

Academic Program Four Column

School Program Review = CJ FS EMS

School: Program Review - Criminal Justice, Fire Science, Emergency Services

<i>Program Review Criteria</i>	<i>Criteria Statements</i>	<i>Findings from Review</i>	<i>Action to be Taken</i>
<p>1. SCHOOL MISSION AND GOALS - 1. Provide the School's mission statement and explain its connection to the University mission. Category Status: Active Category Type: Academic Program Review Start Date: 08/27/2018 HLC Criteria: Mission 1.A mission is broadly understood HLC Criteria for Accreditation: Mission 1.A mission is broadly understood</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018 Self-assessment: "B" - Making Good Progress The College of Criminal Justice and Emergency Response was reconstituted during Spring 18. The CJ unit had been independent and Fire and Emergency Service had been part of the College of Health and Safety. School meetings were held starting in January 2018 to develop a common mission and set of collaborative goals.</p> <p>College Mission The College Criminal Justice and Emergency Responders Faculty, Staff, and Regional Partners provide the highest quality educational experience combining theoretical knowledge, practical application, and personal growth to achieve careers as collaborative, innovative, professional community leaders of the future.</p> <p>College Vision To provide and encourage the pursuit of academic excellence, integrity, and citizenship in a rapidly evolving global world. The faculty, Staff, and Regional partners identify the importance of the field to society, encourage giving of self, provide mentorship and positive internships and promotes professional excellence.</p> <p>LSSU Mission Statement We equip our graduates with the knowledge, practical skills</p>	<p>Action to be Taken: Wider distribution of marketing of program and mission needs to occur. LSSU College of CJ and emergency responders will need update during AY19. Faculty member has been assigned to develop articulation agreements. (10/12/2018) Budget Rationale: Need for travel and marketing material Budget Request: 2000</p>

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	<p>Findings from Review</p>	<p>and inner strength to craft a life of meaningful employment, personal fulfillment, and generosity of self, all while enhancing the quality of life of the Upper Great Lakes region.</p> <p>The missions are congruent with one another in that students are equipped with both theoretical and practical knowledge and skills that lead to employment, ethical members of society, and leaders in their communities. (10/11/2018)</p> <p>Related Documents: Program review 0918.pdf</p>	
<p>2. SCHOOL MISSION AND GOALS - List the School-level goals and explain how they support and connect to the CAFE Master Goals of the Strategic Plan. Category Status: Active HLC Criteria: Planning 5.C systematic integrated planning Reference:: https://www.lssu.edu/wp-content/uploads/2018/09/2018-2023-LSSU-Strategic-Plan.pdf HLC Criteria for Accreditation: Planning 5.C systematic integrated planning</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018 Self-assessment: "B" - Making Good Progress College/School Goals: PROVIDE STUDENTS WITH A BROAD-BASED, ACADEMICALLY RIGOROUS EDUCATION COMBINING THE THEORETICAL CONCEPTS WITH PRACTICAL APPLICATIONS. CAFE A:1 - goal supports the cultivation of continuous academic and co-curricular improvement to provide relevant programs</p> <p>PROVIDE STUDENTS WITH THE SKILLS NECESSARY TO PERFORM AS TWENTY-FIRST CENTURY CRIMINAL JUSTICE, FIRE SCIENCE AND EMERGENCY RESPONDER PRACTITIONERS AND LEADERS IN A GLOBAL WORLD. CAFE E: 1 - goal requires continuous improvement of the student experience through data-informed decision making, and student, community, and professional input.</p> <p>PROVIDE STUDENTS WITH THE KNOWLEDGE AND DEVELOP THEIR ABILITY TO APPLY PLANNING, PREVENTION, MITIGATION AND RESPONSE TO CRISIS TO IMPROVE COMMUNITY HEALTH AND SAFETY. CAFE A: 2 goal provides educational experiences that add value and allow students to reach their full potential in order to serve society.</p> <p>ASSIST STUDENTS WITH THE DEVELOPMENT OF A SET OF PROFESSIONAL ETHICS.</p>	<p>Action to be Taken: Continued development of course mapping and program expansion will be conducted during AY19. The purpose of course mapping will be to identify areas of duplication and/or areas for possible interdisciplinary collaboration to improve both product efficiency and quality. Will be regularly placed on agenda for monthly school meetings. (10/12/2018)</p>

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	<p>Findings from Review</p>	<p>CAFE C:1,2,3 - goals supports open communication, treatment of others with dignity, and behaviors that strengthen community</p> <p>ASSIST STUDENTS IN THE DEVELOPMENT OF THEIR CRITICAL THINKING SKILLS, QUALITY WRITING SKILLS, AND EFFECTIVE COMMUNICATION SKILLS IN A DIVERSE GLOBAL WORLD. PROVIDE AN EDUCATIONAL ATMOSPHERE OF ACTIVE LEARNING AND ENCOURAGE LIFE LONG LEARNING AND COMMUNITY SERVICE.</p> <p>CAFE A:3 - goal supports individual student growth within curricular, co-curricular and non-curricular realms culminating in degree completion</p> <p>The College Goals have produced graduates who have stayed within the community or gone onto communities achieving successful and meaningful employment across the various fields of Criminal Justice. These graduates have shown generosity of self and enhancing the quality of life in the region by volunteering in multiple charity, educational, fraternal, and nonprofit organizations throughout the region. Examples of this included: Coaching Youth sports (Alpena Hockey Association, Alpena Huron Shores Babe Ruth League, American Legion Baseball, Cadillac Area Hockey Association, Consolidated Community Schools Services-Youth Baseball, Petoskey Area Hockey Association, Petoskey Youth Baseball Association, Rudyard High School Basketball, Sault Area Little League, Sault Area Softball, Sault Area Lacrosse, Sault Competitive Aquatics Team, Sault Little Giants Football, Sault Michigan Hockey Association, St. Ignace Hockey Association, St. Ignace Youth Baseball), memberships and participation in public service organizations (American Cancer Society-Rely-For-Life, Boy Scouts and Girl Scouts of America, the ELKS Club, Habitat for Humanity, Knights of Columbus, LIONS Club, Mason's, Rudyard Area Schools School Board, Sault Youth Fishing Organization, Special Olympics Law Enforcement Torch Run, Special Olympic Polar Plunge, Special Olympics Swimming, St Mary's Parochial School Board and the United Way). Additionally, graduates are members in various religious</p>	

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<p>3. TEACHING AND LEARNING - Explain how faculty determine program and course learning outcomes, course prerequisites, rigor of courses, expectations for student achievement, and student access to resources.</p> <p>Category Status: Active</p> <p>HLC Criteria: Improvement 4.A quality of programs</p> <p>HLC Criteria for Accreditation: Improvement 4.A quality of programs</p>	Findings from Review	<p>Finding Reporting Year: 2017-2018</p> <p>Self-assessment: "B" - Making Good Progress</p> <p>Program outcomes are developed to support professional standards in the areas of law enforcement/criminal justice, fire, and emergency medical services.</p> <p>Professional Organizations and Association Standards that are used to develop and ensure appropriate course learning outcomes and program goals include:</p> <p>Criminal Justice: MCOLES, Academy of Criminal Justice Society (ACJS), American Academy of Forensic Sciences (AAFS), American Society of Criminology (ASC), Fraternal Order of Police (FOP), International Association for Identification (IAI), International Chiefs of Police (IACP), and Midwestern Criminal Justice Association (MCJA)</p> <p>Fire Science: Accreditation standards of IFSAC, State of Michigan Fire Marshal, National Fire Protection Association Codes (NFPA)</p> <p>EMS - Paramedic: Accreditation standards of the State of Michigan, CoAEMSP, American Heart Association, American Red Cross, RMS Wilderness First Aid, National Registry of Emergency Medical Technicians.</p> <p>Narrative: College overview: The College of Criminal Justice and Emergency Responders includes the School of Criminal Justice that maintains its core Bachelor of Science (BS) degree with concentrations in Conservation Officer, Criminalistics, Generalist, Homeland Security, Law Enforcement, Public Safety, and the Michigan Commission On Law Enforcement Standards (MCOLES). Graduates are required to earn 124 credits overall compiled of general education requirements, degree specific requirements (CJ-BS Core classes with the selected concentration required courses), and elective courses to be eligible to apply for graduation. Students who transfer</p>	<p>Action to be Taken: Faculty education will be encouraged to address specific program direction. Training expenses will be paid for by the department for required training for operations, such as CoAEMTPS accreditation for paramedic coordinator. (10/12/2018)</p> <p>Budget Request: 1500</p>

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	<p>Findings from Review</p>	<p>credits into the university must complete a minimum of 30 credits for a BS degree and 15 credits for an Associate degree (AS). Additionally, students must take 50% of the required 300/400 level courses for a BS degree from the university. B) The College of Criminal Justice and Emergency Responders with its diverse and unique degrees of Criminal Justice, Fire Science, and EMS (Paramedic) all maintain modern objectives and outcomes based on current research, field experience, and practical application. The Bachelors, Associates, Minors, and Certificates in Criminal Justice all have direct linkages from the certificates up to the bachelor's degree within the curriculum. The course outcomes are reviewed and evaluated by the course instructors, as well as, discussed at school meetings (See- School of Criminal Justice meeting minutes October).</p> <p>The College of Criminal Justice and Emergency Responders Program Learning Outcomes (PLO's) are met in part from the Course Learning Outcomes (CLO's) from individual courses. The CLO from lower level courses provide introductory content and exposure which is then re-enforced and subsequently mastered in upper level courses. Based on the PLO all students must be actively engaged in course work to achieve. Courses do require differing levels of information collection, communication, analysis, synthesis, and presentation. Students will develop skills necessary for the profession (See- Tracdat, "O" Drive Syllabi, and the PLO).</p> <p>F)</p> <p>The Faculty of the College of Criminal Justice and Emergency Responders have and continue to develop academically. The faculty have attended professional conferences, presented at conferences, published articles and books and maintained membership in professional organizations such as Academy of Criminal Justice Society (ACJS), American Academy of</p>	

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	Findings from Review	<p>Forensic Sciences (AAFS), American Society of Criminology (ASC), Fraternal Order of Police (FOP), International Association for Identification (IAI), International Chiefs of Police (IACP), and Midwestern Criminal Justice Association (MCJA). Students in the program must complete the senior research capstone course CJUS 401 Senior Seminar in which students identify a current problem or issue of interest to study from the broad field. The culmination of which the students must prepare and present a 35 page (minimum) well written research study. (See- Tracdat, Syllabi, CLO and Degree Audit)</p> <p>G)</p> <p>The Faculty and adjunct faculty of the College of Criminal Justice and Emergency Responders are highly effective and efficient instructors. The full-time Faculty meet highly qualified standards based on their academic achievement, professional field experience, and research agendas (See-Teaching Qualification Forms for CJ: Dr. Gordier, Prof. Henderson, and Dr. Westrick. FS Faculty: Dr. Schaeffer. EMED Faculty: Prof. Fuller, Instructor Gaberdiel). Faculty from the College of Criminal Justice and Emergency Responders have been awarded the top two academic honors (Professor of the Year and Advisor of the Year) at the university for faculty. These awards are nominated by faculty, staff, students, and alumni and the award process goes through a rigorous evaluation and analysis by a committee composed of faculty and honor students. Additionally, faculty have received numerous nominations for this prestigious awards (See-CV Dr. Gordier, Prof, Henderson, and Dr. Westrick). Adjunct faculty who teach lab settings and classroom also have academic achievement, vast field experience, and hold additional state and national professional certifications (See-CV: CJ Instructors: B. Clegg, D. Jones, D. Mitchell, S. Strait, and T. Swanson. F/S Instructors: N. Vaught. EMED Instructors: K. Mohar, P. Young).</p>	

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	<p>Findings from Review</p>	<p>H) The faculty of the College of Criminal Justice and Emergency Responders are identified to instruct courses based on their academic achievement, filed experience, and research agendas. All faculty must have a current Teaching Qualification Form (TQF) recorded and on file with LSSU Human Resources (See-TQF Dr. Gordier, Prof. Henderson, and Dr. Westrick). All faculty members are evaluated per the Faculty Association Agreement (FAA), as well as, regular student evaluations for course instructors and academic advising (See-HR Faculty Evaluations, FAA, Course Evaluations and Academic Evaluations).</p> <p>I) The Faculty of the College of Criminal Justice and Emergency Responders actively attend and present at state and national conferences. Faculty have actively taken additional graduate course work to improve in knowledge and instructional abilities. Faculty of the College of Criminal Justice and Emergency Responders are active committee members and presenters for the Faculty Center for Teaching (FCT) (See-CV: Dr. Gordier, Prof. Henderson and Dr. Westrick). Additionally, all faculty are required to hold 5 posted office hours for direct student engagement. These hours are posted at the beginning of every semester on the faculty office door and published in course syllabi. These hours are a minimum set by the FAA however, the Faculty of the College of Criminal Justice and Emergency Responders all have open door policies and are available to students from 8:00 am until 9:00 pm many days. Faculty are also on campus on weekends to assist in academic advising events and general student events. The following student organizations are lead by faculty advisors from the College of Criminal Justice and Emergency Responders: Alpha Phi Sigma (CJ Honor Society), First Responders Association</p>	

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	<p>Findings from Review</p>	<p>(FRA), Criminal Justice and Fire Science Honors House, and TKE Fraternity. (See-CV: Prof. Henderson and Dr. Westrick). (10/11/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017 Self-assessment: "B" - Making Good Progress)</p> <p>The School of Criminal Justice in the spring of 2017 through assessment and reflection re-developed the former Criminal Justice degree eight emphases to the new concentration model. The current model provides for the broad-based core of Criminal Justice courses that every Criminal Justice BS student would be required to complete. This new common core provides for broad-based introductory course work, theory, practical application, ethics, law, experiential internships, and senior seminars. All of these courses relate to the College Goals. Furthermore, under the concentration model students may select to complete multiple concentrations such as Criminalistics and the MCOLES which would allow the student to be MCOLES certifiable upon completion. The Criminal Justice Associates degree in Law Enforcement, Homeland Security, and Corrections were also revised in the Spring of 2017 bring a common core to allow the building blocks of lower level courses in the Associates degrees to enable students to progress towards the BS degree. The School of Criminal Justice uses the LSSU guidelines for course level evaluation and determination (See- CJ BS Degree Audits, CJ AS Degree Audits, LSSU Guidelines for University-wide Definition of Course Levels, and Tracdat). However, the Faculty of the College of Criminal Justice and Emergency Responders are continually assessing courses and programs. Comparison of the CLO to PLO and linking feedback from students during College meetings. Changes based on student feedback can be seen in updating, alteration, and improvement in delivery of</p>	<p>Action to be Taken: New program implemented, audit sheets made available to both students and advisors. (08/28/2017)</p>

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	<p>Findings from Review</p>	<p>courses such as CJUS 444 in which student feedback was a driving force to increase allotted lab time for specific tasks meeting CLO and PLO (See-Tracdat). (10/11/2018)</p>	
<p>4. TEACHING AND LEARNING - Explain how faculty ensure the equivalence of learning outcomes and achievement in all modes and locations where degrees are delivered. Provide examples of course syllabi from multiple delivery modes and locations of the same course(s). Category Status: Active HLC Criteria: Improvement 4.A quality of programs HLC Criteria for Accreditation: Improvement 4.A quality of programs</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018 Self-assessment: "C" - Satisfactory The College of Criminal Justice and Emergency Responders assures that all sections of individual courses instructed have a common syllabus with identical Student Learning Outcomes (SLO). The mode of instruction of the courses may be traditional in class, on-line and/or hybrid format but they still have common SLO's. (See- Tracdat and "O" Drive Syllabi). There is a need for skill development in regarding to online pedagogy. Faculty are encouraged to participate in learning opportunities for teaching online courses which are offered through the FCT. Syllabi in Fire were reviewed in 2016 to address issues regarding appropriate methods of online assignment. Online classes will be offered as necessary, but whenever possible, FTF course will be considered the optimal goal until a robust infrastructure can be maintained for online education. (10/11/2018) Related Documents: CJUS203_00N_F18_SYLB.doc CJUS203_001_F18_SYLB.doc</p>	<p>Action to be Taken: Learning opportunities will be identified for all faculty teaching online to improve pedagogy and maximize use of the LMP. As faculty obtain specific training in the offering of online courses, the school will reassess renewal of fire science online offerings. (10/14/2018)</p>
<p>5. TEACHING AND LEARNING - If applicable, attach the most recent report, findings and recommendations from specialized programmatic accreditations within the School. Category Status: Active HLC Criteria: Improvement 4.A quality of programs Reference:: CC 4.A.5 HLC Criteria for Accreditation: Improvement 4.A quality of programs</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018 Self-assessment: "C" - Satisfactory The Criminal Justice Michigan Commission On Law Enforcement Standards (MCOLES) program as been in operation since 1976 (Michigan Law Enforcement Officer Training Council-MLEOTC prior to MCOLES). The Criminal Justice program has always received high review from the State of Michigan representative during annual evaluation. However, Spring 2016 evaluation found a deficiency in the loss of the full-time academic assistant do to reorganization taking place. It was brought forward from the MCOLES representative that the students had great concerns and that the loss of a full-time academic assistant did effect their educational process. Therefore, there was a meeting between the then MCOLES Executive Director Dave Harvey,</p>	<p>Action to be Taken: Continue providing quality educational experiences for Criminal Justice students while seeking out a replacement for the academic assistant to meet the MCOLES requirement. The academic infrastructure for CoAEMSP accreditation continues to evolve. In the past year systems have been developed to ensure required medical oversight of the curriculum and preceptor training. The changes made will be</p>

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	<p>Findings from Review</p>	<p>MCOLES Senior Compliance Officer John Steele, MCOLES Field Representative Michael Logghe, LSSU Associate Provost and Dean of Criminal Justice Dr. Dave Myton and LSSU MCOLES Director Herb Henderson in August 2016. The culmination of the meeting resulting in the assured support for the MCOLES program with a full-time academic assistant for the Criminal Justice program specifically MCOLES academic assistant support. The part-time academic assistant position was returned to full-time status and a search completed filling the vacancy in early spring 2017. However, as of this date the former academic assistant has moved to a non-union position as the Presidents academic assistant and the position is currently posted to be filled as soon as possible.</p> <p>The Emergency Medical - EMT/Paramedic programs maintain both State of Michigan and CoAEMSP accreditation. CoAEMSP accreditation was sought in 2016.</p> <p>The Fire Science program has been accredited by IFSAC for over 20 years. (11/09/2018)</p> <p>Related Documents: 2018 Annual Status Report Form IFSAC.docx 50th MCOLES Evaluation.pdf Placement Report.pdf</p>	<p>monitored AY19 to ensure that the standards are being met.</p> <p>IFSAC has changed its criteria for assessment from once every 10 years to requirement of annual reports and increased assessment and data driven decision making expectations These changes are congruent with current HLC requirements. A faculty member has been assigned as "champion" to collect necessary data and develop IFSAC reports. (10/12/2018)</p> <p>Budget Rationale: Coordinator positions have been established for both FIRE and EMED to address accreditation requirements.</p> <p>Budget Request: 6000</p> <p>Follow-Up: IFSAC accreditation for program reviewed. Consensus that accreditation does not significantly enhance Fire Program. Recommendation by faculty is to eliminate IFSAC program accreditation and seek Pro-Board and National Fire Academy: FESHE accreditation so that both out of state and in state students obtain credentials that will permit seamless fire fighter certification. (11/12/2018)</p>
<p>7. ASSESSMENT - School-level goals and their connections to the university's CAFE Master Goals Strategic Plan were listed in Question 2 of this report. Select 3-5 of those goals as a focus for the School's 4-</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018 Self-assessment: "B" - Making Good Progress 75% of fire science BS graduates were employed in a fire related field post graduation.</p> <p>The MCOLES program employment placement has</p>	<p>Action to be Taken: School will expand survey to include all graduates in AY2019. (10/14/2018)</p>

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<p>Column School Assessment Report; add the selected goals to the 4-Column report document, and attach the document.</p> <p>Category Status: Active</p> <p>Category Type: Operational Goal, not related to student learning</p> <p>Start Date: 01/08/2018</p> <p>HLC Criteria: Mission 1.D mission and public good</p> <p>HLC Criteria for Accreditation: Improvement 4.A quality of programs</p>	<p>Findings from Review</p>	<p>remained very high. This years graduates form June 29, 2018 is currently at 75% full-time employment just over 4 months from graduation. The MCOLES placement reports have been attached with a note that when students leave the state of Michigan to take employment in other states or Federal employment they do not get reported on this report therefore the placement percentage could be skewed based on federal and out of state employment. (10/14/2018)</p> <p>Program Review Notes: An online survey and online data search was conducted during the summer of 2018 to identify employment status of Fire Science graduates. Over 100 graduates responded.</p> <p>Related Documents:</p> <p>Fire alumni survey 1018.docx</p> <p>Placement Report.pdf</p>	
<p>8. ASSESSMENT - Describe how results from assessment have been used to improve your School. Include specific examples.</p> <p>Category Status: Active</p> <p>HLC Criteria: Improvement 4.B ongoing assessment</p> <p>HLC Criteria for Accreditation: Improvement 4.B ongoing assessment</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Self-assessment: "B" - Making Good Progress</p> <p>Identification of the need for increased use of realism within Paramedic training resulted in continuing partnership with Superior Simulation center for hi-fidelity manikin use during simulation training. (11/05/2018)</p> <p>Program Review Notes: Simulation Center moved to new center within the LSSU Arts Center on campus.</p> <hr/> <p>Finding Reporting Year: 2017-2018</p> <p>Self-assessment: "B" - Making Good Progress</p> <p>Identification of the need for increased realism in firearm training without significant increase course fees for students resulted in obtaining a virtual range and incorporating its use into CJUS 201 firearms training. Increased range time by 80% without an increase in ammunition fees for students.</p> <p>Required physical fitness course for both fire and Cj students, Identified that staff teaching course did not meet HLC guidelines. Program paid for both trainers to receive certification in PT training/training for trainers in order to both address current quality need and develop infrastructure for developing pool of future instructors. (10/12/2018)</p>	<p>Action to be Taken: Continue simulation partnership between EMED program and Superior Simulation center; continued development of EMED Simulation Scenarios as collaborative process between EMED Program Director and Superior Simulation staff. (11/05/2018)</p> <hr/> <p>Action to be Taken: Will assess range time per student in AY18-19 and courses related to appropriate use of force. Will assess added live range and virtual range impact on student performance related to firearm safety and appropriate use of force (10/12/2018)</p> <p>Budget Rationale: Assess need for additional firearms for virtual range and live range upgrades related to program outcome goals</p>

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Findings from Review			
<p>9. ASSESSMENT - Describe how the School uses assessment results to inform and facilitate better planning and budgeting</p> <p>Category Status: Active</p> <p>HLC Criteria: Planning 5.C systematic integrated planning</p> <p>HLC Criteria for Accreditation: Planning 5.C systematic integrated planning</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2018-2019</p> <p>Self-assessment: "B" - Making Good Progress</p> <p>Identified variance in both teaching and contact time for students in CJUS201 Firearms Training. Increased student contact time in range, expanded firearm safety content, while holding course fee at previous level and bringing adjunct faculty pay into compliance with university guidelines.</p> <p>School is currently reviewing research requirements and course outcomes to consider combining course work in both Fire and CJ to increase efficiencies in class offerings. Will be on school meeting agenda through AY2019 (10/12/2018)</p>	<p>Action to be Taken: CJUS 201 course review will be conducted at School meetings with recommendations being implemented during S19. (10/12/2018)</p> <p>Budget Rationale: Assessment will be made regarding purchase of additional firearms necessary to teach and demonstrate safe operation.</p>
<p>10. ASSESSMENT - In addition to LSSU's campus-wide programs designed to support retention and degree completion, list any additional activities of the School specifically intended to increase retention and degree completion.</p> <p>Category Status: Active</p> <p>HLC Criteria: Improvement 4.C retention persistence completion</p> <p>HLC Criteria for Accreditation: Improvement 4.C retention persistence completion</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Self-assessment: "B" - Making Good Progress</p> <p>The program has clearly defined course rotation plans which assist the students and advisors in keeping the student on track for graduation. The use of academic advisor who are full time professors also provides expertise and consistency in advising and keeping focus on the program goals. The advisors work with each student to develop degree plans which are achievable and focus on the students career plans and academic skills.</p> <p>Students are advised to use learning support programs where available. A recent example of student support was the establishment of both tutoring for Anatomy and Physiology for EMED students and a designated lab group for EMED students. This has resulted in a significant increase in successful completion of A&P and increased enrollment in the paramedic program.</p> <p>Simulation resources continue to be enhanced for EMED, FIRE, and CJ. The new health simulation center includes both a high fidelity ambulance simulator and a multipurpose area for simulation of both home and business. Anecdotal reports from high school students visiting the simulation center have noted positive response and comments regarding future enrollment in the</p>	<p>Action to be Taken: Revision of College of CJ and Emergency Responder web page for marketing and student support. Goal is to have major revisions implemented Spring 2019 (11/05/2018)</p> <p>Action to be Taken: Development of peer tutoring / mentoring system to promote success in introductory course work. (11/05/2018)</p>

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	<p>Findings from Review</p>	<p>paramedic program.</p> <p>Fire services continue to update fire fighting equipment, include receipt of turnout gear, extrication equipment, and a new pumper truck. These updates have been marketed through both admissions and the alumni newsletters. A point of pride which has been used as a marketing focal point has been the new virtual range in the the CJ department. This promotes both skill development and critical thinking in a safe environment. (10/11/2018)</p>	
<p>11. RESOURCES - 11. Describe how the School allocates resources to adequately support the mission. Include explanations of faculty/staff, fiscal, and infrastructure allocations. For example, describe the process used to ensure that each faculty member or instructor in the program is qualified to teach the courses they are assigned, as consistent with HLC guidelines.</p> <p>Category Status: Active</p> <p>HLC Criteria: Resources 3.C faculty and staff</p> <p>Reference:: https://www.hlcommission.org/Publications/determining-qualified-faculty.html</p> <p>HLC Criteria for Accreditation: Resources 3.C faculty and staff, Planning 5.A resource base</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Self-assessment: "B" - Making Good Progress</p> <p>Faculty are assigned per contract. Faculty are required to teach or have load assignment of 12 credit hours per semester. The average is 15 credit hours per semester. Due to exceeding the average of 15 credits per hour, a posting for a Full Time CJ faculty and Fire faculty have been posted. Faculty have submitted TQF with supportive documentation of CV and transcripts. Support materials were reviewed by Faculty and Dean to validate appropriate qualifications on the Teaching Qualification Form. This was completed during Spring 2018.</p> <p>(10/12/2018)</p>	<p>Action to be Taken: Hire additional faculty to address shortage in both fire and emed. FT fire faculty position has been posted. (11/05/2018)</p> <p>Action to be Taken: FT CJ faculty position posted and hiring committee established. (10/12/2018)</p> <p>Budget Rationale: Additional funds have been budgeted for AY2019 to hire full time staff in both CJ and FIRE</p>
<p>12. RESOURCES - Explain how the School ensures that the curriculum for each program is current. For example, evidence may include specialized program accreditation, advisory boards, input from industry, discipline standards, previous School reviews or reports, etc.</p> <p>Category Status: Active</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Self-assessment: "B" - Making Good Progress</p> <p>The new curriculum established in Fall of 2017 was already effective. based on the new curriculum we had a returning graduate who went through the MCOLES certificate program (that was not possible prior) two students complete the MCOLES program under the Associate degree option and another student who was able to use the Certificate with his GI Bill funding to complete the BS with</p>	<p>Action to be Taken: Continue to utilize the current curriculum and evaluate the progress and demand of the Associate and Certificate options. (11/16/2018)</p>

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
<p>HLC Criteria for Accreditation: Planning 5.D systematic work to improvement</p>	<p>Findings from Review</p>	<p>MCOLCS certificate. Therefore for the first year in place the new curriculum was able to help 4 students achieve their life and career goals in ways that had not be possible prior. These four students are all currently employed by law enforcement agencies. (11/16/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018 Self-assessment: "B" - Making Good Progress Standing advisory boards include Emergency Medical Services Advisory, meets a minimum of 2x /year.; MCOLCS advisory board, and FTC Regional Fire Fighters board. (10/12/2018)</p> <p>Related Documents: Advisory-Committee - April 2018.doc Advisory-Committee - August 2018.doc Advisory-Committee - Febuary 2018.doc Advisory-Committee - January 2018.doc 2018 MCOLCS Advisory Meeting Minutes.docx</p> <hr/> <p>Finding Reporting Year: 2018-2019 Self-assessment: "B" - Making Good Progress EMED advisory committee meeting was held in Aug. Actions to increase Medical Director's direct activities per CoAEMSP requirements were modified and enacted to meeting accreditation guidelines. (10/12/2018)</p>	<p>Action to be Taken: Inclusion of School of CJ and Emergency Responder review and public recommendations as a standing agenda item at MCOLCS Advisory meetings. (11/12/2018)</p> <hr/> <p>Action to be Taken: To address the increased responsibility of the EMS advisory board, meetings have been increased from 1 to 3 per year. A school advisory board has been discussed and will be further evaluated during AY19. (10/14/2018)</p> <hr/> <p>Action to be Taken: Standardized forms from CoAEMSP will be used to improve communication documentation between faculty and the paramedic medical director. (10/14/2018)</p>
<p>A.13 DEGREE: Criminal Justice BS, Fire Generalist BS, Paramedic AAS - Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the "use of results." Attach the 4-Column Program Assessment Report. Category Status: Active Category Type: Academic Program Review Start Date: 01/15/2018 HLC Criteria: Improvement 4.B ongoing assessment</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018 Self-assessment: "B" - Making Good Progress Completed 4 column Reports for CJ BS, Fire Science BS, and Paramedic AAS (11/12/2018)</p> <p>Related Documents: Paramedic AAS Assessment_ Program Four Column 2018.pdf CJ_BS Assessment_ Program Four Column -2018.pdf Fire Science Generalist BS Assessment_ Program Four Column -2018.pdf</p>	

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
<p>HLC Criteria for Accreditation: Improvement 4.B ongoing assessment</p> <p>A.14 FIRE and EMED changes. - Explain how results from degree assessments were used to improve the degree program. Include specific examples. Category Status: Active Category Type: Academic Program Review Start Date: 08/20/2018 HLC Criteria: Improvement 4.B ongoing assessment HLC Criteria for Accreditation: Improvement 4.B ongoing assessment</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018 Self-assessment: "B" - Making Good Progress Paramedic A- Documentation and assurance of appropriate clinical time for EMED was deficient for both COAEMTPS and the State of Michigan. The school adopted a program called Fisdap that permitted documentation of activities that followed mandated EMS training requirements. This resulted in both adequate documentation and assurance the required skills were addressed. FIRE BS - Assessment data did not support student success in written communication. Acceptable criteria was not being met regarding writing skills exhibited in FIRE 401 – Fire Senior Seminar. Classes were identified in the 100, 200, and 300 level to add required written communication in order to develop formal written communication skills. (10/12/2018)</p>	<p>Action to be Taken: Full utilization of Fisdap will be monitored throughout AY19 to ensure that CoAEMPTS standards are being met.</p> <p>FIRE 401 assignment was modified to focus on use of evidence to develop protocols. This permitted increase focus on information and communication literacy. This will be re-assessed in AY19 (10/14/2018)</p>
<p>A.15 DEGREE: College Course Leveling - Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program. Category Status: Active Category Type: Academic Program Review Start Date: 08/20/2018 HLC Criteria: Improvement 4.B ongoing assessment Reference:: http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf HLC Criteria for Accreditation: Resources 3.A appropriate degree programs</p>	<p>Findings from Review</p>	<p>Finding Reporting Year: 2017-2018 Self-assessment: "C" - Satisfactory CJ and FIRE Courses were originally designed to support higher level courses but have not be either labeled as pre-requisite courses assessed using the new LSSU leveling guidelines. There has not been documentation of review of leveling in a number of years. School will schedule a meeting to specifically review courses meet the LSSU curriculum committees recommended leveling guidelines during AY19. Any required changes will be submitted to the curriculum committee if necessary or changed within the program without LSSU curriculum review if course objectives do not require change. Attached review document: (10/12/2018)</p>	



College Program Academic Review
Lake Superior State University
Review for the following Program:
College of Criminal Justice and Emergency Responders

February 2018

1. **College Mission-University Mission-Strategic Plan**

A)

The College of Criminal Justice and Emergency Responders houses the School of Criminal Justice, Fire Science and Emergency Medical Service. These three departments provide for the theoretical development and practical application of knowledge for the professional fields. The department of Criminal Justice maintains its core Bachelor of Science (BS) degree with concentrations in Conservation Officer, Criminalistics, Generalist, Homeland Security, Law Enforcement, Public Safety, and the Michigan Commission On Law Enforcement Standards (MCOLES). These concentrations all require the broad-based core Criminal Justice course work for all concentrations, as well as, designated support courses from Political Science, Psychology, and Sociology.

The School of Criminal Justice in the spring of 2017 through assessment and reflection re-developed the former Criminal Justice degree eight emphases to the new concentration model. The current model provides for the broad-based core of Criminal Justice courses that every Criminal Justice BS student would be required to complete. This new common core provides for broad-based introductory course work, theory, practical application, ethics, law, experiential internships, and senior seminars. All of these courses relate to the College Goals. Furthermore, under the concentration model students may select to complete multiple concentrations such as Criminalistics and the MCOLES which would allow the student to be MCOLES certifiable upon completion.

The MCOLES certification is a state authorized program in which LSSU is one of twenty programs across the state of Michigan. The MCOLES program is reviewed and approved by the State of Michigan's Executive MCOLES Commission. The program instructors and facilities are evaluated yearly with multiple site visits from the State MCOLES Representative. The MCOLES program has received very positive evaluations and recommendations. Examples of graduate success in the Eastern Upper Peninsula (EUP) include Chippewa County Sheriff Michael Bitnar, Kinross District Police Chief Joseph Micolo, Mackinaw County Sheriff Scott Straight, Michigan State Police Post #82 Lieutenant Joseph Shier, Sault Ste. Marie PD Captain John Larsen, and Sault Tribe of Chippewa Indians Chief Robert Marchant. Additionally, there are graduates within the agencies across the Upper Peninsula and Lower Peninsula of Michigan. EUP agency employment examples include Chippewa County Sheriff's Office where 9 of the 11 certified officers are LSSU-CJ MCOLES alumni, Sault Ste. Marie Police Department where 17 of the 23 certified officers are LSSU-CJ MCOLES alumni and between these two agencies 10 of the 12 supervisors and command staff are all LSSU-CJ MCOLES alumni. There are many more LSSU-CJ MCOLES through-out Michigan's Law Enforcement and Public Safety agencies as Officers, Deputies, Public Safety Officers, Sergeants, Lieutenants, Captains, Chiefs, Directors, Under Sheriffs, and Sheriff's.

The employment of our MCOLES and non-MCOLES Criminal Justice students also expands across multiple Federal, State, Local, and Private agencies. Examples of these graduates include United States Customs and Border Protection (US-CBP) Port of Sault Ste. Marie Deputy Chief Anthony Fazzari with 8 other US-CBP senior supervisors. US-CBP Sault Ste. Marie Border Patrol Station, Homeland Security Investigations (Former Immigration and Customs Enforcement-ICE) Field Op, and US-CBP Air and Sea division all have LSSU-CJ alumni.

The College of Criminal Justice and Emergency Responders collaborates on an ongoing basis with all of our regional and global partners. Examples of this coordination and resource for the professional field include utilization of the Criminal Justice simulation building for advanced active shooter training, crime scene reconstruction, crisis negotiations, K-9 exercises, narcotics recognition, raid entry, and search warrant exercises. Agencies that have participated include, Federal agencies (Border Patrol, Federal Forest Service-LE, ICE, US-CBP), State agencies (Michigan Department of Corrections, Michigan Department of Natural Resources, and Michigan State Police) Local agencies (Baymills Tribe of Chippewa Indians Police Department, Cheboygen County Sheriff's Department, Chippewa County Sheriff's Office, Emmett County Sheriff's Office, Kinross District Police, Mackinaw County Sheriff's Office, Sault Ste. Marie Police Department, Sault Tribe of Chippewa Indians Police Department, and St. Ignace Police Department).

B)

College Mission, Vision and Goals

Mission

The College Criminal Justice and Emergency Responders Faculty, Staff, and Regional Partners provide the highest quality educational experience combining theoretical knowledge, practical application, and personal growth to achieve careers as collaborative, innovative, professional community leaders of the future.

Vision

To provide and encourage the pursuit of academic excellence, integrity, and citizenship in a rapidly evolving global world. The faculty, Staff, and Regional partners identify the importance of the field to society, encourage giving of self, provide mentorship and positive internships and promotes professional excellence.

Goals

PROVIDE STUDENTS WITH A BROAD-BASED, ACADEMICALLY RIGEROUS EDUCATION COMBINING THE THEORETICAL CONCEPTS WITH PRACTICAL APPLICATIONS.

PROVIDE STUDENTS WITH THE SKILLS NECESSARY TO PERFORM AS TWENTY-FIRST CENTURY CRIMINAL JUSTICE, FIRE SCIENCE AND EMERGENCY RESPONDER PRACTITIONERS AND LEADERS IN A GLOBAL WORLD.

PROVIDE STUDENTS WITH THE KNOWLEDGE AND DEVELOP THEIR ABILITY TO APPLY PLANNING, PREVENTION, MITIGATION AND RESPONSE TO CRISIS TO IMPROVE COMMUNITY HEALTH AND SAFETY.

ASSIST STUDENTS WITH THE DEVELOPMENT OF A SET OF PROFESSIONAL ETHICS.

ASSIST STUDENTS IN THE DEVELOPMENT OF THEIR CRITICAL THINKING SKILLS, QUALITY WRITING SKILLS, AND EFFECTIVE COMMUNICATION SKILLS IN A DIVERSE GLOBAL WORLD.

PROVIDE AN EDUCATIONAL ATMOSPHERE OF ACTIVE LEARNING AND ENCOURAGE LIFE LONG LEARNING AND COMMUNITY SERVICE.

The Mission, Vision and Goals of the College of Criminal Justice and Emergency Responders have been developed to link directly to the university's mission while meeting the professional demands of the field.

LSSU Mission Statement

We equip our graduates with the *knowledge, practical skills and inner strength* to craft a *life of meaningful employment, personal fulfillment, and generosity of self, all while enhancing the quality of life in the Upper Great lakes region.*

Knowledge

PROVIDE STUDENTS WITH A BROAD-BASED, ACADEMICALLY RIGEROUS EDUCATION COMBINING THE THEORETICAL CONCEPTS WITH PRACTICAL APPLICATIONS.

PROVIDE STUDENTS WITH THE KNOWLEDGE AND DEVELOP THEIR ABILITY TO APPLY PLANNING, PREVENTION, MITIGATION AND RESPONSE TO CRISIS TO IMPROVE COMMUNITY HEALTH AND SAFETY.

ASSIST STUDENTS IN THE DEVELOPMENT OF THEIR CRITICAL THINKING SKILLS, QUALITY WRITING SKILLS, AND EFFECTIVE COMMUNICATION SKILLS IN A DIVERSE GLOBAL WORLD.

The College Goals produce graduates who have a broad-based education with the ability to analyze, evaluate and apply both theoretical concepts and practical skills. Our graduates go on to professional occupations throughout Federal, State, Local, Private, and Non-Governmental Organizations in the fields of Criminal Justice, Fire Science, and Emergency Medicine. These graduates can communicate effectively within our diverse global world and build on community health and safety initiatives.

Practical Skills and Inner Strength

PROVIDE STUDENTS WITH THE SKILLS NECESSARY TO PERFORM AS TWENTY-FIRST CENTURY CRIMINAL JUSTICE, FIRE SCIENCE AND EMERGENCY RESPONDER PRACTITIONERS AND LEADERS IN A GLOBAL WORLD.

ASSIST STUDENTS WITH THE DEVELOPMENT OF A SET OF PROFESSIONAL ETHICS.

The College Goals produce graduates who have a broad-based education with the ability demonstrate and apply practical skills with high levels of proficiency. Our graduates go on to professional occupations throughout Federal, State, Local, Private, and Non-Governmental Organizations in the fields of Criminal Justice, Fire Science, and Emergency Medicine. These graduates can communicate effectively within our diverse global world and build on community health and safety initiatives. Additionally, our graduates achieve multiple levels of leadership rolls within their chosen careers (reference 1. A. Para 3).

Life of Meaningful Employment, Personal Fulfillment and Generosity of Self, all while Enhancing the Quality of Life in the Upper Great Lakes Region

PROVIDE STUDENTS WITH THE SKILLS NECESSARY TO PERFORM AS TWENTY-FIRST CENTURY CRIMINAL JUSTICE, FIRE SCIENCE AND EMERGENCY RESPONDER PRACTITIONERS AND LEADERS IN A GLOBAL WORLD.

PROVIDE AN EDUCATIONAL ATMOSPHERE OF ACTIVE LEARNING AND ENCOURAGE LIFE LONG LEARNING AND COMMUNITY SERVICE.

The College Goals have produced graduates who have stayed within the community or gone onto communities achieving successful and meaningful employment across the various fields of Criminal Justice. These graduates have shown generosity of self and enhancing the quality of life in the region by volunteering in multiple charity, educational, fraternal, and non-profit organizations throughout the region. Examples of this included: Coaching Youth sports (Alpena Hockey Association, Alpena Huron Shores Babe Ruth League, American Legion Baseball, Cadillac Area Hockey Association, Consolidated Community Schools Services-Youth Baseball, Petoskey Area Hockey Association, Petoskey Youth Baseball Association, Rudyard High School Basketball, Sault Area Little League, Sault Area Softball, Sault Area Lacrosse, Sault Competitive Aquatics Team, Sault Little Giants Football, Sault Michigan Hockey Association, St. Ignace Hockey Association, St. Ignace Youth Baseball), memberships and participation in public service organizations (American Cancer Society-Rely-For-Life, Boy Scouts and Girl Scouts of America, the ELKS Club, Habitat for Humanity, Knights of Columbus, LIONS Club, Mason's, Rudyard Area Schools School Board, Sault Youth Fishing Organization, Special Olympics Law Enforcement Torch Run, Special Olympic Polar Plunge, Special Olympics Swimming, St Mary's Parochial School Board and the United Way). Additionally, graduates are members in various religious and military (American Legion and Veterans of Foreign Wars) organizations.

2. College Program Quality, Resources and Support

A)

The College of Criminal Justice and Emergency Responders includes the school of Criminal Justice that maintains its core Bachelor of Science (BS) degree with concentrations in Conservation Officer, Criminalistics, Generalist, Homeland Security, Law Enforcement, Public Safety, and the Michigan Commission On Law Enforcement Standards (MCOLES). Graduates are required to achieve 124 credits overall compiled of general education requirements, degree specific requirements (CJ-BS Core classes with the selected concentration required courses), and elective courses to be eligible to apply for graduation. Students who transfer credits into the university must complete a minimum of 30 credits for a BS degree and 15 credits for an Associate degree (AS). Additionally, students must take 50% of the required 300/400 level courses for a BS degree from the university.

B)

The College of Criminal Justice and Emergency Responders with its diverse and unique degrees of Criminal Justice, Fire Science, and EMS (Paramedic) all maintain modern objectives and outcomes based on current research, field experience, and practical application. The Bachelors, Associates, Minors, and Certificates in Criminal Justice all have direct linkages from the certificates up to the bachelor's degree within the curriculum. The course outcomes are reviewed and evaluated by the course instructors, as well as, discussed at school meetings (See-School of Criminal Justice meeting minutes October).

C)

The School of Criminal Justice in the spring of 2017 through assessment and reflection re-developed the former Criminal Justice degree eight emphases to the new concentration model. The current model provides for the broad-based core of Criminal Justice courses that every Criminal Justice BS student would be required to complete. This new common core provides for broad-based introductory course work, theory, practical application, ethics, law, experiential internships, and senior seminars. All of these courses relate to the College Goals. Furthermore, under the concentration model students may select to complete multiple concentrations such as Criminalistics and the MCOLES which would allow the student to be MCOLES certifiable upon completion. The Criminal Justice Associates degree of Law Enforcement, Homeland Security, and Corrections were also reformed in the Spring of 2017 bring a common core to allow the building blocks of lower level courses in the Associates degrees to enable students to progress towards the BS degree. The School of Criminal Justice uses the LSSU guidelines for course level evaluation and determination (See- CJ BS Degree Audits, CJ AS Degree Audits, LSSU Guidelines for University-wide Definition of Course Levels, and Tracdat).

However, the Faculty of the College of Criminal Justice and Emergency Responders are continually assessing courses and programs. Comparison of the CLO to PLO and linking feedback from students during College meetings. Changes based on student feedback can be seen in updating, alteration, and improvement in delivery of courses such as CJUS 444 in which

student feedback was a driving force to increase allotted lab time for specific tasks meeting CLO and PLO (See-Tracdat).

D)

The College of Criminal Justice and Emergency Responders assures that all sections of individual courses instructed have a common syllabus with identical Student Learning Outcomes (SLO). The mode of instruction of the courses may be traditional in class, on-line and/or hybrid format but they still have common syllabi and SLO's. (See- Tracdat and "O" Drive Syllabi).

E)

The College of Criminal Justice and Emergency Responders Program Learning Outcomes (PLO's) are met in part from the Course Learning Outcomes (CLO's) from individual courses. The CLO from lower level courses provide introductory content and exposure which is then re-enforced and subsequently mastered in upper level courses. Based on the PLO all students must be actively engaged in course work to achieve. Courses do require differing levels of information collection, communication, analysis, synthesis, and presentation. Students will develop skills necessary for the profession (See- Tracdat, "O" Drive Syllabi, and the PLO).

F)

The Faculty of the College of Criminal Justice and Emergency Responders have and continue to develop academically. The faculty have attended professional conferences, presented at conferences, published articles and books and maintained membership in professional organizations such as Academy of Criminal Justice Society (ACJS), American Academy of Forensic Sciences (AAFS), American Society of Criminology (ASC), Fraternal Order of Police (FOP), International Association for Identification (IAI), International Chiefs of Police (IACP), and Midwestern Criminal Justice Association (MCJA). Students in the program must complete the senior research capstone course CJUS 401 Senior Seminar in which students identify a current problem or issue of interest to study from the broad field. The culmination of which the students must prepare and present a 35 page (minimum) well written research study. (See-Tracdat, Syllabi, CLO and Degree Audit)

G)

The Faculty and adjunct faculty of the College of Criminal Justice and Emergency Responders are highly effective and efficient instructors. The fulltime Faculty meet highly qualified standards based on their academic achievement, professional field experience, and research agendas (See-Teaching Qualification Forms for Dr. Gordier, Prof. Henderson, and Dr. Westrick). Faculty from the College of Criminal Justice and Emergency Responders have been awarded the top two academic honors (Professor of the Year and Advisor of the Year) at the university for faculty. These awards are nominated by faculty, staff, students, and alumni and the award process goes through a rigorous evaluation and analysis by a committee composed of faculty and honor students. Additionally, faculty have received numerous nominations for this prestigious awards (See-CV Dr. Gordier, Prof. Henderson, and Dr. Westrick). Adjunct faculty who teach lab settings and classroom also have academic achievement, vast field experience, and

hold additional state and national professional certifications (See-CV: B. Clegg, D. Jones, D. Mitchell, S. Strait, and T. Swanson).

H)

The faculty of the College of Criminal Justice and Emergency Responders are identified to instruct courses based on their academic achievement, filed experience, and research agendas. All faculty must have a current Teaching Qualification Form (TQF) recorded and on file with LSSU Human Resources (See-TQF Dr. Gordier, Prof. Henderson, and Dr. Westrick). All faculty members are evaluated per the Faculty Association Agreement (FAA), as well as, regular student evaluations for course instructors and academic advising (See-HR Faculty Evaluations, FAA, Course Evaluations and Academic Evaluations).

I)

The Faculty of the College of Criminal Justice and Emergency Responders actively attend and present at state and national conferences. Faculty have actively taken additional graduate course work to improve in knowledge and instructional abilities. Faculty of the College of Criminal Justice and Emergency Responders are active committee members and presenters for the Faculty Center for Teaching (FCT) (See-CV: Dr. Gordier, Prof. Henderson and Dr. Westrick). Additionally, all faculty are required to hold 5 posted office hours for direct student engagement. These hours are posted at the beginning of every semester on the faculty office door and published in course syllabi. These hours are a minimum set by the FAA however, the Faculty of the College of Criminal Justice and Emergency Responders all have open door policies and are available to students from 8:00 am until 9:00 pm many days. Faculty are also on campus on weekends to assist in academic advising events and general student events. The following student organizations are lead by faculty advisors from the College of Criminal Justice and Emergency Responders: Alpha Phi Sigma (CJ Honor Society), First Responders Association (FRA), Criminal Justice and Fire Science Honors House, and TKE Fraternity. (See-CV: Prof. Henderson and Dr. Westrick).

J)

The Faculty of the College of Criminal Justice and Emergency Responders hold bi-weekly meetings in which curriculum and courses are discussed as part of scheduling of course rotation and other business. As prior stated the School Criminal Justice completed a thorough analysis and evaluation of the BS and AS degrees which were reformed. Part of this reformation included feedback from the regional partners (MCOLES Advisory Board) that recognized a need for increased knowledge and skills in the area of cybercrimes and cyberterrorism (CJUS 203) hence this course was added to concentration with law enforcement and homeland security foci. All course instructors have common syllabi between course sections and years offered. All modes of instruction (in class, On-line, and Hybrid) also have common syllabi in which the CLO may be met using different instructional strategies but the students still achieve the same CLO. Instructors for each individual course must meet the required TQF and all courses have assessment by the course instructors via tracdat (See- School of CJ Meeting Minutes, MCOLES Advisory Board Minutes, Tracdat, and TQF instructors).

K)

The faculty of the College of Criminal Justice and Emergency Responders strives to generate high student achievement through the use of multiple platforms of instruction including: small group discussions/presentations, Game Theory, Scenario/Problem Based Learning, experiential learning in field placements, community engagement and practical applications (See-Course Syllabi Specifically: CJUS 140, CJUS 201, CJUS 303, CJUS 321, CJUS 345, CJUS 401, CJUS 402, CJUS 411, CJUS 444; Community Engagement with faculty and students Relay-For-Life, Summer Solstice Girls on the Run, FRA Blood Drive, Sault Police Department Auxiliary Police)

L)

The College of Criminal Justice and Emergency Responders have multiple specialized facilities for instructional purposes including: A Virtra Weapon simulation room, Indoor firearms range, criminalistics laboratory, a criminalistics crime scene building/simulation scenario building. The Virtra room is a weapon simulator room in which the College has a 180-degree electronic crisis/hostage/shoot don't shoot simulator. This simulator was update adding 2 additional screens making it 180 degrees in Summer of 2017. The simulator was partnered with the Chippewa County Sheriff's department and the Department of Homeland Security. This simulator provides the students opportunities to build firearms skill (targets), communication skills (students talk to the screen and the scenarios can be altered based on student communication), there are option for flashlight use, mace, taser and firearms depending on the scenario. This system allows multiple participants in which students and active law enforcement personnel can participate together adding to the students learning. There are approximately 800 scenarios.

The firearms range is a 10 lane moving target system. The students are instructed in the use of both pistols (Glock 17 & 19, Sig Saur 225, 226, and 229) and revolvers (Smith and Wesson 686 and 19) (See-Syllabi CJUS 201). The firearms range is always maintained for student safety and receives a yearly inspection by a third party vendor (Meggitt, Inc.)

The criminalistics laboratory was brought back to the Main CJ building in Fall of 2017 (from Crawford Hall of Sciences) based on the assessment and needs of the course work. This laboratory allows the students first hand experiential learning of criminalistics/forensic science processes. The students build skills in this laboratory which they then utilize in the criminalistics/simulation building. The laboratory has been approved for a new ventilation hood system which is in the purchase order process now to improve the quality and safety of student learning (See-College of CJ and ER meeting minutes). The laboratory has digital evidence comparison scopes, fingerprint analysis software on in class computers, as well as, crime scene drawing and presentation software.

The criminalistics/simulation building was identified as necessary based on student feedback, instructor analysis, and current needs of the profession. Therefore, a property was identified and has been updated and utilized for the past 5 years. This building has 9 scenario rooms including a small store, an elementary/secondary school room, 4 apartments, 1

methamphetamine/drug grow operation, commercial kitchen, Post-office/Bank, and a Safe room. These various scenes have multiple configurations including two with mobile walls. The scenarios are set for the final criminalistics group activities/presentations every semester in which there are never repeating scenarios in single year. This practical hands on application of multiple criminalistics processes provides great experience and skill development for the students who then present their scene and identify their theory of the event to the student body of the class (See-Syllabus CJUS 444).

Additionally, this simulation structure is used by the MCOLES academy as a shoot don't shot scenario building. This building is also partnered with our regional law enforcement partners who use the facility for their training as well such as: Cheboygen County Sheriff's Department K-9, Chippewa County Sheriff's Department, Emmett County Sheriff's Department K-9, Federal Forrest law Enforcement K-9, Kinross District Police Department, Michigan Department of Corrections Emergency Response Team, Michigan State Police K-9, Otsego County Sheriff's Department K-9, Sault Ste. Marie Police Department, Sault Tribe of Chippewa Indians Police Department, Straights Area Narcotics Enforcement team, Upper Peninsula Substance Enforcement Team-East (UPSET East), Tri-Dent (Tri-County Drug Enforcement Team)US Border Patrol, US Border Patrol K-9, US Customs Border Protection Raid Entry Instructor training, US Homeland Security Investigations (former ICE).

3. College Degree Program Evaluation and Improvement

A)

B)

C)

D)

E)

F)

G)

H)

I)

J)

4. College Resources, Planning and Effectiveness

A)

B)

C)

5. Other

Prerequisites: None

Instructor(s): Herbert D. Henderson, ABD
Norris 210
(906) 635-2172
hhenderson@lssu.edu

Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
1:30-3:00 4:00-4:30pm		1:30-3:00 4:00-4:30pm	3:00-4:00pm	

Required Texts:

Digital Crime and Digital Terrorism, 4th ed.
Authors: Taylor, Fritsch, Liederbach, Saylor, and Tafoya

Course Description:

This course will examine the problem of both domestic and global Cyberterrorism/Cybercrimes. The recognition of various types of crimes committed using computers, the Internet, and other Electronic Devices. Learners will learn investigative techniques and legal issues as related to the investigation of Cybercrimes.

Course Goal:

To be able to develop an advanced level of understanding of Cyberterrorism/Cybercrimes methods and investigative abilities.

Course Objectives: At the conclusion of CJUS 203 students will:

1. Be able to identify and describe hardware and software components.
2. Be able to evaluate computer transmitted data and its possible connection to criminal activity.
3. Be able to describe various types of computer crimes.
4. Be able to formulate electronic search warrants
5. Be able to explain the process for seizing electronic devices for forensic examination.

Grading Scale and Policies:**Point Values:**

11 Quizzes @ 20 pts	220 points
Assignments	150 points
Attendance and Participation	100 points
Midterm Exam Chapters 1-7	100 points
Final Exam (comprehensive)	200 points
	<u>Total 770 points</u>

Grading Scale:

98-100	A+	70-77	C
92-97	A	68-69	C-
90-91	A-	66-67	D+
88-89	B+	62-65	D
82-87	B	60-61	D-
80-81	B-	0-59	F
78-79	C+		

Ground Rules:

1. Completing assignments on time and keeping up with the class material is important for success in this course and in college. ALL assignments will be submitted in the LMS MOODLE. Late assignments **will not** be accepted except for legitimate **pre-approved** reasons as determined by the instructor. Examples of legitimate reasons are: severe illness, death in family, etc. Students will lose 10 points for each unexcused absence.
2. Students are expected to perform all assigned work themselves. Any form of cheating or plagiarism will be handled in accordance with the Honor Code Procedures. Violations of the Honor Code may result in an F for the course grade.
3. Use of head phones, cell phones and hats during exams is prohibited.
4. Cell phones must be turned off for all class sessions. If the cell phone is on and rings, the student will be asked to leave the class for the day and this will count as an absence.

University Policies and Statements:

The Americans with Disabilities Act & Accommodations

In compliance with Lake Superior State University policies and equal access laws, disability-related accommodations or services are available to students with documented disabilities.

If you are a student with a disability and you think you may require accommodations you must register with Disability Services (DS), which is located in the KJS Library, Room 130, (906) 635-2355 or x2355 on campus. DS will provide you with a letter of confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to your instructor before any accommodations can be made.

Students who desire such services should meet with instructors in a timely manner, preferably during the first week of class, to discuss individual disability related needs. Any student who feels that an accommodation is needed – based on the impact of a disability – should meet with instructors privately to discuss specific needs.

IPASS (Individual Plan for Academic Student Success)

If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email ipass@lssu.edu if you would like to sign up early in the semester or if you have any questions or concerns.

HONOR PLEDGE

As a student of Lake Superior State University, you have pledged to support the Student Honor Code of the School of Criminal Justice. You will refrain from any form of academic dishonesty or deception such as cheating, stealing, plagiarism or lying on take-home assignments, homework, computer programs, lab

reports, quizzes, tests or exams which are Honor Code violations. Furthermore, you understand and accept the potential consequences of punishable behavior.

Tentative Course Outline

Session Number	Week	Day	Date	Topic	Reading Assignment	Assignment Due
Lecture	1	M	8/27	Introduction		
Lecture	1	W	8/29	Overview Cybercrime and Cyberterrorism	CHPT 1	
Lecture	1	F	8/31			
	2	M	9/3	Off Labor Day Break		
Lecture	2	W	9/5	Cyber Terrorism & Information Warfare	CHPT 2	
Lecture	2	F	9/7			CHPT 1 Quiz
Lecture	3	M	9/10			
Lecture	3	W	9/12	Criminology of Computer Crime	CHPT 3	
Exam 1	3	F	9/14			CHPT 2 Quiz
Lecture	4	M	9/17	Digital Criminals Hackers	CHPT 4	
Lecture	4	W	9/19			
Lecture	4	F	9/21			CHPT 3 Quiz
Lecture	5	M	9/24	Sophisticated Cyber Criminal Organizations	CHPT 5	
Lecture	5	W	9/26			
Lecture	5	F	9/28			CHPT 4 Quiz
Lecture	6	M	10/1	White Collar Crimes	CHPT 6	
Lecture	6	W	10/3			
Exam 2	6	F	10/5			CHPT 5 Quiz
Lecture	7	M	10/8	Viruses and Malicious Codes	CHPT 7	
Lecture	7	W	10/10			
Lecture	7	F	10/12			CHPT 6 Quiz
Lecture	8	T	10/16	Sex Crimes, Victimization and Obscenity	CHPT 8	
Lecture	8	W	10/17			
Exam	8	F	10/19	Mid-Term Exam CHPT 1-7		
Lecture	9	M	10/22			
Lecture	9	W	10/24	Anarchy and Hate Crimes	CHPT 9	
Exam 3	9	F	10/26			CHPT 8 Quiz
Lecture	10	M	10/29			
Lecture	10	W	10/31			
Exam 3	10	F	11/2	Digital Laws and Legislation	CHPT 10	CHPT 9 Quiz
Lecture	11	M	11/5			
Lecture	11	W	11/7	Law Enforcement Roles and Responses	CHPT 11	
Lecture	11	F	11/9			CHPT 10 Quiz
Lecture	12	M	11/12	The Investigation of Computer-Related Crimes	CHPT 12	
Lecture	12	W	11/14			

Lecture	12	F	11/16			CHPT 11 Quiz
Lecture	13	M	11/19			
	13	W	11/21	Thanksgiving Break		
Lecture	13	F	11/23	Thanksgiving Break		
Lecture	14	M	11/26	Digital Forensics	CHPT 13	
Lecture	14	W	11/28			
Lecture	14	F	11/30			CHPT 12 Quiz
Lecture	15	M	12/3	Information Security and Infrastructure Protection	CHPT 14	
Lecture	15	W	12/5			
Lecture	15	F	12/7	Review for Final		
Final	16	T	12/11	Comprehensive Exam 3:00-5:00 Hrs.		

Prerequisites: None

Instructor(s): Herbert D. Henderson, ABD
Norris 210
(906) 635-2172
hhenderson@lssu.edu

Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
1:30-3:00 4:00-4:30 pm		1:30-3:00 4:00-4:30 pm	3:00-4:00pm	

Required Texts:

Digital Crime and Digital Terrorism, 4th ed.
Authors: Taylor, Fritsch, Liederbach, Saylor, and Tafoya

Course Description:

This course will examine the problem of both domestic and global Cyberterrorism/Cybercrimes. The recognition of various types of crimes committed using computers, the Internet, and other Electronic Devices. Learners will learn investigative techniques and legal issues as related to the investigation of Cybercrimes.

Course Goal:

To be able to develop an advanced level of understanding of Cyberterrorism/Cybercrimes methods and investigative abilities.

Course Objectives: At the conclusion of CJUS 203 students will:

1. Be able to identify and describe hardware and software components.
2. Be able to evaluate computer transmitted data and its possible connection to criminal activity.
3. Be able to describe various types of computer crimes.
4. Be able to formulate electronic search warrants
5. Be able to explain the process for seizing electronic devices for forensic examination.

Course Format:

Students will be expected to read the chapters and/or other required materials. This is an On-Line course therefore the student must take an active role in their learning experience. Students will be required to complete weekly postings by Wednesday of the week by 10 pm EST and then read the postings of the others students and reply to at least two other students postings in a professional manor

by Saturday at 10 pm EST. Students can have differing opinions however they must be respectful and professional in manor. ALL written material must conform to APA style and guidelines (resources are provided). Discussions, assignments, papers, and exams are completed through the MOODLE system therefore; please make sure that you have adequate internet access and capacity. Exam questions will come from discussions, assignments, lecture and the text. If any discussion, assignment, paper, or exam is missed, you must e-mail the instructor by the next day providing a detailed reason. If not, an F grade will be assigned.

It is clear from the literature that lecture is perhaps the least effective method of teaching. Therefore, this class **will** consist heavily of student driven discussion.

Grading Scale and Policies:

Point Values:

11 Quizzes @ 20 pts	220 points
Assignments	150 points
14 Discussion Questions @ 25 pts	350 points
Midterm Exam Chapters 1-7	100 points
Final Exam (comprehensive)	200 points
	<u>Total 1020 points</u>

Grading Scale:

98-100	A+	70-77	C
92-97	A	68-69	C-
90-91	A-	66-67	D+
88-89	B+	62-65	D
82-87	B	60-61	D-
80-81	B-	0-59	F
78-79	C+		

Ground Rules:

1. Completing assignments on time and keeping up with the class material is important for success in this course and in college. Late assignments **will not** be accepted except for legitimate **pre-approved** reasons as determined by the instructor. Examples of legitimate reasons are: severe illness, death in family, etc.
2. Students are expected to perform all assigned work themselves. Any form of cheating or plagiarism will be handled in accordance with the Honor Code Procedures. Violations of the Honor Code may result in an F for the course grade.

Plagiarism.

It is expected that students will do their own work. However, it is important to point out the consequences of cheating. Plagiarism is defined as using someone else's material without proper credit given. Included in this definition is cheating on exams and signing into class for another student. If plagiarism is suspected, the student(s) involved will be asked to give an explanation. The instructor of the course will determine if plagiarism occurred. Unless extraordinary circumstances exist, the normal result of a plagiarism incident is the assignment of an "F" semester grade for all parties involved.

University Policies and Statements:

The Americans with Disabilities Act & Accommodations

In compliance with Lake Superior State University policies and equal access laws, disability-related accommodations or services are available to students with documented disabilities.

If you are a student with a disability and you think you may require accommodations you must register with Disability Services (DS), which is located in the KJS Library, Room 130, (906) 635-2355 or x2355 on campus. DS will provide you with a letter of confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to your instructor before any accommodations can be made.

Students who desire such services should meet with instructors in a timely manner, preferably during the first week of class, to discuss individual disability related needs. Any student who feels that an accommodation is needed – based on the impact of a disability – should meet with instructors privately to discuss specific needs.

IPASS (Individual Plan for Academic Student Success)

If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email ipass@lssu.edu if you would like to sign up early in the semester or if you have any questions or concerns.

HONOR PLEDGE

As a student of Lake Superior State University, you have pledged to support the Student Honor Code of the School of Criminal Justice. You will refrain from any form of academic dishonesty or deception such as cheating, stealing, plagiarism or lying on take-home assignments, homework, computer programs, lab reports, quizzes, tests or exams which are Honor Code violations. Furthermore, you understand and accept the potential consequences of punishable behavior.

Tentative Course Outline

Session Number	Week	Day	Date	Topic	Reading Assignment	Assignment Due
Lecture	1	M	8/27	Introduction		
Lecture	1	W	8/29	Overview Cybercrime and Cyberterrorism	CHPT 1	Discussion
Lecture	1	F	8/31			
	2	M	9/3	Off Labor Day Break		
Lecture	2	W	9/5	Cyber Terrorism & Information Warfare	CHPT 2	Discussion
Lecture	2	F	9/7			CHPT 1 Quiz
Lecture	3	M	9/10			
Lecture	3	W	9/12	Criminology of Computer Crime	CHPT 3	Discussion
Exam 1	3	F	9/14			CHPT 2 Quiz
Lecture	4	M	9/17	Digital Criminals Hackers	CHPT 4	
Lecture	4	W	9/19			Discussion
Lecture	4	F	9/21			CHPT 3 Quiz
Lecture	5	M	9/24	Sophisticated Cyber Criminal Organizations	CHPT 5	
Lecture	5	W	9/26			Discussion
Lecture	5	F	9/28			CHPT 4 Quiz
Lecture	6	M	10/1	White Collar Crimes	CHPT 6	
Lecture	6	W	10/3			Discussion
Exam 2	6	F	10/5			CHPT 5 Quiz
Lecture	7	M	10/8	Viruses and Malicious Codes	CHPT 7	
Lecture	7	W	10/10			Discussion
Lecture	7	F	10/12			CHPT 6 Quiz
Lecture	8	T	10/16	Sex Crimes, Victimization and Obscenity	CHPT 8	
Lecture	8	W	10/17			Discussion
Exam	8	F	10/19	Mid-Term Exam CHPT 1-7		
Lecture	9	M	10/22			
Lecture	9	W	10/24	Anarchy and Hate Crimes	CHPT 9	Discussion
Exam 3	9	F	10/26			CHPT 8 Quiz
Lecture	10	M	10/29			
Lecture	10	W	10/31			Discussion
Exam 3	10	F	11/2	Digital Laws and Legislation	CHPT 10	CHPT 9 Quiz
Lecture	11	M	11/5			

Lecture	11	W	11/7	Law Enforcement Roles and Responses	CHPT 11	Discussion
Lecture	11	F	11/9			CHPT 10 Quiz
Lecture	12	M	11/12	The Investigation of Computer-Related Crimes	CHPT 12	
Lecture	12	W	11/14			Discussion
Lecture	12	F	11/16			CHPT 11 Quiz
Lecture	13	M	11/19			
	13	W	11/21	Thanksgiving Break		
Lecture	13	F	11/23	Thanksgiving Break		
Lecture	14	M	11/26	Digital Forensics	CHPT 13	
Lecture	14	W	11/28			Discussion
Lecture	14	F	11/30			CHPT 12 Quiz
Lecture	15	M	12/3	Information Security and Infrastructure Protection	CHPT 14	
Lecture	15	W	12/5			Discussion
Lecture	15	F	12/7	Review for Final		
Final	16	T	12/11	Comprehensive Exam 3:00-5:00 Hrs.		

Annual Status Report

Lake Superior State University

MAILING ADDRESS

650 W. Easterday

Mailing Address

Sault Ste. Marie

Town/City

MI

State

49783

Postal Code

US

Country

CONTACT INFORMATION

Ron Hutchins

Program Administrator

Dean

Title

906-635-2446

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906-635-2211

Telephone Number

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provost@lssu.edu

E-Mail Address

Rodney Hanley

President

906-635-2202

Telephone Number

906-635-6671

FAX Number

rhanley@lssu.edu

E-Mail Address

INSTITUTIONAL ACCREDITATION INFORMATION

Higher Learning Commission _____

 Accrediting Body

Type of Accreditation: Regional Status of Accreditation: Accredited

Most Recent Reaffirmation of Accreditation: December 2016

Next Reaffirmation of Accreditation: 2026-2027 Academic Year

IFSAC ACCREDITATION INFORMATION

Degree Programs Accredited:

Bachelor's Degree in Fire Science _____

Associate's Degree in Fire Science _____

Changes in Programs:

Provide an explanation on any significant changes in the programs listed above.

There have been no significant changes in the program listed above.

Status of Recommendations and Requirements:

Provide an explanation on how any outstanding recommendations or requirements from the last accreditation site visit have been met.

Based on the prior accreditation final report, the college has continued to include the advisory committee in consultation regarding program outcomes assessment and program needs.

PROGRAM INFORMATION

Program Website URL:

<https://www.lssu.edu/college-of-criminal-justice-and-emergency-responders/school-of-fire-science-emergency-services/fire-science/>

Program Outcomes URL:

<https://www.lssu.edu/college-of-criminal-justice-and-emergency-responders/school-of-fire-science-emergency-services/fire-science/>

Program Student Learning Achievement URL:

<https://www.lssu.edu/college-of-criminal-justice-and-emergency-responders/school-of-fire-science-emergency-services/fire-science/>

Lake Superior State University Session 50

Section I: MCOLES Interaction

All information contained in this report came from a written evaluation prepared by each of the 32 recruits and an exit interview conducted by MCOLES Field Representative Michael Logghe. Lake Superior State University administration maintained all MCOLES policies and procedures regarding MITN pre-enrollment and close-out functions. The session started with 34 recruits and concluded with 32 and of these 32, 3 failed the MCOLES Licensing Exam.

Section II: Administration

The recruits were, overall, very pleased with the academy session, although the large number of recruits (32) did have some impact on instruction (EVO in particular). They felt the academy administration was knowledgeable, available and always ready to help. One recruit wrote that the “academy was run in an efficient manner.” Another stated that “Director Henderson and Asst. Director Clegg were very knowledgeable in their course work.”

Some of the recruit’s other comments were as follows:

- “Director Henderson went above and beyond for us.”
- “Overall the day by day activities were laid out well, however, there were classes that didn’t seem to have enough time for the class size like traffic stops and search warrants.”
- “Academy administrative staff was very knowledgeable and helpful. They made the extra efforts in helping us become successful. They truly wanted us to learn and understand the material in class.”

Section III: Instructors

The instructors were rated very high by the recruits except for two. These instructors (Trooper Bitnar and Motor Carrier Officer Dugan) were mentioned in the evaluations with enough consistency to merit mention and examination by Training Director Henderson to ascertain if their involvement in the academy should continue. SFST was rated very low due to this instruction. The recruits stated the subject matter taught by these instructors was sub-par at best and they did not feel adequately trained in SFST after this instruction (I should note that there were two instructors with the last name of Bitnar, Sheriff Bitnar and Trooper Bitnar). Trooper Bitnar also criticized the LSSU Academy as in relation to MSP’s Academy.

Instructors rated as exceptional were Sheriff Bitnar, Sgt. Clegg, Deputies Hall, Erickson, Kietzman, Officer Mattson, Detective Mitchell, Detective Stempky and Mr. Hall. Some of the recruit’s comments on their instructors were as follows:

- “Sgt. Erickson made the material interesting and enjoyable to learn about.”
- “Instructors were very personable and motivated.”
- “Instructors were exceptional and cared about the content/students they were teaching.”
- “Clegg, Erickson, Bitnar and Henderson are exceptional instructors and were very knowledgeable about everything they taught. Their enthusiasm made learning easy.”

Section IV: Testing

Testing was rated as fair and consistent with the instruction in class. I would recommend a thorough review of the MCOLES Curriculum prior to the MCOLES Licensing Exam.

Section V: Facilities

Facilities were rated as above average.

Section VI: Skill Areas

Skill areas were rated high, but as stated, the large class size did impact individual instruction.

First Aid

Rate very high.

Physical Fitness

Rated very high.

Firearms

Rated high.

Emergency Vehicle Operations

Rated high but the training was impacted with the large number of recruits. Should LSSU have another class this large, it would be recommended to break the group into two squads for training purposes in the skill areas. One recruit wrote that with the size of the academy “we needed more vehicles and driving instructors.”

Subject Control Training

Rated high.

Section VII: Interaction/Inspection Results

On March 8, 2017, I attended the Emergency First Responder Class at the Lake Superior State University Police Academy, which was taught by Paramedic Kevin Mohar, who utilized lecture, power point and professional experience for his presentation.

Instructed during the class, with in depth explanation, were the following topics: 1. Inhalation and Exhalation. 2. Difference in the anatomy of a small child and an adult in regards to airway issues. 3. Breathing issues including airway obstructions. 4. Opioid epidemic and it's relation to law enforcement. 5. Respiratory rates of adults-12-20, child-15-30 and infants-30-60. 6. Assessing the airway and breathing. 7. Proper positioning of persons with airway issues. 8. Signs of respiratory distress. 9. Importance of a proper scene survey at any emergency for safety issues. 10. Head-tilt, chin lift maneuver.

The instruction was excellent, and the instructor was extremely engaged with the recruits.

During my observation MCOLES objectives IV.A.2.1 & 2.2 of the MCOLES Basic Training Curriculum and Training Objectives were met.

On May 30, 2018, I attended the Narcotics Detection Class at the Lake Superior State University Police Academy, which was instructed by Chippewa County Sheriff Mike Bitnar. Sheriff Bitnar utilized lecture, power point and professional experience during the course of instruction.

Sheriff Bitnar gave instruction on the following subjects: 1. Secret compartments for the containment and concealment of drugs. Numerous examples of these containers were shown to the recruits. 2. Proper searching of drug houses and methods of detection for illicit drugs. 3. How and where drugs are coming into the communities, including: a. local doctors/pain clinics. b. UPS/mail. c. Across the national border. d. Stolen from home invasions

(prescribed medications). e. From the inner city to rural areas. 4. Legality of storing prescriptions/proper separation of legal prescriptions. 5. Possession and possession with intent to deliver, the differences between the two, how to properly obtain the elements necessary for possession with the intent to deliver. Properly seizing such evidence for a successful prosecution. 6. Importance of establishing how you were trained in drug detection for successful court testimony. 7. Always obtaining a search warrant when possible before any search. 8. Juvenile offenders. 9. Flipping users for informant purposes. 10. Authoring a thorough and correct police report. 11. How persons smuggle contraband into jails. 12. Medical Marijuana 13. Proper handling of drugs so there are not any accidental exposures to officers.

Sheriff Bitnar then passed numerous examples of drugs to the recruits to quiz them to see if they could discover what is a scheduled drug or a fake. Sheriff Bitnar advised that there is numerous knock off drugs on the market and the need for officers to be able to identify these. The recruits were also quizzed on meth detection for possible labs and how to properly handle these types of crime scenes.

During my observation MCOLES objectives I.G.3.2 of the MCOLES Basic Training Curriculum and Training Objectives were met.

On May 29, 2018, I attended the Subject Control Class at the Lake Superior State University Police Academy, which was instructed by Chippewa County Corrections Officer Dave Hall. The class itself took place in the defensive tactics room, which is fully matted. The recruits were dressed in full uniform, vest and duty gear. The recruits were paired off and each practiced the listed techniques numerous times.

A number of techniques were taught to the class, which were first demonstrated by Officer Hall. Officer Hall gave individual instruction when warranted and emphasized to the recruits the importance of verbal commands, telling the suspect what was wanted of them. Demonstrated was the necessity of coming back to the high ready after each technique, so as to assume the suspect will go on the offensive if the strike doesn't work. Disengagement was taught to the recruits if the technique did not work and then to re-assess and apply another appropriate technique.

Instruction included: 1. Jugular Notch. 2. Fist strikes coming to a defensive position once done. 3. Common peroneal leg strikes. 4. Inside take down, utilizing a distraction technique. This was done to simulate taking down a suspect in a small space, such as a hallway. 4. Gage ground fighting-The recruits were teamed up with the "suspect" on top of them. They were taught the proper method to dis-engage from the suspect.

I found the instruction excellent and the gage ground fighting was especially realistic and intense.

During my observation MCOLES objectives IV.C.4.4.f (1-2), g. &h. of the MCOLES Basic Training Curriculum and Training Objectives were met.

Summary

The recruits were very pleased with their academy experience. They did believe that more motor vehicle code and training scenarios would have been helpful. Some of the recruit's comments on the academy session were as follows:

- "The academic curriculum was extensive but delivered in an applicable way."
- "I believe this program helped me achieve two essential things. First, the skills and knowledge to be a police officer and second, the confidence to be an officer. The program was run by excellent instructors who strived to see recruits overcome obstacles and succeed."
- "Overall, the program was a success, it was not always easy but was rewarding."
- "I would like to have a better understanding of the Mastery Exam (MCOLES Licensing Exam)."
- "Program, overall, was good, except having such a big class there was too much down time on days we were doing hands on. The instructors were good because each of them had different experiences and were very helpful."

- “Having to take EMED 187 was a great class that will put me a step ahead of the hiring process.”
- “Curriculum fulfilled my expectation of the material that was covered.”
- “All areas were great. With such a large class it would have been nice to have a larger DT room, but instructors did great to accommodate and adjust.”
- “The MCOLES academy at Lake Superior State University was amazing. From the learning to growing close with staff and other students made it very easy to learn.”
- “I wish there was more time allocated for report writing. Other than that, it was a great academy with instructors that truly want you to succeed.”
- “More hands-on time for simunitions and driving.”
- “The overall program was well put together considering the size of this academy and the numbers of instructors available.”
- “Overall academy was very well taught and allowed for us to comprehend the material along with the skills needed to learn. Throughout the entire academy all instructors went above and beyond to help us be successful.”

Respectfully Submitted,

Michael Logghe, Field Representative
Standards Compliance Section
Michigan Commission on Law Enforcement Standards (517) 896-7021

829
Page 1 of 2

Michigan Commission On Law Enforcement Standards
MCOLES Information and Tracking Network
Inspection

08/08/2018
10:31 AM**MCOLES No:** 18**CJER Entity:** LAKE SUPERIOR STATE UNIVERSITY**Inspection Type:** Basic Academy - Classroom Instruction**Inspection Date:** 01/31/2018

Inspector Name	Inspection Status	Report Sent Date	Response Received Date	Audit Flag Selection
MICHAEL LOGGHE	Completed			

Session	Subject	Location
50	Emergency First Responders	LSSU

Inspection Contact:**Name:** HERBERT HENDERSON**Phone:** 906-635-2384**Email:** hhenderson@lssu.edu**Fax:** 906-635-2753

Inspection Items:	Issues	Comments
Instructor Credentials on File	N/A	File not inspected.
Student to Instructor Ratio - Skills	N/A	N/A
Overall Instruction within Guidelines/Curriculum	No	Instruction consistent with MCOLES Curriculum.
Equipment and Supplies	N/A	N/A
Safety Guidelines	N/A	N/A

Inspection Journals:

Date	Entry By	Description
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03/08/2018 MICHAEL LOGGHE

On March 8, 2017, I attended the Emergency First Responder Class at the Lake Superior State University Police Academy, which was taught by Paramedic Kevin Mohar, who utilized lecture, power point and professional experience for his presentation.

Instructed during the class, with in depth explanation, were the following topics: 1. Inhalation and Exhalation. 2. Difference in the anatomy of a small child and an adult in regards to airway issues. 3. Breathing issues including airway obstructions. 4. Opioid epidemic and it's relation to law enforcement. 5. Respiratory rates of adults-12-20, child-15-30 and infants-30-60. 6. Assessing the airway and breathing. 7. Proper positioning of persons with airway issues. 8. Signs of respiratory distress. 9. Importance of a proper scene survey at any emergency for safety issues. 10. Head-tilt, chin lift maneuver.

The instruction was excellent and the instructor was extremely engaged with the recruits.

829
Page 2 of 2

Michigan Commission On Law Enforcement Standards
MCOLES Information and Tracking Network
Inspection

08/08/2018
10:31 AM

MCOLES No: 18

CJER Entity: LAKE SUPERIOR STATE UNIVERSITY

Inspection Type: Basic Academy - Classroom Instruction

Inspection Date: 01/31/2018

Inspection Journals:

Date **Entry By**
Description

03/08/2018 MICHAEL LOGGHE

During my observation MCOLES objectives IV.A.2.1 & 2.2 of the MCOLES Basic Training Curriculum and Training Objectives were met.

829
Page 1 of 2

Michigan Commission On Law Enforcement Standards
MCOLES Information and Tracking Network
Inspection

08/08/2018
10:32 AM**MCOLES No:** 18**CJER Entity:** LAKE SUPERIOR STATE UNIVERSITY**Inspection Type:** Basic Academy - Classroom Instruction**Inspection Date:** 05/29/2018

Inspector Name	Inspection Status	Report Sent Date	Response Received Date	Audit Flag Selection
MICHAEL LOGGHE	Completed			

Session	Subject	Location
50	Subject Control	LSSU

Inspection Contact:**Name:** HERBERT HENDERSON**Phone:** 906-635-2384**Email:** hhenderson@lssu.edu**Fax:** 906-635-2753

Inspection Items:	Issues	Comments
Instructor Credentials on File	No	File was not inspected.
Student to Instructor Ratio - Skills	N/A	N/A
Overall Instruction within Guidelines/Curriculum	No	Instruction consistent with MCOLES curriculum.
Equipment and Supplies	N/A	N/A
Safety Guidelines	No	Safety procedures followed by the instructor.

Inspection Journals:

Date	Entry By	Description
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05/29/2018 MICHAEL LOGGHE

On May 29, 2018, I attended the Subject Control Class at the Lake Superior State University Police Academy, which was instructed by Chippewa County Corrections Officer Dave Hall. The class itself took place in the defensive tactics room, which is fully matted. The recruits were dressed in full uniform, vest and duty gear. The recruits were paired off and each practiced the listed techniques numerous times.

A number of techniques were taught to the class, which were first demonstrated by Officer Hall. Officer Hall gave individual instruction when warranted and emphasized to the recruits the importance of verbal commands, telling the suspect what was wanted of them. Demonstrated was the necessity of coming back to the high ready after each technique, so as to assume the suspect will go on the offensive if the strike doesn't work. Disengagement was taught to the recruits if the technique did not work and then to re-assess and apply another appropriate technique.

829
Page 2 of 2

**Michigan Commission On Law Enforcement Standards
MCOLES Information and Tracking Network
Inspection**

08/08/2018
10:32 AM

MCOLES No: 18

CJER Entity: LAKE SUPERIOR STATE UNIVERSITY

Inspection Type: Basic Academy - Classroom Instruction

Inspection Date: 05/29/2018

Inspection Journals:

Date	Entry By	Description
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05/29/2018	MICHAEL LOGGHE	
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Instruction included: 1. Jugular Notch. 2. Fist strikes coming to a defensive position once done. 3. Common peroneal leg strikes. 4. Inside take down, utilizing a distraction technique. This was done to simulate taking down a suspect in a small space, such as a hallway. 4. Gage ground fighting-The recruits were teamed up with the "suspect" on top of them. They were taught the proper method to dis-engage from the suspect.

I found the instruction excellent and the gage ground fighting was especially realistic and intense.

During my observation MCOLES objectives IV.C.4.4.f (1-2), g. &h. of the MCOLES Basic Training Curriculum and Training Objectives were met.

829
Page 1 of 2

Michigan Commission On Law Enforcement Standards
MCOLES Information and Tracking Network
Inspection

08/08/2018
10:32 AM**MCOLES No:** 18**CJER Entity:** LAKE SUPERIOR STATE UNIVERSITY**Inspection Type:** Basic Academy - Classroom Instruction**Inspection Date:** 05/30/2018

Inspector Name	Inspection Status	Report Sent Date	Response Received Date	Audit Flag Selection
MICHAEL LOGGHE	Completed			

Session	Subject	Location
50	Narcotics Detection	LSSU

Inspection Contact:**Name:** HERBERT HENDERSON**Phone:** 906-635-2384**Email:** hhenderson@lssu.edu**Fax:** 906-635-2753

Inspection Items:	Issues	Comments
Instructor Credentials on File	N/A	Not inspected
Student to Instructor Ratio - Skills	N/A	N/A
Overall Instruction within Guidelines/Curriculum	No	Consistent with MCOLES Curriculum
Equipment and Supplies	N/A	N/A
Safety Guidelines	N/A	N/A

Inspection Journals:

Date	Entry By	Description
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05/30/2018 MICHAEL LOGGHE

On May 30, 2018, I attended the Narcotics Detection Class at the Lake Superior State University Police Academy, which was instructed by Chippewa County Sheriff Mike Bitnar. Sheriff Bitnar utilized lecture, power point and professional experience during the course of instruction.

Sheriff Bitnar gave instruction on the following subjects: 1. Secret compartments for the containment and concealment of drugs. Numerous examples of these containers were shown to the recruits. 2. Proper searching of drug houses and methods of detection for illicit drugs. 3. How and where drugs are coming into the communities, including: a. local doctors/pain clinics. b. UPS/mail. c. Across the national border. d. Stolen from home invasions (prescribed medications). e. From the inner city to rural areas. 4. Legality of storing prescriptions/proper separation of legal prescriptions. 5. Possession and possession with intent to deliver, the differences between the two, how to properly obtain the elements necessary for possession with the intent to deliver. Properly seizing such evidence for a successful prosecution. 6. Importance of establishing how you were trained in drug detection for successful court testimony. 7.

829
Page 2 of 2

Michigan Commission On Law Enforcement Standards
MCOLES Information and Tracking Network
Inspection

08/08/2018
10:32 AM

MCOLES No: 18

CJER Entity: LAKE SUPERIOR STATE UNIVERSITY

Inspection Type: Basic Academy - Classroom Instruction

Inspection Date: 05/30/2018

Inspection Journals:

Date	Entry By	Description
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05/30/2018	MICHAEL LOGGHE	
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Always obtaining a search warrant when possible before any search. 8. Juvenile offenders. 9. Flipping users for informant purposes. 10. Authoring a thorough and correct police report. 11. How persons smuggle contraband into jails. 12. Medical Marijuana 13. Proper handling of drugs so there are not any accidental exposures to officers.

Sheriff Bitnar then passed numerous examples of drugs to the recruits to quiz them to see if they could discover what is a scheduled drug or a fake. Sheriff Bitnar advised that there is numerous knock off drugs on the market and the need for officers to be able to identify these. The recruits were also quizzed on meth detection for possible labs and how to properly handle these types of crime scenes.

During my observation MCOLES objectives I.G.3.2 of the MCOLES Basic Training Curriculum and Training Objectives were met.

Michigan Commission On Law Enforcement Standards
Academy Graduate Placement Report

11/09/2018
06:03 PM

LAKE SUPERIOR STATE UNIVERSITY Session: 42

Placement As Of: 11/09/2018

Begin Date: 01/11/2010 - End Date: 06/24/2010

Placement Rate: 85 %

Student Name	MCOLLES #	Initial Licensing Date	Initial Licensing Agency
BLACKMER, KRISTYN			
DALGORD, JACE	43598	07/20/2010	MANISTIQUE DPS
FISCHHABER, ADAM	43660	08/23/2010	HAMBURG TOWNSHIP POLICE DEPARTMENT
GRUMM, BRANDON	44311	05/06/2012	ROOSEVELT PARK POLICE DEPARTMENT
JAMIESON, NICHOLAS	43627	08/13/2010	CHEBOYGAN COUNTY SHERIFFS OFFICE
KLUPACS, KARA			
LUCY, RANDALL	44264	05/03/2012	MACKINAC ISLAND POLICE DEPARTMENT
MANUEL, EARL	43593	07/08/2010	CHEBOYGAN COUNTY SHERIFFS OFFICE
MCLEAN, DONALD	44479	07/13/2012	ALPENA COUNTY SHERIFFS OFFICE
NOBLE, MITCHELL	44039	11/09/2011	ALPENA COUNTY SHERIFFS OFFICE
POWELL, ANDREW	43730	12/29/2010	SANILAC COUNTY SHERIFFS OFFICE
YURACK, QUINN	43750	01/25/2011	SAGINAW CHIPPEWA TRIBAL POLICE DEPARTMENT
ZITNIK, MARK	46531	06/05/2015	DEPARTMENT OF NATURAL RESOURCES

UNITED STATES SECRET SERVICE 07/2010

Michigan Commission On Law Enforcement Standards
Academy Graduate Placement Report

LAKE SUPERIOR STATE UNIVERSITY Session: 43
Begin Date: 01/10/2011 - End Date: 06/23/2011

11/09/2018
06:02 PM
Placement As Of: 11/09/2018
Placement Rate: 80 %

Student Name	MCOLLES #	Initial Licensing Date	Initial Licensing Agency
DAVIS, PAUL	43983	09/01/2011	MACKINAC COUNTY SHERIFFS OFFICE
FLAGSTADT, ADAM	43961	07/18/2011	DELTA COUNTY SHERIFFS OFFICE
FRUCHEY, JUSTIN	44135	02/07/2012	CHIPPEWA COUNTY SHERIFFS OFFICE
HANSEN, JOSEPH	44348	04/11/2012	MENOMINEE POLICE DEPARTMENT
HERING, RYAN	44134	02/07/2012	CHIPPEWA COUNTY SHERIFFS OFFICE
KAY, ZACHARY			<i>SPARROW HEALTH SECURITY MGR</i>
KUEHNE, HEIDI	44369	06/19/2012	CHIPPEWA COUNTY SHERIFFS OFFICE
MATTER, JEREMY	43942	07/08/2011	MACKINAW CITY POLICE DEPARTMENT
NELSON, ROBERT	44522	09/14/2012	GENESEE COUNTY SHERIFFS OFFICE
SCHUITEMAN, TYLER	44088	12/22/2011	TUSCARORA TOWNSHIP POLICE DEPARTMENT
STEMPKY, ERICA	43934	06/27/2011	CHARLEVOIX POLICE DEPARTMENT
STIERS, COREY	44512	09/20/2012	WARREN POLICE DEPARTMENT
STOCKS, ANDREW			
THENIKL, TRAVIS	44308	05/23/2012	GRAND TRAVERSE COUNTY SHERIFFS OFFICE
TUSZYNSKI, EMILY			

Michigan Commission On Law Enforcement Standards
Academy Graduate Placement Report

11/09/2018
06:02 PM

LAKE SUPERIOR STATE UNIVERSITY Session: 44
Begin Date: 01/09/2012 - End Date: 06/21/2012

Placement As Of: 11/09/2018
Placement Rate: 84 %

Student Name	MCOLES #	Initial Licensing Date	Initial Licensing Agency
BALDWIN, ERIC			
BOYLAN, MICHAEL	44529	10/10/2012	NEWAYGO POLICE DEPARTMENT
BREED, NICHOLAS	44978	05/17/2013	MONTMORENCY COUNTY SHERIFFS OFFICE
CHRISTENSEN, EARL	44493	10/01/2012	JACKSON POLICE DEPARTMENT
CRONK, TYLER	44413	07/18/2012	CHEBOYGAN COUNTY SHERIFFS OFFICE
DEYOUNG, ROSS	45087	08/12/2013	FRUITPORT TOWNSHIP POLICE DEPARTMENT
GEIERSBACH, JOSHUA	44737	02/12/2013	CHIPPEWA COUNTY SHERIFFS OFFICE
GURNOE, MICHAELA	44731	12/20/2012	SOUTH HAVEN POLICE DEPARTMENT
HAFLER, ANDREW	44945	05/20/2013	SOUTH HAVEN POLICE DEPARTMENT
HORST, JUSTAN	44651	12/10/2012	EAST LANSING POLICE DEPARTMENT
ISLES, JUSTIN			<i>10/2012 UNITED STATES AIR FORCE OFFICER CANDIDATE SCHOOL GRAD</i>
LAMONT, SCOTT	44492	09/07/2012	PETOSKEY DPS
LODER, DANIEL	44405	06/25/2012	MONTMORENCY COUNTY SHERIFFS OFFICE
MEHAFFEY, GREGORY	44959	05/28/2013	CALHOUN COUNTY SHERIFFS OFFICE
MITCHELL, NICOLE	44400	07/09/2012	EAST LANSING POLICE DEPARTMENT
PAUL, DOUGLAS	44779	03/11/2013	MENOMINEE POLICE DEPARTMENT
PETERS, CHRISTOPHER			
STOLTZFUS, DAVID	44399	07/09/2012	EAST LANSING POLICE DEPARTMENT
TOTH, TRAVIS	44519	10/02/2012	MIDLAND COUNTY SHERIFFS OFFICE

Michigan Commission On Law Enforcement Standards
Academy Graduate Placement Report

LAKE SUPERIOR STATE UNIVERSITY Session: 45
Begin Date: 01/07/2013 - End Date: 06/20/2013

11/09/2018
06:01 PM
Placement As Of: 11/09/2018
Placement Rate: 85 %

Student Name	MCOLES #	Initial Licensing Date	Initial Licensing Agency
ANDERSON, ADRIAN	45700	06/19/2014	CHEBOYGAN COUNTY SHERIFFS OFFICE
APPS, SHENTELE	45774	07/10/2014	CHIPPEWA COUNTY SHERIFFS OFFICE
ARNOLD, CHASE	45099	08/19/2013	CHIPPEWA COUNTY SHERIFFS OFFICE
BRANDT, KATIE	45314	12/19/2013	BIG RAPIDS DPS
BUNCH, ANDREW	45235	11/04/2013	MENOMINEE POLICE DEPARTMENT
CARLSON, CAITLIN	45237	11/04/2013	SAGINAW CHIPPEWA TRIBAL POLICE DEPARTMENT
GOEBEL, ANDREW			<i>MUNSON HEALTHCARE SECURITY MGR</i>
JOHNSON, CHRISTOPHER	45044	07/08/2013	CHIPPEWA COUNTY SHERIFFS OFFICE
MCCLELLAND, BRYAN	45818	08/11/2014	IONIA DPS
MERONY, TRACY	45065	08/05/2013	AUBURN HILLS POLICE DEPARTMENT
MULDER, ANDREW	45266	12/03/2013	CHIPPEWA COUNTY SHERIFFS OFFICE
ROE, MARC	45279	12/11/2013	CHIPPEWA COUNTY SHERIFFS OFFICE
ROLFE, BRAD			<i>SOUTH CAROLINA DEPUTY SHERIFF 10/2013</i>

Michigan Commission On Law Enforcement Standards
Academy Graduate Placement Report

LAKE SUPERIOR STATE UNIVERSITY Session: 46

Begin Date: 01/13/2014 - End Date: 06/26/2014

11/09/2018
06:01 PM

Placement As Of: 11/09/2018
Placement Rate: 83 %

Student Name	MCOLES #	Initial Licensing Date	Initial Licensing Agency
BABCOCK, ALEXANDER	45886	09/08/2014	EMMET COUNTY SHERIFFS OFFICE
BOMERS, BRENT	45919	09/04/2014	ROOSEVELT PARK POLICE DEPARTMENT
CHRISTENSEN, BRANDON			<i>WALMART LOSS CONTROL</i>
DANIEL, HOLLY	46434	05/08/2015	ANN ARBOR POLICE DEPARTMENT
DANIELS, JEREME			<i>UNITED STATES BORDER PATROL 7/2014</i>
DOUGHERTY, ERIC	45819	07/29/2014	VAN BUREN TOWNSHIP POLICE DEPARTMENT
JONES, BENJAMIN	46365	04/07/2015	WYANDOTTE POLICE DEPARTMENT
KAMPS, JUSTIN			
MACARTHUR, TRAVIS	45837	07/30/2014	CHIPPEWA COUNTY SHERIFFS OFFICE
MARKHAM, CHAD	46473	03/26/2015	ALPENA COUNTY SHERIFFS OFFICE
MAULE, ASHLEY	48538	05/14/2017	KALKASKA COUNTY SHERIFFS OFFICE
MEDAUGH, EMILY	48459	06/21/2017	ST. CLAIR COUNTY SHERIFFS OFFICE
MONTONE, KENNETH	46112	12/08/2014	CHIPPEWA COUNTY SHERIFFS OFFICE
OBORG, THOMAS	46474	03/12/2015	ALPENA COUNTY SHERIFFS OFFICE
RALICKI, MICHAEL	45803	07/22/2014	ALCONA COUNTY SHERIFFS OFFICE
SMITH, CASSIE	45797	07/02/2014	SCHOOLCRAFT COUNTY SHERIFFS OFFICE
WELLS, RICHARD	45936	09/18/2014	ALPENA COUNTY SHERIFFS OFFICE
WISELEY, RYAN	45938	10/06/2014	ROGERS CITY POLICE DEPARTMENT

Michigan Commission On Law Enforcement Standards
Academy Graduate Placement Report

LAKE SUPERIOR STATE UNIVERSITY Session: 47
Begin Date: 01/12/2015 - End Date: 06/25/2015

11/09/2018
06:01 PM
Placement As Of: 11/09/2018
Placement Rate: 74 %

Student Name	MCOLES #	Initial Licensing Date	Initial Licensing Agency
CARENA, CODY	46685	07/09/2015	CHIPPEWA COUNTY SHERIFFS OFFICE
CARRUTHERS, REBECCA	46718	08/18/2015	SAULT STE MARIE POLICE DEPARTMENT
COULLARD, MARCEL	46678	07/08/2015	CHIPPEWA COUNTY SHERIFFS OFFICE
DUELL, NATHAN	<i>INSURANCE AGENT (OWNER) 1/2016</i>		
HASS, BENJAMIN	<i>LICENSED BUILDER</i>		
HECKO, MIKKI	47121	12/14/2015	ROOSEVELT PARK POLICE DEPARTMENT
HUETER, MICHAEL	46710	08/17/2015	MANISTIQUE DPS
LATHROP, ANDREW	47008	01/04/2016	CADILLAC POLICE DEPARTMENT
LEACH, EVAN	46776	08/17/2015	CHIPPEWA COUNTY SHERIFFS OFFICE
LUSTY, DONALD	46873	11/02/2015	AUBURN HILLS POLICE DEPARTMENT
MAYNARD, RONALD	46622	07/01/2015	KALAMAZOO DPS
MCGRATH, EMILY	46875	11/03/2015	OAKLAND UNIVERSITY POLICE DEPARTMENT
MEYER, SEAN	46657	07/16/2015	COLDWATER POLICE DEPARTMENT
MISIAK, MICHAEL	46844	09/28/2015	KALAMAZOO COUNTY SHERIFFS OFFICE
MURRAY, MANDY			
NATZKE, LEVI			
NEWMAN, RYAN	46626	07/09/2015	MACKINAW CITY POLICE DEPARTMENT
RADKA, BENJAMIN	47009	12/09/2015	MIDLAND COUNTY SHERIFFS OFFICE
ROOT, EMILY			
SILVA, ANTHONY	46606	07/01/2015	IRON RIVER POLICE DEPARTMENT
STACKS, DANIEL	46607	07/02/2015	CHEBOYGAN DPS
TEWS, JOSEPH			
THOMAS, CHAD	46679	07/07/2015	CHIPPEWA COUNTY SHERIFFS OFFICE

Michigan Commission On Law Enforcement Standards
Academy Graduate Placement Report

LAKE SUPERIOR STATE UNIVERSITY Session: 48
Begin Date: 01/11/2016 - End Date: 06/23/2016

11/09/2018
06:00 PM
Placement As Of: 11/09/2018
Placement Rate: 91 %

Student Name	MCOLES #	Initial Licensing Date	Initial Licensing Agency
ARNOLD, HUNTER	47427	07/06/2016	EMMET COUNTY SHERIFFS OFFICE
CARSON, KEITH	48215	03/20/2017	CHARLEVOIX COUNTY SHERIFFS OFFICE
DEVENEAU, NATHANIEL	47624	08/10/2016	POKAGON TRIBAL POLICE
EBY, JOHN	47901	11/03/2016	MACKINAC COUNTY SHERIFFS OFFICE
FARRIER, RAYMOND	47650	10/26/2016	KALKASKA COUNTY SHERIFFS OFFICE
GAPCZYNSKI, JEROME	47655	10/31/2016	SAULT STE MARIE POLICE DEPARTMENT
GERBE, SEAN	47752	11/30/2016	CLARE COUNTY SHERIFFS OFFICE
HUTCHISON, JONATHAN	47397	06/29/2016	CHEBOYGAN DPS
LEIGEB, NATHAN	47749	11/10/2016	MILFORD POLICE DEPARTMENT
MEYERS, ALEXANDER	47484	07/05/2016	BLOOMFIELD HILLS DPS

Hope College Public Safety Officer (Non-MCOLES)

**Michigan Commission On Law Enforcement Standards
Academy Graduate Placement Report**

**LAKE SUPERIOR STATE UNIVERSITY Session: 49
Begin Date: 01/09/2017 - End Date: 06/22/2017**

11/09/2018
06:00 PM
Placement As Of: 11/09/2018
Placement Rate: 100 %

Student Name	MCOLES #	Initial Licensing Date	Initial Licensing Agency
BUTZIN, STEPHEN	49212	12/21/2017	DEPARTMENT OF NATURAL RESOURCES
CAMPMAN, KYLE	49335	03/29/2018	GRAND LEDGE POLICE DEPARTMENT
DUFFY, CARSON	48809	11/08/2007	SAULT STE MARIE TRIBE POLICE DEPARTMENT
GRANGER, AUSTIN	48571	08/04/2017	IONIA COUNTY SHERIFFS OFFICE
HAZEWINKEL, SCOTT	48566	07/26/2017	SAULT STE MARIE POLICE DEPARTMENT
KIMBALL, BROCK	48465	06/26/2017	CHEBOYGAN DPS
LAAKSONEN, ANTHONY	48565	07/27/2017	SAULT STE MARIE POLICE DEPARTMENT
NEMETH, AMANDA	48704	09/27/2017	BAY MILLS TRIBAL POLICE DEPARTMENT
PECK, AMANDA	48756	10/18/2017	GRAND TRAVERSE COUNTY SHERIFFS OFFICE

Michigan Commission On Law Enforcement Standards
Academy Graduate Placement Report

LAKE SUPERIOR STATE UNIVERSITY Session: 50
Begin Date: 01/15/2018 - End Date: 06/29/2018

11/09/2018
05:59 PM
Placement As Of: 11/09/2018
Placement Rate: 63 %

Student Name	MCOLES #	Initial Licensing Date	Initial Licensing Agency
ADKINS, TREVOR	49788	07/31/2018	SAULT STE MARIE POLICE DEPARTMENT
ANDERSON, LUKE			<i>ALASKA STATE Police 10/2018</i>
CRYDERMAN, FLOYD			
DAVIS, LOGAN			
DEAN, CALEB	49626	07/12/2018	MACKINAW CITY POLICE DEPARTMENT
DEGRAMMONT, JOEY	49771	07/30/2018	OSCODA COUNTY SHERIFFS OFFICE
DRIEDRIC, JACOB			<i>MICHIGAN STATE Police 9/2018 (INJURED)</i>
FOSSUM, MICHAEL	49898	08/21/2018	LUCE COUNTY SHERIFFS OFFICE
GRANT, DYLAN	49800	08/10/2018	ESCANABA DPS
GRAPHMAN, SAHARA			
GREEN, ZACHARY			
HERRICK, BENJAMIN	49574	07/03/2018	MACKINAC ISLAND POLICE DEPARTMENT
JEZEWSKI, JOSHUA	49818	08/16/2018	ST. IGNACE POLICE DEPARTMENT
KANE, JOHN			<i># PENDING</i> OAKLAND COUNTY SHERIFFS OFFICE
KOSTER, HUNTER	49791	08/08/2018	ALLEGAN COUNTY SHERIFFS OFFICE
LAMB, EVAN	49763	07/16/2018	ESCANABA DPS
MORAN, NATHANIEL	49789	07/31/2018	SAULT STE MARIE POLICE DEPARTMENT
NIWIADOMSKI, CRYSTAL			
NOVAK, JOEL			
RADOSA, TIM			
RENWICK, BRAD	49777	07/30/2018	CHEBOYGAN COUNTY SHERIFFS OFFICE
RIEBOLDT, ROBERT	49821	08/20/2018	WASHTENAW COUNTY SHERIFFS OFFICE
RYAN, JACK	49781	08/01/2018	CHEBOYGAN DPS

Michigan Commission On Law Enforcement Standards
Academy Graduate Placement Report

LAKE SUPERIOR STATE UNIVERSITY Session: 50

Begin Date: 01/15/2018 - End Date: 06/29/2018

11/09/2018

05:59 PM

Placement As Of: 11/09/2018

Placement Rate: 63 %

Student Name	MCOLES #	Initial Licensing Date	Initial Licensing Agency
RYAN, LUKE	49646	07/10/2018	PRESQUE ISLE COUNTY SHERIFFS OFFICE
SACHARSKI, EDWARD	49766	07/24/2018	FRASER DPS
SCHICK, TIELER	49764	07/17/2018	OGEMAW COUNTY SHERIFFS OFFICE
SHERLUND, ASHLEY	<i># PENDING</i>		CHIPPEWA COUNTY SHERIFFS OFFICE
SINZ, CAMERON	49759	07/23/2018	WYANDOTTE POLICE DEPARTMENT
SNYDER, MARISSA			
THOMPSON, DARIN	49758	07/23/2018	WYANDOTTE POLICE DEPARTMENT
WESTON, EMILY	49638	07/02/2018	KALAMAZOO DPS
WRIGHT, FAYE	49575	07/03/2018	MACKINAC ISLAND POLICE DEPARTMENT

Add a comment

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[SIGN UP FREE](#)

Fire Science Alumni Program Survey

Here is the data from the Fire Science Program Survey as of 10/8/18. Kindly Lauren

- [QUESTION SUMMARIES](#)
- [DATA TRENDS](#)
- [INDIVIDUAL RESPONSES](#)

Q1 w

LSSU Program Graduated From (Check One)

- Answered: 95
- Skipped: 1

BS/Fire Science

Assoc./Fire

Science

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices Responses

BS/Fire Science 89.47%
85

Assoc./Fire Science 10.53%
10

TOTAL 95

Q2 w

Primary Concentration (Check One)

- Answered: 95
- Skipped: 1

Generalist-Cert

ification

Generalist-Non-

Certification

Engineering

Technology

Hazardous Materials	
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%	
Answer Choices	Responses
Generalist-Certification	73.68% 70
Generalist-Non-Certification	10.53% 10
Engineering Technology	7.37% 7
Hazardous Materials	8.42% 8
TOTAL	95

Q3 w

Highest Degree Achieved Since Graduation from LSSU

- Answered: 70
- Skipped: 26

MPAMSPh.D. Other (please specify)	
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%	
Answer Choices	Responses
MPA	2.86% 2
MS	12.86% 9
Ph.D.	1.43% 1
Responses	82.86%
Other (please specify)	58
TOTAL	70

Q4 w

Job Setting (Check One)

- Answered: 96
- Skipped: 0

Fire Department
Graduate School
Insurance
Company
Industrial

Setting
Other (please
specify)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices	Responses
Fire Department	50.00% 48
Graduate School	1.04% 1
Insurance Company	4.17% 4
Industrial Setting	15.63% 15
Responses	29.17%
Other (please specify)	28
TOTAL	96
Q5 w	

Position (Check One)

- Answered: 95
- Skipped: 1

Fire Fighter
Fire Safety
Officer
Fire
Officer/Chie...
Fire
Protection...
Emergency
Planner
Paramedic
Public Safety
Officer
Graduate
Student
Other (please
specify)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices	Responses
Fire Fighter	27.37% 26
Fire Safety Officer	0.00% 0
Fire Officer/Chief Officer	20.00% 19
Fire Protection Systems Designer	0.00% 0
Emergency Planner	2.11%

	2
Paramedic	2.11%
	2
Public Safety Officer	4.21%
	4
Graduate Student	1.05%
	1
Responses	43.16%
Other (please specify)	41
Corporate Fire Protection Manager	
10/5/2018 1:31 PM	
VP Operations /Chemical Industry	
10/1/2018 5:02 PM	
Construction inspector	
9/26/2018 10:10 AM	
Hazmat Officer	
9/26/2018 2:04 AM	
Fire Fighter / Paramedic	
9/25/2018 11:56 PM	
Senior Field Claims Investigator	
9/25/2018 11:43 PM	
Energy consultant	
9/25/2018 9:08 PM	
Logistics System Manager	
9/25/2018 7:33 PM	
Hazardous waste manager	
9/25/2018 7:28 PM	
Project Manager	
9/25/2018 5:35 PM	
Fire Protection Specialist	
9/15/2018 4:37 PM	
Fire Rescue/Paramedic	
9/14/2018 8:54 AM	
Wildlife Biologist and Wildland fire fighter	
9/13/2018 7:11 PM	
Police Officer	
9/12/2018 8:55 PM	
Professor	
9/12/2018 4:29 PM	
Equipment Operator	
9/12/2018 10:13 AM	
911 dispatcher	
9/12/2018 9:52 AM	
Fire Suppression (Manage fire Prot. Sys @ large industrial facility)	
9/12/2018 8:23 AM	
Senior Loss Control Consultant	

9/12/2018 6:49 AM
 I manage fire protection and prevention program
 9/12/2018 6:09 AM
 Deputy sheriff / fire inspection for the jail facility
 9/12/2018 12:07 AM
 Physician Assistant
 9/11/2018 11:10 PM
 Safety and Health Manager
 9/11/2018 9:37 PM
 Fire Rescue/Paramedic
 9/11/2018 9:30 PM
 Management
 9/11/2018 9:23 PM
 Fire Protection Specialist
 9/11/2018 9:20 PM
 sales manager
 9/11/2018 8:36 PM
 Corrections officer & volunteer fire fighter
 9/11/2018 8:30 PM
 Receptionist
 9/11/2018 8:03 PM
 Director of Human Resources
 9/11/2018 7:56 PM
 Professional
 9/11/2018 7:53 PM
 Facilities Coordinator
 9/11/2018 6:55 PM
 Manufacturing
 9/11/2018 6:39 PM
 Safety Manager
 9/11/2018 5:56 PM
 HazMat Safety
 9/11/2018 5:50 PM
 Fire fighter/paramedic/instructor
 9/11/2018 5:48 PM
 Outfitter
 9/11/2018 5:34 PM
 Research chemist
 9/11/2018 5:32 PM
 Boiler worker/emergency response brigade
 9/11/2018 5:21 PM
 Nurse Anesthetist
 9/11/2018 5:20 PM
 Physician assistant
 9/11/2018 5:19 PM
 TOTAL

Q6 w

Name and address of Agency/Company you are employed with.

- Answered: 85
- Skipped: 11

Answer Choices Responses

Responses	92.94%
Name	79
Responses	63.53%
Company	54
Responses	83.53%
Address	71
Responses	7.06%
Address 2	6
Responses	87.06%
City/Town	74
Responses	88.24%
State/Province	75
Responses	82.35%
ZIP/Postal Code	70
Responses	77.65%
Country	66
Responses	65.88%
Email Address	56
Responses	62.35%
Phone Number	53

Q7 w

Employment Status (Check One)

- Answered: 92
- Skipped: 4

Full Time Part Time Student
 Not Currently
 Employed
 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices	Responses
Full Time	92.39%
Part Time	4.35%

	4
Student	2.17%
	2
Not Currently Employed	1.09%
	1
TOTAL	92
Q8 w	

What year did you graduate from LSSU?

- Answered: 93
- Skipped: 3

1999
10/5/2018 1:31 PM
2001
10/1/2018 5:02 PM
2003
9/30/2018 4:21 PM
1993
9/27/2018 9:14 PM
2018
9/27/2018 8:09 PM
2000
9/27/2018 11:54 AM
2017
9/26/2018 11:13 AM
2012
9/26/2018 10:10 AM
2005
9/26/2018 9:59 AM
2014
9/26/2018 8:23 AM
2008
9/26/2018 2:04 AM
2010
9/25/2018 11:56 PM
2011
9/25/2018 11:46 PM
1996
9/25/2018 11:43 PM
2018
9/25/2018 9:08 PM
1998
9/25/2018 7:33 PM

2014
9/25/2018 7:28 PM
1991
9/25/2018 5:35 PM
2018
9/25/2018 5:12 PM
1995
9/23/2018 5:15 PM
1995
9/15/2018 4:37 PM
2000
9/14/2018 1:48 PM
2016
9/14/2018 8:54 AM
1996
9/14/2018 7:43 AM
1990 Fish and WLD BS, 1992 Fire Science
9/13/2018 7:11 PM
2016
9/13/2018 10:44 AM
2004
9/12/2018 8:55 PM
2014
9/12/2018 5:40 PM
1995
9/12/2018 4:29 PM
2017
9/12/2018 3:40 PM
1995
9/12/2018 2:22 PM
2011
9/12/2018 1:53 PM
2017
9/12/2018 12:45 PM
2011
9/12/2018 10:13 AM
2017
9/12/2018 9:52 AM
2014
9/12/2018 8:49 AM
2015
9/12/2018 8:41 AM
1996
9/12/2018 8:23 AM
2015
9/12/2018 7:50 AM

2012
 9/12/2018 7:12 AM
 2014
 9/12/2018 7:05 AM
 2002
 9/12/2018 6:49 AM
 2012
 9/12/2018 6:43 AM
 2009
 9/12/2018 6:09 AM
 2003
 9/12/2018 12:07 AM
 2005
 9/11/2018 11:10 PM
 1999
 9/11/2018 9:37 PM
 2005
 9/11/2018 9:33 PM
 2009
 9/11/2018 9:30 PM
 2009
 9/11/2018 9:23 PM
 Q9 w

Has this degree helped you to (check all that apply):

- Answered: 86
- Skipped: 10

Secure salary
 increase.
 Meet
 requirements...
 Maintain
 requirements...
 Meet
 requirements...
 Increase
 personal and...
 Increase job
 opportunitie...
 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices

Secure salary increase.
 Meet requirements for current position.

Responses

39.53%
 34
 62.79%

	54
Maintain requirements for current position.	38.37%
	33
Meet requirements for advanced degree programs (master, doctorate).	29.07%
	25
Increase personal and career satisfaction.	61.63%
	53
Increase job opportunities in your field or related field.	76.74%
	66
Total Respondents: 86	
Q10 w	

Please list the professional organizations to which you currently belong.

- Answered: 60
- Skipped: 36

American Chemical Society

10/1/2018 5:02 PM

International Association of Fire Chiefs

9/26/2018 11:13 AM

IAFF

9/26/2018 9:59 AM

TransCAER, Renewable Fuels, ACC, Ci

9/26/2018 2:04 AM

National Fire Protection Agency Michigan Fire Inspectors Society International Code Council

9/25/2018 7:33 PM

Board Certified Safety Professionals

9/25/2018 7:28 PM

PMI

9/25/2018 5:35 PM

IAFF, State Fire Inspector, State Fire Instructor

9/23/2018 5:15 PM

NFPA, NICET, ASET

9/15/2018 4:37 PM

MPFFU

9/14/2018 8:54 AM

Professional Firefighters of Wisconsin International Association of Firefighters International

Association of Flight and Critical Care Paramedics

9/14/2018 7:43 AM

NFFE

9/13/2018 10:44 AM

Na

9/12/2018 3:40 PM

Michigan Professional Firefighters Union

9/12/2018 2:22 PM

IAFF, Michigan fire inspectors society, international association of arson investigators, capital area fire and life safety association

9/12/2018 1:53 PM

N/A

9/12/2018 12:45 PM

??? Grand Rapids Fire Department International Association of Firefighters Michigan State Fireman's Association

9/12/2018 10:13 AM

IAFF

9/12/2018 8:49 AM

IAFF Local 416

9/12/2018 7:50 AM

Michigan EMS IC

9/12/2018 7:12 AM

IAFC

9/12/2018 7:05 AM

ASSP (former ASSE) HBA of Michigan (home builders association)

9/12/2018 6:49 AM

None

9/12/2018 6:09 AM

POAM

9/12/2018 12:07 AM

IAFF, NREMT

9/11/2018 9:33 PM

Marquette City Fire Department

9/11/2018 9:30 PM

NFPA

9/11/2018 9:20 PM

Wyoming Hotshots

9/11/2018 8:51 PM

NFPA, Illinois Emergency Management

9/11/2018 8:44 PM

None

9/11/2018 8:34 PM

N/A

9/11/2018 8:30 PM

IAFF International Association of Emergency Dispatch American Heart Association

9/11/2018 8:20 PM

Society of Michigan EMS Instructor Coordinators

9/11/2018 8:19 PM

N/A

9/11/2018 8:03 PM

ATIXA CUPA

9/11/2018 7:56 PM

Rho Phi Lambda-Parks & Recreation fraternity

9/11/2018 7:53 PM

IAFF Local 5086

9/11/2018 7:20 PM

IAFF, MPFFU, Society of Michigan EMS instructors

9/11/2018 7:01 PM

Michigan Fire Instructors Michigan Chiefs Western Michigan Chiefs Kent County Chiefs

Michigan Fire Inspectors Society

9/11/2018 6:59 PM

IAFF Local 3045 (president), MPFFU, IAFF, Michigan Firefighter Instructors Association,

9/11/2018 6:14 PM

IAFF

9/11/2018 6:09 PM

IAFF

9/11/2018 6:06 PM

American Society of Safety Professionals International Mine Safety Professionals Utility Safety and Operations Leaders Network

9/11/2018 5:56 PM

IAFF NSP NAEMT

9/11/2018 5:53 PM

Michigan Fire Service Instructors Association, International Society of Fire Service Instructors, Michigan Association of Fire Fighters

9/11/2018 5:48 PM

MI Society of EMS IC MI Fire Instructors Assoc Berrien County Fire Chiefs Assoc

9/11/2018 5:46 PM

I belong to no professional organizations at this time

9/11/2018 5:34 PM

International Association of Fire Chiefs Wisconsin Fire Chiefs Association Wisconsin Fire Inspectors Association Member of National Fire Protection Agency

9/11/2018 5:33 PM

Coordinating research council, astm international, International Association for Stability, Handling and Use of Liquid Fuels

9/11/2018 5:32 PM

MFSIA, CPSE

9/11/2018 5:26 PM

Q11 w

Please place a check mark in the box to indicate how satisfied you were with the following in the Fire Science program at

LSSU:Key: 1 = Least Satisfied and 5 = Most Satisfied

- Answered: 92
- Skipped: 4

Curriculum
(classes you...
Learning
Environment...
Learning
Resources...
Support
Services...
012345678910

	1	2	3	4	5	Total	Weighted Average
Curriculum (classes you took)	0.00%	2.17%	16.30%	48.91%	32.61%	92	4.12
Learning Environment (facilities)	0.00%	7.61%	27.17%	39.13%	26.09%	92	3.84
Learning Resources (library, computer labs)	1.09%	7.61%	15.22%	45.65%	30.43%	92	3.97
Support Services (tutors, counseling)	3.26%	3.26%	22.83%	41.30%	29.35%	92	3.90

[Comments](#)(19)

Q12 w

Which Fire Science courses taken at LSSU, were most valuable for your career?

- Answered: 83
- Skipped: 13

Hydraulics, Fire Investigation

10/5/2018 1:31 PM

Chemistry 115, 116, 225 Biology and Microbiology

10/1/2018 5:02 PM

FF 1&2 Certification class

9/30/2018 4:21 PM

The certification classes such as Paramedic and 220.

9/27/2018 8:09 PM

Intro, Pumps and Hydraulics, HazMat, Tactics and Strategy, Internships

9/27/2018 11:54 AM

Statistics Senior Seminar

9/26/2018 11:13 AM

Firefighter 1&2

9/26/2018 10:10 AM

FF1, FF2, Hazmat tech, industrial fire, ICS

9/26/2018 2:04 AM

-fire 1 and 2 cert. class. -paramedic program -anatomy and phys.

9/25/2018 11:56 PM

Conflict resolution and building construction.

9/25/2018 11:46 PM

Fire219/220

9/25/2018 9:08 PM

Pumps and Hydraulics Fire Systems Tactics and strategies HazMat

9/25/2018 7:33 PM

Hazardous materials classes that offered certifications. Any class that accompanied a certificate.

Keep making students obtain the FEMA certificates, it looks good on the resume.

9/25/2018 7:28 PM

English— writing skills are particularly important

9/25/2018 5:35 PM

All wee relevant

9/23/2018 5:15 PM

Chemistry, HAZMAT

9/15/2018 4:37 PM

Hands on classes, EMS classes

9/14/2018 1:48 PM

Paramedic

9/14/2018 8:54 AM

FS420 - Certification Since the time I was enrolled, The accreditation now allows for intrastate reciprocity

9/14/2018 7:43 AM

Safety, general fire fighting info, and mechanical info like pump hydraulics.

9/13/2018 7:11 PM

Pumps and hydraulics, tactics and strategies, human behavior in the fire service, company level supervision, senior thesis paper

9/13/2018 10:44 AM

Cert and practical skills classes

9/12/2018 8:55 PM

Paramedic

9/12/2018 5:40 PM

219/220

9/12/2018 3:40 PM

For 1&2 paramedic.

9/12/2018 1:53 PM

I would say 309 and 401. 309 is fire related human behavior, and it was interesting to see the actions people take during an emergency. 401 I believe is the senior thesis, while writing the 35

page paper was not fun, my research furthered my understanding of PTSD and what resources are out there for us.

9/12/2018 12:45 PM

Fire service pumps and hydraulics

9/12/2018 10:13 AM

Academy. Hazmat.

9/12/2018 9:52 AM

Thesis

9/12/2018 8:49 AM

State fire 1&2

9/12/2018 8:41 AM

Industrial Fire Sci. & Hydraulics

9/12/2018 8:23 AM

Fire law, pumps/hydraulics, building construction, fire investigations, hazmat/HAZWOPER

9/12/2018 7:50 AM

Building Construction. Pump operations

9/12/2018 7:12 AM

Conflict Resolution, Stats

9/12/2018 7:05 AM

Haz Mat. Fire Protection Hydraulic. Intro to fire science. industrial fire protection. Fire cause & Arson investigation

9/12/2018 6:49 AM

They all had some sort of value in some way. You can always learn something form a class

9/12/2018 6:43 AM

There is not 1 class that sticks out as helpful. But the experience of the program and the critical thinking skills I developed is what helps me the most.

9/12/2018 6:09 AM

All

9/12/2018 12:07 AM

Paramedic courses

9/11/2018 11:10 PM

Intro into Fire, Haz Materials Certification

9/11/2018 9:37 PM

All of them gave me a good set of knowledge in which to build upon once I was hired and started to pair the knowledge with on the job training.

9/11/2018 9:33 PM

PT, 220, EMT and Paramedic, Wildland firefighting should have red card test at end.

9/11/2018 9:30 PM

Tactics and strategy, building construction, industrial fire protection

9/11/2018 9:23 PM

None. This program was not beneficial as the job I achieved prior to my masters degree could have been accomplished through a simple fire fighter academy and EMT class.

9/11/2018 9:20 PM

Intro to wildland fire, pumps/hydraulics, hazmat,

9/11/2018 8:51 PM

HazMat

9/11/2018 8:44 PM

Fire fighter 1 & 2

9/11/2018 8:34 PM

Haz-Mat awareness and ops class and HAZWOPER haz-mat technician class

9/11/2018 8:32 PM

Pumps and fire behavior

9/11/2018 8:30 PM

They all were relevant to my career as a firefighter and life in general

9/11/2018 8:20 PM

Q13 w

Which Fire Science courses taken at LSSU, were least valuable for your career?

- Answered: 72
- Skipped: 24

N/A

10/1/2018 5:02 PM

None

9/30/2018 4:21 PM

Pumps and hydraulics, company level officer

9/27/2018 8:09 PM

I feel every course was important in certain areas of the fire service.

9/26/2018 11:13 AM

Thermal dynamics

9/26/2018 10:10 AM

NA

9/26/2018 2:04 AM

-haz-mat tech.... (doesn't actually count for anything!) -pumps and hydraulics (never touched a pump!) -fire law (watched movies the whole time)(Disney movies)

9/25/2018 11:56 PM

Statistics

9/25/2018 11:46 PM

Fire law

9/25/2018 9:08 PM

None. All were really good I thought.

9/25/2018 7:33 PM

They were all helpful.

9/25/2018 7:28 PM

None. All coursework was valuable and contributed to a well rounded education

9/25/2018 5:35 PM

All were relevant, did not care for the ethics class(poor instructor)

9/23/2018 5:15 PM

Intro

9/15/2018 4:37 PM

Officer and senior level classes. Most either had to be repeated during career or were completely irrelevant.

9/14/2018 1:48 PM

Fire law

9/14/2018 8:54 AM

?

9/14/2018 7:43 AM

Fire instructors trying to teach haz mat chemistry. Leave that to the chemistry teachers.

9/13/2018 7:11 PM

NA

9/13/2018 10:44 AM

Statistics, and a lot that used antiquated technology and techniques. Having a burn tower, car, old fire engines are not conducive for persons who are expected to training for real world situations with practices from the 60's, 70's or 80's

9/12/2018 8:55 PM

HAZWOPR

9/12/2018 5:40 PM

All 100 levels expect 101 and hazmat

9/12/2018 3:40 PM

Thermodynamics

9/12/2018 1:53 PM

N/A

9/12/2018 12:45 PM

While a good course and an elective, wildland firefighting is least valuable to my current position. Also dispute and conflict resolution was not as valuable.

9/12/2018 10:13 AM

Pumps and hydraulics, simply because it was all hypothetical. We never saw or put our hands on an actual pump. The degree is hands on, yet most of the classes are not hands-on. When I graduated, it seemed things were getting better, faculty was finally listening to the students. I hope things have changed.

9/12/2018 9:52 AM

Thermodynamics

9/12/2018 8:49 AM

Tactics/strategies

9/12/2018 7:50 AM

Fire officer, had to retake them to obtain certifications from the state. Content was good.

9/12/2018 7:12 AM

None as all have served me well in my career.

9/12/2018 7:05 AM

Fire Science Cert.

9/12/2018 6:49 AM

The engineering class, thermodynamics

9/12/2018 6:43 AM

Statistics

9/12/2018 6:09 AM

N/a

9/12/2018 12:07 AM

Statistics

9/11/2018 11:10 PM

None

9/11/2018 9:33 PM

Not sure.

9/11/2018 9:30 PM

Company level management (it's asinine that I had to take it again).

9/11/2018 9:23 PM

Anything that doesn't pertain to wildland fire

9/11/2018 8:51 PM

Statistics

9/11/2018 8:44 PM

all of them. I don't even work in this field.

9/11/2018 8:36 PM

Can't recall.

9/11/2018 8:34 PM

Wildland firefighting (outside scope of current career)

9/11/2018 8:32 PM

None

9/11/2018 8:30 PM

It was a while ago to remember

9/11/2018 8:20 PM

N/A

9/11/2018 8:03 PM

Humanities

9/11/2018 7:56 PM

Algebra

9/11/2018 7:20 PM

Fire investigation

9/11/2018 7:01 PM

They were all quality programs and useful in some way as a chief officer

9/11/2018 6:59 PM

Q14 w

What information did you not receive in your studies at LSSU should be included in the future curriculum?

- Answered: 74

- Skipped: 22

More information on other areas of fire protection outside of working for a municipal fire department. More education and training on other suppression methods besides water. I am currently involved in specifying chemical suppressants, gaseous agent suppression, explosion protection, and advanced sprinkler systems.

10/5/2018 1:31 PM

N/A

10/1/2018 5:02 PM

n/a

9/27/2018 8:09 PM

Paramedicine...at the time.

9/27/2018 11:54 AM

Business management as this will pertain to many graduates moving up the ranks in the fire service.

9/26/2018 11:13 AM

More industrial response course work! there is a entire industrial response world out there that is very under emphasized

9/26/2018 2:04 AM

As far as Fire Science classes go, more hands on classes should be offered, more opportunities to gain actual hands on experience of some sort.

9/25/2018 11:56 PM

Additional hands on training (ie. pumps, driving, vehicle extrications, high/low angle rescue)

9/25/2018 9:08 PM

More prevention classes. Prevention is the future of the fire service in the US

9/25/2018 7:33 PM

Opportunities outside of structural/wild land fire fighting

9/25/2018 7:28 PM

None

9/25/2018 5:35 PM

Possibly add a course other guest speakers(seasoned exec officers) To come and speak on various topics. These interactions almost always produce very useful knowledge to pass on.

9/23/2018 5:15 PM

NICET Certification

9/15/2018 4:37 PM

How to be a good probationary fire fighter, more hands on, more real life training

9/14/2018 1:48 PM

More hands on material for ALL classes

9/14/2018 8:54 AM

N/A

9/14/2018 7:43 AM

Job shadows, job hunting skills, etc.

9/13/2018 7:11 PM

More NWCG certifications worked into classes or create classes that include them

9/13/2018 10:44 AM

Extrication, water rescue, fast water rescue, more Hazardous Materials, high angel rescue, confine space rescue

9/12/2018 8:55 PM

Better communication between the professors and years. We had requirements one year, then different ones the next, and almost every year requirements changed.

9/12/2018 5:40 PM

More hands on stuff

9/12/2018 3:40 PM

Na

9/12/2018 1:53 PM

I feel that LSSU students need more hands on opportunities, not just for the fire academy (Fire 219/220 classes), To be honest, LSSU should rebuild the relationship with Sault Fire in this regard. I recalled seeing pictures of hazmat decon with Sault Fires ladder truck and helping overhaul a burned out home in the Sault area. LSSU needs to stay current with the trends in the fire service, such as offering classes into technical rescue and emergency management/disaster preparedness. Even if these are introductory courses. Additionally, when I was a student, there were quite a few of my peers who did wildland, it would be nice to offer more wildland classes than Fire 10? Finally, LSSU is a regional training center through the State of Michigan, so it would be nice to offer more Michigan Firefighters Training Council certificates/training.

9/12/2018 12:45 PM

Information regarding labor (union) and management relations. Practical application of material in all courses. Ie pumps, wildland, building construction etc

9/12/2018 10:13 AM

There wasn't any specific "information", just that the degree is hands on, most of the classes are not (or were not).

9/12/2018 9:52 AM

Public Speaking

9/12/2018 8:49 AM

Fire alarm systems Gaseous Fire Suppression Systems

9/12/2018 8:23 AM

Technologies, thermodynamics/fire dynamics, studies on current topics

9/12/2018 7:50 AM

Would recommend the curriculum be revised to reflect trends in the fire service to keep pace with changes.

9/12/2018 7:05 AM

Insurance courses

9/12/2018 6:49 AM

Fire officer certification. The book of company level is the exact same book used in the Michigan fire officer.

9/12/2018 6:43 AM

I would like to see the industrial fire protection class be more realistic. It does not seem like I can apply it to what I do today even tho that is the field I work in.

9/12/2018 6:09 AM

N/a

9/12/2018 12:07 AM

Physical fitness

9/11/2018 11:10 PM

Other career opportunities outside of the fire service (IE: Industry). Related graduate options (IE: Safety, Industrial Hygiene or Risk Control) that a Fire Science degree can transition well into.

9/11/2018 9:37 PM

More emphasis on accounting and budgeting.

9/11/2018 9:33 PM

IFSAC So that what ever state you go to or government agency would recognize it.

9/11/2018 9:30 PM

Technical rescue, actual hazmat technician, Hazmat IQ, vehicle extrication

9/11/2018 9:23 PM

Hands on applicable training. More specialized certifications such as fire inspector

9/11/2018 9:20 PM

Chainsaw use, line digging for wildland fire

9/11/2018 8:51 PM

Nothing that I can think of. Just things that have changed with 22 yrs passing

9/11/2018 8:44 PM

Unknown

9/11/2018 8:34 PM

It will take many trips to get a job

9/11/2018 8:30 PM

The new aspects of fire fighting. It was about 17 years ago so I am sure that the curriculum was changed

9/11/2018 8:20 PM

Working in Fire and EMS is only lucrative if you get out of the Upper Peninsula of MI.

9/11/2018 8:03 PM

None

9/11/2018 7:56 PM

Intro to Firehouse, which covers a myriad of topics. Leadership, Professional Conduct, Nutrition & Cooking, Recent Occupational Studies of firefighting

9/11/2018 7:53 PM

Your most important class will be obtaining a medical liscense

9/11/2018 7:20 PM

Modern fire attack

9/11/2018 7:01 PM

Municipal finance would be a beneficial class

9/11/2018 6:59 PM

Q15 w

Would you recommend LSSU's Fire Science Program to a prospective FS student?

- Answered: 93

- Skipped: 3

YesNo

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices Responses

Yes	94.62%
	88
No	5.38%
	5
TOTAL	93

[Comments\(12\)](#)

Q16 w

What recommendations would you make to improve LSSU's Fire Science Program?

- Answered: 72
- Skipped: 24

Include more areas of education besides fire fighting for a municipal fire department. I work in an industrial setting, and the fire protection education has been valuable, but feel it could benefit future students more if other areas of fire protection were taught.

10/5/2018 1:31 PM

N/A

10/1/2018 5:02 PM

more professors

9/27/2018 8:09 PM

More hands on ...at the time.

9/27/2018 11:54 AM

As stated prior add some business management classes to the program.

9/26/2018 11:13 AM

Updated facility and equipment

9/26/2018 10:10 AM

Newer engines, more live fire

9/26/2018 2:04 AM

more hands-on learning opportunities. Some sort of an "academy" style program with the other gen. ed. classes added to receive a bachelors degree.

9/25/2018 11:56 PM

Increase chance for hands on training

9/25/2018 9:08 PM

More emphasis on prevention and customer service.

9/25/2018 7:33 PM

Dr. Land, Dr. Schaefer, and Dr. Hiens were all great professors to lesrn from. Keep professors like that around and listen to them.

9/25/2018 7:28 PM

None

9/25/2018 5:35 PM

Keep Henderson out of hiring and everything to do with it... too much arguing Better fire barn and trucks

9/25/2018 5:12 PM

Been away for a long time not familiar with the program as it now, Should include a paramedic element if it doesn't already

9/23/2018 5:15 PM

More into industrial fire protection

9/15/2018 4:37 PM

Dedicated staff. Stop bicuring between departments. Everybody at that whole college is more worried about what somebody else has or is getting instead of concentrating on and improving what they have.

9/14/2018 1:48 PM

For the tuition required to attend Lake State, training such as simple fire attack, scenarios, and other basic fire service training (ex: Rope rescue, water rescue, confined space) should be included. LSSU should be offering far more hands on experience than my class was able to obtain during our 4 years of attending.

9/14/2018 8:54 AM

N/A

9/14/2018 7:43 AM

Keep getting more equipment to practice with. Help the kids get placed.

9/13/2018 7:11 PM

More NWCG certification opportunities. More wildland fire classes

9/13/2018 10:44 AM

See previous answers

9/12/2018 8:55 PM

Put more of the funding into it. It is a huge student base and the professors dont get resources they need.

9/12/2018 5:40 PM

More hands on education

9/12/2018 3:40 PM

Job placement, what to expect during the process.

9/12/2018 2:22 PM

Officer cents, emergency driving certificate,options for rope/angle or trench rescues.

9/12/2018 1:53 PM

I feel that LSSU students need more hands on opportunities, not just for the fire academy (Fire 219/220 classes). To be honest, LSSU should rebuild the relationship with Sault Fire in this regard. I recalled seeing pictures of hazmat decon with Sault Fires ladder truck and helping overhaul a burned out home in the Sault area. Thats part of the reason I wanted to go to LSSU. LSSU needs to stay current with the trends in the fire service, such as offering classes into technical rescue (trench, rope, confined space, collapse) and emergency management/disaster preparedness. Even if these are introductory courses. Additionally, when I was a student, there were a few of my peers who did wildland, it would be nice to offer more wildland classes than Fire 102? LSSU is a regional training center through the State of Michigan, so it would be nice to offer more Michigan Firefighters Training Council certificates/training. I was a transfer

student and finished my degree in 2 years at LSSU, I really didnt feel welcome or accepted by many of my peers who I graduated with. The professors and underclassmen however welcomed me with open arms and made me feel at home. I know LSSU has to make some major decisions about the Fire Science Program right now. I think now more than in the past few years, this program is on the verge of being cut, which is saddening. I know earlier this year, the future of fire science looked bright, now who knows what the future holds. Until the program ends, I will still continue to support it and recommend it to people.

9/12/2018 12:45 PM

For students already hired in a Michigan fire department have professors apply for Michigan Firefighter Training Council classes that align with the curriculum. For example: the strategy and tactics class would earn the student MFFTC credit for strategy and tactics. **THIS WOULD BE VERY HELPFUL!** More/ continuing practical experience at all levels freshman-senior. Coordinate a fire science transfer program with Michigan community colleges. Advertise in trade magazines and journals and more actively recruit. Grow staff for CJFSEMS with professionals with real world and academic fire service knowledge and education. Offer additional MFFTC classes as a Michigan regional training center. Add an engine and truck to the program, as well as a sim lab for EMS patient care. (Stationary ambulance box that simulates driving for students to practice medical procedures including a dummy patient where it can talk, take IV's and ET tubes etc)

9/12/2018 10:13 AM

See above.

9/12/2018 9:52 AM

None

9/12/2018 8:49 AM

Only had one primary instructor at the time I went through the program..different teachers are better: many of the classes had the same stories day after day.....

9/12/2018 8:23 AM

Program sometimes feels stagnant. Incorporating new research and technology current in the field would help.

9/12/2018 7:50 AM

You need to strengthen your paramedic program. Also when sending interns into the field. Do not allow them to have a entitled feeling. We host a lot of your interns and almost all of them need a reality check in life.

9/12/2018 6:43 AM

I would like to see top of the line training facilities. They seem to lack even compared to what local community colleges have.

9/12/2018 6:09 AM

None

9/12/2018 12:07 AM

More hands-on

9/11/2018 11:10 PM

Leveraging alumni outside of fire service to inform students of other opportunities and options

9/11/2018 9:37 PM

Advance rescue skills class example rope rescue. Possible regional training for all departments.

9/11/2018 9:30 PM

More research based curriculum. Labs should be in place for most classes. Continue improving the infrastructure. Do away with senior papers, and institute an actual project focus. Testing 4 new styles of roof hooks and writing a 5 page paper with a 15 minute presentation would be waaaay more beneficial than analyzing junk run data for 30 pages.

9/11/2018 9:23 PM

Wildland fire area of focus as an option

9/11/2018 8:51 PM

I found out after the fact that your program was most suited to someone who was already a volunteer and needed the degree to retain full-time employment at said volunteer unit. The placement program was non-existent and there was no assistance in building interview skills. I can't say that it was a waste of money, because I needed a degree to move up in my current company, but I have to admit that I'm quite disgruntled about it. The program itself was fine, but there was no support to find employment, which was very disappointing.

9/11/2018 8:36 PM

Unknown

9/11/2018 8:34 PM

More hands on

9/11/2018 8:30 PM

As I stated it was a while back. I would be interested to see the changes in the near future if I return back to campus

9/11/2018 8:20 PM

N/A

9/11/2018 8:03 PM

Faculty, I think it would be very helpful for the program to have full time professors and not so many adjuncts

9/11/2018 7:56 PM

They're headed on the right track. Progressive approach (women in FS group), focus on fundamentals, Constant evaluation and search for improvement.

9/11/2018 7:53 PM

Pumps and hydraulic's should be taught in the class room and at the pump panel

9/11/2018 7:20 PM

Better training facilities and equipment

9/11/2018 7:01 PM

Better online classroom interaction for distance students

9/11/2018 6:59 PM

More tech, infared, more computers, how to record incidents

9/11/2018 6:55 PM

Q17 w

Optional:

- Answered: 45
- Skipped: 51

Answer Choices Responses

Responses	86.67%
Name	39
Responses	0.00%
Company	0
Responses	71.11%
Address	32
Responses	8.89%
Address 2	4
Responses	75.56%
City/Town	34
Responses	82.22%
State/Province	37
Responses	75.56%
ZIP/Postal Code	34
Responses	75.56%
Country	34
Responses	80.00%
Email Address	36
Responses	66.67%
Phone Number	30

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96 responses

MCOLES Advisory Committee Meeting
November 08, 2017
LSSU Cisler Center

AGENDA

- I. MCOLES Update
- II. LSSU/School Update
 - A. Enrollment Numbers
 - B. Degree Audits
- III. 2017 MCOLES Academy Review
 - A. Graduation Rate
 - B. Employment
- IV. Upcoming 2018 Academy
 - A. Potential Candidates
 - B. Personal History Interviews
 - C. Fitness Test
- V. Agency Updates
- VI. Open



Advisory Committee Meeting Minutes

SPONSOR INSTITUTION NAME:	Lake Superior State University		
CoAEMSP PROGRAM NUMBER:	600673	DATE, TIME, + LOCATION OF MEETING:	04/11/2018, 1930, CASET Rm#103
CHAIR OF THE ADVISORY COMMITTEE:	Ron Hutchins		

ATTENDANCE

Community of Interest	Name(s) – <i>List all members. Multiple members may be listed in a single category.</i>	Present	Agency/Organization
Physician(s) <i>(may be fulfilled by Medical Director)</i>	Kyle Raycraft	<input checked="" type="checkbox"/>	Medical Director/ War Memorial hospital.
Employer(s) of Graduates Representative	Scott LaBonte	<input checked="" type="checkbox"/>	Sault Ste. Marie Fire Department
Key Governmental Official(s)	Michelle Robbins	<input type="checkbox"/>	Chippewa County Central Dispatch - Emergency Mangement
Police and Fire Services	Scott LaBonte	<input checked="" type="checkbox"/>	Sault St. Marie Fire Department
Public Member(s)	Fred Newton	<input type="checkbox"/>	
Hospital / Clinical Representative(s)	Molly Zipsir	<input checked="" type="checkbox"/>	War Memorial Hospital/ Assistant Director of the ER
Other	Bryan Fuller	<input checked="" type="checkbox"/>	Incoming Paramedic Faculty
Faculty	Kevin Mohar	<input checked="" type="checkbox"/>	Program Director/ Sault Ste, Marie Fire Department
Medical Director	Kyle Raycraft	<input checked="" type="checkbox"/>	Program Medical Director
Program Director	Scott Brandenburg	<input checked="" type="checkbox"/>	Paramedic Facutly
Sponsor Administration	Ron Hutchins	<input checked="" type="checkbox"/>	Dean, School of Nursing and Safety
Current Student	Charles Pereny	<input checked="" type="checkbox"/>	Current Paramedic Student
Graduate	Paul Zyburt	<input checked="" type="checkbox"/>	Allumni
Graduate	Mason Babcock	<input checked="" type="checkbox"/>	Allumni
Graduate	Kim Whalen	<input checked="" type="checkbox"/>	Alumni
Clinical coordinator	Dustin Gaberdiel	<input checked="" type="checkbox"/>	Program Clinical Coordinator
		<input type="checkbox"/>	

1.	Call to Order	<input checked="" type="checkbox"/>	Call to order at 1930			
2.	Program Goals & Learning Objectives <input type="checkbox"/> Reviewed the verbatim language required in the CAAHEP Standard II.C. Program Goals – Minimum Expectations ¹ <input type="checkbox"/> Established or reviewed additional goals ²	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Discussed Classroom goals. Discussed Skills and clinical goals. Discussed Terminal competencies. No changes needed moving forward.	no action required at this time		
3.	Annual Report and Outcomes <input type="checkbox"/> Graduate Surveys <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Resources Assessment Matrix <input type="checkbox"/> Thresholds	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
4.	Other Assessment Results <input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Program <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	NREMT pass Rates discussed State of Michigan on-site review completed and passed	Paramedic Handbook review and update	Bryan Fuller and Ron Hutchins	12/2018
5.	Program Changes (possible changes) <input type="checkbox"/> Course changes <input type="checkbox"/> Preceptor changes <input type="checkbox"/> Clinical and field <ul style="list-style-type: none"> ○ Reviewed & endorsed minimum patient encounters <input type="checkbox"/> Curriculum <ul style="list-style-type: none"> ○ Content ○ Sequencing 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Course changes with new Course Director / coordinator Hiring of new Faculty / Course Director / Coordinator Reviewed Preceptor training.	Sending documentation to CoAEMSP and State of Michigan for change of director Continue to do preceptor training and get new preceptors trained.		

¹ CAAHEP Standard II.C. Program Goals - Minimum Expectations states:

The program must have the following goal defining minimum expectations:

Paramedic: "To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels."

² Additional program goals are not required by the CAAHEP Standards. If additional program goals are established, then the program must measure them.

6.	Substantive Change <i>(possible changes)</i> <input type="checkbox"/> Program Status <input type="checkbox"/> Sponsorship <input type="checkbox"/> Sponsor Administrator Personnel <input checked="" type="checkbox"/> Program Personnel <input type="checkbox"/> Addition of Distance Education <input type="checkbox"/> Addition of Satellite Program	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Introductions of Bryan Fuller as the new Program Faculty starting in August 2018.			
7.	Other Identified Strengths	<input type="checkbox"/>				
8.	Other Identified Weaknesses	<input type="checkbox"/>				
9.	Action Plan for Improvement	<input checked="" type="checkbox"/>	Discussion about preceptor training occurred during this meeting.	Distribution of Precptor training manual.	Brandenburg, Hutchins	03/30/2018
10.	Other Business	<input type="checkbox"/>				
11.	Next Meeting(s)	<input checked="" type="checkbox"/>	08/2018			

Minutes prepared by Kevin J. Mohar Date 04/11/2018

Minutes approved by Kevin J. Mohar Date 04/11/2018



Advisory Committee Meeting Minutes

SPONSOR INSTITUTION NAME:	Lake Superior State University		
CoAEMSP PROGRAM NUMBER:	600673	DATE, TIME, + LOCATION OF MEETING:	01/24/2018, 1830, CASSET Rm#103
CHAIR OF THE ADVISORY COMMITTEE:	Ron Hutchins		

ATTENDANCE

Community of Interest	Name(s) – <i>List all members. Multiple members may be listed in a single category.</i>	Present	Agency/Organization
Physician(s) <i>(may be fulfilled by Medical Director)</i>	Kyle Raycraft	<input checked="" type="checkbox"/>	Medical Director/ War Memorial hospital.
Employer(s) of Graduates Representative	Scott LaBonte	<input type="checkbox"/>	Sault Ste. Marie Fire Department
Key Governmental Official(s)	Michelle Robbins	<input type="checkbox"/>	Chippewa County Central Dispatch - Emergency Mangement
Police and Fire Services	Scott LaBonte	<input type="checkbox"/>	Sault St. Marie Fire Department
Public Member(s)		<input type="checkbox"/>	
Hospital / Clinical Representative(s)	Molly Zipsir	<input checked="" type="checkbox"/>	War Memorial Hospital/ Assistant Director of the ER
Other		<input type="checkbox"/>	
Faculty	Kevin Mohar	<input checked="" type="checkbox"/>	Adjunct faculty LSSU/ Sault Ste, Marie Fire Department
Medical Director	Kyle Raycraft	<input checked="" type="checkbox"/>	Program Medical Director
Program Director	Scott Brandenburg	<input checked="" type="checkbox"/>	Paramedic Program Director
Sponsor Administration	Ron Hutchins	<input checked="" type="checkbox"/>	Dean, School of Nursing and Safety
Current Student		<input type="checkbox"/>	
Graduate	Paul Zyburt	<input checked="" type="checkbox"/>	Allumni
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	

1.	Call to Order	<input checked="" type="checkbox"/>	Call to order at 1830			
2.	Program Goals & Learning Objectives <input type="checkbox"/> Reviewed the verbatim language required in the CAAHEP Standard II.C. Program Goals – Minimum Expectations ¹ <input type="checkbox"/> Established or reviewed additional goals ²	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Discussed Classroom goals. Discussed Skills and clinical goals. Discussed Terminal competencies. No changes needed moving forward.	no action required at this time		
3.	Annual Report and Outcomes <input type="checkbox"/> Graduate Surveys <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Resources Assessment Matrix <input type="checkbox"/> Thresholds	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
4.	Other Assessment Results <input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Program <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
5.	Program Changes (possible changes) <input type="checkbox"/> Course changes <input type="checkbox"/> Preceptor changes <input type="checkbox"/> Clinical and field <ul style="list-style-type: none"> ○ Reviewed & endorsed minimum patient encounters <input type="checkbox"/> Curriculum <ul style="list-style-type: none"> ○ Content ○ Sequencing 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Course changes with new Course Director / coordinator Hiring of new Faculty / Course Director / Coordinator Reviewed Preceptor training.	Sending documentation to CoAEMSP and State of Michigan for change of director Continue to do preceptor training and get new preceptors trained.		

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² Additional program goals are not required by the CAAHEP Standards. If additional program goals are established, then the program must measure them.

6.	Substantive Change (<i>possible changes</i>) <input type="checkbox"/> Program Status <input type="checkbox"/> Sponsorship <input type="checkbox"/> Sponsor Administrator Personnel <input type="checkbox"/> Program Personnel <input type="checkbox"/> Addition of Distance Education <input type="checkbox"/> Addition of Satellite Program	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Introductions of Dustin Giberdeil as the new clinical coordinator.			
7.	Other Identified Strengths	<input type="checkbox"/>				
8.	Other Identified Weaknesses	<input type="checkbox"/>				
9.	Action Plan for Improvement	<input checked="" type="checkbox"/>	Discussion about preceptor training occurred during this meeting.	Distribution of Precptor training manual.	Brandenburg, Hutchins	03/30/2018
10.	Other Business	<input type="checkbox"/>				
11.	Next Meeting(s)	<input checked="" type="checkbox"/>	02/23/2018			

Minutes prepared by Kevin J. Mohar Date 01/24/2018

Minutes approved by _____ Date _____

Minutes of the MCOLES Annual Advisory Committee Board Meeting:
Meeting #15 November 8, 2017 – Chairperson: Dir. H. Henderson

Present: Mike Bitnar, Bradley Clegg, Tony Fazzari, Paige Gordier, Herb Henderson, John Larsen, Henry Laxdal, Bob Marchand, Lauren Pierce, John Riley, Joseph Shier, Scott Strait, Aaron Westrick.

Special Guests: Mike Logghe (MCOLES), Hermina Kramp (MCOLES)

This meeting was called to order at 11:00 am.

Opening Remarks:

Director Henderson welcomed the members and started Agenda items.

MCOLES Update:

Former MCOLES Director Dave Harvey retired in May. Hermina Kramp is the acting director while the MCOLES Committee is expecting to offer employment to Timothy Bourgeois, who is currently the Chief of the Kalamazoo Township Police Department. MCOLES expects to have Bourgeois on board after the 1st of the year.

MCOLES will not be awarding any grants or funds for this fiscal year. With the administration costs rising and the collections down 5%, the fund is at an all-time low with less than \$30,000. This balance will carry forward in hopes to be distributed next year.

LSSU School Update:

The School of Criminal Justice has an increase in enrollment this fall 2017 semester compared to fall 2016. A new Degree Audit and curriculum change has introduced a course, CJUS 450 the Skill Academy, where students are now able to have the cost of the summer skills portion covered by financial aid. The new curriculum has also allowed for students with Associate Degrees to be able to apply and participate in the academy.

2017 MCOLES Academy Review:

The 2017 police academy graduated on June 24, 2017 with 9 graduating from the original 11 that were enrolled. One recruit withdrew for military duty requirements and another was removed for violations. 8 of the 9 graduates have MCOLES #s.

Upcoming 2018 MCOLES Academy

This upcoming 50th academy anticipates 35 recruits. All of which have passed the Reading/Writing Exam. 8 will be retaking the PT Test on December 2nd. Personal interviews will take place after this meeting and continue into tomorrow, Thursday, November 9th. This is the largest group in a decade.

Agency Updates:

Chief Riley reported that Sault PD has 2 new rookies. They have also met with LSSU faculty Paige Gordier with the idea to start a new career program with Sault High School. This may be an opportunity to boost enrollment for LSSU.

Agent Laxdal, with the US Border Patrol offered any support and assistance that his agency may be able to bring to the MCOLES academy.

Lt. Shier reports that the Sault MSP post has a new transfer trooper, Jay Hills an LSSU alum, and expecting 2 recruits from their academy at the end of November. The MSP academy anticipates a large graduating class in January with approx. 200 potential new hires.

Chief Marchand with the Sault Tribe reports a full staff, happy that numbers are up and hoping to retain them.

Officer Fazzari reports that the US Customs has such a demand down south that they have implemented that new hires will report to the south to work after the academy before relocating to their final post.

Chippewa County Sheriff Bitnar has filled their road opening so they are fully staffed. They are please with their new hire who is currently on the 3 months of FTO.

Mackinaw County Sheriff Strait is fully staffed a well, including replacement of a recently retired deputy. Both Strait and Bitnar expressed difficulty in finding applicants that want to do corrections and work the jails.

Herb Henderson mentioned that the idea to bring the Corrections Academy to LSSU was not supported, therefore there are no plans to start that program. Henderson also introduced the new proposed school name that Interim President Mitchell announced, First Responders and Public Service. Henderson sought for the community response, which seemed fine with those present.

The meeting was adjourned at 1:00 pm

Submitted by:

Lauren Pierce
Administrative Assistant

Assessment: Program Four Column

Paramedic AAS

Program (CoCJER) - Paramedic Technology AAS

Mission Statement: The mission of the Paramedic program is to provide outstanding education and training to future emergency medicine providers.

Assessment Contact: Dr. Ron Hutchins, Dean

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Liberal Education - Provide students with a broad-based, liberal education. Goal Status: Active</p>			
<p>Knowledge and Skills - Provide students with the knowledge and skills required to enter the field of EMS displaying entry level competency as emergency medicine practitioners. Goal Status: Active Goal Category: Student Learning Start Date: 08/31/2017 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Revision Notes: Goal name and outcome revised to include 'Knowledge and Skills' relating to overall competencies required to enter the EMS profession (Oct 2018).</p>	<p>One-time, irregular frequency - Students will demonstrate understanding of required education objectives (National and State) and display required skills to entry level competency upon program completion. Criteria Target: Upon program completion, 100% of eligible candidates will obtain passing score of 80% or higher on cognitive evaluations and will demonstrate minimum competency in skills testing. High Impact Program Practices 1: Internships Related Documents: Paramedic Instructional Guidelines.pdf Paramedic Objectives_11-01_156017_7.pdf</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes All 2017-18 paramedic program candidates successfully passed Cognitive and Psychomotor requirements. (10/20/2018) Related Documents: EMED 301 Summative Final Exam Analysis.pdf</p>	<p>Use of Result: Recommendations made to incoming faculty regarding need for additional Application / Analysis level content in Cardiology and Pharmacology related topics. (08/31/2018) Budget Rationale: New (refurbished) ECG monitor for use with larger cohort - allows for multiple concurrent skills / scenario training opportunities during program Budget Request: 2000</p>
<p>Interprofessional Skills - Students will</p>	<p>Direct - Field Placement/Internship</p>	<p>Finding Reporting Year: 2017-2018</p>	

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>display professional competency during interactions with others (patients, peers, and the public) upon successful program completion. Goal Status: Active Goal Category: Student Learning Start Date: 08/31/2018 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations. Revision Notes: Changed from 'Ethics' to 'Professional Competency' and updated SLO to relate professional interactions. Assessment Year: AY18-19</p>	<p>Evaluation - Direct observation by clinical and internship preceptors - candidates will demonstrate effective interprofessional skills while working as a paramedic. Criteria Target: During interactions with patients, peers, or the public, candidates will display effective techniques 80% of the time. Schedule/Notes: Added 2018. High Impact Program Practices 1: Internships</p>	<p>Goal met: Yes All 2017-18 paramedic program candidates successfully displayed appropriate interprofessional skills during field internship rotations - all recommended for NREMT testing. (10/20/2018)</p>	<p>Use of Result: Current development strategies for students promote successful goal achievement. Continue to review program and internship opportunities for additional improvement to support goal. (10/20/2018)</p>
<p>Professional Competency - Upon program completion, 100% of eligible candidates will demonstrate entry-level competency in Cognitive, Psychomotor, and Affective requirements of the field. Goal Status: Active Goal Category: Student Learning Start Date: 08/31/2018 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Revision Notes: Added 'Professional Competency' goal 2018.</p>	<p>Direct - Field Placement/Internship Evaluation - Candidates will demonstrate entry-level competency in all areas related to the professional requirements of the profession as observed by preceptors during terminal internship. Criteria Target: 100% of eligible candidates will demonstrate entry level knowledge, skills, and interaction with patients, peers, and the public greater than 80% of the time. Schedule/Notes: Added Assessment Criteria / Procedure - Oct 2018 High Impact Program Practices 1: Internships</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes All 2017-18 Paramedic Program candidates demonstrated entry level competency in Cognitive, Psychomotor, and Affective domain requirements and were recommended to challenge NREMT testing. (10/20/2018)</p>	<p>Use of Result: Program will continue use of AAOS content and Flsdap documentation software for candidate portfolio development at this time. Additional content and documentation systems will be evaluated during 2018-19 AY. (10/20/2018)</p>
<p>Interdisciplinary Relations - Upon</p>	<p>Direct - Field Placement/Internship</p>	<p>Finding Reporting Year: 2017-2018</p>	<p>Use of Result: Paramedic Program</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>program completion, 100% of eligible candidates will demonstrate appropriate relations and display respect for other emergency disciplines during interactions.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/31/2017</p> <p>Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom]</p> <p>Revision Notes: Updated to 'Interdisciplinary Relations' Oct 2018.</p>	<p>Evaluation - Students will be evaluated regarding peer interactions during field internship; preceptors will identify strengths and weaknesses for candidates during internship period.</p> <p>Criteria Target: 100% of eligible candidates will display appropriate respect for peer disciplines and will demonstrate effective interactions with same 80% of the time during internship period.</p> <p>Schedule/Notes: Added assessment Oct 2018</p> <p>High Impact Program Practices 1: Internships</p>	<p>Goal met: Yes</p> <p>All 2017-18 Paramedic Program candidates demonstrated appropriate Interdisciplinary Relations during field internship rotations. (10/20/2018)</p>	<p>staff will continue to encourage students in Interdisciplinary Relations and will seek to cultivate specific interdisciplinary training opportunities between CJ, FS, and EMED students. (10/20/2018)</p>
<p>Meeting strategic plan goals - The program's mission and objectives are consistent with Goals of the LSSU Strategic Plan and Updated Action Plans</p> <p>Goal Status: Active</p> <p>Goal Category: Operational Goal, not related to student learning</p>	<p>One-time, irregular frequency - Annual program evaluation performed by faculty and administration within the School of CJ, FS, and EMED. EMED Program mission and objectives will align with Goals of the LSSU Strategic Plan and Updated Action Plans.</p> <p>Criteria Target: EMED Program mission and objectives will align with Goals of the LSSU Strategic Plan and Updated Action Plans.</p> <p>Schedule/Notes: Added Assessment Oct 2018.</p> <p>High Impact Program Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Current EMED Program mission and objectives reviewed in September 2018 School of CJ, FS, and EMED department meeting; all align with LSSU goals / objectives as noted. (10/20/2018)</p>	<p>Use of Result: Program goals consistent with university goals; continue to review during 2018-19 AY. (10/20/2018)</p>
<p>Program Review - The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates</p>	<p>Indirect - Report/Audit - Internal - The Program conducts evidence-supported regular program review. The Program addresses the key components of the , incorporates feedback from assessment activities,</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>School of CJ/FS/EMED staff reviewed 2017-18 AY departmental goals in September 2018 and find alignment with LSSU goals. (10/27/2018)</p>	<p>Use of Result: School of CJ/FS/EMED staff will continue to compare departmental and institutional goals for compliance and alignment throughout the 2018-19 AY. (10/27/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews for CoAEMSP accreditation.)</p> <p>Goal Status: Active</p> <p>Goal Category: Periodic Program Review</p> <p>Start Date: 08/21/2017</p> <p>Revision Notes: Annual reports submitted to CoAEMTPs and State of Michigan Office of BETP</p> <p>Assessment Year: AY17-18</p>	<p>and documents the impact of assessment findings and subsequent actions on student learning.</p> <p>Criteria Target: The Program Review will address the following criteria:</p> <ol style="list-style-type: none"> 1. Contribution to LSSU Mission/Vision 2. Metrics of Productivity 3. Internal and External Program Demand 4. Program Quality 5. Program Assessment 6. Opportunity Analysis 	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Regular review of course content and evaluation outcomes performed with Program Medical Director throughout the AY find entry level skills, knowledge, and abilities meet entry level requirements. (10/27/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Opportunity Analysis - October 2018 publication from NAEMSE and IAAP/CCP indicates potential growth in degree-based EMS programs with recommendation for existing paramedics to complete a degree (Associate, or Bachelor) to further the industry. (10/27/2018)</p>	<p>Use of Result: Current EMED Program Director will continue regular staff and advisory meetings to review program and student progress, meeting CoAEMSP and MDHHS BETP requirements while simultaneously ensuring program success. (10/27/2018)</p> <hr/> <p>Use of Result: Continue planned development of Paramedic Bachelor Degree for future student recruitment. October 2018 recommendations from NAEMSE and IAAP/CCP indicate potential need for existing Paramedic personnel to complete a degree (Associate and/or Bachelor) to further the industry. (10/27/2018)</p> <p>Budget Rationale: Development of digital content (video-based lecture and activities) for use in flipped classroom settings or in the administration of online courses.</p> <p>Budget Request: 500</p>

Assessment: Program Four Column

CJ - Program Review

Program (CoCJER) - Criminal Justice - BS

Assessment Contact: Prof. Herbert Henderson

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Broad-Based Criminal Justice Education - PROVIDE STUDENTS WITH A BROAD-BASED, ACADEMICALLY RIGOROUS EDUCATION COMBINING THE THEORETICAL CONCEPTS WITH PRACTICAL APPLICATIONS.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 04/16/2018</p> <p>Goal Level (Bloom/Webb): High-Level (Creating/Evaluating)</p>	<p>Direct - Capstone Project - including undergraduate research - All students will complete CJUS 401 Senior Seminar the capstone writing intensive research course. Students complete a minimum of 35 page APA style research paper on a topic selected by the students and approved by the faculty member.</p> <p>Criteria Target: 1. Be able to develop a testable hypothesis and research design.</p> <p>2. Be able to identify and utilize quality research sources.</p> <p>3. Be able to analyze data and use it to support hypothesis.</p> <p>4. Be able to produce a well organized and well written research paper.</p> <p>High Impact Program Practices 1: Writing-Intensive Course(s)</p> <p>High Impact Program Practices 2: Capstone Course(s), Projects</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Student success in CJUS 401 has increased since the curriculum change of 2017 in which CJUS 345 was added as a required pre-req/co-req course to help the students in their development of search strings and utilization of quantitative methods. (05/22/2018)</p>	<p>Use of Result: Continue CJUS 401 with CJUS 345 as Pre-Req/Co-Req and re-assess in 3 years. (05/22/2018)</p>
	<p>Direct - Presentation, Performance - Students are required to complete CJUS 444 Criminalistics. Students are assigned to groups and given a final</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Based on the student peer evaluations all students interacted within the group dynamics effectively achieving a</p>	<p>Use of Result: Continue to utilize the final crime scene group activity to generate skill development in teamwork,</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>"crime scene" to complete the processing and presentation of the evidence. Students must work together to identify, preserve, collect, and present the evidence in a presentation. Power Point is required and Quality of images is valued.</p> <p>Criteria Target: 1. Be able to compare and contrast the fields of Forensic Science.</p> <p>2. Be able to appraise and compare different types of criminalistics procedures.</p> <p>3. Be able to analysis, appraise, and collect multiple forms of physical evidence conforming to National Standards.</p> <p>4. Be able to evaluate and prepare simulated crime scene documentation.</p> <p>5. Be able to present evidence and documentation as prepared for a court of law.</p> <p>High Impact Program Practices 1: Collaborative Assignments, Projects</p> <p>High Impact Program Practices 2: Capstone Course(s), Projects</p> <p>Direct - Laboratory, Clinical, Skill/Competency Assessments - Students are required to complete CJUS 345 Statistics and Design for Public Safety. This course brings knowledge learned from CJUS 140 forward, as well as, greater exposure of theoretical knowledge with statistical applications. Focus is given on developing ideas for the students senior research projects.</p> <p>Criteria Target: 1. Identify the</p>	<p>75% peer evaluation raw score or higher. (05/22/2018)</p> <p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Curriculum change of 2017 to allow CJUS 140 which focuses on Criminal Justice theories as an option for SOCY 214 Sociological theories has improved the students understanding of broad based CJ theories. The students ability to compare and contrast theories to further apply the concepts in the hypothesis development of their methodology for their pending senior research will be assessed for the next 4 year cycle allowing this change to take full effect and to evaluate if there is a significant difference in achievement. (05/22/2018)</p>	<p>communication, presentations, and organization. Continue to use the peer to peer evaluation rubric. (05/22/2018)</p> <p>Use of Result: Assessment on student achievement comparing between student groups who have taken take CJUS 140 and who have taken SOCY 214 for the next 4 year cycle. (05/22/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>various types of data (level of measurement) and determine the appropriate statistics needed for analysis.</p> <ol style="list-style-type: none"> 2. Organize, display, and present data using univariate and bivariate displays, graphs and charts for categorical, continuous and longitudinal variables. 3. Analyze data sets provided (descriptive and inferential statistics). 4. Differentiate between descriptive and inferential statistics. 5. Uses several specific statistical tests including mean, median, mode, range, variance, standard deviation, correlation, cross tabulations, chi square tests, t-tests, z-scores, point estimates, regression, ANOVA and confidence intervals. 6. Use SPSS to analyze data. 7. Understand probability to the degree needed to discuss, describe, and explain. 8. Critique research reports and identify strengths and limitations within the studies. 9. Develop research projects of their own and analyze data they collect. <p>High Impact Program Practices 1: Common Intellectual Experiences</p> <p>High Impact Program Practices 2: Undergraduate Research</p>		
<p>Twenty-First Century Criminal Justice Practitioners and Leaders - PROVIDE STUDENTS WITH THE SKILLS NECESSARY TO PERFORM AS</p>	<p>Direct - Field Placement/Internship Evaluation - Students are required to complete CJUS 402 Senior Criminal Justice Internship in which</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Students has self reported positive interactions and learning environments during internships. Additionally, students</p>	<p>Use of Result: Continue the Senior Internship and re-assess in 3 years. (05/22/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>TWENTY-FIRST CENTURY CRIMINAL JUSTICE, FIRE SCIENCE AND EMERGENCY RESPONDER PRACTITIONERS AND LEADERS IN A GLOBAL WORLD</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 04/16/2018</p> <p>Goal Level (Bloom/Webb): High-Level (Creating/Evaluating)</p>	<p>students are placed with an agency that fits their career goals. Students actively engage in daily observations and interactions with agency employees and the community populations that they serve. Students complete an APA style well written final paper after completion of the internship hours. Students also interact with the faculty and other interns in the on-line classroom through discussions about activities and experiences from the prior weeks. Students are required to read and respond to other students posts to create greater interaction and greater sharing of information.</p> <p>Criteria Target: 1. Be able to explain the function of their internship agency.</p> <p>2. Be able to describe and explain pre and post court processes (criminal, probate, tribal etc...), emergency management, emergency response, or protective services actions.</p> <p>3. Be able to analyze and evaluate the role of the internship agency within the field of criminal justice.</p> <p>High Impact Program Practices 1: Internships</p> <p>High Impact Program Practices 2: Writing-Intensive Course(s)</p>	<p>have found employment through their placement agency some even during the internship. (05/22/2018)</p>	
<p>Knowledge and Application Pre and Post Crisis to Improve Community Health and Safety - PROVIDE STUDENTS WITH THE KNOWLEDGE AND DEVELOP THEIR ABILITY TO</p>	<p>Direct - Field Placement/Internship Evaluation - Students are required to complete CJUS 402 Senior Criminal Justice Internship in which they are placed with an agency that</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Students learn planning, prevention, mitigation, and response to crisis during their internship placements. Every agency students are placed with are provided the syllabus</p>	<p>Use of Result: Continue with the Senior Internship and re-assess in 2 years. (05/22/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>APPLY PLANNING, PREVENTION, MITIGATION AND RESPONSE TO CRISIS TO IMPROVE COMMUNITY HEALTH AND SAFETY.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 04/16/2018</p> <p>Goal Level (Bloom/Webb): High-Level (Creating/Evaluating)</p>	<p>meets the students career goals. Students actively interact with the employees of the agency on a daily basis learning the agency functions, processes, policies, and communities that they serve. Students must complete a final paper in APA format providing in-depth detail of the knowledge and experience gained from the internship.</p> <p>Criteria Target: 1. Be able to explain the function of their internship agency.</p> <p>2. Be able to describe and explain pre and post court processes (criminal, probate, tribal etc...), emergency management, emergency response, or protective services actions.</p> <p>3. Be able to analyze and evaluate the role of the internship agency within the field of criminal justice.</p> <p>High Impact Program Practices 1: Internships</p> <p>High Impact Program Practices 2: Writing-Intensive Course(s)</p>	<p>including the SLO's and the Program Goal which enables the agency to help improve the students experience. Agencies have reported very positive responses to students and even request student interns. (05/22/2018)</p>	
<p>Professional Ethics - ASSIST STUDENTS WITH THE DEVELOPMENT OF A SET OF PROFESSIONAL ETHICS</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 04/16/2018</p> <p>Goal Level (Bloom/Webb): High-Level (Creating/Evaluating)</p>	<p>Direct - Case Analysis - Students are required to complete CJUS 321 Ethical Issues in Public Safety. Students are presented multiple case studies in reference to racially motivated biases, self-reflection about biases, and small group discussions are facilitated then brought back to the larger group for further discussion about the cases to building on multiple points of view.</p> <p>Criteria Target: 1. Be able to describe ethical decision making</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Students were able to analyze the case studies from multiple points of view in a safe environment in which different points of view are encouraged. Students were then able to critique actions by others within the case studies and then synthesize new concepts. (05/22/2018)</p>	<p>Use of Result: Continue using case studies in group discussions and re-assess in 3 years. (05/22/2018)</p>

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>strategies.</p> <ol style="list-style-type: none"> 2. Be able to list various types of ethical dilemmas. 3. Be able to develop a moral and ethical code. 4. Be able to compare and contrast Ethics, Morals, and Values <p>High Impact Program Practices 1: Common Intellectual Experiences</p> <p>High Impact Program Practices 2: Diversity/Global Learning</p>		
<p>Critical Thinking, Writing, and Communication Skills - ASSIST STUDENTS IN THE DEVELOPMENT OF THEIR CRITICAL THINKING SKILLS, QUALITY WRITING SKILLS, AND EFFECTIVE COMMUNICATION SKILLS IN A DIVERSE GLOBAL WORLD</p> <p>Goal Status: Active</p> <p>Start Date: 04/16/2018</p> <p>Goal Level (Bloom/Webb): High-Level (Creating/Evaluating)</p>	<p>Direct - Capstone Project - including undergraduate research - Students must complete CJUS 401 Senior Seminar. This senior capstone course requires students to select a research topic that is approved by the faculty and then complete a research study. The paper must conform to APA guidelines and be a minimum of 35 pages. The paper is evaluated on writing quality, utilization of quantitative, qualitative or mixed methods research methodology and the final presentation of findings.</p> <p>Criteria Target:</p> <ol style="list-style-type: none"> 1. Be able to develop a testable hypothesis and research design. 2. Be able to identify and utilize quality research sources. 3. Be able to analyze data and use it to support hypothesis. 4. Be able to produce a well organized and well written research paper. <p>High Impact Program Practices 1: Writing-Intensive Course(s)</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The curriculum change for 2017 in which CJUS 345 Statistics & Design for Public Safety was added as a Pre-Req/Co-Req for the CJUS 401 Senior Seminar class has improved the students ability to formulate hypothesis and provide descriptive statistics using SPSS specifically within the paper and during their presentation. (05/22/2018)</p>	<p>Use of Result: Continue and re-assess in 2 years. (05/22/2018)</p>

Program Outcomes

*Assessment Criteria &
Procedures*

Assessment Results

Use of Results

High Impact Program Practices 2:
Capstone Course(s), Projects

Assessment: Program Four Column

fire science bs

Program (CoCJER) - Fire Science - Generalist BS

Assessment Contact: Prof. Fred Newton

Mission Statement: The mission of the fire science program faculty and staff is to provide an atmosphere where active learning may occur, to provide students with the highest quality educational experience, to continue to support the “professional model” as currently utilized, to become appropriate role models for students, to support the educational program by acquiring the appropriate equipment and supplies, to fulfill the advising role, and to assess the academic outcomes of the program.

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Fire Service Applications - Provide the student with knowledge, skills and abilities to perform as an emergency responder practitioner and leader in a global world</p> <p>Goal Status: Active Start Date: 11/05/2018 Goal Level (Bloom/Webb): Low-Level (Understanding/Remembering) [Bloom] Assessment Year: AY18-19</p>	<p>Direct - Field Placement/Internship Evaluation - Students will have direct exposure to the field of Fire Fighting with a fulltime Fire Department. During their placement. Students will use the skills and abilities learned in prior Fire Science classes such as FIRE 204, 206, 211, 219, 220, 312, and 315 to enable them to participate actively with the fulltime fire fighters.</p> <p>Criteria Target: Students will experience actual fire fighting and daily operations of professional fire fighting operations.</p> <p>High Impact Program Practices 1: Common Intellectual Experiences High Impact Program Practices 2: Internships</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Students self report in final internship papers positive learning experiences. Placement agency evaluations of students also show positive learning experiences and interactions . (06/18/2018)</p>	<p>Use of Result: Continue to monitor; follow up to determine future internship sites and maintain current internship sites. (11/05/2018)</p>
	<p>Direct - Capstone Project - including undergraduate research - All students will complete FIRE401 Senior Seminar the capstone writing intensive research course. Students</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No Unstable faculty have hindered true assessment for FIRE401. Currently, the program relies on faculty from other majors to offer this capstone. The course's stability will also</p>	<p>Use of Result: Re-assess in 2 years (11/05/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>complete a minimum of 35 page APA style research paper on a topic selected by the students and approved by the faculty member.</p> <p>Criteria Target: 1. Be able to develop a testable hypothesis and research design. 2. Be able to identify and utilize quality research sources. 3. Be able to analyze data and use it to support hypothesis. 4. Be able to produce a well organized and well written research paper.</p> <p>High Impact Program Practices 1: Writing-Intensive Course(s)</p> <p>High Impact Program Practices 2: Capstone Course(s), Projects</p>	<p>benefit in re-evaluating the requirement of a statistics course. Ideally, a statistics course should be taken the semester before taking the senior capstone. (11/04/2018)</p>	
<p>Program Review - The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews.)</p> <p>Goal Status: Active</p> <p>Goal Category: Periodic Program Review</p>	<p>Indirect - Report/Audit - Internal - The Program conducts evidence-supported regular program review. The Program addresses key components and incorporates feedback from assessment activities, and documents the impact of assessment findings and subsequent actions on student learning.</p> <p>Criteria Target: The Program Review will address the following criteria:</p> <ol style="list-style-type: none"> 1. Contribution to LSSU Mission/Vision 2. Metrics of Productivity 3. Internal and External Program Demand 4. Program Quality 5. Program Assessment 6. Opportunity Analysis <p>High Impact Program Practices 1: Not applicable to this outcome</p> <p>High Impact Program Practices 2: Not</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The School completed the program review on the BS Fire Science: Generalist program in the fall 2018. There are three recommended key initiatives for the Fire Science program that are consistent with LSSU's Mission Statement: 1). hiring and retaining qualified faculty 2). program enrollment and retention, and 3). improvement of Regional Training Center. (11/04/2018)</p> <p>Related Documents: Fire Science Generalist Program Review 2018.docx</p> <hr/> <p>Finding Reporting Year: 2014-2015</p> <p>Goal met: Yes</p> <p>Recommendations to the school include to develop evidence to justify the claims of program uniqueness, productivity, cost, enrollment, employability. Faculty are strongly encouraged to review the program-level student learning outcomes in order to move the focus from inputs (what you will provide them) to evidence of student learning (what students know, do and achieve), and to define effective measures for each outcome which lead to</p>	<p>Use of Result: Monitor progress of recommendation and re-evaluate (11/04/2018)</p> <hr/> <p>Use of Result: Submit a monitoring report addressing how the school has incorporated the feedback provided in this review by February 1, 2016. The next full program review for the Fire Science Generalist degree is scheduled for May 2019. (10/13/2014)</p>

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>applicable to this outcome</p> <p>Related Documents: Plan for Program Review V4a.pdf</p>	<p>actionable data (10/09/2014)</p> <p>Related Documents: Fire Science Generalist Letter.pdf Fire Science Generalist Program Review 2014 - reviewed.pdf</p> <hr/> <p>Finding Reporting Year: 2013-2014 Goal met: Yes The School completed the program review on the BS Fire Science: Generalist program in the summer 2014 (06/27/2014)</p> <p>Related Documents: Fire Science Generalist Certification Program Review.docx FIRE_ALL Course Assessment Report - JULY2014.pdf BS-FireScienceGeneralistProgram-Unit Assessment Report - 2014.pdf</p>	<p>Use of Result: At this time, the Fire Science Program is severely understaffed. While the Fire Science Program is attempting to stabilize through active faculty recruitment, planning and budgeting is being re-evaluated by faculty within the College/School of Criminal Justice and Emergency Responders (11/04/2018)</p>
<p>2.1 Program Enrollment - Strategy 2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable. Goal Status: Active Goal Category: Enrollment</p>	<p>Other Findings</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No There is the opportunity to increase the student numbers within fire science by returning to a grass-roots approach to recruiting and by improving facilities for fire science. (11/04/2018)</p> <p>Related Documents: Fire Science Graduation numbers since 2014.xlsx</p>	<p>Use of Result: If the program can offer an improved location for tactile education, LSSU has the potential to reach out to students that would otherwise attend a community college. All of the community colleges in Michigan that have fire science programs have better equipment and facilities. (11/04/2018)</p> <p>Budget Rationale: Budgeting \$4,000 each year for recruiting throughout the state of Michigan and re-invigorating recruitment within the Chicago area</p> <hr/> <p>Use of Result: Between 2008 and 2012, the years of heavy “grass-roots” recruiting, the five year average of prospective, admitted, and enrolled students illustrates the initiatives’ viability. On average, there are 154</p>

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>Other Findings</p> <hr/> <p>Regular, recurring - The program sets goals for program enrollment which are time-based, progressive, achievable and quantitative. Criteria Target: Program Enrollment Growth Goal: _____ by _____</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No The goal has not been met. "Grass Roots" approach for recruiting will start November 2018. It is reasonable to believe that the Fire Science program can grow by 10% within two years through this approach. (11/04/2018)</p>	<p>prospective students in which 105 are from Michigan, while 49 are from out-of-state; 98 (64 from Michigan, 34 out-of-state) of those students are admitted, with 46 (32 from Michigan, 14 out-of-state) students actually enrolling at LSSU. (11/04/2018)</p> <hr/> <p>Use of Result: Monitor progress as it begins and re-evaluate (11/04/2018) Budget Rationale: If the program can offer an improved location for tactile education, LSSU has the potential to reach out to students that would otherwise attend a community college. All of the community colleges in Michigan that have fire science programs have better equipment and facilities. Budgeting \$4,000 each year for recruiting throughout the state of Michigan and re-invigorating recruitment within the Chicago area Budget Request: 4000</p> <hr/> <p>Use of Result: While we would like to increase our number of majors--there are a number of institutional obstacles to doing so--please see program review. (11/04/2018)</p>
<p>Twenty-first century Fire Service Practitioners - Provide Fire Science students theoretical fire-service concepts with practical firefighting application</p>	<p>Direct - Laboratory, Clinical, Skill/Competency Assessments - Achieve a pass rate on the first time Fire Fighter I & 11 certification Criteria Target: Obtaining 90% or higher for each student passing</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes The fire science program is evaluated by a third party for training. The Michigan Firefighter Training Council (MFFTC) provides written and practical examination for those students who complete their Firefighter I/II course work.</p>	<p>Use of Result: Continue to monitor course success rates (11/04/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Goal Status: Active Goal Category: Student Learning Start Date: 08/21/2017 Goal Level (Bloom/Webb): Level 2 (Skills and Concepts) [Webb] Assessment Year: AY18-19</p>	<p>FIRE219 and FIRE220 High Impact Program Practices 1: Common Intellectual Experiences High Impact Program Practices 2: Collaborative Assignments, Projects Related Documents: Firefighter I and II certification data 2017.pdf Firefighter I and II certification data 2018.pdf Direct - Laboratory, Clinical, Skill/Competency Assessments - Attainment of Hazardous Materials Awareness and Operations certification embedded into course FIRE111 Criteria Target: 85% or higher on the state examination High Impact Program Practices 1: Collaborative Assignments, Projects High Impact Program Practices 2: Common Intellectual Experiences Related Documents: Haz Mat Operations data certification 2017.pdf Haz Mat Operations data certification 2018.pdf</p>	<p>The scores on the written test (200 questions) cover the IFSTA (International Fire Service Training Association) curriculum; the practical examination completion rate is also taken as an indicator. In addition to the firefighter certification (11/04/2018)</p> <p>Finding Reporting Year: 2017-2018 Goal met: Yes The fire science program is evaluated by a third party for training. The Michigan Firefighter Training Council (MFFTC) provides written and practical examination for those students who complete their Hazardous Materials course work. (11/04/2018)</p>	<p>Use of Result: Continue to monitor progress (11/04/2018)</p>
<p>Critical Thinking, Writing, and Communication Skills - Assist students with written and verbal communication skills associated with public and private fire service professionalism</p> <p>Goal Status: Active Start Date: 08/21/2017 Goal Level (Bloom/Webb): Level 4 (Extended Thinking) [Webb]</p>	<p>Direct - Capstone Project - including undergraduate research - Students must complete FIRE401 Senior Seminar. This senior capstone course requires students to select a research topic that is approved by the faculty and then complete a research study. The paper must conform to APA guidelines and be a minimum of 35 pages. The paper is evaluated on writing quality,</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No Unstable faculty have hindered true assessment for FIRE401. Currently, the program relies on faculty from other majors to offer this capstone. The course's stability will also benefit in re-evaluating the requirement of a statistics course. Ideally, a statistics course should be taken the semester before taking the senior capstone. (11/04/2018)</p>	<p>Use of Result: Reassess in 2 years (11/04/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations.</p> <p>Assessment Year: AY18-19</p>	<p>utilization of quantitative, qualitative or mixed methods research methodology.</p> <p>Criteria Target: At least 75% of students will demonstrate mastery of APA format, professional writing, and critical thinking based on the performance in in FIRE 401. 1. Be able to develop a testable hypothesis and research design. 2. Be able to identify and utilize quality research sources. 3. Be able to analyze data and use it to support hypothesis. 4. Be able to produce a well organized and well written research paper.</p> <p>High Impact Program Practices 1: Capstone Course(s), Projects</p> <p>High Impact Program Practices 2: Writing-Intensive Course(s)</p>		
<p>Pre and Post Crisis Management - High quality graduates will demonstrate proficiency in responding to community needs through the implementation of suppression, planning, prevention, mitigation, and recovery strategies</p> <p>Goal Status: Active</p> <p>Goal Category: Periodic Program Review</p> <p>Start Date: 11/05/2018</p> <p>Goal Level (Bloom/Webb): High-Level (Creating/Evaluating) [Bloom]</p> <p>Assessment Year: AY18-19</p>	<p>Direct - Field Placement/Internship Evaluation - Students are required to complete FIRE403 Senior Fire Science Internship in which they are placed with an department/agency that meets the students career goals. Students actively interact with the employees of the department/agency on a daily basis learning the agency functions, processes, policies, and communities that they serve. Students must complete a final paper in APA format providing in-depth detail of the knowledge and experience gained from the internship.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Students learn planning, prevention, mitigation, and response to crisis during their internship placements. Every department/agency students are placed with are provided the syllabus including the SLO's and the Program Goal which enables the department/agency to help improve the students experience. Departments and agencies have reported very positive responses to students and even request student interns.</p> <p>(11/04/2018)</p>	<p>Use of Result: Monitor progress with internship sites and maintenance of relationship (11/05/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>Criteria Target: 1. Be able to explain the function of their internship agency. 2. Be able to describe and explain pre and post emergency response, emergency mitigation, and emergency management. 3. Be able to analyze and evaluate the role of the internship department/agency within the field of fire science.</p> <p>High Impact Program Practices 1: Internships</p> <p>High Impact Program Practices 2: Writing-Intensive Course(s)</p>		
<p>Maintain a nationally recognized fire program - The fire program will maintain national recognized IFSAC accreditation.</p> <p>Goal Status: Active</p> <p>Start Date: 08/21/2017</p> <p>Assessment Year: AY17-18</p>	<p>Indirect - Report/Audit - External - Annual report will be submitted by July 1 each year that supports accreditation outcome criterial</p> <p>Schedule/Notes: Report was submitted June 30, 2018 and accepted by IFSAC</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Report was submitted and accepted by IFSAC. Require outcomes page was completed on September 20, 2019 (10/30/2018)</p>	<p>Use of Result: Accreditation of program by IFSAC has been questioned as a whether there is benefit for our students. Students may be better served by obtaining fire fighter certification accreditation that will permit seamless transfer between state jurisdictions. (10/30/2018)</p> <p>Budget Rationale: Using National Fire accreditation will be a greater benefit for students and significantly reduce accreditation expenses.</p>