prepared them well and are confident in what he/she learned in the program.

### **Data Needs**

Information is needed with respect to the student success for diverse populations besides degrees awarded as well as updated research reports relating to completion, retention, and transfer rates. Also, although there is data on the rate of job placement, more information is needed with respect to type of positions acquired by enrolled majors and the length of time to acquire said employment from date of graduation. Furthermore, an employer survey pertaining to new hires that provide information on job performance as well as what courses employers believe will be beneficial for practitioners. Also, a comparative analysis of all community colleges in the State of New Jersey pertaining to student success and completion would be a useful.

## FOCUS ON FACULTY AND STAFF

### Demographics

The Criminal Justice Department is currently comprised of three full-time tenured faculty, two tenure tracks, two lecturers, fifteen adjunct faculty members and one administrative assistant. The department recently lost one full time-tenured faculty member at the rank of Associate Professor in the spring 2015 semester. All of the Department's faculty members have strong professional and educational backgrounds that enhance the curriculum and overall student learning. Furthermore, a majority of the faculty members have a professional background in Law Enforcement while others with professional experiences stemming from different branches of the Criminal Justice System or related fields; which include fire services, judicial/prosecution, and social service agencies.

The faculty & staff of the Criminal Justice Department are dedicated to the college's mission in achieving student success as well as continuous improvement to the program offerings. In addition all full time members are one of the college's resources in achieving student success & institutional excellence. Accordingly, members of the department are active in his/her personal faculty development as well as highly engaged in not only the Bergen Community College community but also the community at large through collaboration and partnerships with various agencies and institutions.

See Appendix C for Alphabetical Listing of Full Time Faculty Experience, Participation & Professional Development.

### Department of Criminal Justice –Demographics by year, gender and race/ethnicity.

**Table 11: Faculty by Race/Ethnicity per year**

Race/Ethnicity	2010			2011			2012		
	Full-Time	Adjuncts	Total	Full-Time	Adjuncts	Total	Full-Time	Adjuncts	Total
White	8	20	28	8	16	24	7	7	14
Black	0	1	1	0	1	1	0	1	1
Hispanic	0	1	1	0	1	1	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Am. Indian	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0
Total	8	22	30	8	18	26	7	8	15

### Faculty by Race/Ethnicity per year

Race/Ethnicity	2013			2014			2015		
	Full-Time	Adjuncts	Total	Full-Time	Adjuncts	Total	Full-Time	Adjuncts	Total
White	6	13	19	7	7	14	7	14	21
Black	0	1	1	0	1	1	0	1	1
Hispanic	0	1	1	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Am. Indian	0	0	0	0	0	0	0	0	0
Unknown	1	0	1	0	0	0	0	0	0
Total	7	15	22	7	8	15	7	15	22

**Table 12: Faculty by Gender per year**

Gender	2010			2011			2012		
	Full-Time	Adjuncts	Total	Full-Time	Adjuncts	Total	Full-Time	Adjuncts	Total
Male	8	22	30	8	14	22	5	6	11
Female	2	4	6	2	2	4	2	2	4
Total	10	26	36	10	16	26	7	8	15

Gender	2013			2014			2015		
	Full-Time	Adjuncts	Total	Full-Time	Adjuncts	Total	Full-Time	Adjuncts	Total
Male	5	13	18	5	7	12	7	14	21
Female	2	2	4	2	1	3	2	1	3
Total	7	15	22	7	8	15	9	15	24

### Adjuncts

Adjunct faculty are selected and hired by the academic department chair and divisional dean as needed to cover courses that full-time faculty cannot. As previously stated, faculty members predominately have law enforcement experience and all hold at least a master's degree.

### Support Staff

The department, particularly the academic department chair, is assisted by one full-time secretary and student workers who also support the Performing Arts department.



## Professional Activities

All of the full time departmental faculty are actively engaged in several college-wide committees, initiatives, student organizations and activities. Members hold positions in the Faculty Senate, as well as Senate sub-committees such as Curriculum and Learning Assessment committees, Veteran Initiatives, Promotional and Sabbatical Committee, Suburban Studies group, Student Affairs' Judicial board, and Middle States Self-Study team. Moreover, three of the department's faculty are advisors for three student organizations; Criminal Justice Club, Step-Up Club and Student Government Association. In addition, the department has cultivated strong partnerships with community agencies and organizations for various purposes from service learning and internship opportunities to articulation agreements.

In conjunction with this, two of the Criminal Justice faculty have composed and received grant funding. Grants awarded include, but are not limited to, Perkins for dedicated computer lab (computers, tables, projector, screen and other equipment) as well as personal/professional growth and annual conference allowance; Bergen Community College CIRD grant for study on Female Slavery, and Department of Justice- Office on Violence Against Women, for the "*Reduce Sexual Assault, Dating Violence, Domestic Violence, and Stalking on Campus*" program.

Furthermore, faculty members have either participated in or initiated college-wide programs. These programs including but are not limited to, Tri-States Conference, Crime and Victimization Conference, *Dialogue on Gang Violence between Police departments and Hip Hop Pioneers*, *Kirk Bloodsworth: Death to Freedom* panel discussion, Middle Eastern Heritage week, Campus Safety Day, Transgender Day, SPARK- Suicide Prevention Walk, Mock Trial Competition, Student Speech Competition, and Diversity and Leadership student weekend conference.

Moreover, the full time faculty have all either been members of, attended, and/or presented at international, national and local conferences and events such as the American Academy of Criminal Justice Sciences annual conferences, Eastern Community College Social Science Association, International Police Executive Symposium Annual Meeting, International Conference on Sexual Assault, Domestic Violence, Texas Victim Services Association 15<sup>th</sup> Annual Conference, United Nations Educational, Scientific and Cultural Organization conference on *Building Peace and Reconciliation through the Power of Education, Science and Culture*, Annual International Association for Counter-Terrorism Professionals, and New Jersey Emergency Management Conference.

In addition to the exemplary work within the institution, the department's faculty members have served and made notable contributions to various communities. Many of the Criminal Justice faculty serve either on advisory boards, as consultants and/or reviewers. For instance, memberships on advisory boards include not only the Bergen Community College Criminal Justice advisory board but also on the Bergen County Law & Public Safety advisory board and the executive board for the New Jersey Phillip Kearny Civil War. One member of the department has served as a consultant to the Park Ridge Police Department with their community policing program. Another member is a Federal Grant Reviewer and has worked with the Department of Justice's Office of Violence Against Women and Office of Community Policing.

## **Awards and Publications**

Faculty Service Learning of the Year Award- Shari Franschman

Cultural Complacency Award for Police from Center of Peace and Reconciliation

Bergen Community College President's Award-Richard Kuiters

Several articles in the "Regimental Bulletin," Journal- Victor Conversano

Compendium for Criminal Justice Studies textbook, Pearson Publishing- Michael O'Donovan

"The Voyage Beyond the Classroom"- published in The Spire, ACJS Newsletter- David Kramer

## FOCUS ON CURRICULUM

Since the department's inception, the curriculum and program offerings went through a significant transformation from one Associate in Applied Science program to seven distinct programs, particularly from 2009-2015. The Criminal Justice faculty have created and changed virtually every single course offering in order to improve and strengthen the degree and certificate programs.

### Summary of Program Curriculum

#### **Program Option: Professional Studies- Criminal Justice**

Associate in Science (AS.PS.CRIMJ)

#### **Program Description:**

The Criminal Justice program prepares students to transfer into the junior year of a baccalaureate program in criminal justice or a related area. The program provides a balanced and comprehensive overview of the nature and structure of the criminal justice system so that students gain an understanding of the criminal justice system. Students will develop competency in interpersonal and group interactions.

#### **Program Learning Goals/Outcomes:**

1. Students will be able to demonstrate a working knowledge of the functions, interrelationships, and processes of the criminal justice components.
2. Students will be able to state and support opinions on critical issues & problems facing the criminal justice system.
3. Students will be able to demonstrate a sound working knowledge of the philosophy, history, and application of law related to the criminal justice system.
4. Students will be able to describe and analyze the theories of causation and the impact of crime.

**Career opportunities:** Federal, State and Local Law Enforcement agencies, Federal, State Court/Judiciary, Federal, State, County and Private Correctional facilities, Corporate and Private Security firms.

<b>Program: Professional Studies – Criminal Justice Option</b> <b>Degree: Associate in Science</b> <b>Code: AS.PS.CRIMJ</b>		
<b>GENERAL EDUCATION REQUIREMENTS</b>	<b>30-32</b>	<b>RECOMMENDED SEMESTER SEQUENCE</b>
<b>Communication</b>	<b>9</b>	<b>First Semester</b>
COM... COM100 Speech Communication or COM102 Public Speaking	3	CRJ101 Introduction to Criminal Justice 3
WRT101 English Composition I	3	CRJ113 The Juvenile Justice Process 3
WRT201 English Composition II	3	WRT101 English Composition I 3
		..... Humanities Elective*† 3
		..... Social Science Elective* 3
		15
<b>Humanities Electives*</b>	<b>6</b>	
Two general education courses selected from the following fields, with no more than one course in any one field: Arts (Art [ART], Music [MUS], Theatre Arts [THR], Cinema Studies [CIN]); History (HIS); Literature (LIT); Philosophy and Religion (PHR); World Languages and Cultures (LAN).		<b>Second Semester</b>
		CRJ109 Contemporary Issues in Policing 3
		WRT201 English Composition II 3
		..... Humanities Electives* 6
		..... Social Science Elective* 3
		..... Free Elective** 3
		18
<b>Social Science Elective*</b>	<b>3</b>	
One general education course selected from the following fields: Economics (ECO); Geography (GEO); Political Science (POL); Psychology (PSY); Sociology (SOC) and Anthropology (ANT).		<b>Third Semester</b>
		CRJ105 Police Administration 3
		COM... COM100 Speech Communication or COM102 Public Speaking 3
<b>Mathematics and Natural Sciences</b>	<b>11-12</b>	MAT... Mathematics Elective* 3-4
Mathematics*	3-4	..... Natural Science Elective* 4
Natural Science Electives*	8	..... Humanities Elective* 3
		16-17
<b>Additional General Education Course</b>	<b>3</b>	
MAT/CIS... Math/Computer Science Elective (3 cr.)*		<b>Fourth Semester</b>
		CRJ103 Criminal Law 3
<b>PROGRAM SUPPORT REQUIREMENTS</b>	<b>12</b>	CRJ107 Criminology 3
Three general education courses (9 cr.) selected from the following fields, with no more than two courses in any one field: Arts (Art [ART], Music [MUS], Theatre Arts [THR], Cinema Studies [CIN]); History (HIS); Literature (LIT); Philosophy and Religion (PHR); World Languages and Cultures (LAN).	<b>9</b>	MAT/CIS... Math/Computer Science Elective* 3
		..... Natural Science Elective* 4
		..... Humanities Elective* 3
		16
One general education course (3 cr.) to be selected from the following fields: Economics (ECO); Geography (GEO); Political Science (POL); Psychology (PSY); Sociology (SOC) and Anthropology (ANT).	3	
<b>PROGRAM REQUIREMENTS</b>	<b>18</b>	
CRJ101 Introduction to Criminal Justice	3	
CRJ103 Criminal Law	3	
CRJ105 Police Administration	3	
CRJ107 Criminology	3	
CRJ109 Contemporary Issues in Policing	3	
CRJ113 The Juvenile Justice Process	3	
<b>FREE ELECTIVE**</b>	<b>3</b>	
<b>TOTAL CREDITS</b>	<b>65-66</b>	

## **Program Option: Human Services- Law Enforcement Studies**

Associates in Applied Science (AAS.HS.LAWENF)

### **Program Description:**

This program is intended for students seeking to pursue a career in law enforcement at both local and federal levels. This program will provide the fundamental knowledge of the functions and process of the criminal justice system as well as philosophy, history, and legal principles guiding law enforcement practices and procedures.

### **Program Learning Goals/Outcomes:**

1. Be able to demonstrate a working knowledge of the functions, interrelationships and processes of the criminal justice components.
2. Be able to state and support the opinions on critical issues & problems facing the criminal justice system.
3. Be able to demonstrate a sound working knowledge of the philosophy, history and application of law related to the criminal justice system.
4. Be able to describe and analyze the theories of causation and impact of crime.

**Career opportunities:** Federal, State and Local Law Enforcement agencies, Federal, State Court/Judiciary, Federal, State and County Correctional facilities, Corporate and Private Security firms.

Program: Human Services – Law Enforcement Studies Degree: Associate in Applied Science Code: AAS.HS.LAWENF			
GENERAL EDUCATION REQUIREMENTS		21-22	RECOMMENDED SEMESTER SEQUENCE
Communication	6		<b>First Semester</b>
WRT101 English Composition I	3		CRJ101 Introduction to Criminal Justice*
WRT... WRT201 English Composition II or WRT202 Technical Writing	3		SOC101 Sociology**
			WRT101 English Composition I
			..... Humanities Elective***†
			..... Social Science Elective***‡
			WEX101 Dynamics of Health & Fitness
<b>Humanities Electives***</b>	6		<b>Second Semester</b>
Two general education courses selected from the following fields, with no more than one course in any one field: Arts (Art [ART], Music [MUS], Theatre Arts [THR], Cinema Studies [CIN]); History (HIS); Literature (LIT); Philosophy and Religion (PHR); World Languages and Cultures (LAN).			CRJ109 Contemporary Issues in Policing
			CRJ113 The Juvenile Justice Process
			POL104 State & Local Government
			SOC103 Sociology of the Family
			WRT201 English Composition II
			WEX... Dynamics of Health & Fitness Exp (WEX201, 204, 205, 206, or 208)
<b>Social Science Elective***</b>	3		
One general education course selected from the following fields: Economics (ECO); Geography (GEO); Political Science (POL); Psychology (PSY); Sociology (SOC) and Anthropology (ANT).			
<b>Mathematics, Natural Science, &amp; Technology***</b>	3-4		<b>Third Semester</b>
One general education course to be selected from the following fields: Mathematics (MAT); Computer Science (CIS) Information Technology (INF); Biology (BIO); Chemistry (CHM); Physics (PHY).			CRJ105 Police Administration*
			CRJ111 Criminal Investigation
			LIT220 Social Aspects of Literature
			SOC113 Social Problems
			..... Math/Computer Science/Natural Science/Technology Elective***
<b>Additional General Education Course:</b>	3		
COM... COM100 Speech Communication or COM102 Public Speaking			
<b>PROGRAM REQUIREMENTS</b>	39		<b>Fourth Semester</b>
CRJ101 Introduction to Criminal Justice*	3		CRJ103 Criminal Law*
CRJ103 Criminal Law*	3		CRJ107 Criminology**
CRJ105 Police Administration*	3		COM... COM100 Speech Communication or COM102 Public Speaking
CRJ107 Criminology**	3		PSY102 Intro to Abnormal Psychology or PSY104 Psychology of Human Relations
CRJ109 Contemporary Issues in Policing	3		..... Humanities Elective***‡
CRJ111 Criminal Investigation	3		..... Free Elective
CRJ113 The Juvenile Justice Process	3		
POL104 State & Local Government	3		
PSY102 Intro to Abnormal Psychology or PSY104 Psychology of Human Relations	3		
SOC101 Sociology**	3		
SOC103 Sociology of the Family	3		
SOC113 Social Problems	3		
<b>PROGRAM SUPPORT REQUIREMENTS</b>	3		
WEX101 Dynamics of Health & Fitness	2		
WEX... Dynamics of Health & Fitness Exp	1		
<b>FREE ELECTIVE</b>	2		
<b>TOTAL CREDITS</b>	65-66		

**Program Option: Human Services- Correctional Studies**  
**Associates in Applied Science (AAS.HS.CORR)**

**Program Description:**

This program is intended for students seeking to pursue a career in corrections at both federal and local levels. It provides fundamental knowledge of the functions and process of the criminal justice system as it relates to correctional studies. Students will study the philosophy, history, and legal principles guiding correctional practices and procedures.

**Program Learning Goals/Outcomes:**

1. Be able to demonstrate a working knowledge of the functions, interrelationships and processes of the criminal justice components.
2. Be able to state and support the opinions on critical issues & problems facing the criminal justice system.
3. Be able to demonstrate a sound working knowledge of the philosophy, history and application of law related to the criminal justice system.
4. Be able to describe and analyze the theories of causation and impact of crime.

**Career opportunities:** Federal, State, County, and Private Correctional facilities as well as Federal and State Courts/Judiciary as Probation and Parole Officers.

Program: Human Services – Correctional Studies Degree: Associate in Applied Science Code: AAS.HS.CORR			
GENERAL EDUCATION REQUIREMENTS		21-22	RECOMMENDED SEMESTER SEQUENCE
<b>Communication</b>		<b>6</b>	<b>First Semester</b>
WRT101 English Composition I		3	CRJ101 Introduction to Criminal Justice*
WRT... WRT201 English Composition II or WRT202 Technical Writing		3	CRJ102 Introduction to Corrections*
			WRT101 English Composition I
			..... Humanities Elective**
			..... Social Science Elective***†
			WEX101 Dynamics of Health & Fitness
<b>Humanities Electives**</b>		<b>6</b>	<b>Second Semester</b>
Two general education courses selected from the following fields, with no more than one course in any one field: Arts (Art [ART], Music [MUS], Theatre Arts [THR], Cinema Studies [CIN]); History (HIS); Literature (LIT); Philosophy and Religion (PHR); World Languages and Cultures (LAN).			CRJ108 Topics in Criminal Justice
			CRJ113 The Juvenile Justice Process
			POL104 State & Local Government
			SOC101 Sociology***
			WRT201 English Composition II
			WEX... Dynamics of Health & Fitness Exp (WEX201, 204, 205, 206, or 208)
<b>Social Science Elective**</b>		<b>3</b>	<b>Third Semester</b>
One general education course selected from the following fields: Economics (ECO); Geography (GEO); Political Science (POL); Psychology (PSY); Sociology (SOC) and Anthropology (ANT).			CRJ107 Criminology***
			CRJ114 Correctional Administration*
			LIT220 Social Aspects of Literature
			SOC103 Sociology of the Family
			..... Math/Computer Science/Natural Science/Technology Elective**
<b>Mathematics, Natural Science, &amp; Technology**</b>		<b>3-4</b>	<b>Fourth Semester</b>
One general education course to be selected from the following fields: Mathematics (MAT); Computer Science (CIS); Information Technology (INF); Biology (BIO); Chemistry (CHM); Physics (PHY).			CRJ115 Correctional Law*
			PSY102 Intro to Abnormal Psychology
			PSY104 Psychology of Human Relations
			SOC113 Social Problems
			COM... COM100 Speech Communication or COM102 Public Speaking
			..... Humanities Elective***‡
			..... Free Elective‡‡
<b>Additional General Education Course:</b>		<b>3</b>	<b>Specific Program Notes</b>
COM... COM100 Speech Communication or COM102 Public Speaking			*Highly recommended: take CRJ102 before taking CRJ114 and CRJ115.
			**General Education Elective(s) – see page 1.
			***Highly recommended: take SOC101 before taking CRJ107.
			†Highly recommended: PSY101.
			‡Highly recommended: PHR102.
			‡‡Highly recommended: CRJ463 Co-op Education [Corrections].
<b>PROGRAM REQUIREMENTS</b>		<b>39</b>	
CRJ101 Introduction to Criminal Justice*		3	
CRJ102 Introduction to Corrections*		3	
CRJ103 Criminal Law		3	
CRJ107 Criminology***		3	
CRJ108 Topics in Criminal Justice		3	
CRJ113 The Juvenile Justice Process		3	
CRJ114 Correctional Administration*		3	
CRJ115 Correctional Law*		3	
POL104 State & Local Government		3	
PSY102 Intro to Abnormal Psychology or PSY104 Psychology of Human Relations		3	
SOC101 Sociology***		3	
SOC103 Sociology of the Family		3	
SOC113 Social Problems		3	
<b>PROGRAM SUPPORT REQUIREMENTS</b>		<b>3</b>	
WEX101 Dynamics of Health & Fitness		2	
WEX... Dynamics of Health & Fitness Exp		1	
<b>FREE ELECTIVE</b>		<b>2</b>	
<b>TOTAL CREDITS</b>		<b>65-66</b>	

## **Program Option: Fire Science**

Certificate of Achievement (COA.FIRE.SCI)

### **Program Description:**

This program prepares students for careers in the field of fire science and to enhance the working knowledge of practitioners. The program provides the fundamental concepts and practices needed for fire prevention, protection and suppression.

### **Program Learning Goals/Outcomes:**

1. Students will be able to describe the history and evolution of the fire service.
2. Students will be able to explain and apply the principles relevant to hazard control, structural design, fire detection, suppression, and limitation of loss.
3. Students will be able to analyze the basic components of fire as a chemical reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior.
4. Students will be able to demonstrate their understanding of fire ground strategy and tactics, the occupational risks firefighters face and management strategies available to manage resources and reduce injuries/fatalities of firefighters and civilians.

**Career opportunities:** Federal, State, and Municipal Fire Services, Federal and Local Forest and Park Fire Service, Arson Investigators, and Corporate and Private Security firms.

<b>Program: Fire Science</b> <b>Certificate of Achievement</b> <b>Code: COA.FIR.SCI</b>		
<b>First Semester</b>		
FIR101	Introduction to Fire Protection*	3
FIR102	Fundamentals of Fire Prevention/ Fire Inspector I**	3
FIR103	Building Codes and Standards	3
FIR104	Fire Tactics and Strategy	3
FIR105	Fire Administration	3
		15
<b>TOTAL CREDITS</b>		<b>15</b>
<b>Specific Program Notes</b>		
*Students with Firefighter I certification will have this course waived and receive 3 credits. Students with Firefighter II Certification will have this course waived and receive 4 credits.		
**First part of the ninety-hour course required for certification.		
Students enrolled in this program <b>ARE NOT REQUIRED</b> to successfully complete a course in basic algebra if indicated by Placement Testing.		

**Program Option: Forensic Science**  
Certificate of Achievement (COA.FORENSIC)

**Program Description:**

This program provides a broad view of forensics as it pertains to investigations, adjudication and evidentiary matters. This program explores the fundamental scientific and mathematical concepts of investigative practices, evidence collection, and the guiding legal principles.

**Program Learning Goals/Outcomes:**

1. Students will be able to state and explain the fundamental concepts of chemistry, biology, geometry, and physics as these pertain to forensic investigations.
2. Students will be able to demonstrate a working knowledge of the Federal Rules of Evidence guidelines for the presentation of expert testimony, forensic evidence and lay witnesses.
3. Students will be able to describe the role of laboratories and other scientific and medical services including chemistry, toxicology, serology, biology, odontology, ballistics, and psychiatry in forensic investigations.
4. Students will be able to apply appropriate investigative procedures and techniques in collecting, analyzing and preserving physical evidence from a crime scene.

**Career opportunities:** Federal, State, County, and Municipal Crime Scene Units, Forensics laboratories, and Medical Examiner's Office.

<b>Program: Forensic Science</b>		
<b>Certificate of Achievement</b>		
<b>Code: COA.FORENSIC</b>		
<b>First Semester</b>		
CHM100	Introduction to Chemistry	4
CRJ101	Introduction to Criminal Justice	3
CRJ108	Topics in Criminal Justice*	3
CRJ111	Criminal Investigation	3
CRJ120	Practical Criminal Evidence	3
		16
<b>TOTAL CREDITS</b>		<b>16</b>
<b>Specific Program Notes</b>		
*Special Topics Course: Introduction to Forensics.		
Students enrolled in this program <b>ARE NOT REQUIRED</b> to successfully complete a course in basic algebra if indicated by Placement Testing.		

### **Program Option: Homeland Security**

Certificate of Achievement (COA.HOME.SEC)

#### **Program Description:**

This program is designed to expand the knowledge of practitioners in the field, as well as to introduce students to homeland security and emergency management. Students explore issues pertaining to domestic and international terrorism, counter terrorism strategies, best practices for security planning and threat assessment. Students are also introduced to key principles of an all hazards approach to emergency management, disaster planning, and man-made or natural threats.

#### **Program Learning Goals/Outcomes:**

1. Develop the knowledge, experience, and critical decision-making skills needed to respond appropriately to emergency and disaster situations.
2. Develop operational plans to respond to natural and man-made disasters and terrorist incidents.
3. Students will be able to analyze risk, vulnerabilities, and formulate strategic plans to respond to disasters and implement recovery and mitigation operations.

**Career opportunities:** Federal, State, and County Homeland Security agencies, Federal, State, and Municipal Office of Emergency Management, and Corporate and Private Security firms.



<b>Program: Homeland Security</b> <b>Certificate of Achievement</b> <b>Code: COA.HOME.SEC</b>		
<b>First Semester</b>		
CRJ108	Topics in Criminal Justice*	3
HSE101	Introduction to Homeland Security	3
HSE102	Introduction to Emergency Management	3
HSE103	Legal Aspects of Homeland Security & Emergency Management	3
HSE104	Disaster Management, Risk Assessment & Mitigation	3
		15
<b>TOTAL CREDITS</b>		<b>15</b>
<b>Specific Program Notes</b> Students enrolled in this program <b>ARE NOT REQUIRED</b> to successfully complete a course in basic algebra if indicated by Placement Testing.		

**Program Option: Private Security**

Certificate of Achievement (COA.PRIV.SECURITY)

**Program Description:**

This program prepares students to enter the field of private and corporate security. It provides students with fundamental knowledge and practices of crime prevention, protection and investigations. Students will also explore the contemporary development of security approaches, systems, and security management as well as the complex relationship between the criminal justice system and private security.

**Program Learning Goals/Outcomes:**

1. Students will be able to demonstrate a working knowledge of the functions and processes of the Criminal Justice System.
2. Students will be able to demonstrate a sound working knowledge of the nature, roles, functions and contributions of private security to overall crime reduction.
3. Students will be able to state and support the opinions on issues of the conflicts between public and private security.
4. Students will be able to describe the lessons learned that influence crime prevention programs.

**Career opportunities:** Corporate and Private Security firms in areas including, but not limited to, banking and financial Services, commercial and residential properties, museums/cultural properties, athletic and entertainment arenas, manufacturing, agriculture, and pharmaceutical industries, private and public educational and medical institutions, and loss prevention for retail companies.

<b>Program: Private Security</b> <b>Certificate of Achievement</b> <b>Code: COA.PRIV.SECURITY</b>		
<b>First Semester</b>		
CRJ101	Introduction to Criminal Justice	3
CRJ111	Criminal Investigation	3
CRJ112	Crime Prevention	3
CRJ125	Introduction to Security	3
CRJ127	Principles of Loss Prevention	3
		15
<b>TOTAL CREDITS</b>		<b>15</b>
<b>Specific Program Notes</b> Students enrolled in this program <b>ARE NOT REQUIRED</b> to successfully complete a course in basic algebra if indicated by Placement Testing.		

**Table 13: The Department of Criminal Justice's Course offerings are as follows:**

Course Title	Course Code
Introduction to Criminal Justice	CRJ-101
Introduction to Corrections	CRJ-102
Criminal Law	CRJ-103
Police Administration	CRJ-105
Criminology	CRJ-107
Domestic Violence	CRJ-108
Introduction to Forensics	CRJ-108
Terrorism	CRJ-108
Issues in Policing	CRJ-109
Basic Supervision	CRJ-110
Criminal Investigations	CRJ-111
Crime Prevention	CRJ-112
Juvenile Justice	CRJ-113
Correctional Administration	CRJ-114
Correctional Law	CRJ-115
Practical Criminal Evidence	CRJ-120
Principles of Loss Prevention	CRJ-127
Co-op	CRJ-462
Introduction to Fire Protection	FIR-101
Fundamentals of Fire Protection/Fire Inspector I	FIR-102
Building Codes and Standards	FIR-103
Fire Tactics and Strategy	FIR-104
Fire Administration	FIR-105
Introduction to Homeland Security	HSE-101
Introduction to Emergency Management	HSE-102
Legal Aspects of Homeland Security and Emergency Management	HSE-103
Disaster Management, Risk Assessment, and Mitigation	HSE-104

For Master Course Syllabi refer to Appendix H.

## Articulation Agreements

Bergen Community College has a wide range of articulation agreements between educational institutions encompassing the tri-state area. Agreements that are specific to the departmental programs, as listed on the Bergen Community College website, are as follows:

**Table 14: Institutions with Program Specific Articulation Agreement**

Institution	Program
Berkeley College	AS.PS.CRIMJ
Binghamton University	AS.PS.CRIMJ
Capella University	AS.PS.CRIMJ/ AAS.HS.LAWENF/AAS.HS.CORR
Dominican College	AS.PS.CRIMJ
Farleigh Dickinson University	AS.PS.CRIMJ
John Jay College of Criminal Justice	AS.PS.CRIMJ
Mercy College	AS.PS.CRIMJ
Saint Peter's University	AAS.HS.CORR
Seton Hall University	AS.PS.CRIMJ
Thomas Edison State College	AS.PS.CRIMJ
University of Scranton	AS.PS.CRIMJ/ AAS.HS.LAWENF/AAS.HS.CORR

## Curriculum Issues

One of the largest issues facing all seven programs, particularly the certificate programs, is course cancellations. In a five year period, a hundred and nineteen courses were cancelled, some of which were courses that were needed to complete the COA requirements. This is the case for all four certificate programs. In fact, the department has only awarded two students, in 2013 and 2014, with a Certificate of Achievement in Homeland Security within the last five years.

Another major issue pertains to the inability of many students to register for courses in advance in conjunction with financial issues. The cost of tuition can run students anywhere from two to five thousand dollars. Accordingly, 80% of Bergen students rely on financial aid and loans to pay for tuition, books and supplies. Students who are allowed to register for courses during early registration period have a sufficient amount of time to either await financial aid to be awarded and/or acquire the funds needed to pay before the payment deadline. However, others who could not register early are faced with having to pay for courses immediately after registering. Many students cannot meet said payment demand, become distraught, and are forced to somehow obtain the funds in less than 24 hours, drop courses or face being deleted from the course. Moreover, practitioners, whom the certificate programs and A.A.S degrees are designed for, and seek tuition waiver, must wait to register until approximately four days prior to the start of the semester. In conjunction with this, the aforementioned time frame is when most course cancellations occur, which does not allow these students the ability to enroll the courses.

Other issues pertain to marketing and public relations. Bergen continues to mostly rely on outdated brochures and online catalogs that do not contain the most accurate information. Moreover, admissions staff and BCC recruiters are not always supplied with informational

materials needed to distribute to prospective students. The materials that do exist give the impression that the programs are only geared towards careers in Law Enforcement, which may discourage students who seek careers in the other branches of the Criminal Justice System from enrolling in one of the seven programs. Furthermore, the programs that require the most fostering and marketing are the COAs. These programs are designed for students who, for the most part, are working in the prospective fields, such as Fire Science and yet many practitioners are not aware of this option which may have effected enrollment and lead to course cancellations.

### **Lead-in Courses**

In 2012 an Introduction to Criminal Justice course had seats designated and reserved for high school students with good standing could register for. However, this only ran for one semester. In 2015 Bergen began offering courses at the Dwight Morrow High School in Englewood, NJ and at the Fort Lee High School.

Also, there are no prerequisite requirements for any of the programs or course offerings. Many students do not follow the suggested outline found in the college catalog and enroll in courses that either reinforce certain learning outcomes or expect students to have an understanding and/or a mastery of the material. The department has long recognized the subsequent problem that may occur pertaining to students' preparedness and acquisition of basic fundamental concepts when enrolled in subject in-depth courses such as Criminal Law, Criminology and Police Administration.

### **Follow-up Courses**

As previously stated under the Lead-in Courses section, at this juncture there are no prerequisite requirements and all courses are listed as one hundred level courses. Departmental discussions are occurring in consideration of prerequisites and two hundred level designations.

### **Scheduling**

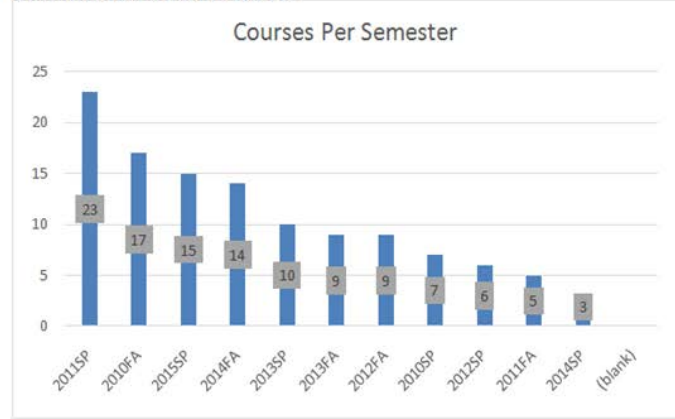
The following enrollment patterns and trend analysis was derived by first obtaining raw data for only the Fall and Spring semesters, Fall 2010 to Spring of 2015, from the Datatel system and then creating a dashboard in Excel. The trend analysis reveals that over the past five years there have been 761 courses offered in the Fall and Spring semesters. Accordingly, of the 761 courses, 642 were active (or ran) while 119 were cancelled. However, it must be noted that the number of cancelled courses encompass courses that were moved to different dates, timeframes and/or locations. Thus, there is no way to actually decipher how many courses were cancelled due to low enrollment or for the aforementioned reason. The following charts and tables display the results:

## Charts 1&2: Courses Per Semester – Active and Cancelled

Active Course per Semester-5yrs



Course Cancellations per Semester-5yrs

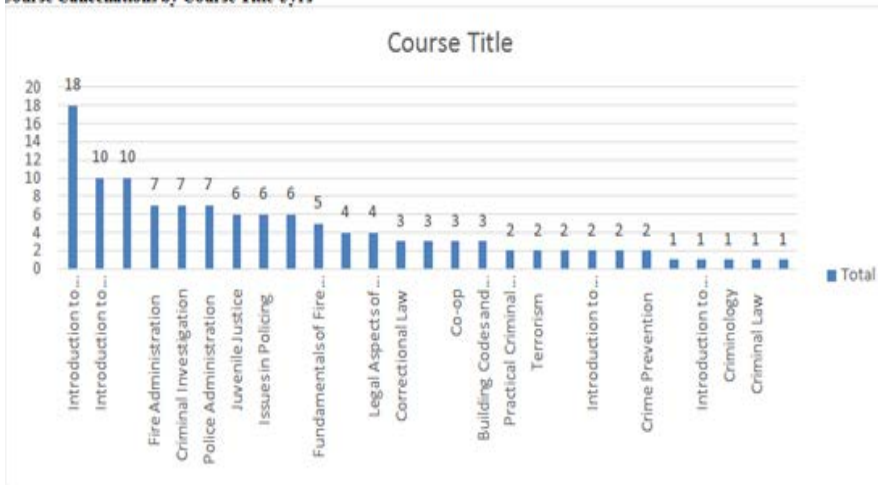


## Charts 3&4: Active and Cancelled sections by Title per course-5years.

Number of Active Sections by Title per Course-5yrs

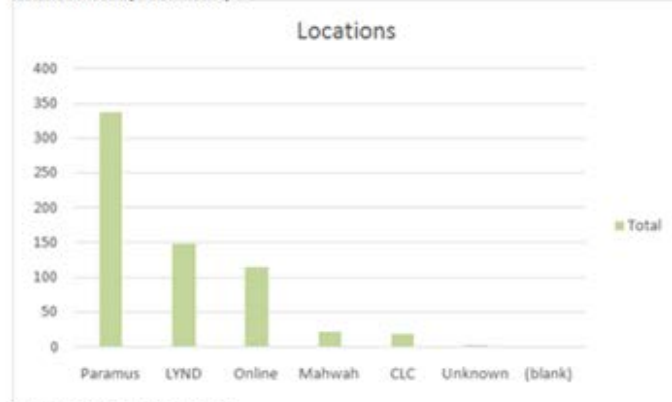


Course Cancellations by Course Title-5yrs



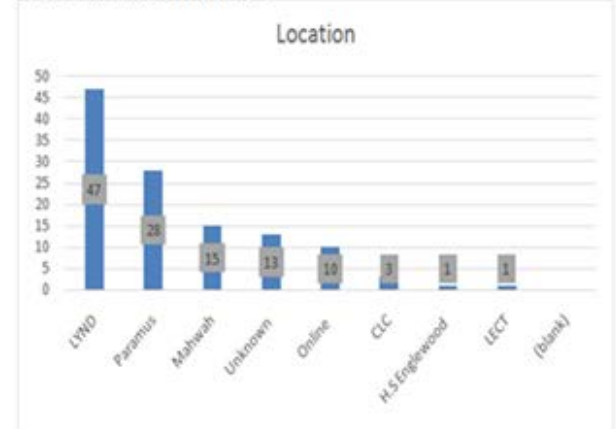
## Charts 5&6: Active and Cancelled Courses by Location-5years

Active Courses by Location -5yrs



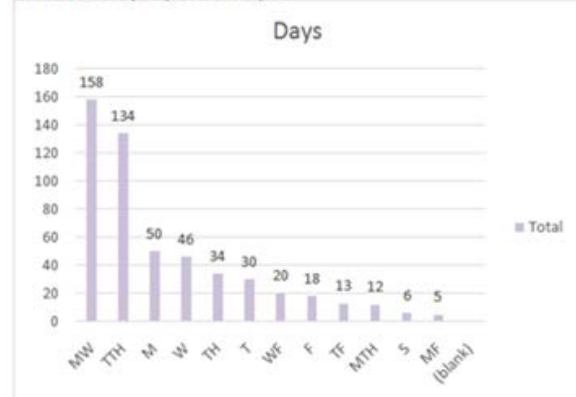
\*Blank-refers to Online Course  
Unknown-Location not specified in Datalist

Course Cancellations by Location -5yrs



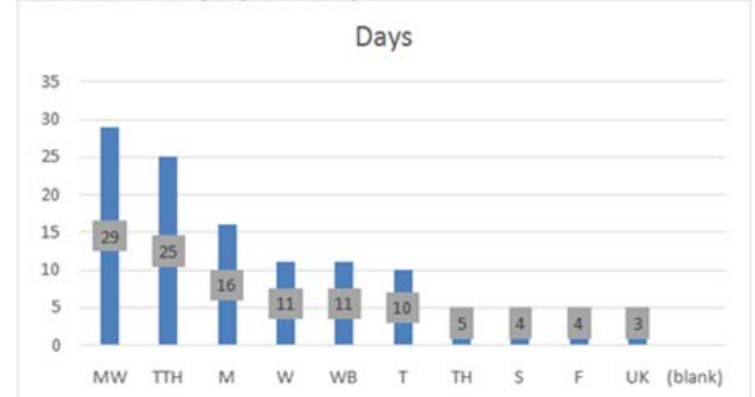
## Charts 7&8: Active and Cancelled Courses by Days -5years

Active Courses by Days of Week -5yrs



\*Blank-refers to online courses.

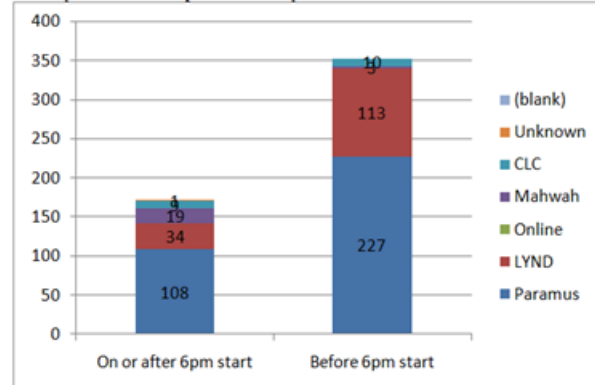
Course Cancellation by Days of Week -5yrs



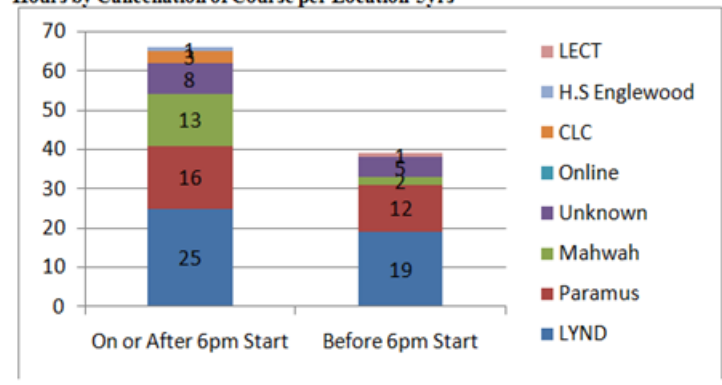
\*UK-refers to Unknown/Unspecified

## Charts 9&10: Hours by Active and Cancelled Courses per Location-5years

Hours by Active Courses per Location -5yrs



Hours by Cancellation of Course per Location -5yrs

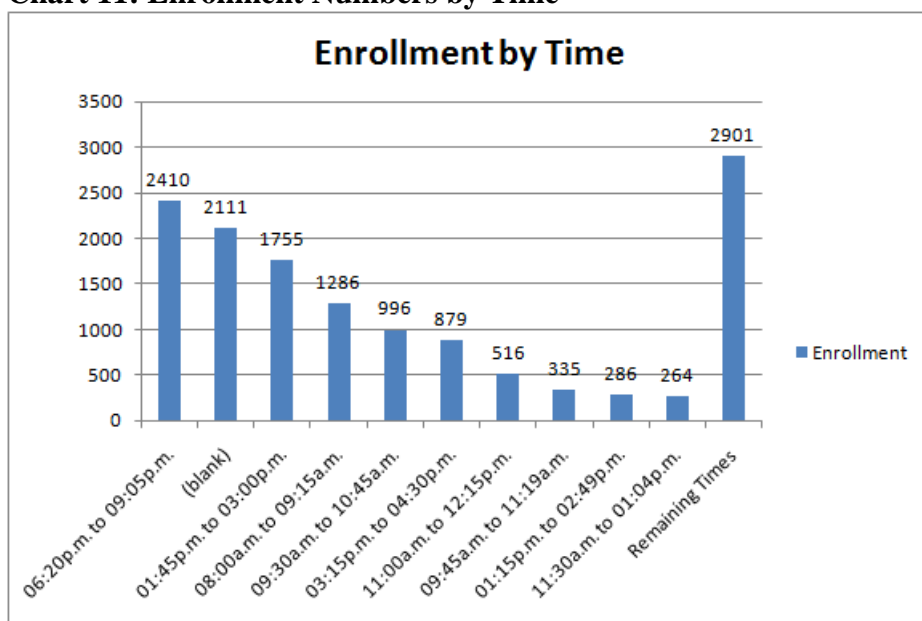


According to the trend analysis the Paramus campus holds the largest number of course offerings; with Introduction to Criminal Justice having the highest number for course sections

that were active and that were cancelled. Moreover, Lyndhurst has the largest number of course cancellations over the past five years, with the most in 2011, which may have been due to low enrollment, however as stated before, this cannot be accurately determined. In addition, with respect to the days in which these courses are offered and the time of day, a good portion of courses are offered on Monday and Wednesdays and during the day, followed by Tuesday and Thursday. In terms of the number of courses cancelled, a good number were scheduled for Monday and Wednesdays and most were during the evening hours.

Furthermore, over the last five years enrollment patterns reveal that morning and afternoon courses, before 6pm, in total, hold the highest student count, at 8,456, followed by courses, on or after 6pm, in total, at 3,172. Nonetheless, the time slots with the highest student enrollment were 6:20pm to 9:05pm (2410 students) and online courses (2111 students).

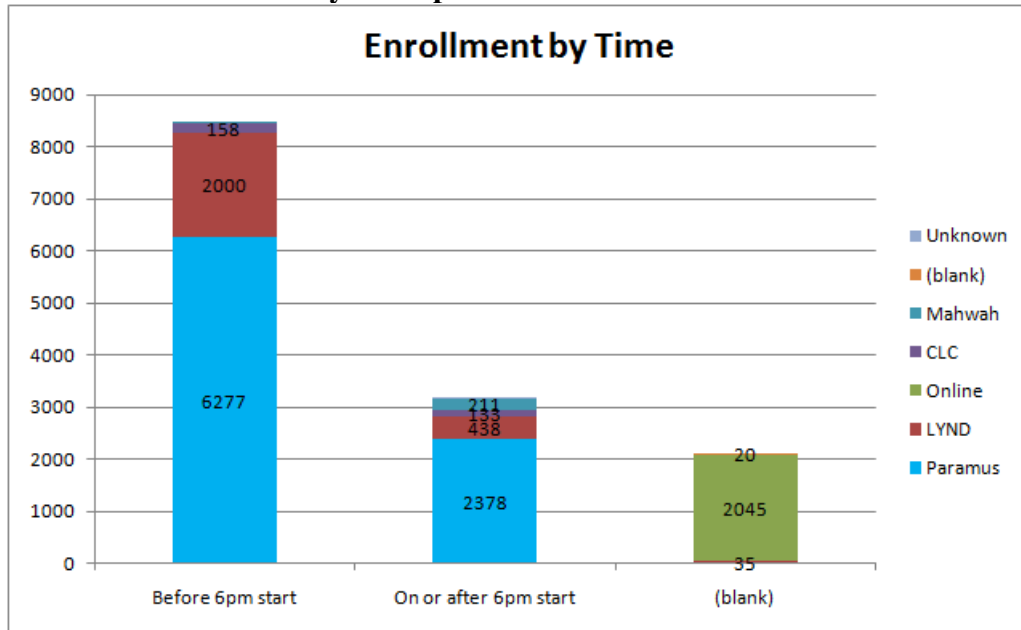
**Chart 11: Enrollment Numbers by Time**



**Table 15: Sum of Active Student Count**

Sum of Active Student Count		Column Labels							
Row Labels	Paramus	LYND	Online	CLC	Mahwah	(blank)	Unknown	Grand Total	
Before 6pm start	6277	2000		158	21			8456	
On or after 6pm start	2378	438		133	211		12	3172	
(blank)	35	11	2045			20		2111	
<b>Grand Total</b>	<b>8690</b>	<b>2449</b>	<b>2045</b>	<b>291</b>	<b>232</b>	<b>20</b>	<b>12</b>	<b>13739</b>	

**Chart 12: Enrollment by Time per Location**



Also, with respect to enrollment based on course title, Introduction to Criminal Justice has the highest student count at 4,012 over the five year period. However, these numbers encompass duplicate students who may have withdrawn after the tenth day mark and/or re-enrolled in the course the next semester or even in another year.

The most interesting and concerning statistic derived was the percentage of students enrolled by capacity of a course. Although individual sections of course offerings may run at full or even above full capacity, if all the sections are combined and averaged out, it reveals that the top courses, on average, only fill to seventy to eighty percent capacity. For instance, Introduction to Criminal Justice courses on average fills to 76% capacity, which is reflected in the tables below.



**Table 16: Enrollment by Course Title/Enrollment by Capacity Average.**

Sum of Active Student Count		Column Labels							
Row Labels	Paramus	LYND	Online	CLC	Mahwah	(blank)	Unknown	Grand Total	
Introduction to Criminal Justice	2,654	696	444	171	35		12	4,012	
Criminology	1,132	187	276		16			1,611	
Police Administration	1,028	243	222		55			1,548	
Issues in Policing	978	312	143		27			1,460	
Criminal Law	935	369	246			20		1,570	
Juvenile Justice	842	193	423	120	66			1,644	
Criminal Investigations	380	29	162		31			602	
Domestic Violence	322	11						333	
Introduction to Corrections	97							97	
Introduction to Forensics	67	108						175	
Introduction to Homeland Security	56	102						158	
Introduction to Emergency Management	48	5			2			55	
Correctional Law	31		7					38	
Co-op	24		5					29	
Introduction to Fire Protection	24	42						66	
Fire Tactics and Strategy	23	41						64	
Correctional Administration	22							22	
Disaster Management, Risk Assessment, and Mitigation	20	8						28	
Fire Administration	5	25	7					37	
Introduction to Fire Protection	2							2	
Practical Criminal Evidence		36						36	
Fundamentals of Fire Protection/Fire Inspector I		9						9	
Building Codes and Standards		16						16	
Terrorism			110					110	
Legal Aspects of Homeland Security		7						7	
Legal Aspects of Homeland Security and Emergency Management		10						10	
Grand Total	8,690	2,449	2,045	291	232	20	12	13,739	

Average of Percent of Capacity

Domestic Violence

Criminology

Criminal Law

Introduction to Criminal Justice

Issues in Policing

Police Administration

Juvenile Justice

Criminal Investigations

Terrorism

Introduction to Corrections

Introduction to Homeland Security

Introduction to Forensics

Disaster Management, Risk Assessment, and Mitigation

Fundamentals of Fire Protection/Fire Inspector I

Fire Tactics and Strategy

Practical Criminal Evidence

Introduction to Fire Protection

Introduction to Emergency Management

Correctional Law

Legal Aspects of Homeland Security

Fire Administration

Correctional Administration

Legal Aspects of Homeland Security and Emergency Management

Building Codes and Standards

Introduction to Fire Protection

Co-op

Grand Total

84%

80%

77%

76%

72%

70%

67%

53%

47%

46%

44%

42%

39%

30%

29%

25%

24%

22%

22%

19%

18%

17%

14%

10%

6%

5%

64%

Classes at the Top Fill Up Well

Classes at the Bottom Fill Up Poorly

Classes at the Top Fill Up Well

Classes at the Bottom Fill Up Poorly

## **Assessment**

Since 2011 the department has appointed a faculty member to serve on the Learning Assessment Committee, a sub-committee of the Faculty Senate as well as designated Assessment Liaison. The positions are intended to inform the department of the College's guidelines for conducting assessments as well as leading the department through the assessment process. The department has not only conducted two program assessments from 2011 to 2013, but is also undergoing another program assessment (Refer to Assessment information found in Focus on Students sections).

Furthermore, the department also recognizes the significance of the results derived from the aforementioned process and has used the previous results to create and pilot a new assessment tool with the intention of using this as a template for all future assessment, which comply with Middle States standard of "Closing the Loop". For instance during the 2011-2013 assessment process the department learned that objective based tools did not yield the type of in-depth data that would aid in better analysis of the program and program needs. Therefore, the department agreed that a subjective tool be developed that can be used as a template for future assessments.

## **Innovations or Changes in Last Five Years**

In conjunction with the significant changes and creation of programs and courses mentioned previously, other innovations and changes have occurred in the span of five years. Although distance learning courses have existed at Bergen since 1998, department members have developed several online courses, growing the three initial courses offered to thirteen. In addition, faculty members that teach online continue to adjust the course formatting and deliverance of the material to meet the needs of these students. For instance, faculty members have created student lounges and used Skype to encourage interaction between students and between students and instructor. In the last five years three special topics courses were created and added as requirements for the Certificate of Achievement programs.

Moreover, the department has made, and continues to make, strides to meet the needs of the students enrolled in the major programs. These efforts include acquiring computers through Perkins, creating Podcasts for AIMS students, and working with publishers to create affordable versions of textbooks.

In addition faculty members over the last several years have attempted to create paired courses, such as a Criminology course paired with Composition 101 in 2013. The department also continues to create partnerships and other institutions not only for students to transfer, but also for service learning opportunities and enrollment at satellite campuses.

## **FOCUS ON SUPPORT**

Bergen Community College has long recognized that the majority of students lack the financial resources that hinder his/her ability to access the necessary equipment and materials needed for successful academic achievements. Moreover, throughout the last several years, distance learning has become a more preferential avenue for learning and the current generation desires the use of technology in conjunction with traditional learning. The Criminal Justice department has also acknowledged the aforementioned points and has made great strides to not only provide the proper resources but also utilize the latest technology to enhance and support student learning.

### **Technology**

As previously stated, every member of the department uses some of technology to enhance student learning. Moreover, four full-time faculty members and one adjunct have successfully completed Bergen's TOPP (The Online Professor Program) courses which have enabled them to not only instruct distance learning courses and hybrids but also enhance face-to-face courses through Moodle. Others have innovative technology and social media to further facilitate lessons and support. For instance, a Podcast is utilized for AIMS students and Skype is used as another avenue for students to receive assistance. Faculty members have also taken advantage of many of the workshops and one-on-one trainings offered by the Center for Innovation in Teaching and Learning.

### **Facilities and Equipment**

The college provides a multitude of computer labs spread throughout the Paramus, Meadowlands, and Hackensack campuses. Smart classrooms and state-of-the-art computer labs have been built at the Meadowlands and Hackensack campuses. The department of Criminal Justice also successfully obtained funding through a Perkins grant to provide 35 computers, projectors, screens, and other equipment in a classroom dedicated to Criminal Justice students.

In addition, all full-time faculty members are provided with an office, computer equipment and supplies necessary to conduct office hours and prepare for courses, whether face-to-face or online. Laptops are available upon request, particularly for those who teach online.

Moreover for students preparing to enter the fields of law enforcement or corrections, the college has various athletic facilities on the main campus in Paramus, which include a weight room, pool and athletic track. The Lyndhurst campus opened a fitness center in 2014. Students who are enrolled in courses at the Bergen County Law and Public Safety Institute in Mahwah have access to one of the most advanced, high-tech facilities in the country.

## **Learning Resources**

### **Library**

The Sydney Silverman Library at Bergen Community College provides an abundance of resources, services and support for faculty and students at the Paramus and Meadowlands campuses. The library has an extensive collection of books, magazines, newspapers, journals, electronic books and journals, DVDs, videos and databases. The library subscribes to hundreds of journals and databases, covering virtually every major, such as Proquest Criminal Justice, Criminal Justice Periodical Index, Academic Search Premium and Lexis Nexis. Along with the aforementioned journals and databases, the library has a section within its facilities dedicated to Criminal Justice. Materials and books contained within these collections are acquired through the suggestions and request of faculty members. However, it must be noted that a webpage does not exist specifically for Criminal Justice as it does for Law resources. Furthermore, there are Criminal Justice reserves of not only the current textbooks for each course but also books and materials requested by individual faculty members.

The library also provides tablets and e-readers students can either use on loan in the library or check-out for up to fourteen days depending on the hardware. Also, adaptive technology is available for students with special needs as well as closed captioned videos.

The library allows for access to databases off campus for any faculty and students with a proper college ID. The website also includes a well developed citation guide for the various citation styles necessary for students for research papers and assignments. The library faculty also conducts, upon request of the faculty, customized library classroom instructions to further equip students with the skills necessary for success in completing assignments.

Although a library facility exists in the Meadowlands campus, the collection is not as extensive as in the Paramus campus and necessitates development. A dedicated facility does not exist for students at the Hackensack and Mahwah locations. Student nonetheless can either access the library located in the previously mentioned campuses as well as external libraries such as the Johnson Public Library in Hackensack. In addition, it must be noted that the academic department chair and individual faculty members have personal collections of books and resources that are shared with other department members and students upon request.

### **Tutoring**

The Henry and Edith Cerullo Learning Assistance Center, which has just been recently named the 2014 best two-year school tutoring resources by The National College Learning Center Association (NCLCA), offers an array of services within its sub-centers (Tutoring, Math, Science, Writing, English Language, and Testing/Tutoring center at the Meadowlands). The services include, but are not limited to, one-on-one tutoring, drop-in assistance, Supplemental Instructions and In-class tutoring. In 2014 a member of the Criminal Justice department worked with the staff of the Learning Assistance Center to not only obtain a student tutor exclusively for students enrolled in the Criminal Justice program at the Meadowlands campus but also the first Supplemental Instruction for the CRJ-107-004LY Criminology course, which is of one the first ever used outside the math and sciences. The Supplemental Instructors are students hired to hold “Socratic” study groups to assist students in understanding the materials contained in the course.

## **Marketing and Public Relations**

Brochures for many of the programs exist and are provided to prospective students at various events. The Criminal Justice department does have a webpage. However, the brochures are currently undergoing revisions and are not always present at every admissions event. Furthermore, the website is not in the direct control of the department and thus there is a huge lag in the ability to update information on the website. Moreover, members of the department are present at the open houses held at the Paramus and Meadowlands campuses as well as some college fairs held at High Schools and Middle Schools throughout the county. The Department recognizes that a more aggressive and innovative approach must be taken by the Institution as a whole to increase recruitment and enrollment for all programs and locations, particularly targeting current practitioners and service volunteers.

## **Support Services**

Bergen Community Colleges Student Services provide advising, academic, transfer and career counseling as well as Internship and Service Learning opportunities. The department has worked closely with student services (and community agencies) in not only providing service learning opportunities for students but also in advising students. For instance, members of the department have created Cop Shop Pods for cohort advising. Another faculty member has worked with career counselors in presenting workshops on obtaining internships, co-ops and employment at the Lyndhurst campus with particular focus on resume and cover letter writing. Additionally, two members have worked in advising the growing veteran population.

The Office of Student life also has assisted faculty members who advise student organizations such as Criminal Justice Club, Step-Up and Student Government Association in creating and funding events. Student Life also has traditionally supported student-centered events coordinated by individual faculty members such as the annual Meadowlands' Mock Trial Competition and the first annual Transgender Day.

## **Focus On Community**

### **The Criminal Justice Club**

The Criminal Justice Club is an academic club that is governed by students and advised by a member of the Criminal Justice department. The club allows students to network with current and former practitioners from a variety of agencies and related fields. Students arrange for presentations by professionals at almost all the weekly meetings. Moreover, students are also involved in an array of academic, social, and community oriented activities. Some of the club's activities include sponsoring professional lectures, presentations, and field visits. Furthermore, students arrange a variety of community service and fundraising initiatives supporting agencies such as Make-a-Wish Foundation, Shelter Our Sisters, Mothers Against Drunk Driving, and United States Marine Corps Toys for Tots.

### **Violence Intervention Prevention Center**

The Violence Intervention Prevention Center (VIP) is a grant-funded initiative designed to raise awareness in the community of sexual assault, dating violence, domestic violence and stalking. The VIP center offers assistance to students who are victims of domestic violence, dating violence, sexual assault, and stalking. The VIP center collaborates with internal and external partners to provide a coordinated community response team to the community, thereby creating a comprehensive approach to the aforementioned issues. External partners include agencies such as Shelter Our Sisters, the HealingSpace, and Alternatives to Domestic Violence to offer a strong support network. VIP additionally offers a Bystander Intervention training through the Green Dot program to interested students, faculty and staff. VIP provides mandatory education for 100% of all new incoming students regarding consent and available resources to meet federal VAWA compliance standards. The center is directed by a member of the Criminal Justice Department who was recently asked to be part of a White House Think Tank on Preventing Campus Sexual Violence.

### **Step-Up Club**

The Step-Up Club was created in 2014 by a former member of the Student Government Association who worked closely with the Director of the Violence Intervention Prevention Center. The club is student-governed and advised by the Director of VIP and is dedicated to raising awareness through education and support to end dating, domestic and sexual violence. The Club sponsors a multitude of Bystander Intervention trainings as well as weekly meetings.

### **Meadowlands Mock Trial Competition**

Since 2012 a campus wide mock trial competition is held annually at the Meadowlands campus. The competition was founded, and coordinated by a member of the criminal justice department. Every year, students across all disciplines are encouraged to participate. Students are divided into two teams, defense and prosecution, and others play supportive roles as either witnesses or court personnel. The faculty and staff as well as practitioners are invited to participate as "jurors" who judge the competition and choose a winning team who receive a small monetary award. Students from several courses are also encouraged to attend as audience members.

## **K-12 Community Programs**

Members of the department have represented the department at college and career fairs held at various primary and secondary schools and across Bergen County and some inner city areas such as Paterson, NJ. Faculty members provide important information and guidance on not only the Criminal Justice programs offered at Bergen Community College but also possible careers students can pursue in the Criminal Justice field.

## **Professional Lectures and Presentations**

Members of the department have hosted college –wide opportunities for students to attend lectures and presentations by former and current Criminal Justice practitioners. These include an information session about the Alternate Route program held at both the Paramus and Lyndhurst Campuses, Careers in the Federal Bureau of Investigations, Forensic Investigations conducted by the Bergen County Sheriff's Bureau of Criminal Investigation and participation in Campus Safety Day.

## **Advisory Board**

The Criminal Justice Advisory Board was created at the beginning of the Police Science Degree in 1969. The Advisory Board consists of members from all areas of the Criminal Justice System including members of the Law Enforcement, Courts and Corrections, and faculty members. The Advisory Board is required to meet once a semester, however in the 2010-2015 period there have been only two meetings held, one in 2010 and another in 2015. Nonetheless the Criminal Justice department has regularly conferred with the Federal, State and Local Criminal Justice personnel on the Advisory Board to determine the needs and be provided with assessments in the Criminal Justice workplace environment.

The Chair of the board presents information pertaining to the programs, courses, current initiatives, and employment needs. The advisory board members review the information and offer significant insight and suggestions which are then taken into serious consideration in addressing the trends, issues, and concerns by the department during monthly department meetings.

Refer to Appendix D for Table of Criminal Justice Advisory Board and a copy of the last advisory board meeting.

**Data Needs**

More in-depth data is needed with respect to employment trends particularly for the state, county and local areas which also include the effects of major agency down-sizing and hiring freezes had on job market competition and employment acquisition over the last five years.



## **SUMMARY**

### **Program Achievements, Progress Made Since Last Review**

As stated on page 7 of this report, the department has developed several new programs and course offerings, including all four of the Certificate of Achievement programs and corresponding courses. Moreover, in the past five years three tenure-track faculty members were hired to support the expanded offerings.

The department as a whole has received multiple grants used to for college-wide initiatives and faculty development as stated in the Focus on the Faculty and Staff section.

### **Mission/Goals/Objectives**

The Criminal Justice Department meets its mission as stated below. These include goals that are continuously set for making improvements and changes as demonstrated with not only the addition of new programs and courses but as well as through the student driven clubs (Criminal Justice and Step-UP) that showcase a presentation from practitioners but as well as college wide initiatives such as Mock-Trial competitions and the Violence Intervention Prevention program.

**Department Mission Statement:** The Bergen Community College Department of Criminal Justice and Legal provides a foundation for understanding the key components of criminal justice, homeland security, and emergency management. The department is dedicated to promoting critical thinking, communication, and analytical skills necessary for careers in public service.

### **Strengths**

The Departments greatest strength continues to be the faculty. As stated by the External Reviewer, the faculty are “highly experienced and deeply invested in student success”. Moreover, the members of the Criminal Justice department at every level, from tenured to adjuncts alike, are dedicated, enthusiastic and passionate about the curriculum as well as student development and success both inside and outside the classroom setting. In addition, the Department has strong connections to governmental and criminal justice agencies that are reflected by the members encompassed in the advisory board.

Another strength, as identified the External Reviewer, pertains to the number of program and course offerings in different areas that students may show interest in enrolling. Also, the Criminal Justice department continues to hold the highest number of enrolled majors.

### **Challenges**

**The challenges identified throughout this document are as follows:**

- Course Cancellations
- Financial Aid
- Late registration date for tuition waiver
- Marketing and Public Relations Issues

- Absence of prerequisites
- Diversification and balance of practitioner to academic/theoretical faculty
- Broad Program Learning Goals
- Lack of data detailing employer perception of new hires
- Lack of data detailing student success for diverse populations besides degrees awarded
- Outdated cohort data pertaining to retention, transfer, and graduation rates

### **Celebration and Recognition**

Refer to Focus on the Faculty Section

### **Recommendations for Change**

The recommendations for change are encompassed within the Action Plan section.

## **ACTION PLAN**

- 1) Goal: Change Program Learning Goals/Outcomes
  - a) Objective: Develop better and more concise Program Learning Goals/Outcomes
    - i) Timeframe: 2015-2016
    - ii) Responsible Party(ies): Criminal Justice Department; CIE Fellows
    - iii) Resource Implications: Department will collaborate with CIE Fellows in re-developing program goals that are not as broad and more distinctive for each program.
  - b) Objective: Analyze Curriculum Maps based on new goals/outcomes
    - i) Timeframe: 2015-2016
    - ii) Responsible Party(ies): Criminal Justice Department; CIE Fellows
    - iii) Resource Implications: Department must analyze and discuss current curriculum maps after new program learning goals/outcomes have been established.
- 2) Goal: Require Prerequisites and Co-op course
  - a) Objective: Require students to take Introduction to Criminal Justice as a prerequisite to all other departmental courses for the A.S and A.A.S programs.
    - i) Timeframe: 2015-2017
    - ii) Responsible Party(ies): Criminal Justice Department; Academic Department Chair, Divisional Dean, Dean of Curriculum, Faculty Senate, VPAA
    - iii) Resource Implications: Department must work with Dean of Curriculum to create and submit a proposal that would change curriculum requirement.
  - b) Objective: Require students enroll in a Co-op course.
    - i) Timeframe: 2015-2017
    - ii) Responsible Party(ies): Criminal Justice Department; Academic Department Chair, Divisional Dean, Student Services.
    - iii) Resource Implications: Students will be required to complete 3 credits and 150 hours in an approved criminal justice relevant internship as well as submit assignments such as journal entries, final paper and end of semester analysis. Faculty members will be needed who can oversee and guide students through the process.
- 3) Goal: Increase the number of tenure track and tenured faculty with diversified backgrounds to strengthen and expand departmental programs.
  - a) Objective: Conduct tenure-track searches to fill position that became vacant with the death of a faculty member to maintain faculty to student ratio.
    - i) Timeframe: 2015-2016
    - ii) Responsible Party(ies): Search Committee, Division Dean, VPAA
    - iii) Resource Implications: The College must be willing to support the need to hire tenure track faculty.
  - b) Objective: Conduct tenure-track searches to expand the diverse background of the department.
    - i) Timeframe: 2015-2017
    - ii) Responsible Party(ies): Search Committee, Academic Department Chair, Division Dean, VPAA
    - iii) Resource Implications: The College must be willing to support the need to hire tenure track faculty.

- c) Objective: Develop certificate programs into transfer and/or career programs.
  - i) Timeframe: 2015-2019
  - ii) Responsible Party(ies): Department members, Academic Department Chair, Division Dean, VPAA
  - iii) Resource Implications: The College must be willing to support the expansion and increase in course offerings and allow time for a steady increase of enrolled majors overtime.
  
- 4) Goal: Create Hybrid and Honors courses and chapter of Alpha Phi Sigma.
  - a) Objective: Create Hybrid courses
    - i) Timeframe: 2015-2016
    - Responsible Party(ies): Department members, Academic Department Chair, Divisional Dean.
    - Resource Implications: This will necessitate finding classrooms available so the course can meet face-to-face once a week which is currently challenging especially at the Paramus campus. Additional faculty that are certified to teach online will be needed.
  - b) Objective: Create Honors course and establish chapter of Alpha Phi Sigma.
    - i) Timeframe: 2015-2017
    - ii) Responsible Party(ies): Department members, Academic Department Chair, Divisional Dean, Judith k. Winn School of Honors.
    - iii) Resource Implications: Challenge in creating an honors course for a non-general education program. Members of the JKW School of Honors must be willing to support such a course that has been requested by Criminal Justice Students. In addition the department will seek Perkins funding so as to establish a chapter of Alpha Phi Sigma , which is the National Criminal Justice honor society.

## **BCC VISION, MISSION AND VALUES**

### **Vision**

As a college of choice, Bergen Community College provides a comfort level that enables students of all abilities to mature as learners and engaged citizens. A leading community college in the nation, the College creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the College as a reliable partner and principal provider of workforce development. Bergen County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

### **Mission**

Bergen Community College educates a diverse student population in a supportive and challenging academic environment that fosters civility and respect. The College offers a comprehensive set of accessible, affordable, high-quality credit and non-credit courses as well as degree and non-degree programs. Bergen provides lifelong learning opportunities for all members of the community. The College responds to community needs through workforce training and continuing education, and by developing programs for employers.

### **Values**

To fulfill the vision and mission of Bergen Community College, we are committed to:

- integrity
- student success
- academic and institutional excellence
- lifelong learning
- respect
- accountability
- innovation

These core values will guide our daily endeavors.

## RESOURCES

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