



Northampton Community College

Criminal Justice Program Audit 2015-2020

Northampton Community College

Prof. Vertel Martin M.S. and John F. Spirk, Jr. JD
Dean Christine Pense

PROGRAM PURPOSE

From College Catalog:

Narrative

Northampton Community College's (NCC) Criminal Justice program offers you a wealth of opportunities. Whether you want to enter the workforce after two years of study, transfer to a four-year program, or enhance your education as a returning veteran, or as a professional already employed in this field, NCC's program is for you.

All courses are taught by experts in the field. Learning takes place within a classroom setting, combined with out-of-class relevant experiential learning opportunities such as paid & unpaid internships, volunteer service-learning opportunities, job shadowing, department & agency tours, and other hands-on options. You'll acquire an understanding of the criminal justice & juvenile justice systems, become adept with the language and culture of these occupations, and gain the knowledge you need to live up to professional expectations and standards. The program offers students flexibility and is fully available at the Bethlehem and Monroe campuses, as well as online. Courses are offered mainly in the daytime on campus, with some courses available in the evening, and all courses available online every spring, summer, & fall semester. The Program can be completed fully online, or in a variety of other combination formats, including on-site, hybrid, online blended, and remote formats.

Features

The program serves three types of students: those seeking entry-level employment in the field, those already employed in the system who seek professional development and/or advancement, and those who plan to pursue a bachelor's degree in criminal justice, criminology, or related disciplines.

Our program readies you for employment in the local, state, or federal level components of law enforcement, Prosecutors' Offices, Public Defenders' Offices, courts, corrections, probation, parole, treatment programs, and the Juvenile Justice System. It can also prepare you for a career in private sector security or for the military justice systems in the various branches of service. If you are interested in working for a specific department or agency, you should contact one of our program success navigators or your advisor early in your studies to determine the specific educational requirements you will need. Professionals in NCC's Career Services and Counseling offices, as well as experienced instructors within the program, will readily assist you in meeting your career goals.

All our instructors are academically credentialed and have graduated from top-notch institutions of higher learning. They are either current or former criminal justice or juvenile justice professionals, so they speak with the voice of experience, not just from a textbook.

Students who have acquired prior discipline-related learning or training experiences might be granted course equivalent credits based upon NCC's life-experience portfolio assessment process.

If your career plan includes a bachelor's degree with specialization in the field, you may want to consider transferring to one of the four-year schools that we have an articulation agreement with such as East Stroudsburg University, Keystone College, Penn State-Lehigh Valley, or the University of Pittsburgh. These special partnerships make the move to a bachelor's degree program easier, since we've already ensured that your credits from NCC will seamlessly transfer. Full transfer also may be possible to other colleges and universities offering baccalaureate degrees in the field. NCC's Academic Advising Transfer Specialists and Success Navigators can offer you support and additional information.

The program can be completed in four semesters as a full-time student taking 15-18 credits per semester, or by taking fewer credits each semester, and enrolling in mid-spring, summer, or winter classes. The total degree credits are 64-66 credits depending on which courses are completed.

Career Potential: *Lawyer, Detective Investigator, Crime Scene Technician, Law Enforcement Officer, Probation Officer, Parole Officer, Court Officer, Corrections Officer, Security Officer, Juvenile Justice Worker, or other Protective Service Occupations.*

Leading to: *Local, County, State or Federal Criminal Justice, Security, Law, and Public Safety positions*

Who? *This degree is primarily intended for those interested in a career in Protective Service, Investigations, rehabilitation and treatment-related fields, or the private sector. We serve students seeking entry-level positions, students intending to transfer to 4-year schools, and students already employed in the field. We also have a significant number of military veterans enrolled in our program.*

What? *Historically, after graduation, our students have divided roughly equally between those moving directly into the workforce and those transferring to 4-year schools.*

Where? *In general, transfer students favor local colleges. Those moving directly to employment in the field work in corrections, law enforcement, law-related fields, and private security.*

CURRICULUM

(Catalog Course Curriculum information – attached hereto as Appendix A)

Changes: During the audit period our Criminal Justice Ethics (CJST 245) and Contemporary Issues in Criminal Justice courses (CJST 250) were re-designated as 200-level courses to more accurately reflect their academic rigor.

Reasons for no change: Of the 21 courses (or options) required to complete the degree, five are sociology/psychology courses (including Abnormal Psychology, Deviance, Social Problems). The Pennsylvania State System of Higher Education (PASSHE) Criminal Justice program-to-program (P2P) transfer and articulation template calls for only two such courses. We have long believed, (and, anecdotally, alumni guest speakers returning to campus have confirmed) these courses are extremely important to those in the criminal justice field working with real people and not mere statistics. Headlines seem to validate this – the importance of understanding the diversity of the people you are dealing with and their culture and values. We have resisted eliminating these courses to conform to PASSHE. And our students have no problem transferring to the schools of their choice, and more specifically, transferring on a program-to-program basis to our most frequent transfer partners.

Structure of degree/focus of courses: Our courses carrying the “CJST” designation track those from the PASSHE template: Intro, Criminology, Law Enforcement, Juvenile, Corrections, and Ethics. We split PASSHE’s “Law, Adjudication, Procedure” into two separate courses: Criminal Law (definitions of crimes, defenses, what is/should be a crime?) and American Legal System (what are police allowed to do in interacting with/investigating people, how does/how should the legal system handle cases?), based on our assessment of the value to our students for informed critical-thinking about law-related criminal justice issues. The three communications courses track the PASSHE template and provide skills that are much needed in the field.

We have a capstone course (Contemporary Issues in Criminal Justice) to provide the flexibility to address the issues of the day and assess program outcomes.

We keep our Law Enforcement and Investigative Techniques course as an elective, because not all our students want to work in law enforcement, but rather they desire to work in the treatment, counseling, probation, or parole fields.

Program Outcomes

Graduates of the program will:

- Explain and evaluate criminological behavior theory as applied by the criminal justice or juvenile justice professional in the work environment. (CJST 115, CJST 131, CJST 135, CJST 225, soc. and psyc. courses)
- Analyze and assess the various classical, biological, psychological, sociological, and other emergent theories of crime causation. (CJST 101, CJST 121g, soc. and psyc. courses).
- Identify and critique the functions, duties, and roles of officials at various levels in the criminal justice system. (CJST 101, CJST 111, CJST 135, CJST 225, POLS 105g)
- Assess and interpret criminal law, criminal procedure, civil law and the courts as it relates to the legal system. (CJST 101, CJST 111, CJST 115, CJST 135, POLS 105g)
- Discuss and appraise the special needs and functions of the juvenile justice system. (CJST 131)
- Describe and evaluate the corrections system in the United States. (CJST225)
- Apply the ability to think critically and analytically in various criminal justice work settings. (CJST 111, CJST 135, CJST 245, CJST 250, soc. and psyc. courses)
- Develop excellent professional writing and communication skills. (CJST 121g, CJST 250, POLS 105g, ENGL 101, ENGL 151, CMTH 102)

- Exemplify the basic professional requirements for entry level positions in the criminal or juvenile justice systems, as well as in the public safety or private sector security services. (CJST 131, CJST 135, CJST245, CJST 250)

These outcomes are also achieved through class sessions (as well as in Criminal Justice Club activities - at both campuses) trips, as students attend courtroom murder hearings and trials, drug court, and re-entry court at the county and federal level in four counties. They tour county prisons and talk to inmates, tour juvenile detention centers, tour city police departments. They march for Domestic Violence Awareness and attend the 15-week Citizen Police Academy. They attend campus events sponsored by the Alcohol and other Drugs Task Force. Practitioners from the foregoing come to their classrooms as guest speakers. They take advantage of experiential learning opportunities at prosecutor's offices, juvenile detention centers, private security firms, probation offices, the state police, and an immigration attorney's office. And their faculty are present and former practitioners themselves: judges, lawyers, law enforcement officials and administrators, probation officers, practicing forensic psychologists, corrections administrators and trainers, and juvenile justice officials.

The program is offered at Bethlehem, Monroe, and online.

LEARNING AND ASSESSMENT

(Program curricular map aligning program outcomes and courses – attached hereto as Appendix B)

We are fortunate that our required capstone course, CJST 250 Contemporary Issues in Criminal Justice, provides the opportunity to assess student attainment of program outcomes in the context of ever-changing current challenges in the field.

ENROLLMENT

(Enrollment data attached hereto as Appendix C)

National publications continue to show Criminal Justice as a popular college (and especially 2-year college) major, generally breaking into the Top Ten. The National Center for Education Statistics show a strong and persistent post 9/11/2001 surge in Criminal Justice degrees awarded, leveling off and slightly declining since 2016.

NCC Criminal Justice enrollment numbers have generally followed this trend, increasing 100% from 1999-2009, and another 50% from 2010-2015. Since then, enrollment numbers have leveled off and gradually declined. Nevertheless, Criminal Justice remains our second largest major (behind Business, or third largest if one counts General Studies). In 2016, 4.8% of all NCC majors were Criminal Justice; in 2019, 4.6% of all NCC majors were Criminal Justice. COVID-19 hit the program hard – enrollment from 2019 to 2020 declined 14%. Fall 2020 enrollment was 384.

National trends and projections suggest solid future job growth in the field. According to data from the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, jobs in the criminal justice field are projected to be plentiful for the next several years.

For local police officers and detectives, job growth is predicted at 5%, faster than the average for all occupations. Private detective and investigator jobs are projected to grow by 8%, much faster than average for all occupations. Employment of private security officers is expected to grow by 3%, about as fast as average. The national momentum away from mass incarceration is reflected in expected growth in counselors (e.g., mental health, substance abuse, behavioral, etc.) of 25% (much faster than average) and probation officers 4% - about as fast as average), while corrections officer positions are expected to decline by 5% (these positions are expected to be replaced by community-based positions, such as Community Service Officers, who will monitor and supervise new releases).

We attract a diverse group of students, including those from law enforcement families and also those who were either taught by their families (or learned from personal experience) never to trust law enforcement, which leads to a dynamic classroom experience. We have a significant number of non-traditional aged students, many of whom are members (or veterans) of the military.

Students decide to enroll in the program out of an interest in criminal justice issues, an interest in careers in law enforcement, private security, law and government-related fields, and/or treatment and rehabilitation service delivery.

PROGRAM COSTS and INCOME

(Cost and income data – attached hereto as Appendix D)

Although Criminal Justice remains one of NCC's largest programs, it also remains one of the college's least expensive at roughly \$7,126/FTE in 2019. This ranks the program 113th out of 133 college programs in terms of cost. These figures are consistent with those from the last audit regarding comparative rank.

Income per FTE continues to exceed program costs, as it has since the inception of the program at NCC. Income per FTE in 2019 was \$7,751. At the beginning of the audit period in 2015 program cost per FTE was \$665 less than the institutional average per cost per FTE, and in 2019 the delta has increased and program cost per FTE is now \$807 less than the institutional average cost per FTE.

Total program income in 2019 was \$3,190,772, and total program direct costs were \$1,354,028, and indirect costs were 1,579,631, for total costs of \$2,933,659.

STAFFING

Full-time faculty and program co-coordinators:

Vertel Martin, MS – Adult Learning and Training

A.S. John Jay College of Criminal Justice, New York

B.S. John Jay College of Criminal Justice, New York

M.S. New York Institute of Technology, New York

6 post-graduate credits – University of Virginia

45 post-graduate credits – Columbia University

Graduate of the FBI National Academy (162nd Session); Lieutenant, Commander Detective Squad (Retired, NYPD, 2002)

John F. Spirk, Jr. JD

Georgetown University Law School JD (cum laude)

Lehigh University B.A. in Government (with Highest Honors)

Phi Beta Kappa

Practicing attorney, former prosecutor

The program is able to recruit and maintain qualified adjuncts through the professional connections and contacts the full-time faculty maintain with the criminal justice, legal, law enforcement, and academic communities. Full-time faculty are actively engaged with the Assistant Dean on adjunct hiring and management decisions.

The following served as **adjunct faculty** during the audit period:

Pennsylvania Superior Court President Judge Jack Panella, JD. Elected by Pennsylvania voters, Judge Panella supervises about 650 employees including 21 judges on the Superior Court, made up of 15 commissioned judges (elected in statewide elections) and 6 senior judges (appointed

by the Supreme Court of Pennsylvania). He has published books to assist judges in sexual violence cases, and sentencing, and is a past board member of the Pennsylvania Coalition against Rape.

Dr. Michelle L. Kott, DCJ. First female and first LGBT Chief of Bethlehem Police Department, 155 officers. She received her Doctorate in Criminal Justice from California University of Pennsylvania in 2019, where she received the Jay S. Albanese Award for Academic Excellence in Doctoral Criminal Justice Studies. She received her Bachelor's in Criminal Justice from DeSales (where she was a student of Professor Spirk), and her Master's in Criminal Justice from St. Joseph's.

Chief Judge Brian Germano, JD. Serving in his fifteenth year as a Magisterial District Judge, currently Chief Judge, Monroe County Magisterial District Judges Association. Authored "Rethinking 1970's Court Reform: Magisterial District Court or Central Court?" The Journal of Special Court Judges Association of Pennsylvania, Volume XLII, No. 9. Earned Northampton Community College Online Teaching Certification.

Cori Doughty, MACJ. Lehigh County Probation Officer. Master trainer in 2019 for the PA Driving under the Influence Association. Presenter to the Pennsylvania Bar Institute, Pennsylvania State Police Academy. Drug Court Coordinator for Lehigh County, developing Lehigh County's first Drug Court Program.

Dr. Michael Pittaro, PhD. A former Northampton County Prison administrator, his book proposal, "Global Perspectives on Reforming the Criminal Justice System." has been accepted for publication. He regularly publishes articles for Psychology Today, In Public Safety, and Corrections.com.

He served as the keynote speaker for corrections conferences in Boston and Tennessee, created a webinar series for the Global Institute of Forensic Research entitled, "Officer Success Training Series," and accepted an invitation to serve as a consultant with the Toronto Forensic Institute, Canada, and as a Federal Grant Peer Reviewer with the National Institute of Justice.

Melody Stocker, MSCJ. Juvenile probation officer, Lehigh County.

Dr. Gina Robertiello, PhD. Book accepted for publication (March 2021). Sexual Misconduct and Abuse: An Encyclopedia. Previous book on Use and Abuse of Police Power in America (2007).

Keith Hefflefinger, MSCJ. Former juvenile division police officer.

Todd Breinich, MSCJ. Crisis counselor, Carbon-Lehigh Intermediate Unit.

Brian Panella JD. Northampton County Custody Master, and attorney engaged in private practice specializing in criminal defense. He is a graduate of DeSales University and Widener Law School.

Christopher Cooper JD. Government attorney in Philadelphia. DeSales University BA in Criminal Justice (student of Prof. Spirk); Widener Law School JD.

Shanita Hubbard, MSCJ. A finalist for the Soros Fellowship, exploring the intersection between environmental justice and the prison industrial complex. Selected as a James Baldwin Fellow, which includes an all-expense-paid trip to France to study and write at Mr. Baldwin's former residence.

John Serafin, MACJ. Retired police detective, Warren County NJ prosecutor's office

Christopher Austra, PhD. Forensic Psychology. Licensed Forensic Psychologist practicing in NJ.

Eric Stauffer, MACJ. Sergeant, Allentown PD.

Nicholas Aversa, JD. Quinnipiac University School of Law: BA and MA Villanova University

Barbara Fitzgerald, JD. Wake Forest University, BA Rowan University (summa cum laude). Practicing attorney in Stroudsburg, and former Assistant District Attorney, Monroe County, PA.

Jodie Stokes, JD. Indiana University Law School; studies at University of Seville, Spain, and London School of Economics. Former Deputy County Prosecutor in Indiana. Published journal article on intellectual property.

Judge Michele Stolls. JD Boston University Law School. Administrative Law Judge, Social Security Administration, Wilkes-Barre, PA.

NCC full-time faculty from other disciplines also teach criminal justice majors in the following required courses: Introduction to Psychology, Abnormal Psychology, Principles of Sociology, Deviance, Social Problems, American Constitutional Law, Speech Communications, Introduction to Computers, and English I and II.

The ties Criminal Justice faculty maintain with the community also enable the program to regularly attract guest speakers to the college to give students the opportunity to experience the hands-on application of classroom principles and theories. The aim has always been to bridge theory with practice.

PROGRAM OUTCOMES

(Graduate statistics and Placement Report data – attached hereto as Appendix E)

A. Graduate Trends

During the period for which statistics were provided for this audit, the program graduated 84 students in 2017, 97 in 2018, and 89 in 2019, an average of 90 Criminal Justice per year. This is consistent with the previous 5-year audit period during which there were an average of 92 graduates per year.

As was the case in previous audit periods, Criminal Justice graduates are roughly equally divided between those who went on to continue their education, and those who entered the workforce.

B. Employment

Placement reports indicate graduates were about evenly split between those employed in the field, and those employed in unrelated fields (most of those in unrelated fields by choice). Graduates had a median salary of 18.27 per hour, a 30% increase over the last audit period. On average, approximately 4% were job hunting.

Graduates reported working in **law enforcement** [e.g., NYPD, New Jersey State Police, Washington Township PD, Lehigh PD, Shippensburg Univ. PD, Duryea (PA) PD, Chatham County (GA) PD; **corrections** (e.g., Northampton, Monroe, and Pike County Prisons, Riker's Island); private security; and in the **treatment** field (e.g., KidsPeace, Lehigh County Drug and Alcohol).

C. Transfer to Baccalaureate Degree programs

Available statistics since the last audit show that of those students who continued their education at four-year baccalaureate institutions, roughly 12 per year transferred to East Stroudsburg University, 5 per year to DeSales University, 3 per year to Kutztown University, 2 per year to Bloomsburg, 2 per year to Temple, and 1 per year to West Chester, John Jay, Moravian College, Penn State, Cedar Crest, and many to various other schools. Professor Martin is an assistant professor at East Stroudsburg, and Professor Spirk is a former department chair at DeSales.

D. Alumni

(Alumni Survey available upon request)

Alumni were surveyed in January 2021 (22 responses covering 2015-2019 graduates). The data indicate 100% would recommend NCC to others, and 100% accomplished their educational objectives at NCC (86% fully, 14% partly, but one of the 3 "partly" graduates noted they chose that response because they went on for a bachelor's degree; and another "partly" wanted an associate's degree in Psychology as well). Eighty-six percent rated their educational experience as excellent.

Graduates overwhelmingly agreed their instructors cared about them and their success (95%, 77% strongly), and their instructors made them excited to learn, and encouraged them to

follow their academic goals (91%, 77% strongly). Over 90% (excellent/good) agreed the program contributed to their growth in these areas: in gathering and evaluating information, understanding people with different backgrounds, understanding the creative process, speaking, and writing clearly and effectively, and understanding how one's perspectives are shaped by their sex, gender, ethnicity, class, age, race, culture, and other factors.

Some 2015-2029 alumni comments: *“Greatly enjoyed every aspect of the criminal justice programs. Never had one bad criminal justice professor. All were very knowledgeable and excited to teach.” ... “Professor Spirk, and Martin both had huge impacts on my views of NCC. They were everything I could have asked for in a professor; and they are true professionals inside and outside of work. They are the reason I stayed motivated to finish my degree.” ... “NCC was a fantastic school! My criminal justice teachers were excellent and prepared me for my job now as a probation officer.” ... “Had a great experience at NCC my favorite professor was Vertel Martin, though her classes were very challenging they were rewarding. I feel like I learned more in her class than any other. Overall NCC was a great school and would highly recommend it to others.”... “NCC was amazing! I loved every bit of my time at NCC. Most importantly, it was a big goal of mine to establish a friend group and a great relationship with my professors which I was able to do.”*

Alumni from the Class of 2020 were separately surveyed - only 5 responded. Their responses were largely favorable, 100% would recommend NCC to others, and 80% would recommend NCC based on their NCC experience post-COVID changes (3/23/20-end of spring semester).

E. Current Students

(Current Student Survey available upon request)

Current students were surveyed in February 2021 (N=44). Ninety-three (93%) of respondents were taking courses fully online. [Note: In the previous – and pre- COVID-19

(2010-2015) audit, students greatly preferred taking courses during the day and in the classroom (62%) compared to online (3%).

They are roughly evenly divided between those preparing for a new career (45%) and those looking to transfer to a 4-year institution (41%), with 5% seeking to improve their skills at their current job.

Students overwhelmingly expressed satisfaction with: the quality of instruction in major courses (100%), the availability of their instructor during office hours (98%), the availability of their advisor (98%), their instructors' willingness to help with their academic needs (97%), and advice on course selection, availability of courses at times they wanted, and the preparation they received in introductory courses (all over 90%).

The following areas were cited as contributing to their growth in the Criminal Justice program by over 90% of respondents: critical thinking skills (70% "a lot"), internet research skills, understanding of people of different races and cultures, understanding national issues, development into an informed citizen, understanding global issues, preparation for participation in the community, preparation for further study, and preparation for career.

The program was rated favorably by 88% (61% excellent), and 85% of current students would recommend the program (with 15% maybe).

We attempted to separately survey current students (questions 15-21) taking some on-ground classes, but only 2 such students answered some of the questions.

CONCLUSIONS

Concerns

The program shares in NCC's declining enrollment, driven by demographic and external causes. It retains its relative strength among other programs. To help with recruitment, criminal justice faculty have offered to go to local high schools under the auspices of NCC Admissions, to meet the relevant teachers there (many secondary schools offer a "Criminal Justice" course), and volunteer to guest lecture at their classes, or serve as a resource for them etc., not particularly

to pitch NCC's program overtly, but rather to develop a collaborative relationship with those high school and Intermediate Unit faculty teaching criminal justice courses. Faculty have also volunteered to participate in community-based forums, such as local churches, YMCAs, local and county law enforcement agencies, etc. to increase enrollment.

We are committed to work towards a more diverse adjunct pool, and intend to work with the new vice president of Diversity, Equity, and Inclusion to reflect these institutional imperatives and priorities.

We also share in the challenges of adjusting to the pandemic, and what comes out the other side of it. However, we were already well-positioned in terms of course-delivery, having adopted online text and assessment platforms for all CJST courses (classroom and online) a few years ago.

Strengths

The college website at "Most **Popular** Majors" lists Criminal Justice second behind General Studies (About>College history and facts>Fact sheet).

Since the last 5-year audit we were **nationally-ranked** in the upper echelon of Criminal Justice programs by reputable agencies based upon academic quality, strength of faculty, online offerings, cost, and student aid offered: 11th best online associate's degree Criminal Justice program, and 17th best overall associate's degree Criminal Justice program. We did not apply for these recognitions, we are not associated with the ranking agencies, and we did not learn of this recognition until it was announced nationally. Imagine if we had tried.

Our faculty have solid academic and experiential credentials. Full-time faculty have been actively engaged in **adjunct** recruitment and hiring, so as to maintain this **practitioner-oriented**, real-world, ripped-from-the-headlines focus, all to the benefit of our students, as reflected in student evaluations.

Our existing **course-delivery method** had our program well-positioned for the disruption caused by the pandemic. We had already transitioned a few years ago to a fully-online text and companion online assessment tools for our classroom courses– not because we saw the pandemic coming, but because an administration initiative enabled us to re-think how we delivered classroom course content. Faculty were given time in “opening days” to identify a problem in their program and address it. CJST full-time faculty chose to attack late-semester student malaise by finding an online tool to vary/supplement our course-delivery method beyond the traditional classroom work routine. In 18 months we went through 3 different online products from two publishers, before settling two years ago on Pearson Revel (which they modified for us, and gave us discounted pricing). We started piloting it in just a few sections, then all sections, then all CJST courses. It includes digital text, and digital assessment tools, as well as disability-sensitive accommodations. It frees up classroom/zoom time for dynamic interaction. All adjunct faculty were brought on board, some kicking and screaming.

Our required last-semester capstone course, CJST 250 Contemporary Issues in Criminal Justice, provides the opportunity for ongoing assessment of student attainment of program outcomes in the context of ever-changing current challenges in the field. Efforts are currently underway to assess program diversity, equity, and inclusion content in the following courses CJST 225 Corrections and rehabilitation, CJST 245 Criminal Justice Ethics, and CJST 250 Contemporary Issues in Criminal Justice

The entire program is offered at Bethlehem, Monroe, and online.

RECOMMENDATIONS

Investigate and pilot a **Prison-to-College** initiative. This possibility has been discussed with the NCC administration. We hope to persist in exploring a potential educational initiative leading to a certificate that serves the inmate population, and/or new releases and those reentering society – especially in light of the recent restoration of Pell grants to convicts (<https://www.nytimes.com/2020/12/21/us/politics/stimulus-law-education.html>).

Relatedly, adjunct professor Judge Panella several years ago was exploring a way to do programming on old-fashioned **civics** (fundamentals of how government works, how the legal

system works, how the justice system works, basic information), having perceived a lack of knowledge about this important subject in the general population. Specifically, we hope to find a way to reach the prison population with this information.

We have renewed our very successful articulation agreement with ESU, and have had discussions with Alvernia University about their online B.A. CJST Administration Program. We would like to also investigate the possibility of an articulation agreement with John Jay College of Criminal Justice (JJC) in NYC. Of particular interest is its Bachelor of Science in Security management, which is a fully online BS transfer program. JJC would be an impressive transfer partner for our Criminal Justice majors, as it is considered the Harvard of Criminal Justice colleges nationally and internationally. Several of our students have transferred there, and the feedback from students is “outstanding.” Prof. Martin graduated from JJC and taught there for a decade.

The disruptions occasioned by the pandemic have led to discussions between faculty and NCC Experiential Learning staff to develop virtual service learning/Internship opportunities for our students, virtual tours of criminal justice, juvenile justice, and private sector security facilities, virtual mentoring, and short-term internship opportunities, as well as recording interviews with local criminal justice professionals, and NCC alumni, about their careers. This has alerted us to the possibility of using these approaches post-pandemic, in order to deliver real-world experiences to students who have full-time jobs and little free time to attend real-time, or on-ground sessions. Additionally, career-oriented interdisciplinary partnership discussions have been started to highlight the intersection between law enforcement, social work & applied psychology.

We strive to continue recruitment of diverse adjunct faculty with not only solid academic credentials, but also solid experiential credentials in all criminal justice career fields.

APPENDIX A: CATALOG COURSE CURRICULUM

Catalog – Criminal Justice **Program page**

Narrative

Northampton Community College's (NCC) Criminal Justice program offers you a wealth of opportunities. Whether you want to enter the workforce after two years of study, transfer to a four-year program, or enhance your education as a professional already employed in this field, NCC's program is for you.

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All our instructors are either current or former criminal justice or juvenile justice professionals, so they speak with the voice of experience, not just from a textbook. Additionally, students who have acquired prior discipline-related learning or training experiences might be granted course equivalent credits based upon NCC's life-experience portfolio assessment process.

If your career plan includes a bachelor's degree with specialization in the field, you may want to consider transferring to one of the four-year schools that we have an articulation agreement with such as East Stroudsburg University, Keystone College, Penn State-Lehigh Valley, or the University of Pittsburgh. These special partnerships make the move to a bachelor's degree program easier, since we've already ensured that your credits from NCC will seamlessly

transfer. Full transfer also may be possible to other colleges and universities offering baccalaureate degrees in the field. NCC's Academic Advising Transfer Specialists and Success Navigators can offer you support and additional information.

The program can be completed in four semesters as a full-time student taking 15-18 credits per semester, or by taking fewer credits each semester, and enrolling in summer classes. The total degree credits are 64-66 credits depending on which courses are completed.

Contact the Admissions Office at 610-861-5500 for further information.

Career Potential: Lawyer, Detective Investigator, Crime Scene Technician, Police, Probation, Parole, Court, Corrections, Security, juvenile justice, or other Public Safety Officer positions

Leading to: Local, State or Federal Criminal Justice, Security, Law, and Public Safety positions
Catalog – Criminal Justice – **Program Details** (Overview, Outcomes, Courses)

Outcomes

Graduates of the program will:

- Explain and evaluate criminological behavior theory as applied by the criminal justice or juvenile justice professional in the work environment.
- Analyze and assess the various classical, biological, psychological, sociological, and other emergent theories of crime causation.
- Identify and critique the functions, duties and roles of officials at various levels in the criminal justice system.
- Assess and interpret criminal law, criminal procedure, civil law and the courts as it relates to the legal system.
- Discuss and appraise the special needs and functions of the juvenile justice system.
- Describe and evaluate the corrections system in the United States.
- Apply the ability to think critically and analytically in various criminal justice work settings.
- Develop excellent professional writing and communication skills.
- Exemplify the basic professional requirements for entry level positions in the criminal or juvenile justice systems, as well as in the public safety or private sector security services.

Catalog – Criminal Justice – Program Map



Criminal Justice - Associate in Applied Science (2020-21 Catalog)

SEMESTER-BY-SEMESTER PROGRAM MAP FOR FULL-TIME STUDENTS

Courses are listed in preferred order of completion

Plans can be modified to fit student needs by adding more semesters

Choose your courses with your Advisor.

Developmental Education Courses (if required)			
<input type="checkbox"/>	ACLS050	Introduction to Academic Literacy	<input type="checkbox"/>
<input type="checkbox"/>	ENGL027	Writing Skills Workshop	<input type="checkbox"/>
<input type="checkbox"/>	MATH020	Pre-Algebra	<input type="checkbox"/>
<input type="checkbox"/>	MATH022	Elementary Algebra	<input type="checkbox"/>

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change									
complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
Semester 1	<input type="checkbox"/>	COLS101	College Success	1		B, M, D	----	B, M, D	D
	<input type="checkbox"/>	CJST101	Introduction to Criminal Justice	3		B, M, D	----	B, M, D	D
	<input type="checkbox"/>	ENGL101	English I	3	Comm.	B, M, D	----	B, M, D	B, M, D
	<input type="checkbox"/>	CMTH102	Introduction to Communication	3	Comm.	B, M, D	----	B, M, D	B, M, D
	<input type="checkbox"/>	PSYC103	Introduction to Psychology	3	SSHB	B, M, D	D	B, M, D	B, M, D
	<input type="checkbox"/>	SOCA103	Principles of Sociology (D)	3	SSHB	B, M, D	D	B, M, D	B, M, D
		Total Semester Credits:	16						
Semester 2	<input type="checkbox"/>	CISC101	Introduction to Computers	3	CL	B, M, D	D	B, M, D	B, M, D
	<input type="checkbox"/>	CJST111	American Legal System	3		B, M, D	----	B, M, D	D
	<input type="checkbox"/>	CJST131	Juvenile Justice	3		B, D	----	B, M, D	D
	<input type="checkbox"/>	ENGL151L or R	English II [Literature or Report Writing]	3	Comm.	B, M, D	----	B, M, D	B, M, D
	<input type="checkbox"/>	PSYC255	Abnormal Psychology	3	SSHB	B, M, D	----	B, M, D	D
	<input type="checkbox"/>	SOCA150	Deviance(D)	3		B, M, D	----	B, M, D	
		Total Semester Credits:	18						
Semester 3	<input type="checkbox"/>	CJST115	Criminal Law	3		B, M, D	----	B, M, D	D
	<input type="checkbox"/>	CJST121G	Criminology (WI)	3		B, M, D	----	B, D	D
	<input type="checkbox"/>	CJST245	Criminal Justice Ethics	3		B, M, D	----	B, M, D	D
	<input type="checkbox"/>	SOCA204	Social Problems (D)	3		B, D	----	B, M, D	D
	<input type="checkbox"/>		Math or Science Elective*	3/4	QL or SCI	B, M, D	D	B, M, D	B, M, D
		Total Semester Credits:	15/16						
Semester 4	<input type="checkbox"/>	CJST225	Corrections & Rehabilitation	3		B, M, D	----	B, M, D	D
	<input type="checkbox"/>	POLS105G	American Constitutional Law (WI)	3	SIT	B, D	----	B, M, D	D
	<input type="checkbox"/>	CJST250	Contemporary Issues in CJST	3		B, D	----	B, M, D	D
	<input type="checkbox"/>		AH General Education Elective	3		B, M, D	D	B, M, D	B, M, D
	<input type="checkbox"/>		Elective+	3/4		B, M, D	----	B, M, D	B, M, D
		Total Semester Credits:	15/16						
		Total Degree Credits:	64/66						

General Education Requirements	
<input type="checkbox"/>	SOCA103
<input type="checkbox"/>	CJST121G
<input type="checkbox"/>	POLS105G

Notes:
 ENGL 151R recommended for students entering the workforce; ENGL151L recommended for students wanting to transfer.
 MATH150 Introductory Statistics or BIOS180 Introduction to Forensic Science

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed

Arts & Humanities (AH)
ARTA 100 Art and Visual Thinking
ARTA 101 Art History Survey
CMTH 110 Introduction to the Theatre
CMTH 111 Acting I
CMTH 115 Technical Theatre
CMTH 117 Stagecraft
CMTH 126 The Communication Arts
CMTH 189 Stage Voice and Movement
CMTH 190 Stage Production
CMTH 206 Directing
CMTH 211 Plays: Classical to Contemp. (G-WI)
CMTH 212 Acting II
CMTH 218 Theatre Portfolio
CMTH 220 Introduction to Film
DANC 101 Dance History
DANC 110 Ballet I
DANC 120 Modern Dance I
DANC 130 Jazz I
DANC 210 Ballet II
DANC 220 Modern Dance II
DANC 230 Jazz II
ENGL 201 British Literature I (G-WI)
ENGL 203 Shakespeare (G-WI)
ENGL 205 American Literature I (G-WI)
ENGL 211 Plays: Classical to Contemp. (G-WI)
ENGL 215 Multicultural Adolescent Lit (G-WI)
ENGL 250 Latin American Literature (G-WI)
ENGL 251 British Literature II (G-WI)
ENGL 253 Creative Writing
ENGL 255 American Literature II (G-WI)
ENGL 256 Modern Poetry (G-WI)
ENGL 257 20th Century Lit by Women (G-WI)
ENGL258 Fiction Writing
ENGL 260 Contemporary Literature (G-WI)
ENGL 264 Irish Literature (G-WI)
ENGL 265 African-American Literature (G-WI)
ENGL 267 Poetry Writing
HUMA 121 The American Work Experience (G-WI)
HUMA 140 Intro to Women & Gender Studies (G-WI)
HUMA 150 Nature of the Environment
HUMA210 Creativity and the Origin of Ideas
JOUR 101 Journalism and Society
Modern Language - All MDLA Courses
MUSC 101 Introduction to Music
PHIL 111 On Death and Dying (G-WI)
PHIL 121 World Religions
PHIL 201 Introduction to Philosophy
PHIL 202 Ethics and Moral Problems (G-WI)
PHIL 204 Asian Philosophies
PHIL 211 Ancient Philosophy
PHIL 215 Modern Philosophy
PHIL 225 What is Freedom?

Quantitative Literacy (QL)
MATH 120 Nature of Mathematics
MATH 150 Introductory Statistics (D) <i>recommended</i>
MATH 140 College Algebra
MATH 145 Trigonometry
MATH160 PreCalculus
MATH 165 Applied Calculus
MATH 175 Calculus with Review (part 1)
MATH 176 Calculus with Review (part 2)
MATH 180 Calculus I
MATH 181 Calculus II
MATH 202 Discrete Math
MATH 210 Calculus III
MATH 211 Differential Equations

Electives for A.A. & A.S. Degrees
All courses except: OXX-level courses; EARL221, 222

Science (SCI)
BIOS 104 Field Ecology <i>recommended</i>
BIOS 105 Contemporary Biology (G-WI)
BIOS 107 Biology I
BIOS 110 In Your Genes: Intro to Mod Genetics
BIOS 115 Essentials of Biology
BIOS 126 Environmental Science
BIOS 150 Biology II
BIOS 160 Human Biology
BIOS 180 Introduction to Forensic Science <i>recommended</i>
BIOS 202 Microbiology for Allied Health
BIOS 204 Human Anatomy and Physiology I
BIOS 206 General Ecology
CHEM 105 Chemistry in Contemporary Society
CHEM 120 General Chemistry I
CHEM 135 Chemistry of Life
GEOG 150 Astronomy
GEOG 210 Weather and Climate
GEOL 201 Physical Geology
PHYS 101 Physics I
PHYS151 Physics II
PHYS 152 Physical Science II
PHYS 215 Physics for Science and Engineering I
PHYS 225 Physics for Science and Engineering II

Notes:

Arts and Humanities (AH) elective: MDLA 103-Elementary Spanish is recommended, but students can select any AH elective

***Math or Science elective:**

- MATH 150-Introductory Statistics is recommended for students who intend to transfer to a 4-year college/university.
- BIOS 104 Field Ecology or BIOS180 Introduction to Forensic Science is recommended as the Science elective for those who intend to enter the work world immediately after graduation.

+Elective:

+CJST 135 Law Enforcement & Investigation Techniques or GEOG 271 Introduction to Geographic Information System are recommended, but students may select any elective for AAS Degrees except OXX-level courses & EARL 221 & 222.

+Students who are interested in Security Management & Administration should select courses from the list below:

- EMGS118-Introduction to Crime Scene Identification, Preservation and Investigation
- EMGS119-Fundamentals of Homeland Security
- EMGS160- Introduction to Security
- EMGS235-Security Management

Program Information:

- Northampton's Criminal Justice program offers you a wealth of opportunities. Whether you want to enter the workforce after two years of study, transfer to a four-year program, or enhance your education as a professional already employed in this field, NCC's program is for you.
- Courses taught by experts in the field include hands-on education within a classroom setting. You'll obtain an understanding of the criminal justice system, be adept with the language and culture of the criminal justice profession, and gain the knowledge you need to live up to professional expectations. The program is fully available at the Bethlehem and Monroe campuses, as well as online. Course work is offered mainly in the daytime on campus, with some courses available only in the evening.
- The program serves three types of students: those seeking entry-level employment in the field, those already employed in the system who seek professional advancement, and those who plan to pursue a bachelor's degree in criminal justice, criminology or related disciplines.
- Our program readies you for employment in police departments, prisons, or community correction and treatment centers. It can also prepare you for a career in state and federal agencies such as the Federal Bureau of Investigation, Treasury Department, Drug Enforcement Administration, and the Alcohol Tobacco and Firearms Bureau. If you are interested in working for a specific agency, you should contact that agency early in your studies to determine the specific educational requirements you will need. Professionals in Northampton's Career Services and counseling offices, as well as instructors within the program, can assist you in meeting your career goals.

Program Outcomes: Students who complete this program will be able to:

- Demonstrate understanding of criminological behavior theory as applied by the criminal justice professional in the work environment.
- Understand psychological and sociological theories of crime causation.
- Know the functions, duties and roles of law enforcement officers at various levels in the criminal justice system.
- Show knowledge of criminal law, criminal procedure, civil law and the courts as it relates to the legal system.
- Exhibit awareness of the special needs and functions of the juvenile justice system.
- Develop understanding of the corrections system in the United States.
- Apply the ability to think critically and analytically in various criminal justice work settings.
- Develop excellent professional writing and communication skills.
- Exemplify the basic professional requirements for entry level positions through the criminal justice system.
- Be prepared to transfer to a four year college/university.

Transfer Information: * Denotes a program-to-program agreement, or P2P

- East Stroudsburg University of Pennsylvania: Computer Security* and Criminal Justice*
- Eastern Kentucky University: Criminal Justice*
- Keystone College: Criminal Justice*
- University of Pittsburgh: Criminal Justice*

Career Information:

Criminal justice grads can find work in law enforcement, prosecutors' offices, courts, corrections, probation, parole, the Juvenile Justice System, Private Sector Security Services, and more.

APPENDIX B: PROGRAM CURRICULAR MAP

Curriculum Matrix [Program Learning Outcomes, Gen Ed Learning Outcomes] and Assessment Plan

Step one: List all of the program learning outcomes for the program of study (delete extra rows or add additional rows if necessary). For each learning outcome, identify what specific course(s) address the specific outcome (*list the courses across the top of the table*). Then make “I” for a learning outcome that is introduced (*addressed for the first time*), “R” for a learning outcome that is reinforced (*addressed again, but not emphasized in a major way*), and/or “M” for a learning outcome that emphasized (*addressed in a major way, emphasis toward mastery*) under each specific course.

Please note: Not every course will address every program learning outcome.

Step two: Identify the alignment between Gen Ed outcomes and the courses within your program of study. At the bottom of your matrix are the Gen Ed learning outcomes. For each Gen Ed learning outcome, identify what specific course(s) address and ASSESSES the specific outcome (*list the courses across the top of the table*) – focus on the program courses and important electives. Place an “A” in corresponding spot in the table. If possible, identify the specific assignment/activity in which the learning outcome is assessed.

Please note: Not every course will assess every Gen Ed learning outcomes.

Program Learning Outcomes	CJST 101	SOCA 103	CJST 111	CJST 131	CJST 115	CJST 121G	CJST 245	CJST 204	CJST 225	CJST 250	SOCA 150	POLS 105G	SOCA 204	PSYC 103	PSYC 255
1. Explain and evaluate criminological behavior theory as applied by the criminal justice or juvenile justice professional in the work environment.	I										R			I	R
2. Analyze and assess the various classical, biological, psychological, sociological, and other emergent theories of crime causation.	I	I				R					R				R
3. Identify and critique the functions, duties and roles of officials at various levels in the criminal justice system.	I								R						

4. Assess and interpret criminal law, criminal procedure, civil law and the courts as it relates to the legal system	I				R					R		IR		
5. Discuss and appraise the special needs and functions of the juvenile justice system.					IR									
6. Describe and evaluate the corrections system in the United States.	I								R					
7. Apply the ability to think critically and analytically in various criminal justice work settings.	I					R				R				
8. Develop excellent professional writing and communication skills.							IR					IR		
9. Exemplify the basic professional requirements for entry level positions in the criminal or juvenile justice systems, as well as in the public safety or private sector security services.	I			R						R	R			
Gen Ed (Key Abilities) Learning Outcomes														
Communicate: Students will be able share their ideas powerfully and clearly.						A						A		
Analyze and Solve Problems: Students will be able to see and solved the problems around them, using solid data to draw and communicate reasonable conclusions.				A						A	A			
Understand Diversity: Students will be able to understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.				A							A		A	A

Engage in Ethical Questions. Students will be able to identify choices, consider alternatives and consequences, and choose actions keeping in mind everyone affected.							A		A				A		
Use Technology. Students will be able to select and ethically use appropriate technology to create, communicate, and discover.															

Step three: Develop an assessment plan for Program Learning Outcomes. All program learning outcomes must be assessed and documented within a span of 5 years. List in the table below which outcome(s) y [corresponding to the numbered PLOs in the curriculum matrix] you plan to assess and report on each year. Annual assessment planning will be completed each Spring with assessment collection and analysis completed the follow Fall and/or Spring. The table below will ultimately contain ALL program learning outcomes – it can either be completed at once to guide annual assessment planning or completed annually as you engage in the annual planning process. All PLOs must be represented in this table by the end of 5 years.

	Program Learning Outcomes (PLOs)
AY 2020-2021	D
AY 2021-2022	E
AY 2022-2023	C
AY 2023- 2024	A
AY 2024-2025	T
AY 2025-2026	D

Step four: Engage in Gen Ed Assessment. Using the Curriculum Matrix, identify the courses and assignments/activities that will be used to document Gen Ed assessment following the plan below. Ideally, assignments/activities will be assessed using the Gen Ed approved rubrics and in coordination with the Office of Institutional Effectiveness and the Gen Ed Core committee. To view the approved Gen Ed rubrics please visit the CTLT Faculty Resources page: <https://ctl62.wixsite.com/ctl/gened>.

									MSCHE Visit	
	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Diversity Outcome	Evaluate & Plan	Assess	Analyze	Evaluate & Plan	Assess	Analyze	Evaluate & Plan	Assess	Analyze	Evaluate & Plan
Ethical Qs Outcome		Evaluate & Plan	Assess	Analyze	Evaluate & Plan	Assess	Analyze	Evaluate & Plan	Assess	Analyze
Communicate Outcome			Evaluate & Plan	Assess	Analyze	Evaluate & Plan	Assess	Analyze	Evaluate & Plan	Assess
Analyze Outcome				Evaluate & Plan	Assess	Analyze	Evaluate & Plan	Assess	Analyze	Evaluate & Plan
Technology Outcome					Evaluate & Plan	Assess	Analyze	Evaluate & Plan	Assess	Analyze

Step five: As you review your Program Learning Outcomes (PLOs) and assessment plans, review your programs for DEI work. Do your PLOs include language that demonstrates a commitment to diversity, equity, and inclusion? Please see the DEI rubric for more information (and complete if you haven't done so already). The Program Level DEI Rubric can be located on the CTLT webpage: <https://ctl62.wixsite.com/ctl62/deirubrics>

APPENDIX C: ENROLLMENT DATA

Major	2015	2016	2017	2018	2019	2020	Year	CJST	College
Psychology	0	0	0	0	191	327	2016	493	10067
Applied Psychology	30	70	86	92	110	85	2017	521	9921
Criminal Justice	554	493	521	476	446	384	2018	476	9769
Global Studies	5	22	23	28	20	22	2019	446	9799
Liberal Arts, Psychology	268	259	237	218	80	13	2020	384	8951
Social Work	196	186	180	173	178	207			
Social Science and Human Services AOS	1053	1030	1047	987	1025	1038			
	11.05%	11.00%	11.42%	11.01%	11.52%	12.78%			
Program Enrollment Totals	9529	9363	9171	8967	8897	8120			
Not Included in Enrollment Trends by AOS									
Guest/Visiting Student	205	245	228	175	187	158			
High School Concurrent	15	16	9	3	1	0			
High School Dual Enrollment	305	344	473	618	698	657			
Individualized Transfer Studies	3	5	1	1	0	1			
Proficiency in English as a Second Language	0	0	0	0	3	5			

APPENDIX D: COSTS AND INCOME DATA

**ACADEMIC AUDIT FINANCIAL DATA
2018-19**

Criminal Justice Degree

	FY2019	FY2018	FY2017	FY2016	FY2015
Program Income					
Tuition	2,035,660	2,130,512	2,037,038	2,153,798	2,250,884
Local Reimb	345,915	353,550	334,220	345,874	365,335
Operating Reimb	809,197	807,262	768,702	630,248	632,733
Stipend Reimb					
Total Income	3,190,772	3,291,324	3,139,960	3,129,920	3,248,951
Program Costs					
Direct Costs	1,354,028	1,300,894	1,220,928	1,267,796	1,271,524
Indirect Costs	1,579,631	1,519,811	1,371,769	1,415,901	1,485,540
Total Costs	2,933,659	2,820,705	2,592,697	2,683,698	2,757,064
FTE	411.69	440.48	431.16	461.94	503.22
Income per FTE	7,751	7,472	7,283	6,776	6,456
Cost per FTE	7,126	6,404	6,013	5,810	5,479
Inst Avg Cost per FTE	7,933	7,075	6,703	6,416	6,144
Rank	113 of 133	97 of 126	113 of 132	105 of 129	108 of 119

APPENDIX E: GRADUATE/PLACEMENT REPORTS

Placement Report 2017

Criminal Justice Degree

Graduate Survey Results

<i>Number of Graduates</i>	<i>Continuing Education</i>	<i>Employed</i>	<i>Job Hunting</i>	<i>Not Seeking Employment</i>	<i>Moved</i>	<i>No Report</i>
84	33 49%	30 44%	4 6%	1 1%	0 0%	16

Of the Total Number of Graduates Employed:

<i>Employed Related</i>	<i>Employed Unrelated</i>	<i>Employed Unrelated by Choice</i>
9 30%	14 47%	7 23%

Employers of Graduates

Dorney Park & Wildwater Kingdom
 Employer Name Unknown
 Employer Name Withheld
 New Jersey State Police
 New York City Police Academy
 Northampton County Department of Corrections
 Northampton County Prison
 Pike County Correctional Facility
 Rikers Island

Positions Secured

Corrections Officer (4)
 Patrol Officer
 Public Safety Telecommunicator
 Recruit Officer
 Security
 Security Guard

Summary of Hourly Starting Salaries

<i>Number Reporting Salary</i>	<i>2017 Lowest Salary</i>	<i>2017 Highest Salary</i>	<i>2017 Mean Salary</i>	<i>2017 Median Salary</i>	<i>Previous Year Median Salary</i>	<i>Median Percent Change</i>
6	\$12.00	\$25.00	\$17.32	\$16.63	\$13.00	28%

Institutions To Which Graduates Transferred

American University
 Bloomsburg University (2)
 Cedar Crest College (2)
 Coastal Carolina University
 Colorado Northwestern Community College
 DeSales University (2)
 East Stroudsburg University (9)
 John Jay College of Criminal Justice
 Keystone College
 Kutztown University (3)
 Moravian College
 Northampton Community College (3)
 Southern New Hampshire University
 St. John's University
 Temple University (3)

Placement Report 2018

Criminal Justice Degree

Graduate Survey Results

<i>Number of Graduates</i>	<i>Continuing Education</i>	<i>Employed</i>	<i>Job Hunting</i>	<i>Not Seeking Employment</i>	<i>Moved</i>	<i>No Report</i>
97	42 49%	40 47%	3 4%	0 0%	0 0%	12

Of the Total Number of Graduates Employed:

<i>Employed Related</i>	<i>Employed Unrelated</i>	<i>Employed Unrelated by Choice</i>
11 28%	15 38%	14 35%

Employers of Graduates

Army ROTC at Lehigh University
 Boscov's
 Chatham County Police Department
 Duryea Police Department
 KidsPeace
 Northampton County
 Shippensburg University Police Department
 US Marine Corps
 Victaulic Company
 Walmart Distribution Center
 Washington Township Police Department

Positions Secured

911 Telecommunicator
 Asset Protection Specialist
 Cadet
 Job Title Unknown
 Loss Prevention Detective
 Patrol Officer
 Patrolman
 Police Officer (2)
 Security Guard (2)

Summary of Hourly Starting Salaries

<i>Number Reporting Salary</i>	<i>2018 Lowest Salary</i>	<i>2018 Highest Salary</i>	<i>2018 Mean Salary</i>	<i>2018 Median Salary</i>	<i>Previous Year Median Salary</i>	<i>Median Percent Change</i>
7	\$15.00	\$23.18	\$18.20	\$18.30	\$16.63	10%

Institutions To Which Graduates Transferred

Arcadia University
 Aspen University
 Bloomsburg University (3)
 Delaware County Community College
 DeSales University (3)
 Drexel University
 East Stroudsburg University (12)
 Felician University
 John Jay College of Criminal Justice
 Lackawanna College
 Lock Haven University
 Moravian College (2)
 Neumann University
 Northampton Community College (6)
 Penn State University
 Post University

Queens College
 Shippensburg University
 St. Thomas University
 Temple University
 The University of Tampa

2019 Placement Report

Criminal Justice Degree

Graduate Survey Results

<i>Number of Graduates</i>	<i>Continuing Education</i>	<i>Employed</i>	<i>Job Hunting</i>	<i>Not Seeking Employment</i>	<i>Moved</i>	<i>No Report</i>
89	45 65%	23 33%	1 1%	0 0%	0 0%	20

Of the Total Number of Graduates Employed:

<i>Employed Related</i>		<i>Employed Unrelated</i>		<i>Employed Unrelated by Choice</i>	
8	35%	8	35%	7	30%

Employers of Graduates

Allied Universal
 Exploria Resorts
 Lehigh Valley Drug and Alcohol Intake Unit
 Lehighon Borough Police Department
 Monroe County Correctional Facility
 Northampton County Department of Corrections (2)
 Northampton County Juvenile Justice Center

Positions Secured

Correctional Officer (3)
 Office Manager
 Patrolmen
 Security Director
 Security Officer
 Youth Care Worker

Summary of Hourly Starting Salaries

<i>Number Reporting Salary</i>	<i>2019 Lowest Salary</i>	<i>2019 Highest Salary</i>	<i>2019 Mean Salary</i>	<i>2019 Median Salary</i>	<i>Previous Year Median Salary</i>	<i>Median Percent Change</i>
6	\$14.50	\$26.44	\$18.96	\$18.27	\$18.30	0%

Institutions To Which Graduates Transferred

Arizona State University
 Bloomsburg University (2)
 Cedar Crest College
 Delaware State University (2)
 DeSales University (8)
 East Stroudsburg University (10)
 Georgia State University
 John Jay College of Criminal Justice
 Kean University
 Kutztown University (5)
 Lincoln University
 Millersville University
 Northampton Community College (2)
 Penn State University
 St. Francis College
 Temple University (2)
 University of Miami
 University of Pittsburgh
 West Chester University (3)

