



**CENTER OF EXCELLENCE
HOMELAND SECURITY-EMERGENCY MANAGEMENT**

Criminal Justice Strategic Planning Meeting

Location: Highline College

Date: August 10, 2017

Attendance: Tony Anderman (Facilitator), Linda Crerar (CoE-HSEM), Kellie Hale (CoE-HSEM), Ryann Leonard (Big Bend Community College) and Steve Lettic (Highline College)

Tony Anderman asked the group, “What is the focus? What are the primary, secondary, and third focus? Within the last two years, what are the lack of focus and what are the main focus? What is the primary focus of this group?”

One of the primary focus for the CJ group is that there should be a set of standards and assessments for all of the 19 Criminal Justice programs in Washington State’s 34 Community and Technical Colleges.

Ryann: I see two parallel paths; one path is the CJ programs and one path is the CJ academy.

CJ program process is the core curriculum will lead to the idea of core competencies. Both are intertwined (writing, critical thinking, and KSAs). KSAs could come from the JTA and the DACUM (LE). Will also need it for Corrections, JJ, CCO, Security, and EM.

Program strengthening: media/promotion, internships, employment/careers/connections, partnerships (internally and externally), pedagogy/learning/styles/adult learning theory, mitigation, and barriers (middle school and high school), skill centers.

Internships help students gain the hands-on experience. A core foundation will help set up the next move towards program strengthening.

Issues:

- Unions and college curriculum policy
- Background clearance: Students are having difficulties passing background checks. This is an issue for multiple programs such as Occupational Health & Safety, along with Nursing
- Labor statistics to justify programs
- Academic freedom: Academic freedom can create issues for certain faculty members. Which allows faculty members to be able to develop and deliver their curriculum the way they want to without restrictions.
- Financial Aid and Veterans Assistance

- FTEs
- Jobs are few and far between

Steve: The needs will be different in geographical locations. The needs will not be the same in certain areas.

A one credit course could be developed/offered for students on preparing them to take on an internship.

The CJ survey that was developed for the March 22, 2017 workgroup meeting should be sent out to employers. It is important to talk to the employers now in order to get their opinions and perspectives on what CJ students need to gain employment.

Wendy Freitag, CoE-HSEM's Communications/Outreach Specialist, did [a CJ Employer Engagement](#) report last year. She talked with CJ program coordinators/faculty along with CJ employers. The report shares what particularly/specific KSAs students will need to gain employment.

Tony: The interviewing process needs to be evaluated. Do employers actually understand what they need? How can we validate the information so employers can understand?

To build a core curriculum there needs to be a set standard in place.

First year – The basics

Second year – The competencies (soft skills, critical thinking, etc.)

Third year – Students will be able to pinpoint what they would like to study. Meaning what specific career they want to branch out in such as HSEM, CJ, Fire, OSH, etc.

Prior Learning Assessments helps with students gaining course credit and experience.

Phases of ADDIE (Analyze, Design, Development, Implementation, and Evaluation)

The ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools. While perhaps the most common design model, there are a number of [weaknesses to the ADDIE model](#) which have led to a number of spin-offs or variations.

It is an Instructional Systems Design (ISD) model. Most of the current instructional design models are spin-offs or variations of the ADDIE model; other models include the Dick & Carey and Kemp ISD models. One commonly accepted improvement to this model is the use of rapid prototyping. This is the idea of receiving continual or formative feedback while instructional materials are being created. This model attempts to save time and money by catching problems while they are still easy to fix.

Instructional theories also play an important role in the design of instructional materials. Theories such as [behaviorism](#), [constructivism](#), social learning and cognitivism help shape and define the outcome of instructional materials.

In the ADDIE model, each step has an outcome that feeds into the subsequent step.
Analysis > Design > Development > Implementation > Evaluation

Analysis Phase

In the analysis phase, instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified. Below are some of the questions that are addressed during the analysis phase:

- Who is the audience and their characteristics?
- Identify the new behavioral outcome?
- What types of learning constraints exist?
- What are the delivery options?
- What are the online pedagogical considerations?
- What is the timeline for project completion?

Design Phase

The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, and lesson planning and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details.

These are steps used for the design phase:

- Documentation of the project's instructional, visual and technical design strategy
- Apply instructional strategies according to the intended behavioral outcomes by domain (cognitive, affective, and psychomotor).
- Create [storyboards](#)
- Design the user interface and user experience
- Prototype creation
- Apply visual design (graphic design)

Development Phase

The development phase is where the developers create and assemble the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. Testers perform debugging procedures. The project is reviewed and revised according to any feedback given.

Implementation Phase

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Preparation of the learners include training them on new tools (software or hardware), student registration.

This is also the phase where the project manager ensures that the books, hands on equipment, tools, CD-ROMs and software are in place, and that the learning application or Web site is functional.

Evaluation Phase

The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users.