

INSTRUCTIONAL PROGRAM REVIEW

Criminal Justice Technology Program

Legal and Community Services Division

2007 – 2008 Review Year

**Prepared by: Robert Jennings
Criminal Justice Area Coordinator**

Carteret Community College

Instructional Programs

**Program Review
Criminal Justice Technology
2007-2008**

Executive Summary - In general, our program review seeks to provide an objective assessment of the extent to which students desiring an Associate in Applied Science degree in Criminal Justice Technology (CJT) are succeeding in their educational goals. This review contains the following sections:

Section One: Program Profile (beginning on page 1), including the CJT program's mission/purpose, information on faculty and students, resources, services, general information on organizations served by the program, institutions to which students may transfer, and significant developments since the last evaluation;

Section Two: Program Content (page 9), including the program's definition, curriculum and course work, testing/remedial work, and instructional modalities;

Section Three: Outcomes (page 11), including identification, administrative, program, student learning outcomes, and follow-up;

Section Four: Need for Change (page 12), including strengths, weaknesses, recommendations, strategies, and one year follow-up; and,

Section Five: Future Issues: (page 13), including anticipated needs, market trends, resource requirements, and future plans.

Section One: Program Profile

A. The Mission/Purpose

1. To provide students with a comprehensive understanding of the structure and operation of the criminal justice system.
2. To provide students with a comprehensive understanding of how criminal justice relates to other social structures and institutions, and how those structures and institutions impact criminal justice.
3. To prepare students to employ critical thinking, social justice, and civic responsibility in their decision-making processes as they pursue their careers and encounter varying life situations.

B. The Faculty

The faculty are comprised of one part-time Curriculum Area Coordinator/instructor, one full-time instructor, and adjunct instructors as needed. (See attached faculty information forms for additional data on Criminal Justice personnel, beginning on page 16.) The following instructors currently are teaching courses in the Criminal Justice Technology program:

Robert L. Jennings – permanent part-time Criminal Justice Curriculum Area Coordinator

Wic Southern-Full-time Political Science/Criminal Justice Instructor

Peter Bocker-Adjunct Criminal Justice Instructor
 Gregory Ehrler-Adjunct Criminal Justice Instructor
 James Walen-Adjunct Criminal Justice Instructor

C. The Students

<i>Enrollment</i>	<i>Fall 03</i>	<i>Fall 04</i>	<i>Fall 05</i>	<i>Fall 06</i>	<i>Fall 07</i>
	47	44	42	32	25

<i>Age</i>		<i><25</i>	<i>25-34</i>	<i>35-44</i>	<i>45-54</i>	<i>55+</i>
<i>Fall 03</i>	<i>Count</i>	30	11	3	3	0
	<i>Percent</i>	63.83%	23.40%	6.38%	6.38%	0.00%
<i>Fall 04</i>	<i>Count</i>	27	10	3	4	0
	<i>Percent</i>	61.36%	22.73%	6.82%	9.09%	0.00%
<i>Fall 05</i>	<i>Count</i>	25	11	2	4	0
	<i>Percent</i>	59.52%	26.19%	4.76%	9.52%	0.00%
<i>Fall 06</i>	<i>Count</i>	16	10	4	2	0
	<i>Percent</i>	50.00%	31.25%	12.50%	6.25%	0.00%
<i>Fall 07</i>	<i>Count</i>	18	3	2	2	0
	<i>Percent</i>	72.00%	12.00%	8.00%	8.00%	0.00%

<i>Gender</i>		<i>Male</i>	<i>Female</i>
<i>Fall 03</i>	<i>Count</i>	29	18
	<i>Percent</i>	61.70%	38.30%
<i>Fall 04</i>	<i>Count</i>	23	21
	<i>Percent</i>	52.27%	47.73%
<i>Fall 05</i>	<i>Count</i>	18	24

	Percent	42.86%	57.14%
Fall 06	Count	19	13
	Percent	59.38%	40.63%
Fall 07	Count	15	10
	Percent	60.00%	40.00%

Race		White	Black	Indian	Hispanic	Asian	Other
Fall 03	Count	38	7	0	0	0	2
	Percent	80.85%	14.89%	0.00%	0.00%	0.00%	4.26%
Fall 04	Count	37	5	1	1	0	0
	Percent	84.09%	11.36%	2.27%	2.27%	0.00%	0.00%
Fall 05	Count	33	6	1	1	0	1
	Percent	78.57%	14.29%	2.38%	2.38%	0.00%	2.38%
Fall 06	Count	25	5	0	2	0	0
	Percent	78.13%	15.63%	0.00%	6.25%	0.00%	0.00%
Fall 07	Count	19	5	0	0	0	1
	Percent	76.00%	20.00%	0.00%	0.00%	0.00%	4.00%

County of Residence										
Area	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Carteret	34	72.34%	34	77.27%	31	73.81%	24	75.00%	20	80.00%
Craven	9	19.15%	8	18.18%	7	16.67%	4	12.50%	3	12.00%
Onslow	3	6.38%	1	2.27%	2	4.76%	4	12.50%	2	8.00%
Other	1	2.13%	1	2.27%	2	4.76%	0	0.00%	0	0.00%

Carteret County Cities										
Area	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Atlantic Beach	2	5.88%	3	8.82%	3	9.68%	3	12.50%	1	5.00%
Beaufort	8	23.53%	4	11.76%	4	12.90%	5	20.83%	5	25.00%
Down East	1	2.94%	2	5.88%	3	9.68%	0	0.00%	1	5.00%
Emerald Isle	0	0.00%	1	2.94%	0	0.00%	9	37.50%	0	0.00%
Morehead City	10	29.41%	9	26.47%	8	25.81%	6	25.00%	5	25.00%
Newport	13	38.24%	15	44.12%	13	41.94%	0	0.00%	6	30.00%
Salter Path	0	0.00%	0	0.00%	0	0.00%	1	4.17%	0	0.00%
Stella	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	5.00%
Cape Carteret	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Cedar Island	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	5.00%

Downeast										
Area	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Atlantic	0	0.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%
Cedar Island	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Davis	1	100.00%	1	50.00%	1	33.33%	0	0.00%	0	0.00%
Gloucester	0	0.00%	0	0.00%	1	33.33%	0	0.00%	1	100.00%
Harkers Island	0	0.00%	0	0.00%	1	33.33%	0	0.00%	0	0.00%
Marshallberg	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Sea Level	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Smyrna	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Stacy	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Williston	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Credit Hrs.		Full-time	Part-time
Fall 03	Count	25	22
	Percent	53.19%	46.81%
Fall 04	Count	23	21
	Percent	52.27%	47.73%
Fall 05	Count	18	24
	Percent	42.86%	57.14%
Fall 05	Count	15	17
	Percent	46.88%	53.13%
Fall 07	Count	10	15
	Percent	40.00%	60.00%

		Returning	Entering
Fall 03	Count	32	15
	Percent	68.09%	31.91%
Fall 04	Count	27	17
	Percent	61.36%	38.64%
Fall 05	Count	26	16
	Percent	61.90%	38.10%
Fall 06	Count	17	15
	Percent	53.13%	46.88%
Fall 07	Count	12	13
	Percent	48.00%	52.00%

		H.S. Grad	GED	Adult H.S.
Fall 03	Count	39	5	3
	Percent	82.98%	10.64%	6.38%

<i>Fall 04</i>	<i>Count</i>	32	3	5
	<i>Percent</i>	80.00%	7.50%	12.50%
<i>Fall 05</i>	<i>Count</i>	34	1	4
	<i>Percent</i>	87.18%	2.56%	10.26%
<i>Fall 06</i>	<i>Count</i>	19	1	0
	<i>Percent</i>	95.00%	5.00%	0.00%
<i>Fall 07</i>	<i>Count</i>	18	3	0
	<i>Percent</i>	85.71%	14.29%	0.00%

<i>Currently Enrolled in a Developmental Class</i>				
		<i>Dev.</i>	<i>Non-Dev.</i>	
<i>Fall 03</i>	<i>Count</i>	11	36	
	<i>Percent</i>	23.40%	76.60%	
<i>Fall 04</i>	<i>Count</i>	9	35	
	<i>Percent</i>	20.45%	79.55%	
<i>Fall 05</i>	<i>Count</i>	9	33	
	<i>Percent</i>	21.43%	78.57%	
<i>Fall 06</i>	<i>Count</i>	7	25	
	<i>Percent</i>	21.88%	78.13%	
<i>Fall 07</i>	<i>Count</i>	6	19	
	<i>Percent</i>	24.00%	76.00%	
		<i>Reading</i>	<i>Math</i>	<i>English</i>
<i>Fall 03</i>	<i>Count</i>	5	9	1
	<i>Percent</i>	10.64%	19.15%	2.13%
<i>Fall 04</i>	<i>Count</i>	3	9	4
	<i>Percent</i>	6.82%	20.45%	9.09%
<i>Fall 05</i>	<i>Count</i>	2	5	5
	<i>Percent</i>	4.76%	11.90%	11.90%
<i>Fall 06</i>	<i>Count</i>	1	5	1
	<i>Percent</i>	3.13%	15.63%	3.13%
<i>Fall 07</i>	<i>Count</i>	2	4	3
	<i>Percent</i>	8.00%	16.00%	12.00%

D. Resources & Services

Databases:

The library has the following databases:

SIRS (Government Reporter)—This is a valuable source for current and historic government documents.

NC Live—NC Live has a Legal category. There's also a test preparation database entitled Learning Express Library. This database has practice tests for different areas of law enforcement. NC Live and SIRS are available anywhere on campus.

They are also accessible from home, using a password. The passwords are available through the library.

Liebert Online Database (Available on CCC campus only) Liebert is a full text searchable bibliographic database to articles from more than sixty journals. See the LAW section under “Browse by Discipline”.

Instructional Audiovisual Materials:

The library has a large collection of instructional audiovisual materials for faculty or staff use. These are located in the closed stacks area behind the circulation desk. Faculty and staff are welcome to go into this area to find what they need. The materials are arranged by subject on the shelves. A list of these materials may also be viewed by subject in our library catalog. All instructional AV materials must be checked out on your library account. Instructional AV materials for Criminal Justice are grouped under the subject heading LAW.

Library Collections:

The library collection includes both reference and circulating materials. The Library of Congress call numbers for Criminal Justice are HV6001-HV9960.

Library Website:

Library services and resources can be accessed online through the library’s website at: www.carteret.edu/library.

Periodicals:

The library has subscriptions to various magazines, newspapers, and professional journals. The latest issues can be found in the reading area of the library. Back issues are also available for many titles. (See also Databases)

Research Guides:

Research guides are available on the library webpage for the subject areas covered by classes and curriculums here at Carteret Community College. Research guides are listings of books, reference materials, journals and online sites available through the library. A **Criminal Justice and Law Enforcement Research Guide** (Exhibit Section 1-D-3-1) has been provided in this packet.

SERVICES

Bibliography Services:

The library provides bibliography services upon request for any faculty needing a list of library books, videos, periodicals, etc. in their subject area. Please contact Tara Guthrie if you need such a list for program re-accreditation, program review, library collection evaluation, or personal use.

Collection Development and Evaluation:

The library accepts requests from faculty and staff for new library materials. Requests for curriculum materials receive first priority in purchasing. All new purchases are subject to available funding. After new materials are received and processed, notifications are sent via e-mail. To make a request for purchasing new books and AV materials, please contact Tara Guthrie. Please prioritize multiple purchase requests. A **Library Materials Request Form** (Exhibit Section 1-D-3-2) is available for requesting materials.

Curriculum Area Coordinators, or their designee, are responsible for regularly evaluating the library's collections for their subject area. This involves reviewing the library's books, reference books, instructional videos, and periodicals to determine if the materials are up-to-date and meet curriculum needs. Once the collection is evaluated, a **Library Collection Evaluation Form** (Exhibit Section 1-D-3-3) should be completed and turned in to Tara Guthrie. Requests for new materials to strengthen any weak areas in the collection can be made at this time. Old materials may also be pulled to be withdrawn from the collection. Evaluations may be done by examining the materials in the library, or by reviewing a list of the materials provided through our bibliography services. Contact Tara Guthrie for more information.

Distance Learning Services:

The following services are available to the college's distance learning students:

- Access to computers for login to class desktop
- Remote access to library catalog and online databases
- E-mail reference service: library@carteret.edu
- Mailing service to check out library materials
- Electronic Interlibrary Loan Request form & Patron Registration form
- Access to general library information, Magazine Indexes, library handouts and research guides via the library's website

Extended Checkout Periods for Faculty/Staff:

Faculty and staff may check out books from the library's main book collection for six weeks. Instructional AV materials may also be checked out for six weeks. If a longer checkout period is needed for books or instructional AV, please contact Annette Davis and a semester or a year checkout can be arranged. Reference books may be checked out for one day. Checkout periods on all other library materials, such as best sellers, movies, and audio books, are the same as for all library patrons.

Interlibrary Loan (ILL) Services:

The library borrows materials from other libraries for your personal or professional interests through interlibrary loan. An **ILL Agreement Form** (Exhibit Section 1-D-3-4) must be completed prior to requesting materials for the first time, and an **ILL Request Form** (book form-Exhibit Section 1-D-3-5 and periodical form-Exhibit Section 1-D-3-6) is completed for each item being requested. These should be submitted to Annette Davis.

Library Skills Classes:

The library provides class instruction in the use of the library's online catalog, electronic databases, and general library use. To schedule your class for an instruction session, contact Tara Guthrie. Please provide your name and phone number, the course name and number, number of students, proposed date and time for the session, which resources you wish to have taught, and if the library skills exercise is desired. The library skills exercise provides independent practice on the concepts and skills taught in the class session. You may schedule one or two sessions for your students. Please contact the library at least two days in advance to schedule your class. Classes are also welcome in the library for study and research when scheduled in advance.

Online Tutorials:

Online tutorials can be accessed via the library's website at www.carteret.edu/library. There are tutorials on the following topics:

Searching the Library Catalog
Using the Library of Congress Classification System
Searching NC Live and SIRS
Using the Internet
Evaluating Websites
Citing Electronic Sources
Citing Using the APA and MLA Formats

Reserve Materials:

Faculty may place library or personal materials on reserve for student use. Reserves are held at the circulation desk. To place items on reserve, a **Reserve Request Form** (Exhibit Section 1-D-3-7) must be completed at the circulation desk for each item, and the item and form submitted to either Susan Hopkins or Annette Davis. Please allow 48 hours for processing reserves.

E. General

1. The CJT program serves the numerous law enforcement agencies in the State of North Carolina. Furthermore, graduates work in various county, state correctional, and court positions.
2. Students can transfer to any of the 16 campuses of the University of North Carolina system and many of the state's private colleges also accept class credits from the CJT program.
3. Because this is the first program review of the CJT program, there has been no "last evaluation."

Section Two: Program Content

A. Definition of Program

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system's role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

B. Curriculum and Coursework

FALL SEMESTER – 1st Year			GRD	CREDIT	THEORY	LAB	CLIN
CJC	111	INTRO TO CRIM JUSTICE	_____	3	3	0	0
CJC	160	Terrorism: Underlying Issues	_____	3	3	0	0
ENG	111	*Expository Writing	_____	3	3	0	0

NOTE: Take classes from either “Track A” **OR** “Track B”

Track A

POL	120	American Government <i>and</i>	_____	3	3	0	0
CIS	110	Intro to Computers	_____	3	2	2	0

(OR)

Track B

POL	130	State & Local Politics <i>and</i>	_____	(3)	(3)	(0)	(0)
PSY	150	General Psychology	_____	(3)	(3)	(0)	(0)
TOTAL				15	14/15	0/2	0

SPRING SEMESTER – 1st Year

CJC	112	CRIMINOLOGY	_____	3	3	0	0
CJC	113	JUVENILE JUSTICE	_____	3	3	0	0
CJC	131	CRIMINAL LAW	_____	3	3	0	0
CJC	141	Corrections	_____	3	3	0	0
ENG	114	Prof. Research & Reporting	_____	3	3	0	0
TOTAL				15	15	0	0

FALL SEMESTER – 2nd Year

CJC	121	Law Enforcement Operations	_____	3	3	0	0
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CJC	231	CONSTITUTIONAL LAW	_____	3	3	0	(
CJC	241	Community-Based Corrections	_____	3	3	0	(
ENG	131	**Introduction to Literature	_____	3	3	0	(

NOTE: If you took “Track A” during the first semester, select Track A below. If you took Track B, then select “Track B” below:

Track A

PSY	150	General Psychology	_____	3	3	0	(
		(OR)					

Track B

POL	120	American Government	_____	(3)	(3)	(0)	((
		TOTAL		15	15	0	(

<u>SPRING SEMESTER - 2nd Year</u>			GRD	CREDIT	THEORY	LAB	CLIN
CJC	170	Crit Inc Mgt for Pub Saf	_____	3	3	0	(
CJC	212	ETHICS & COMM. RELAT.	_____	3	3	0	(
CJC	215	Organization & Administration	_____	3	3	0	(
CJC	232	Civil Liability	_____	3	3	0	(
MAT	140	Survey of Mathematics (AND)	_____	3	3	0	(
MAT	140A	Survey of Math Lab	_____	1	0	2	(
		(OR)					
MAT	151	Statistics I (AND)	_____	(3)	(3)	(0)	((
MAT	151A	Statistics I Lab	_____	(1)	(0)	(2)	((
		TOTAL		16	15	2	(

SUMMER SEMESTER - 2nd Year

CJC	221	INVESTIGATIVE PRIN.	_____	4	3	2	(
		TOTAL		4	3	2	(

TOTAL CURRICULUM HOURS: 65

NOTE: Courses in bold print and “all CAPS” are required “core” courses. No substitutions allowed.

***PLACEMENT** out of developmental course required. Students must take the placement test and place out of ENG 095 and MAT 070.

****PREREQUISITE:** ENG 114, Professional Research & Reporting, or ENG 112, Argument-Based Research, required.

- Courses numbered 0-99 are developmental and will not satisfy graduation requirements.
- Prerequisite: course(s) required before enrollment in a course.
- Corequisite: course(s) required to be taken with a course.

C. External Accreditation: None

D. Innovations: None

E. Testing and Remedial Work:

All developmental testing and coursework, with the exception of math, is required to be completed before beginning the Criminal Justice Technology program course of study. If a CJ student has not tested out of ENG-095 Developmental English before entering the program, that course must be taken during the first semester at the college.

F. Evaluate Instructional Modalities: Current course offerings consist of a combination of seated, web-assisted, and distance learning classes. Seated classes and web-assisted classes consist of lectures, term papers, Blackboard assignments, and Power Point and video presentations. Distance learning classes comprise 38% of the program curriculum. Every semester student surveys are administered by the college's Institutional Effectiveness Office, which provide feedback on instructors and instructional modalities.

G. Funding for curricular changes or offerings: None

Section Three: Outcomes

A. Process of Identifying Outcomes

The Criminal Justice Technology program uses a combination of focus groups, institutional effectiveness data, student work product evaluation, faculty observation, program assessment and surveys.

B. Administrative Outcomes and Results of Measures

1. Graduates and students will agree that faculty use course materials that benefit them outside the classroom.
2. Increase enrollment over 2007 enrollment (25) over the next 3 years.
3. Find out what law enforcement employers think of the Criminal Justice Technology program.

C. Program Outcomes and Results of Measures

1. Increase number of CJ students graduating each summer by a data verifiable percentage.
2. Seek law enforcement employers' satisfaction of the program through appropriate surveys and other evaluation methods.
3. Seek CJ graduates' satisfaction that the acquired skill sets have made them effective members of their law enforcement organizations.

D. Student Learning Outcomes (program level) and Results of Measures

1. Students will be able to recognize potential liability problems in the criminal justice profession and identify risk management and control techniques to remedy them.
 - i. Data gathered from the midterm exam in CJC-232-Civil Liability show that 86% of the students (benchmark 80%) scored 80 or better on relevant exam questions. We intend to broaden data sources and reassess this learning outcome in the future to ensure this statistic is valid.
2. Students will be able to demonstrate adequate proficiency in assignment writing and term papers.
 - i. An analysis of writing assignments and term papers shows that 78.2% of CJ students (benchmark 80%) in the applicable classes scored 80 or better. Most students performed adequately in areas of format, organization of thought, and reference of sources, but had difficulty with spelling, grammar and parenthetical citations within the text. We intend to use these results to seek ways of further improving CJ students professional writing skills. One immediate measure is that all CJ students will have to test out of ENG-095 or complete that course during their first college semester beginning in the Fall 2008 semester.

E. Follow up of Students - TBD

Section Four: Need for Change

- A. Strengths** - Our emphasis on Civil Liability (CJC-232) as an important issue for law enforcement has been endorsed by former students and current students taking the course. 86% of our students taking the course in 2008sp scored 80 or better (benchmark) on relevant midterm exam questions, and former students, during our March 13th, 2008 SWOT meeting, felt that CJC-232 was "...a great addition to the program."
- B. Weaknesses** – Term and assignment paper quality is lacking. 78.2% of CJ students scored 80 or better in class writing and term paper assignments; however, while most performed adequately in areas of format, organization of thought, and referencing of sources, some had difficulty with spelling, grammar, and parenthetical citations within the text. Writing was also a topic discussed in the SWOT meeting (above), the conclusion being that the quality of new/young police officers' writing skills was problematic. We do recognize that, to a large degree, lack of quality writing skills is a systemic problem that undoubtedly began in the secondary educational process.

C. Recommendations – That CJ students improve their writing skills to be successful in their law enforcement careers.

D. Strategies

1. To ensure that the CJC-232 strength finding was not an aberration, we will continue to monitor and improve the course with a view towards broadening data sources and reassessing it in the future.

2. Regarding writing skills, we have begun to require that all incoming CJ students must pass the higher ENG-095 Developmental English course, rather than ENG-085. Those CJ students not testing out will have to take the ENG-095 during their first semester at the college. Also, to the extent that we are able to do so, we will increase the number of written assignments and papers that our CJ students are required to complete. The idea is that “practice makes perfect.” We will reevaluate students’ work product in a year to determine whether positive results are being obtained.

E. One Year Follow up - TBD

Section Five: Future Issues

A. Anticipated Needs – a change in the curriculum will be made for the 2008 Fall semester. CIS-110-Introduction to Computers will replace CJC-250-Forensic Biology. Change is being made because CJC-250 enrollment has declined significantly and instructor with specialized knowledge for this course is retiring in December, 2008. Additional changes will be made as necessary.

B. Market Trends – The demand for criminal justice personnel hasn’t abated; however, the question of whether enrollment will continue at its current low level remains. The wars in Afghanistan and Iraq have reduced the number of military personnel from whom the CJT program traditionally has drawn many of its students. Furthermore, military dependents, who also enroll in the program, have left the area while their sponsors are deployed overseas. Whether low program enrollment continues will depend in significant part on the progress of these conflicts and the constant deployment of military personnel from the area. On the other hand, the Department of Defense is increasing the number of Marines and sailors expected to be stationed at MCAS, Cherry Point and MCB, Camp Lejeune over the next 5 years. This anticipated increase may help bolster the numbers in our program.

C. Equipment, Space and Faculty Needs

None anticipated in addition to our usual, recurring requirements.

D. Future Plans

Update course offerings to reflect changing contemporary needs of the law enforcement community.

FACULTY INFORMATION

Annual Instructional Program Review

Use the following format for annual unit review based on a calendar year Jan 1 - Dec 31.

Name: Robert L. Jennings (Licensed attorney in Iowa [1973] and North Carolina [1996])

Education

Degree	Year	Institution	Subject Area
HS	1964	Dubuque Senior HS, Dubuque, IA	General
AA			
BS/BA	1973	Loras College, Dubuque, IA	Political Science
MS/MA			
Ph.D./Ed.D			
Other: J.D.	1976	University of Iowa College of Law	Law

Professional Development

A. Related Continuing Education - College or University Courses Taken (last 3 years):

Term	Course Name	Credit Hours	Grade
None			

B. Related Continuing Education - Other Sources:

Date	Course Name	Offered By	Contact Hours
October 2005	NC Drug and DWI Law update	Carteret Community College	4
March, 2007	Blackboard Training Class	Carteret Community College	3
May, 2007	Blackboard Boot Camp Seminar	Carteret CC	6

C. Related Conferences Attended:

Date	City	Sponsoring Organization	Contact Hours

Attachment

Scholarship Activity:

A. Related Publications:

Date	Name of Publication/Title of Article	Authors

B. Related Conference Presentations/Papers

Date	Conference Sponsor	Title of Presentation	Authors

Related College/Community Service Activity:

Name of Committee	Position	Agency	Time Involved

Related Teaching/Training (unpaid):

Date	Course Taught	Agency or Institution	Hours (including prep)

Honors/Awards:

Name of award/honor	Date Received

Attachment

FACULTY INFORMATION
Annual Instructional Program Review

Use the following format for annual unit review based on a calendar year Jan 1 - Dec 31.

Name: William F. “Wic” Southern

Education

Degree	Year	Institution	Subject Area
HS	1968	South Stokes High School	Diploma
AA	1975	Rockingham Community Coll.	
BA	1977	Appalachian State University	Sociology/Pol.Sci.
MA	1991	Appalachian State University	Political Science
Ph.D./Ed.D			
Other			

Professional Development

A. Related Continuing Education - College or University Courses Taken (last 3 years):

Term	Course Name	Credit Hours	Grade

B. Related Continuing Education - Other Sources:

Date	Course Name	Offered By	Contact Hours

C. Related Conferences Attended:

Date	City	Sponsoring Organization	Contact Hours

Attachment

Scholarship Activity:

A. Related Publications:

Date	Name of Publication/Title of Article	Authors

B. Related Conference Presentations/Papers

Date	Conference Sponsor	Title of Presentation	Authors

Related College/Community Service Activity:

Name of Committee	Position	Agency	Time Involved

Related Teaching/Training (unpaid):

Date	Course Taught	Agency or Institution	Hours (including prep)

Honors/Awards:

Name of award/honor	Date Received

Attachment

FACULTY INFORMATION
Annual Instructional Program Review

Use the following format for annual unit review based on a calendar year Jan 1 - Dec 31.

Name: Peter Bocker

Education

Degree	Year	Institution	Subject Area
HS			
AA			
BS/BA	1980	Southern Illinois University	Aviation Management
MS/MA	2001	City Univ. of Bellevue, WA	Criminal Justice
Ph.D./Ed.D			
Other			

Professional Development

A. Related Continuing Education - College or University Courses Taken (last 3 years):

Term	Course Name	Credit Hours	Grade

B. Related Continuing Education - Other Sources:

Date	Course Name	Offered By	Contact Hours

C. Related Conferences Attended:

Date	City	Sponsoring Organization	Contact Hours

Attachment

Scholarship Activity:

A. Related Publications:

Date	Name of Publication/Title of Article	Authors

B. Related Conference Presentations/Papers

Date	Conference Sponsor	Title of Presentation	Authors

Related College/Community Service Activity:

Name of Committee	Position	Agency	Time Involved

Related Teaching/Training (unpaid):

Date	Course Taught	Agency or Institution	Hours (including prep)

Honors/Awards:

Name of award/honor	Date Received

Attachment

FACULTY INFORMATION
Annual Instructional Program Review

Use the following format for annual unit review based on a calendar year Jan 1 - Dec 31.

Name: Gregory Paul Ehrler

Education

Degree	Year	Institution	Subject Area
HS	1992	East Carteret	General
AA			
BS/BA	2003	Mountain State University	B.S. Administration of Criminal Justice
MS/MA	2004	Mountain State University	M.S. Criminal Justice Administration with a concentration in Administration
Ph.D./Ed.D			
Other	1994	Carteret Comm. College	Basic Law Enforcement Training

Professional Development

A. Related Continuing Education - College or University Courses Taken (last 3 years):

Term	Course Name	Credit Hours	Grade
	First Line Supervisor for Police officers	40 Hrs	A
	Training officer	40 Hrs	A

B. Related Continuing Education - Other Sources:

Date	Course Name	Offered By	Contact Hours
10-01-04	First Line Supervisor for Police officers	Wilson Tech	40
6-1-03	Training officer	Wilson Tech	40

C. Related Conferences Attended:

Date	City	Sponsoring Organization	Contact Hours
11-2005	Greenville, NC	NC Crime Commission (Grant Work Shops)	8
11-2006	New Bern, NC	NC Crime Commission (Grant Work Shops)	8
11-2007	New Bern, NC	NC Crime Commission (Grant Work Shops)	8

01-06	Wilmington	NC Governor's Highway Safety (Grant Work Shops)	16
01-2007	Greenville, NC	NC Governor's Highway Safety (Grant Work Shops)	16
01-08	Wilmington, NC	NC Governor's Highway Safety (Grant Work Shops)	16
10-06	Southern Pines, NC	Southern Software (RMS Work Shops)	16
10-07	Southern Pines, NC	Southern Software (RMS Work Shops)	16
05-2005	Greenville, NC	NC Crime Commission (Grant recipient Work shop)	8
05-2006	New Bern, NC	NC Crime Commission (Grant recipient Work Shop)	8

Scholarship Activity:

A. Related Publications:

Date	Name of Publication/Title of Article	Authors

B. Related Conference Presentations/Papers

Date	Conference Sponsor	Title of Presentation	Authors

Related College/Community Service Activity:

Name of Committee	Position	Agency	Time Involved
Executive Board	President	Fraternal Order of Police	4 Months
Fund raising and Special Activities	Chairman	Fraternal Order of Police	5 Years
		Lodge 706 Masonic Lodge	1 1/2
		Sudan Shriner	1 year

Related Teaching/Training (unpaid):

Date	Course Taught	Agency or Institution	Hours (including prep)
10-05	Directing Traffic	C.E.R.T.	20
09-06	Directing Traffic	C.E.R.T.	20

Honors/Awards:

Name of award/honor	Date Received
Service Award Town of Pine Knoll Shores	01-09-2007
Advance Law Enforcement Cert.	02-2004
Blue Shield Award	02-2001
Community Service award	10-2000
Sharp Shooter	11-2001
DWI Enforcer Award	2000
DWI Enforcer Award	2001
DWI Enforcer Award	2002
DWI Enforcer Award	2003
DWI Enforcer Award	2004
DWI Enforcer Award	2007

Attachment

FACULTY INFORMATION
Annual Instructional Program Review

Use the following format for annual unit review based on a calendar year Jan 1 - Dec 31.

Name: James Walen (Criminal Law instructor, bar licensed in NC since 1987)

Education

Degree	Year	Institution	Subject Area
HS			
AA			
BS/BA	1983	Embry-Riddle University	Aviation Management
MS/MA			
Ph.D./Ed.D			
Other: J.D.	1987	Campbell University	Law

Professional Development

A. Related Continuing Education - College or University Courses Taken (last 3 years):

Term	Course Name	Credit Hours	Grade

B. Related Continuing Education - Other Sources:

Date	Course Name	Offered By	Contact Hours

C. Related Conferences Attended:

Date	City	Sponsoring Organization	Contact Hours

Attachment

Scholarship Activity:

A. Related Publications:

Date	Name of Publication/Title of Article	Authors

B. Related Conference Presentations/Papers

Date	Conference Sponsor	Title of Presentation	Authors

Related College/Community Service Activity:

Name of Committee	Position	Agency	Time Involved

Related Teaching/Training (unpaid):

Date	Course Taught	Agency or Institution	Hours (including prep)

Honors/Awards:

Name of award/honor	Date Received