

Five Year Plan Review

2018-2022

Great Basin College Criminal Justice Degree Program

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Executive Summary

The Great Basin College (GBC) Criminal Justice Program has undergone a five-year program review process that has identified strengths, challenges, and findings. In 2017 the program showed significant improvement on several fronts and was a better program than it was five years prior at the 2012 review. Today, because the program has accomplished only some of our 2017 review goals, it took significant pondering before it was decided the program is in fact a better program than in 2017. The program's delivery has changed a great deal. The Criminal Justice Program has taken an enrollment hit like everybody else. COVID kept us trapped inside and unable to travel, but we still offer a unique and often superior product. As the program director, I am proud of our program and represent it as something of agreeable value to prospective students and employers.

As a result of this program review, four goals are suggested to make the program even better: 1) Resurrect the proposed AA program, 2) Build ongoing and new relationships with area departments and other programs, 3) Keep current through conference attendance and part-time instructor hiring, and 4) As GBC's program is unique, spread the word to increase enrollment.

Program Review Policy

Policies and procedures related to the program review are outlined in Nevada System of Higher Education Handbook (NSHE Title 4, Chapter 14, Section 4) and GBC Policy and Procedures Handbook (A Guide to Program Reviews Policy No. 3.40).

The purpose of the program review is "to assure academic quality, and to determine if needed, student demand, and available resources support their continuation." (NSHE Title 4, Chapter 14, Section 4).

The periodic program review provides an opportunity for the college to reflect on the quality of instruction within programs, to develop tools to measure program effectiveness, to ensure the viability of degrees and certificates with regard to our graduates' employment opportunities, transferability to other institutions, and to enhance our graduates' ability to be productive and discerning citizens of their communities.

The information gained from the program review can inform the college about which programs are serving the constituency well in their present form, which programs need moderate or minor changes regarding structure, instruction, curricula, and/or format, and which programs need to be changed drastically or eliminated altogether. These decisions can be difficult, and the program review process provides GBC with the most

current and sound data to influence making such determinations. Program review data is useful for marketing and for accreditation self-studies.

Overview

The purpose of GBC's Criminal Justice Program is to assist students in the understanding of the intersection of biography and history within social structures related to the criminal justice system, as well as how to be a reflective, proficient, and active agent within these systems.

Graduates of the AAS in Criminal Justice program will have the knowledge and skills to:

- Demonstrate an awareness of the history and nature of the major components of the criminal justice system.
- Identify and analyze the origins of criminal behavior, society's response to crime, and the consequences of crime to our society using multiple perspectives.
- Demonstrate effective oral and written communication skills applicable in the field of criminal justice.
- Describe the process of conducting a criminal investigation, the process of arrest and pretrial detention, criminal trial procedures, and criminal punishment.
- Analyze and explain the relationship between law enforcement agencies and the communities they serve.
- Describe the organizational structure, practice, culture, and environment of the modern police organization.
- Analyze and explain the evolution of the correctional system in the United States.
- Evaluate current issues related to crime prevention and the rehabilitation of juvenile and adult offenders, including the concepts of parole and probation.

The mission of the GBC Criminal Justice Program is to provide student-centered instruction leading to knowledge of criminal justice history and development, comprehension of criminological theories, cognition of criminal law and procedures, and proficiency with the practical application of criminal justice processes.

I (for the ease of reading this report, "I" and "Me" represent the ideas and views of the author) have two personal missions for our students. Non-attainment of these skills is a deal breaker for me – every graduate must be constantly immersed in these two worldviews while taking criminal justice classes.

First, they will become outstanding communicators in whatever situation they may find themselves.

- Students should be able to speak and listen effectively to a diverse and multicultural community.
- Students should write clearly, efficiently, and effectively. I was a police chief for 17 years. Students will be able to write in a manner in which if they were writing me a report I would not kick it back to them for containing errors or be incomplete, nor would embarrass if widely disseminated the department or me.
- Students should be familiar with the concept of Verbal Judo; the art of speaking to deescalate a situation, and the ability to morph into “Show Time”.
- Students should recognize interviewing as an important every day, every situation skill. They will recognize how to skillfully interrogate when appropriate. They will understand how to establish an instant, effective command presence.

Second, I want to install, encourage, and engage their curiosity. Students should become naturally curious about everything. I want them to become like a dog on the hunt. Once curious I want them to have the resources, knowledge, and skills to get their questions answered.

Our program serves a unique population.

The GBC Criminal Justice Program has a unique population of students. Some GBC students are preparing to enter the criminal justice field but have to wait until they are 21 years of age, the minimum age for sworn law enforcement positions. These students are biding their time by gaining skills and knowledge to enhance their employability and future performance. For example, one recent young GBC Criminal Justice graduate was employed almost immediately by the Nevada State Police due to the skills attained within the program.

Other GBC Criminal Justice Program students are interested in the criminal justice field, but not in sworn law enforcement. Many of these students are interested in working within the court system, administration, or in human services, particularly with juveniles. Some students are interested in forensics, or private - usually corporate - security.

There are also students who are working in the field that are taking classes and earning degrees for personal enrichment or professional development. Our younger students are enamored with their working classmates, hanging on every war story, and equally our working students get to spend quality time with “citizens and civilians” in a non-working environment.

Law enforcement is a unique profession.

A high school education is all that is minimally required to get hired by a police, sheriff, or corrections agency in Nevada. Federal agencies, many state agencies, and many probation and parole offices require a 2- or 4-year degree. Forensic or crime lab opportunities require a minimum of a 4-year degree. Minimum standards are the rule in rural and frontier Nevada, but **not** the same as best practices. When recruiting I try to point this out to employing departments:

There are ten sheriffs' offices and a half dozen police departments scattered across GBC's ten county 86,500 square mile service area. There are also numerous private, city, county and state correctional facilities. While none of these departments currently requires a college degree for basic entry hire, some of the state and federal law enforcement departments in our region do. Additionally, while not required, the **International Association of Chiefs of Police, The National Sheriffs' Association and the American Correctional Association** all recognize the benefits of a college educated officer:

- Better behavioral and performance characteristics
- Better skilled with independent decision-making and problem-solving
- Better skilled at articulating their thoughts
- Greater aptitude for innovative thinking
- Improved adaptability
- Fewer on-the-job injuries and assaults
- More proficient in technology
- Fewer departmental disciplinary actions and internal investigations
- Less likely to be involved in unethical behavior
- Less likely to use force as the first response
- Enhanced report writing skills
- Displays maturity for age
- Better at discovering extra resources
- Demonstrated enhanced department responsibilities
- Less use of sick time (work ethic and seeing the big picture)
- Greater acceptance of minorities (diversity and cultural awareness)
- Decrease in dogmatism, authoritarianism, rigidity and conservatism
- Improved communication skills (oral and written)
- Fewer formal citizen complaints
- Promotion of higher aspirations
- Better adapted to accepting critical feedback on job performance

(Source: Patrick Oliver (2014) *Recruitment, Selection & Retention of Law Enforcement Officers*, Looseleaf Law Publications, Flushing, NY)

I also try to sell these advantages to working officers:

Great Basin College Criminal Justice AAS Degree for Working Professionals

Do you hold a POST Basic Certificate and are you ready to move **up** the professional ladder?

Nevada POST Intermediate and Advanced Certificates are earned through a combination of experience, education, and training. GBC can help you earn college credits, online, at home, and on your schedule. You can earn a few credits, a two- year associates degree or a four-year bachelor's degree. *GBC is the only Nevada college that will award you college credits for your POST Basic Certificate.*

The strength of our criminal justice program is that all classes are taught by practitioners who have actual field experience on patrol, at crime scenes, in the courtroom, and in our prisons and holding facilities. We have responded to calls, served search warrants, performed in-depth investigations, made arrests and "protected and served". This street experience is NOT available from the faculty at either University of Nevada campus! We can truly talk the talk for we have walked the walk...

Classes at GBC are three credits each and working professionals attending part- time can earn an associate degree in three to four years. GBC has campuses in Battle Mountain, Elko, Ely, Pahrump, and Winnemucca. Students may take scheduled classes on campus, or on your schedule online from anywhere in the world with an internet connection. Classes start three times each year, and GBC accepts most previously earned transfer credits from regionally accredited institutions.

Isn't this the time for you to be furthering your career?

For further information see: <https://www.gbcnv.edu/programs/show.cgi?AAS-CL>

Or contact:	Program Coordinator Professor Dave Sexton:	david.sexton@gbcnv.edu
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Past Program Review History

This is the fourth criminal justice program review on record. I wrote the last review, covering 2012 -2017.

Goals From The 2017 Program Review Update

1) Provide for the entire program to be available and the degree earned online.

This has been accomplished!

2) Create an AA program to complement the existing AAS program.

The AA degree program was designed, approved, catalog-ready twice – and killed at the last moment twice.

3) Create and offer upper division CJ elective courses for existing GBC 4-year programs.

This has been accomplished! CRJ 444 Criminological Theory, and CRJ 469 Psychology and the Legal System are available and have been taught at least twice.

4) Redesign the existing AAS degree course offerings to reduce or eliminate duplication and to broaden experience and knowledge.

This has been accomplished, although possibly not as intended. Eliminating the two emphases (law enforcement and corrections) required a paring down of offerings. Great care was taken in designing the remaining degree makeup.

5) Allow an additional three credit release to the program supervisor for recruitment purposes.

This was not accomplished.

Findings: Current Program by the Numbers

Up until the end of 2020 the criminal justice degree program offered two emphases: law enforcement or corrections. Historically enrollment was split approximately 70% law enforcement and 30% corrections, although this varied slightly year to year. From Spring of 2017 through Spring of 2021 there were 47 graduates: 28 law enforcement, 16 corrections, and 3 non-emphasis. The annual average for the past five years is over 9 graduates, 60% female and 40% male. This is in line with a long-standing trend of criminal justice programs attracting more females than males, even though criminal justice is still a male-dominated field. These numbers may change with the new non-emphasis track, as the corrections program had been about 80% female.

Our students are of high caliber. Last year an Ely-based criminal justice student received the Arts and Letters department award for 2021 at graduation. That student has gone on to find employment with the Nevada State Police and has enrolled in our Bachelor of Social Sciences program. Another New York City based criminal justice student was the featured speaker last year at GBC's Phi Theta Kappa (PTK) international honor society induction ceremony. This year a full-time emergency dispatcher for the City of West Wendover earned her degree with a 3.955 GPA. I was flustered to find I had awarded the only two A- grades that kept her from earning a perfect 4.0 GPA.

Up until the pair-of-emphasis reduction, the program needed to offer seven or eight mandatory criminal justice courses each semester to meet college goals to earn a two-year degree in two years. After the reduction we now offer twelve different criminal justice courses on a regular rotating basis per year; six per semester to meet that goal. The program has a full-time professor/supervisor and three talented and skilled part-time instructor (see section on bios and resumes).

GBC Graduates	2017-18	2018-19	2019-2020	2020-2021	2021-2122	Totals
CRJ Law Enforcement	10	5	2	6	5	28
CRJ Corrections	9	0	0	6	1	16
Criminal Justice					3	3
						47

Subject Code	Catalog Number	Distinct Headcount															
		Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	
CRJ	104	60	39	47	49	36	32	40	30	20	29	30	29	30	0	51	
	106	0	16	0	11	0	16	0	11	0	13	0	3	20	0	0	
	120	0	25	0	22	0	13	0	9	0	0	0	15	0	29	0	
	155	0	10	0	10	0	14	0	0	0	12	0	11	0	0	7	
	164	32	1	31	1	19	1	13	1	15	0	2	29	0	29	18	
	201	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	
	211	26	0	14	0	23	0	9	0	2	18	15	0	13	0	14	
	214	15	2	12	1	9	0	6	1	7	0	9	0	0	11	0	
	215	15	0	9	0	10	0	6	0	11	0	0	2	0	12	0	
	220	0	23	0	22	0	15	0	10	0	8	0	11	0	11	0	
	226	14	0	0	0	12	0	4	0	9	0	2	0	0	8	0	
	230	18	2	14	0	14	0	13	0	13	0	11	0	12	4	6	
	265	0	18	0	11	0	7	0	6	0	8	0	0	12	0	9	
	270	10	12	15	13	12	16	0	18	0	10	12	0	12	0	3	
	285	0	0	0	0	0	0	0	0	0	0	0	8	0	0	0	
	469	0	0	0	0	0	0	0	0	0	11	0	0	0	20	0	
		Total	119	103	96	96	86	80	69	65	49	78	61	74	72	77	79

Term	Subjec	Catalog #	Official Grade														
			A	A-	B	B-	B+	C	C-	C+	D	D-	D+	F	I	S	W
Fall 2014	CRJ	104	14	0	24	0	0	7	0	0	4	0	0	4	0	0	7
		164	13	0	13	0	0	2	0	0	1	0	0	1	0	0	2
		211	11	0	10	0	0	2	0	0	0	0	0	2	0	0	1
		214	12	0	0	0	0	0	0	0	0	0	0	2	0	0	1
		215	5	1	2	0	0	1	2	0	0	0	0	2	0	0	2
		226	2	0	4	3	1	1	0	0	0	0	0	1	0	0	2
		230	14	0	1	0	0	0	0	0	0	0	0	0	0	0	3
		270	1	0	0	2	2	0	0	2	0	0	0	2	0	0	1
Spring 2015	CRJ	104	11	0	12	0	0	5	0	0	1	0	0	5	0	0	5
		106	11	0	3	0	0	2	0	0	0	0	0	0	0	0	0
		120	8	3	5	0	2	1	2	0	0	0	0	3	0	0	1
		155	2	0	3	0	0	2	0	0	1	0	0	1	0	0	1
		164	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		214	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		220	7	5	3	2	1	2	0	1	0	0	0	1	0	0	1
		230	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		265	17	0	0	0	1	0	0	0	0	0	0	0	0	0	0
		270	2	0	1	0	0	0	0	0	1	0	0	2	0	0	6
Fall 2015	CRJ	104	10	0	22	0	0	5	1	0	1	0	0	4	0	0	4
		164	13	0	12	0	0	2	0	0	2	0	0	2	0	0	0
		211	4	0	6	0	0	0	0	0	0	0	0	1	0	0	3
		214	11	0	0	0	0	0	0	0	1	0	0	0	0	0	0
		215	7	0	0	0	0	0	0	0	0	0	0	0	0	0	2
		230	11	0	2	0	0	1	0	0	0	0	0	0	0	0	0
		270	5	4	0	1	1	1	0	0	0	2	0	0	0	0	1
		Spring 2016	CRJ	104	9	4	8	2	7	2	3	3	1	1	2	5	0
106	9			0	0	0	0	1	0	0	0	0	0	0	0	0	1
120	5			3	3	3	3	0	1	1	0	0	3	0	0	0	0
155	1			3	0	0	1	0	1	1	1	1	0	0	0	0	1
164	1			0	0	0	0	0	0	0	0	0	0	0	0	0	0
214	1			0	0	0	0	0	0	0	0	0	0	0	0	0	0
220	7			2	4	1	3	1	0	2	0	0	2	0	0	0	0
265	7			1	2	0	1	0	0	0	0	0	0	0	0	0	0
270	4			1	0	1	0	0	0	0	0	0	0	1	2	0	4

Fall 2016	CRJ	104	1	6	3	5	2	1	0	4	1	4	1	5	0	0	3
		164	4	0	2	1	2	2	0	0	3	2	0	3	0	0	0
		211	9	0	2	1	2	1	0	0	1	1	1	3	0	0	2
		214	6	0	3	0	0	0	0	0	0	0	0	0	0	0	0
		215	1	0	3	1	1	0	0	0	0	2	1	0	0	0	1
		226	1	0	5	0	0	4	0	0	2	0	0	0	0	0	0
		230	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		270	2	0	2	1	1	1	1	1	1	1	0	0	0	0	2
Spring 2017	CRJ	104	4	3	11	0	1	3	1	2	3	0	0	1	0	0	3
		106	3	5	0	0	3	2	0	0	0	1	0	1	0	0	1
		120	6	0	2	1	1	0	1	0	0	0	0	0	0	0	2
		155	4	0	3	0	0	4	0	0	1	0	0	1	0	0	1
		164	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		201	3	1	1	0	0	1	1	0	0	0	0	2	0	0	0
		220	4	1	2	2	0	0	2	1	0	0	0	3	0	0	0
		265	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0
270	4	2	1	0	0	3	0	2	0	0	0	2	0	0	2		
Fall 2017	CRJ	104	13	3	3	1	3	2	1	1	1	4	0	5	0	0	3
		164	2	3	3	1	3	0	0	0	1	0	0	0	0	0	0
		211	1	1	0	2	1	1	0	0	0	0	1	2	0	0	0
		214	4	0	0	0	0	1	0	0	0	0	0	1	0	0	0
		215	1	0	0	1	1	1	0	1	0	0	0	1	0	0	0
		226	1	0	0	0	0	2	0	0	1	0	0	0	0	0	0
		230	2	2	3	2	0	2	0	1	0	0	1	0	0	0	0
Spring 2018	CRJ	104	9	2	1	2	3	0	0	1	0	2	0	3	0	0	7
		106	1	1	1	1	0	0	1	1	2	0	0	0	0	0	3
		120	6	0	2	0	0	0	0	0	0	0	1	0	0	0	0
		164	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		214	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		220	4	1	1	1	1	1	0	0	1	0	0	0	0	0	0
		265	4	1	0	0	1	0	0	0	0	0	0	0	0	0	0
		270	8	2	2	0	0	2	0	0	0	0	0	2	0	0	2

Fall 2018	CRJ	104	11	1	0	1	0	0	1	0	0	2	0	3	0	0	1
		164	4	4	0	1	0	0	0	0	0	1	0	5	0	0	0
		211	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
		214	4	2	1	0	0	0	0	0	0	0	0	0	0	0	0
		215	4	1	0	3	0	0	1	0	0	0	0	1	0	0	1
		226	1	0	2	0	0	2	0	0	0	0	0	2	0	0	2
		230	2	2	3	0	2	0	2	1	0	0	0	1	0	0	0
Spring 2019	CRJ	104	8	4	3	2	3	0	1	0	0	0	0	6	0	0	2
		106	0	2	0	0	1	2	4	1	0	0	1	2	0	0	0
		155	2	0	1	1	2	1	1	2	0	0	0	2	0	0	0
		211	2	2	0	2	1	3	1	4	0	0	0	3	0	0	0
		220	0	1	1	1	1	2	0	0	0	0	0	0	0	0	2
		265	6	0	2	0	0	0	0	0	0	0	0	0	0	0	0
		270	0	3	1	2	0	0	1	1	0	1	1	0	0	0	0
Fall 2019	CRJ	104	1	3	3	0	7	0	3	4	2	1	1	3	0	0	2
		164	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
		211	5	1	1	1	0	1	0	0	0	1	1	2	0	0	2
		214	7	1	0	0	0	1	0	0	0	0	0	0	0	0	0
		226	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0
		230	3	0	2	1	1	1	0	0	1	1	0	0	0	0	1
		270	4	2	1	1	1	0	2	0	0	0	0	1	0	0	0
Spring 2020	CRJ	104	5	4	3	1	1	1	1	2	0	4	1	5	0	0	1
		106	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1
		120	4	3	0	0	1	1	0	1	0	1	0	2	0	1	1
		155	0	4	2	1	0	1	0	1	0	0	0	2	0	0	0
		164	23	0	2	0	0	2	0	0	0	0	0	0	0	0	2
		215	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0
		220	0	1	3	1	3	1	0	0	2	0	0	0	0	0	0
285	0	0	0	1	3	0	1	0	0	0	1	2	0	0	0		
Fall 2020	CRJ	104	8	0	2	1	2	2	0	2	1	0	3	4	0	0	5
		106	6	1	1	1	0	0	3	0	0	0	2	4	0	0	2
		211	5	0	0	1	0	0	0	2	0	1	0	3	0	0	1
		230	5	2	1	0	0	0	1	0	0	1	0	1	0	0	1
		265	10	0	1	0	0	0	0	0	0	0	0	0	1	0	0
		270	6	0	1	1	1	0	0	1	0	0	0	1	0	0	1

Spring 2021	CRJ	120	12	0	1	1	3	1	0	2	0	0	1	6	0	0	2
		164	8	4	1	0	2	0	0	1	1	2	3	5	0	0	2
		214	9	0	1	0	0	0	0	0	0	0	0	0	1	0	0
		215	4	1	0	1	2	0	0	0	0	0	0	4	0	0	0
		220	4	0	2	0	0	0	1	1	0	1	0	1	0	0	1
		226	1	3	1	2	0	0	0	1	0	0	0	0	0	0	0
		230	2	0	0	0	0	0	0	0	0	0	0	2	0	0	0
		469	10	2	0	2	1	1	0	1	0	0	0	0	0	0	3
Fall 2021	CRJ	104	17	1	2	5	2	1	3	6	1	1	3	8	0	0	1
		155	1	0	2	1	0	0	1	1	1	0	0	0	0	0	0
		164	7	1	2	0	2	0	0	0	1	0	0	4	0	0	1
		211	3	1	1	0	2	2	2	0	0	0	0	2	0	0	1
		230	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		265	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		270	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total			609	122	250	76	93	98	48	61	43	39	34	162	2	1	123

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Term Code	Subject Code	Catalog Number	Official Grade															
			A	A-	B	B-	B+	C	C-	C+	D	D-	D+	F	I	S	W	
Fall 2014	CRJ	104	23.3%	0.0%	40.0%	0.0%	0.0%	11.7%	0.0%	0.0%	6.7%	0.0%	0.0%	6.7%	0.0%	0.0%	11.7%	
		164	40.6%	0.0%	40.6%	0.0%	0.0%	6.3%	0.0%	0.0%	3.1%	0.0%	0.0%	3.1%	0.0%	0.0%	6.3%	
		211	42.3%	0.0%	38.5%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	7.7%	0.0%	0.0%	3.8%	
		214	80.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.3%	0.0%	0.0%	6.7%	
		215	33.3%	6.7%	13.3%	0.0%	0.0%	6.7%	13.3%	0.0%	0.0%	0.0%	0.0%	13.3%	0.0%	0.0%	13.3%	
		226	14.3%	0.0%	28.6%	21.4%	7.1%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%	0.0%	0.0%	0.0%	14.3%
		230	77.8%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%
		270	10.0%	0.0%	0.0%	20.0%	20.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%	10.0%
Spring 2015	CRJ	104	28.2%	0.0%	30.8%	0.0%	0.0%	12.8%	0.0%	0.0%	2.6%	0.0%	0.0%	12.8%	0.0%	0.0%	12.8%	
		106	68.8%	0.0%	18.8%	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
		120	32.0%	12.0%	20.0%	0.0%	8.0%	4.0%	8.0%	0.0%	0.0%	0.0%	0.0%	12.0%	0.0%	0.0%	4.0%	
		155	20.0%	0.0%	30.0%	0.0%	0.0%	20.0%	0.0%	0.0%	10.0%	0.0%	0.0%	10.0%	0.0%	0.0%	10.0%	
		164	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
		214	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
		220	30.4%	21.7%	13.0%	8.7%	4.3%	8.7%	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%	0.0%	0.0%	4.3%	
		230	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
		265	94.4%	0.0%	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
270	16.7%	0.0%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.3%	0.0%	0.0%	16.7%	0.0%	0.0%	50.0%		
Fall 2015	CRJ	104	21.3%	0.0%	46.8%	0.0%	0.0%	10.6%	2.1%	0.0%	2.1%	0.0%	0.0%	8.5%	0.0%	0.0%	8.5%	
		164	41.9%	0.0%	38.7%	0.0%	0.0%	6.5%	0.0%	0.0%	6.5%	0.0%	0.0%	6.5%	0.0%	0.0%	0.0%	
		211	28.6%	0.0%	42.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%	0.0%	0.0%	21.4%	
		214	91.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
		215	77.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	22.2%	
		230	78.6%	0.0%	14.3%	0.0%	0.0%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
		270	33.3%	26.7%	0.0%	6.7%	6.7%	6.7%	0.0%	0.0%	0.0%	13.3%	0.0%	0.0%	0.0%	0.0%	0.0%	
Spring 2016	CRJ	104	18.4%	8.2%	16.3%	4.1%	14.3%	4.1%	6.1%	6.1%	2.0%	2.0%	4.1%	10.2%	0.0%	0.0%	4.1%	
		106	81.8%	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	9.1%	
		120	22.7%	13.6%	13.6%	13.6%	13.6%	0.0%	4.5%	4.5%	0.0%	0.0%	13.6%	0.0%	0.0%	0.0%		
		155	10.0%	30.0%	0.0%	0.0%	10.0%	0.0%	10.0%	10.0%	10.0%	10.0%	0.0%	0.0%	0.0%	0.0%	10.0%	
		164	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
		214	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
		220	31.8%	9.1%	18.2%	4.5%	13.6%	4.5%	0.0%	9.1%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	
		265	63.6%	9.1%	18.2%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
		270	30.8%	7.7%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.7%	15.4%	0.0%	0.0%	30.8%

Fall 2016	CRJ	104	2.8%	16.7%	8.3%	13.9%	5.6%	2.8%	0.0%	11.1%	2.8%	11.1%	2.8%	13.9%	0.0%	0.0%	8.3%
		164	21.1%	0.0%	10.5%	5.3%	10.5%	10.5%	0.0%	0.0%	15.8%	10.5%	0.0%	15.8%	0.0%	0.0%	0.0%
		211	39.1%	0.0%	8.7%	4.3%	8.7%	4.3%	0.0%	0.0%	4.3%	4.3%	4.3%	13.0%	0.0%	0.0%	8.7%
		214	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		215	10.0%	0.0%	30.0%	10.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	10.0%	0.0%	0.0%	10.0%
		226	8.3%	0.0%	41.7%	0.0%	0.0%	33.3%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		230	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		270	16.7%	0.0%	16.7%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%	0.0%	0.0%	0.0%	16.7%
Spring 2017	CRJ	104	12.5%	9.4%	34.4%	0.0%	3.1%	9.4%	3.1%	6.3%	9.4%	0.0%	0.0%	3.1%	0.0%	0.0%	9.4%
		106	18.8%	31.3%	0.0%	0.0%	18.8%	12.5%	0.0%	0.0%	0.0%	6.3%	0.0%	6.3%	0.0%	0.0%	6.3%
		120	46.2%	0.0%	15.4%	7.7%	7.7%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	15.4%
		155	28.6%	0.0%	21.4%	0.0%	0.0%	28.6%	0.0%	0.0%	7.1%	0.0%	0.0%	7.1%	0.0%	0.0%	7.1%
		164	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		201	33.3%	11.1%	11.1%	0.0%	0.0%	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%	22.2%	0.0%	0.0%	0.0%
		220	26.7%	6.7%	13.3%	13.3%	0.0%	0.0%	13.3%	6.7%	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%
		265	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
270	25.0%	12.5%	6.3%	0.0%	0.0%	18.8%	0.0%	12.5%	0.0%	0.0%	0.0%	12.5%	0.0%	0.0%	12.5%		
Fall 2017	CRJ	104	32.5%	7.5%	7.5%	2.5%	7.5%	5.0%	2.5%	2.5%	2.5%	10.0%	0.0%	12.5%	0.0%	0.0%	7.5%
		164	15.4%	23.1%	23.1%	7.7%	23.1%	0.0%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		211	11.1%	11.1%	0.0%	22.2%	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%	11.1%	22.2%	0.0%	0.0%	0.0%
		214	66.7%	0.0%	0.0%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%
		215	16.7%	0.0%	0.0%	16.7%	16.7%	16.7%	0.0%	16.7%	0.0%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%
		226	25.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		230	15.4%	15.4%	23.1%	15.4%	0.0%	15.4%	0.0%	7.7%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%
Spring 2018	CRJ	104	30.0%	6.7%	3.3%	6.7%	10.0%	0.0%	0.0%	3.3%	0.0%	6.7%	0.0%	10.0%	0.0%	0.0%	23.3%
		106	9.1%	9.1%	9.1%	9.1%	0.0%	0.0%	9.1%	9.1%	18.2%	0.0%	0.0%	0.0%	0.0%	0.0%	27.3%
		120	66.7%	0.0%	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%
		164	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		214	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		220	40.0%	10.0%	10.0%	10.0%	10.0%	10.0%	0.0%	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		265	66.7%	16.7%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
270	44.4%	11.1%	11.1%	0.0%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%	11.1%		
Fall 2018	CRJ	104	55.0%	5.0%	0.0%	5.0%	0.0%	0.0%	5.0%	0.0%	0.0%	10.0%	0.0%	15.0%	0.0%	0.0%	5.0%
		164	26.7%	26.7%	0.0%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%	0.0%	33.3%	0.0%	0.0%	0.0%
		211	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		214	57.1%	28.6%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		215	36.4%	9.1%	0.0%	27.3%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%	0.0%	9.1%
		226	11.1%	0.0%	22.2%	0.0%	0.0%	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%	22.2%	0.0%	0.0%	22.2%
		230	15.4%	15.4%	23.1%	0.0%	15.4%	0.0%	15.4%	7.7%	0.0%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%

Fall 2021	CRJ	104	33.3%	2.0%	3.9%	9.8%	3.9%	2.0%	5.9%	11.8%	2.0%	2.0%	5.9%	15.7%	0.0%	0.0%	2.0%	
		155	14.3%	0.0%	28.6%	14.3%	0.0%	0.0%	14.3%	14.3%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		164	38.9%	5.6%	11.1%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	5.6%	0.0%	0.0%	22.2%	0.0%	0.0%	5.6%
		211	21.4%	7.1%	7.1%	0.0%	14.3%	14.3%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%	7.1%
		230	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		265	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		270	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total			34.6%	6.9%	14.2%	4.3%	5.3%	5.6%	2.7%	3.5%	2.4%	2.2%	1.9%	9.2%	0.1%	0.1%	7.0%	

Academic Plan	Declared Major	Term Code																								
		Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021
CRJ-AAS	Associate of Applied Science - Criminal Justice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
	Criminal Justice-AAS	5	4	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRJC-AAS	Associate of Applied Science - Criminal Justice - Corrections Emphasis	0	0	0	0	0	0	0	0	4	24	24	2	17	16	1	19	20	6	13	9	5	18	13	4	9
	Crim Justice Correct Emph-AAS	24	21	5	21	22	4	21	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRJC-AAAS-H	Crim Justice Correct Emph-AAS	1	0	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRJLE-AA	Crim Just Law Enforce Emph-AA	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRJLE-AAS	Associate of Applied Science - Criminal Justice - Law Enforcement Empha	0	0	0	0	0	0	0	0	11	30	28	6	32	31	3	26	28	8	30	24	15	28	33	5	24
	Crim Just Law Enfor Emph-AAS	47	46	10	54	51	11	44	46	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRJLEAAS-H	Crim Just Law Enfor Emph-AAS	2	3	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total		79	74	16	82	78	15	65	64	15	54	52	8	49	47	4	45	48	14	43	33	20	46	46	9	37

Acad Plan	Declared Major	Year								
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
CRJ-AAS	Associate of Applied Science - Criminal Justice	0	0	0	0	0	0	0	0	4
	Criminal Justice-AAS	6	3	0	0	0	0	0	0	0
CRJC-AAS	Associate of Applied Science - Criminal Justice - Corrections Emphasis	0	0	0	30	25	28	19	22	10
	Crim Justice Correct Emph-AAS	29	35	27	0	0	0	0	0	0
CRJC-AAS-H	Crim Justice Correct Emph-AAS	1	4	0	0	0	0	0	0	0
CRJLE-AA	Crim Just Law Enforce Emph-AA	1	0	0	0	0	0	0	0	0
CRJLE-AAS	Associate of Applied Science - Criminal Justice - Law Enforcement Emphasis	0	0	0	45	47	39	40	46	25
	Crim Just Law Enfor Emph-AAS	64	80	59	0	0	0	0	0	0
CRJLEAAS-H	Crim Just Law Enfor Emph-AAS	3	2	0	0	0	0	0	0	0
Grand Total		101	120	84	75	71	67	59	68	39

Goals For 2022 - 2027

1) Resurrect the proposed AA program.

Truckee Meadows Community College offers both an AA and an AAS degree. Approximately 80% of their students are in their AA program. Up until 2015 Western Nevada College had offered both an AA and an AAS degree. In their 2018 five-year program review they lament the loss of their AA degree, and as a goal they are considering the reinstatement of the degree. A loss of students wishing to transfer to a four-year institution is their motivation to revive the degree.

Offering such a degree was the number one goal of our last program review, based on requests from students.

2) Build ongoing relationships with area departments and other programs.

The program supervisor/faculty need to get back in the field more. Non-travel during COVID has set the program back in enrollment. Seven of the ten rural/frontier counties we cover have Sheriff Offices only, no police departments. Sheriff Offices have proven to be remarkably higher-education resistant.

For purposes of this program review, the program supervisor reached out to the sheriff and police departments seeking advisory committee assistance. Only two departments responded. This was the same as the 2017 program review, when only two departments participated in advisory committee oversight.

Program faculty need to get back out on a regular basis for some face-to-face recruitment, which has proven at least minimally fruitful. Additionally, while working on this project, the program supervisor has developed good contacts with the counterparts at TMCC and SNC. Randy Flocchini at TMCC is concurrently working on his five-year review and was particularly invaluable.

3) Keep current through conference attendance and part-time instructor hiring. One of the issues Randy bumped into during his advisory committee meetings is that he has adjuncts that feel, to students at least, to be a little long in the tooth, or out of touch. While great back in their day, it's possible they have been off the street too long.

Real world working experience is the super power of community college faculty. Our years in the field doing the work, combined with our academic background is rarely matched on the university level, where faculty are usually research based. The program needs to continually assess whether our instructors are staying above-par. The program faculty strive to attend annual conferences of both the Academy of Criminal Justice Sciences (how to teach), and the International Association of Chiefs of Police (what to

teach). One of the program needs is to ensure funding is available for faculty to attend these conferences.

4) GBC's program is unique. Spread the word. Increase enrollment. GBC is the only campus that awards non-traditional college credit toward a degree for POST basic certification. (Director of Enrollment) Jennifer Brown, GBC registrar, spurred and encouraged an entire review, revamping and strengthening on how this credit is awarded recently. This award is worth up to a full semester (15 credits) of work. While surveying area departments, one chief desired lower tuition for his officers. While this isn't currently possible, the awarding of this non-traditional credit works to bring the cost of a degree down by 25%. GBC is also unique in offering \$1,000 annual scholarships to any criminal justice student from Nye County, courtesy of a private prison in that county. Finally, successfully turning our program 100% online was an earlier request from students, and of benefit to working and distant students.

GBC Criminal Justice Faculty and Adjuncts

Professor David Sexton

Over my multifarious career I have had the privilege to manage a criminal justice degree program for an Oregon Community College and an Alaska University. I have designed, written and taught dozens of online and on-campus classes for both public and private colleges up and down the Pacific Coast. I have 30 years of law enforcement experience, 17 as a working police chief, specializing in tourism-recreation oriented destination communities with the added flair of high seasonal population fluctuations and high customer service expectations. I have been certified as a peace officer on the highest attainable level offered in both Alaska and Washington. I was appointed by the Governor to direct the police training and standards division of the Alaska Department of Public Safety. I have managed and directed two large and competent hospitality orientated private security forces. I have an earned AA in law enforcement, a BA in community studies, a MA in justice administration, and I am a graduate of the FBI National Academy. I have had the privilege of teaching at Great Basin College and supervising the Criminal Justice Program since 2016.

Heather C. Plager-Heard

I have been an adjunct faculty member at Great Basin College Criminal Justice Program for 17 years teaching mostly juvenile justice coursework. I also have 25 years of experience in the juvenile justice system for the State of Nevada and Elko County. My experience includes being a juvenile detention officer, a juvenile probation officer, a youth parole officer, the Superintendent of the Nevada Youth Training Center (a youth correctional facility for males ages 12 to 19), and the Chief Juvenile Probation Officer

overseeing the Elko County Juvenile Probation Department and the Northeastern Nevada Juvenile Detention Center. I graduated with a Bachelor's Degree in Psychology with Honors and a Minor in Drug and Alcohol Studies from Boise State University, am a Certified Public Manager, and hold a Nevada Advanced Peace Officer Standards and Training certificate. I am currently the President for the Nevada Association of Juvenile Justice Administrators and a Voting Member of the Rural Children's Mental Health Consortium. I am also the Chair of the Truancy Advisory Board for the Elko County School District.

Mercedes Martinez

Spring semester 2022 was my first teaching for GBC. I am currently employed as a deputy district attorney with the Elko County District Attorney's Office. I am originally from Colorado, though I've spent the last few years in Massachusetts, where I completed law school and several internships, including an internship with the Fall River Special Victims Unit. Before law school, I obtained a bachelor's degree in history, subsequently working in museums, a prison, and as a substitute teacher.

Don Zumwalt

I have taught part-time at GBC for 17 years. I earned both an Associates of Applied Science degree in criminal justice, and a Bachelor of Applied Science degree in Management from GBC. In addition, I earned a master's degree in criminal justice from Kaplan University. Prior to instructing I worked almost 25 years in law enforcement and retired as Police Chief from the Elko Police Department.