

**DALTON STATE COLLEGE  
COMPREHENSIVE PROGRAM REVIEW**

**Program/Subject Area: Bachelor of Science in Criminal Justice**  
**Review Period: 2009-2010 through 2013-2014**

**1. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES**

Program goal statement:

1. This program prepares students for employment within the criminal justice system.
2. This program provides students with a foundation of the knowledge, principles, theories, and functions of criminal justice.

Program outcomes:

1. Students will demonstrate mastery of the essential content of the criminology core curriculum.
2. Students will demonstrate satisfaction with the quality of instruction provided by Criminal Justice faculty.
3. Students will gain acceptance into graduate or professional schools or find employment related to their degrees.
4. Employers will express satisfaction with Criminal Justice program graduates.

Program specific student learning outcomes:

1. Students will demonstrate mastery of the essential content of the criminology core curriculum.
2. Students will demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice.
3. Students will demonstrate an understanding of essential elements of academic and professional writing.
4. Students will demonstrate an understanding of academic and professional research and scholarship.
5. Students will demonstrate an understanding of professional and ethical values in the criminal justice field.

## 2. MEASURES OF EFFECTIVENESS/PROGRAM-LEVEL OUTCOMES

### (a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status (unduplicated fall)

Headcount	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	% Change
Total	71	213	223	215	216	204%
FTE	67.1	217.6	229.3	214.8	221	229%
Full-time	48	177	178	163	175	265%
Part-time	23	36	45	52	41	78%

**Analysis and comments:**

The bachelor's degree in criminal justice was implemented in the fall 2009, starting off strong with 71 declared majors. It increased dramatically in the second year of the program (by 200%) and has remained strong each of the subsequent years, even during the college-wide drop that occurred for many programs beginning 2011-2012. Full-time enrollment has increased by 265%, while part-time enrollment has increased by 78%. Student FTE also increased rapidly in the second year of the program and has remained strong as well.

### (b) Five-year enrollment summary by gender & race/ethnicity (unduplicated, fall only)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change
<b>Gender</b>						
Female	38	117	122	118	108	184.2%
Male	33	96	101	97	108	227.3%
<b>Race/Ethnicity</b>						
Am. Indian or Alaskan Native	0	1	2	0	2	
Asian or Pacific Islander	0	0	0	0	0	
Black	3	12	11	10	15	400%
Hawaiian/Other Pacific	0	1	0	1	0	
Hispanic	7	9	12	48	43	514.3%
Multiracial	0	3	4	2	0	
Unknown	3	35	42	13	11	
White	54	152	152	141	145	168.5%

**Analysis and comments:**

Discounting the increase in numbers after the first year of the program, the number of male majors has increased slightly (12.5%), and the number of females majoring in criminal justice has decreased slightly (-7.7%) over the last four years so that in Fall 2013 there was equal representation between male and female students in the program. Two significant changes have occurred in the racial/ethnicity composition of the majors. The number of Hispanics choosing to major in criminal justice has increased by 514%, and the number of blacks has increased by 400%. The criminal justice major may be a helpful recruiting tool, enhancing the College's diversity efforts.

**(c) Average class size and credit hours**

	2009-10	2010-11	2011-2012	2012-13	2013-14	Percent Change
Average class size	17.3	16.3	20.3	17.7	18.1	4.6%
Student credit hours	414	831	974	954	978	136.25%

**Analysis and comments:**

The number of student credit hours generated increased 136.25% since 2009-2010. The greatest jump occurred in the second year of the program, with very modest growth experienced in 2013-14. Average class size is probably larger than these numbers indicate. Low numbers in the internship and readings courses, in summer enrollment, and in the newly implemented capstone course may distort class size to some degree. Criminal justice classes are typically capped at 30, and the average class size for Fall 2013 was 24 when internship and readings courses were excluded.

**(d) Faculty teaching in program**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Total Faculty</b>	5	7	7	5	6
Full-time Faculty	1	2	2	3	3
Part-time Faculty	4	5	5	2	3
<b>Gender</b>					
Male	4	6	5	3	4
Female	1	1	2	2	2
<b>Race/Ethnicity</b>					
American Indian/Pacific					
Asian					
African-American			1	1	1
Hispanic					
White	5	7	6	4	5
Multiracial					
<b>Tenure Status (full-time)</b>					
Tenured	1	1			
On-tenure track			1	3	3
Non-tenure track		1	1		
<b>Rank (full-time)</b>					
Professor					
Associate Professor		1	1	1	1
Assistant Professor	1			2	2
Instructor/Lecturer		1	1		
<b>Highest Degree (full-time)</b>					
Doctorate	1	1	1	2	3
Specialist					
Master's		1	1	1	
Bachelor's					
Associate's/Other					

**Analysis and comments:**

The number of full-time faculty teaching in the program has increased by 200% since 2009, while the total number of faculty teaching in the program has increased by 20%. Most of the part-time faculty members are males, while 66% of the full-time faculty members are females. While currently all of the part-time faculty members are white, 33% of the full-time faculty are black. However, since there are only three full-time faculty members, these numbers are not especially useful but do suggest there is diversity in full-time hiring, and a female part-time faculty member is rejoining the faculty this fall.

**(e) Percent of classes taught by full-time faculty**

2009-10	2010-11	2011-2012	2012-13	2013-14
56%	69%	66%	86%	81%

**Analysis and comments:**

During the first three years of the program, a good portion of the courses were taught by part-time faculty. Before the start of the 2012-2013 academic year, the department successfully hired two additional tenure-track criminal justice faculty, boosting the percentage of courses taught by full-time faculty to 81%-86%. An additional full-time faculty member would be helpful since the College is taking a leading role in developing an online criminal justice degree as a part of a consortium.

**(f) Number of degrees conferred**

2009-10	2010-11	2011-2012	2012-13	2013-14	% Change
--	5	24	21	25	400%

**Analysis and comments:**

The number of degrees conferred has been stable and strong starting with the third year of the program.

**(g) Placement rates: Five-year summary of job placement rates or graduate/professional school, if applicable**

2009-10	2010-11	2011-2012	2012-13	2013-14
--	60%	58%	60%	In progress

**Analysis and comments:**

Employment and professional/graduate school rates have hovered around the 60% mark for the past three years. The data for 2013-2014 is still being compiled and will be included in the School's annual report in September. There is considerable difficulty with following up with graduates, many of whom have moved or do not respond to contact letters.

**(h) Cost per Full-time Faculty (Average Faculty Salary)**

2013-14
\$49,833
<u>Analysis and comments:</u> There are currently only three full-time faculty members who teach in the criminal justice program. This program is cost effective, with 216 majors, the majority of whom are full-time students.

## (i) Summary and evidence of achievement of program outcomes

Describe the extent to which students have achieved current program outcomes.

The table below details the program outcomes, benchmarks and assessment measures, and results for the Bachelor of Science in Criminal Justice degree for the most recent program assessment, which was conducted for the 2012-2013 academic year.

Program Outcome	Measures and Target Target	Evidence/Results of Assessment
<p>Students will demonstrate mastery of the essential content of the criminology core curriculum.</p>	<p>Students will demonstrate mastery of the essential content of the Criminal Justice core curriculum through the completion of a capstone portfolio project in CRJU 4800. The portfolio will assess breadth of criminological/criminal justice knowledge combining elements of theory (analysis of major theoretical concepts covered in CRJU 3200, Introduction to Criminology), methodology (introduced in CRJU 3700, Research Methods in Criminal Justice through the research paper), and policy analysis and application of essential criminological/criminal justice concepts (introduced in CRJU 1100, Introduction to Criminal Justice as well as other required Criminal Justice courses). The portfolio will be evaluated through stated grading criteria and/or rubrics.</p> <p>A minimum of 80% of students will demonstrate a broad knowledge and understanding of fundamental criminological/criminal justice theories, methodologies, and concepts by earning a C or better on a capstone portfolio project that focuses on each of these areas.</p>	<p><b>Not Reported This Cycle:</b></p> <p>The capstone course (CRJU 4800) became a requirement for criminal justice majors at the beginning of Fall Semester 2012; however, the requirement was not retroactive. During the 2012-2013 academic year, only one student chose to graduate under the 2012-2013 Catalog requirements, and this graduate was the only student who enrolled in CRJU 4800. While the student performed extremely well, since the course was offered as an independent study, we were not able to use the capstone as an assessment measure this year. We expect the number of students who enroll in CRJU 4800 to produce meaningful data in the next cycle.</p>
<p>Students will demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice.</p>	<p>Beginning Fall 2012, students are required to take CRJU 4800 - CJ Sr. Capstone - as part of major requirements. The critical analysis portion of research project will measure critical thinking.</p> <p>A minimum of 70% of Criminal</p>	<p><b>Not Reported/Assessed This Cycle:</b> Since only one student was enrolled in the senior research seminar during the 2012-2013 academic year, this measure was not assessed. However, we expect to have a larger number of students enrolled in this course during the 2013-2014 academic year, and the measure will be assessed in the next cycle.</p>

	Justice degree students enrolled in CRJU 4800, the senior research seminar, will score average or better on the critical analysis portion of their cumulative research project.	
Students will demonstrate an understanding of essential elements of academic and professional writing.	<p>Students taking CRJU 4800 will demonstrate an understanding of academic and professional writing by completing a senior capstone research and writing project.</p> <p>A minimum of 70% of students will demonstrate an understanding of essential elements of academic and professional writing techniques by scoring a grade of C (70%) or better on the written component of the research project required for CRJU 4800.</p>	<b>Not Reported/Assessed During This Cycle:</b> Since only one student was enrolled in the senior research seminar during the 2012-2013 academic year, this measure was not assessed. However, we expect to have a larger number of students enrolled in this course during the 2013-2014 academic year, and the measure will be assessed in the next cycle.
Students will demonstrate an understanding of academic and professional research and scholarship.	<p>Students in CRJU 3700 will be assessed on level of understanding of academic and professional research/scholar via a research project evaluated with stated grading criteria.</p> <p>A minimum of 70% of students will demonstrate an understanding and proficiency in using academic research techniques and technology by earning 75% or better on the research project required in CRJU 3700.</p>	<b>Target Met:</b> CRJU 3700 (Criminal Justice Research Methodology) was offered during Fall Semester 2012. Twenty-one students enrolled; however, three students dropped after the drop/add period. Students' understanding was assessed via a major research/writing assignment in which they prepared a thesis statement, an annotated bibliography, an introduction, a review of the literature, the proposed methodology, and a summary and conclusion section. Eighty-nine percent of the students earned a 75% or better on the research paper assignment. Thus, these students successfully demonstrated their understanding of academic and professional research and scholarship.
Students will demonstrate an understanding of professional and ethical values in the criminal justice field.	<p>Students in CRJU 4700 will take a test that covers professional and ethical values.</p> <p>A minimum of 70% of students majoring in Criminal Justice enrolled in CRJU 4700 will score average or better on a test that demonstrates their understanding of professional and ethical values in the criminal justice field.</p>	<b>Target Met:</b> During 2012-2013, CRJU 4700 was offered during Fall Semester 2012. Students took two in-class written exams (essay, short answer, and written definitions of basic concepts) that evaluated the student's understanding of basic ethical and philosophical tenets learned in class. Seventy-six percent of the students earned a 70% or better on these exams. In addition to the exams, 88% of the students also demonstrated their understanding by earning 70% or better on a series of in-class writing assignments (a combination of individual and group work) that focused on ethical issues/dilemmas requiring both substantive knowledge and critical thinking skills. In her assessment report, the faculty

		<p>member who taught the course noted that to strengthen the course she plans to bring in guest speakers from the criminal justice field who will be able to provide first-hand, real world examples that will make the material even more meaningful. Thus, criminal justice majors successfully demonstrated their understanding of professional and ethical values essential to the field of criminal justice.</p>
<p>Students will demonstrate satisfaction with the quality of instruction provided by Criminal Justice faculty.</p>	<p>In a Graduating Student Exit survey completed in the capstone course or during their last semester of enrollment prior to graduation, students will rate the quality of instruction and the extent to which the program met their expectations.</p> <p>At least 70% of graduating seniors will rate the quality of instruction as good or excellent. At least 70% of graduating seniors will report that the program met or exceeded their expectations.</p>	<p><b>Targets Met:</b> On the Criminal Justice Program Exit Surveys that were distributed to graduating criminal justice students in late fall 2012 and late spring 2013, 14 of the 20 graduates (70%) returned the surveys. Of these, 100% reported that the program met (57%) or exceeded (43%) their expectations. This percentage was 7% higher than the previous year. In addition, Spring Semester 2013 graduates were highly favorable, with 71% of the graduates indicating that the program exceeded their expectations (whereas only 14% of the fall graduates indicated that the program exceeded their expectations). The percentage of students who indicate that the program exceeds expectations will likely continue to increase as students who entered under the program's charismatic founder, who left the college two years ago, graduate. In next year's cycle, we will increase the target to 80%. On the Criminal Justice Program Exit surveys distributed to graduating criminal justice students in late fall 2012 and late spring 2013, 93% of the graduates rated the quality of instruction by faculty as good (43%) or excellent (50%), with one student rating the quality as average. This percentage (93%) was substantially higher than what graduates reported in the previous year (79%). Last year, Dr. James Wright, the new coordinator of the program, held an open house event to introduce students to the two new full-time faculty members to break the ice. The improved numbers suggest that Dr. Wright's action plan was very successful.</p>
	<p>In a Graduating Student Exit survey completed in the capstone course or in their last semester of enrollment prior to graduation, a minimum of 70% of CJ majors will indicate in the Criminal Justice Program Exit Survey that they agree that their program of study moderately or significantly increased their understanding of essential elements of academic and</p>	<p><b>Target Met:</b> On the Criminal Justice Program Exit Surveys that were distributed to graduating criminal justice students in late fall 2012 and late spring 2013, 14 of the 20 graduates (70%) returned the surveys. Of these students, 86% indicated that their program moderately (7%) or significantly (79%) increased their understanding of the essential elements of academic and professional writing. This percentage (86%) represents a significant increase over the 2011-</p>



	<p>professional writing.</p>	<p>2012 findings where only 79% of the graduates believed the program enhanced their written communication skills. As a part of last year's action plan, new faculty assigned and evaluated more out-of-class assignments, thus strengthening the program.</p>
	<p>In a Graduating Student Exit survey completed in the capstone course or during the last semester of enrollment prior to graduation, a minimum of 70% of CJ majors will indicate in the Criminal Justice Program Exit Survey that they agree that their program of study moderately or significantly increased their understanding of academic and professional research and scholarship.</p>	<p><b>Target Met:</b> On the Criminal Justice Program Exit Surveys that were distributed to graduating criminal justice students in late fall 2012 and late spring 2013, 14 of the 20 graduates (70%) returned the surveys. Of these students, 86% indicated that their program moderately (21%) or significantly (64%) increased their understanding of academic and professional research and scholarship. This percentage represents a significant increase over the previous year (2011-2012) where only 71% of the graduates reported that their program moderately or significantly increased their competency. Dr. Wright has developed a new capstone course that will require students to complete a senior project; however, students who graduated during this cycle did not have to meet this requirement. Since the program is headed the right direction, we will increase the target to 80% during the next academic year.</p>
	<p>In a Graduating Student Exit survey completed in the capstone course or during their last semester of enrollment prior to graduation, a minimum of 70% of CJ majors will indicate in the Criminal Justice Program Exit Survey that they agree that their program of study moderately or significantly increased their understanding of professional and ethical values in the criminal justice field.</p>	<p><b>Target Met:</b> On the Criminal Justice Program Exit Surveys that were distributed to graduating criminal justice students in late fall 2012 and late spring 2013, 14 of the 20 graduates (70%) returned the surveys. Of these students, 93% indicated that their program moderately (14%) or significantly (79%) increased their understanding of professional and ethical values in the criminal justice field. This percentage (93%) represents a significant improvement over the previous academic year, where only 79% of the graduates agreed that their program moderately or significantly increased their understanding. This improvement may be directly related to changes that Dr. Natalie Johnson implemented in the required course CRJU 4700 (Ethical Issues in Criminal Justice) during Fall Semester 2012. In 2012, Dr. Johnson implemented new teaching and testing methods, including consistent review of case studies, where students analyzed and applied ethical principles, thus increasing their understanding of ethical values using real-world examples.</p>

<p>Students will gain acceptance into graduate or professional schools or find employment related to their degrees.</p>	<p>Twelve months after spring graduation, faculty and/or staff will follow-up with graduates to determine how many found positions related to criminal justice or have gained acceptance into graduate and or professional programs.</p> <p>At least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program 12 months after spring graduation.</p>	<p><b>Target Not Met:</b> This year, follow-up surveys were conducted 10 months after the December graduation and four months after the May graduation. Of the 20 students who graduated in Fall 2012 or Spring 2013, 60% found employment related to their degrees or had gained acceptance into a graduate or professional school. During summer 2013, the administrative assistant in the Department of Social Sciences attempted to contact our recent graduates; however, her effort was largely unsuccessful due to the number of graduates who had moved or who did not have working phone numbers. The dean was able to gather additional information by contacting the full-time and part-time Criminal Justice faculty for further information concerning this year's graduates. The chairs and dean need to develop a more effective means of following-up on graduates. As a part of the action plan for this outcome, the dean, chairs, program coordinators (Dr. James Wright), and interested criminal justice faculty will meet to discuss ways of obtaining reliable contact information, updated information, and employer feedback.</p>
<p>Employers will express satisfaction with Criminal Justice program graduates.</p>	<p>Using the results of the follow-up employment survey conducted 12 months after spring graduation, faculty or staff will survey employers to determine level of satisfaction with DSC CJ graduates.</p> <p>A minimum of 70% of the employers who respond to the Employer Satisfaction Survey will indicate CJ program graduates are qualified for their respective positions. A minimum of 80% of the employers who respond to Employer Satisfaction Surveys will indicate they are satisfied with the work and performance of DSC CJ program graduates.</p>	<p><b>Not Reported/Assessed During This Cycle:</b> This measure was not assessed this year because of limited resources and personnel. We plan to assess it during the next cycle.</p>

**(j) Summary and evidence of achievement of student learning outcomes**

Describe the extent to which students have achieved current student learning outcomes in Area F and/or upper-division courses, if applicable. (current year)

As the following tables show, students successfully achieved outcomes for only 73% of the 48 student learning outcomes assessed during Spring Semester 2013. Faculty created action plans in Weave, and these will be evaluated as a part of the School's annual report at the end of this cycle. It is recommended, however, that the criminal justice faculty come up with agreed-upon percentages for upper-level targets since these vary widely from course to course.

CRJU 1100 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate an understanding of the three major components of the Criminal Justice System - law enforcement, the courts, and corrections.	A minimum of 70% of students will score a 70% or better on the 3 tests.	74%
2.	Students will demonstrate an understanding of the origins and evolution of the American Criminal Justice system.	A minimum of 70% of students will score a 70% or better on the test.	58%
3.	Students will demonstrate an understanding of frameworks, models, and concepts common to the Criminal Justice System.	A minimum of 70% of students will score a 70% or better on the test.	58%
4.	Students will demonstrate an understanding of the influence of the American Criminal Justice System on human behavior and other social institutions.	A minimum of 70% of students will score a 70% or better on the test.	51%

CRJU 2100 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate an understanding of the field of law enforcement, its origins and evolution, and its place in the criminal justice system.	A minimum of 80% of the students will score a minimum of 70% on the first of four exams.	71%
2.	Students will demonstrate an understanding of the concepts common to modern police work.	A minimum of 80% of students will score 70% or better on exams 2, 3, and 4 covering concepts in police work.	100%
3.	Students will demonstrate an understanding of the mutual influence of American policing and society on one another.	A minimum of 80% of students will earn a 70% or better on their papers, which will be assessed with stated grading criteria.	80%

## CRJU 3110 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate an ability to communicate orally their understanding of criminal procedure.	A minimum of 80% of students will earn a score of 70% or better on the mock trial.	96%
2.	Students will utilize concepts appropriate to criminal law in order to analyze human behavior and social institutions.	A minimum of 80% of students will score 70% or better on exam questions in which they analyze human behavior and social institutions using concepts appropriate to criminal justice.	80%
3.	Students will demonstrate an understanding of the concepts that have shaped criminal law and society over time.	A minimum of 80% of students will make a score of 70% or better on exam questions requiring analysis of human behavior.	80%
4.	Students will analyze and understand different perspectives on criminal law issues.	A minimum of 80% of students will make a score of 70% or better on exam questions on different perspectives on criminal law.	80%

## CRJU 3200 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate the ability to think critically on issues involving criminology, analyzing and interpreting situations, events, practices, and cases.	A minimum of 70 percent of the students will earn 80% or better on being able to think critically concerning the application of selected criminological theories to various criminal activities.	82%
2.	Students will demonstrate competence in written communication on issues involving criminology producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience and presents substantial material.	A minimum of 70 percent of the students will earn 80% or better on their ability to present the information in an organized and coherent manner, as well as utilizing appropriate punctuation, spelling, and grammar.	89%
3.	Students will demonstrate a sound general knowledge of the criminological sciences.	A minimum of 70 percent of the students will earn a 75 or better on selected questions on the graded tests that relate to their understanding of the criminological sciences.	61%

## CRJU 3300 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will develop and demonstrate an understanding of the historical nature of corrections in America.	A minimum of 70% of the students will earn a 70% or better on how well they researched the historical nature of corrections.	91%
2.	Students will demonstrate an understanding of the role the American corrections system has had in the development of modern criminal justice.	A minimum of 70% of the students will earn a 70% or better on how well they research and organize the portion of their project that relates to the role of the American corrections system.	91%
3.	Students will demonstrate an understanding of social, political, and individual factors that influence the operations of the American correctional system.	A minimum of 70% of the students will earn a 70% or better on their PowerPoint presentations outlining the evolution of the American Correctional System. See grading criteria for this assignment for more information.	91%
4.	Students will demonstrate an understanding of the functions of each component of the American correctional system - jails, prisons, probation, parole, and diversion programs.	A minimum of 70% of the students will earn a 70% or better on their book reviews. See grading criteria for book review assignment for more information.	75%
5.	Students will develop and implement critical thinking techniques to analyze the primary objective of the American correctional system – to punish or rehabilitate.	A minimum of 70% of the students will earn a 70% or better on their book reviews of New Jack. See grading criteria for book review assignment for more information.	100%

## CRJU 3500 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate general and specific knowledge of our current legal system and its terminology.	A minimum of 70% of the students will earn a 70% or better on exams covering the legal system and its terminology.	98%
2.	Students will articulate their understanding of criminal investigation techniques.	A minimum of 70% of the students will earn a 70% or better on their research papers.	96%
3.	Students will demonstrate an understanding of current techniques used in investigating differing crimes.	A minimum of 70% of the students will earn a 70% or better on the final exam questions that focus on crime investigation techniques.	96%
4.	Students will demonstrate an understanding of how to process a crime scene.	A minimum of 70% of the students will earn a 70% or better on a practical exam that focuses on understanding of criminal investigation techniques.	100%

## CRJU 3710-H Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will critically analyze and understand the content of crime and justice in the news and entertainment media.	70% of students will score 70% or better on homework assignments 1-4. See the assignment(s) grading criteria for more information. 70% of students will score 70% or better on homework assignments 5-8. See the assignment(s) grading criteria for more information.	Overall: 89%  91%  87%
2.	Students will critically analyze and understand the media's influence on the level of violence and crime in society.	70% of students will score 70% or better on exam covering the media's influence on violence and crime. Students will be scored based on whether they correctly answer the questions on the exam. For short answer questions, partial credit will be awarded.	69%
3.	Students will critically analyze and understand the media's influence on public attitudes and perceptions of crime and criminality.	70% of students will score 70% or better on exam assessing the media's influence on public attitudes and perceptions of crime and criminality. Students will be scored based on whether they correctly answer the questions on the exam. For short answer questions, partial credit will be awarded.	79%
4.	Students will critically analyze and understand the links between the media and criminal justice policy.	70% of students will score 70% or better on exam that analyzes links between the media and criminal justice policy. Students will be scored based on whether they correctly answer the questions on the exam. For short answer questions, partial credit will be awarded.	79%

## CRJU 3800 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate the ability to identify and understand key concepts in the study of race, ethnicity, and criminal justice.	A minimum of 70 percent of the students will earn a 75 or better on selected questions on the graded tests that relate to their understanding of key concepts in race, ethnicity, and criminal justice.	77%
2.	Students will demonstrate the ability to identify and understand how class, race, and gender intersect and affect patterns of crime and victimization.	A minimum of 70 percent of the students will earn a 75 or better on selected questions on the graded tests that relate to their understanding of how class, race, and gender intersect and affect patterns of crime and victimization.	72%
3.	Students will demonstrate the ability to articulate and analyze how disadvantage influences patterns of crime and victimization and how discrimination develops and affects the administration of justice in our society.	A minimum of 70 percent of the students will earn 80% or better on being able to discuss and think critically on selected community discussion questions concerning how disadvantage influences patterns of crime and victimization. A minimum of 70 percent of the students will earn 80% or better on the portion of the paper that directly addresses how disadvantage influences patterns of crime and victimization.	Overall: 65% 80% 50%

## CRJU 4000 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate the ability to think critically about their internship experience, analyzing and interpreting situations, events, practices, and cases.	Seventy percent of the students will demonstrate the ability of think critically by earning a 70% or better on the critical thinking portion of the rubric for the reflection papers.	100%
2.	Students will demonstrate competence in written communication on issues involving their internship experience producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience and present substantial material.	Seventy percent of the students will demonstrate competence in written communication by earning a 70% or better on the writing portion of the rubric for the reflection papers.	100%

## CRJU 4300 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate the ability to think critically, analyzing and interpreting situations, events, practices, and cases dealing with community corrections.	Seventy percent of students will demonstrate competence in critical thinking by achieving an average of 70% or better on the criteria identified in the holistic course assessment rubric.	100%
2.	Students will demonstrate competence in written communication, producing well-organized writing on community corrections that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial and relevant materials.	Seventy percent of students will demonstrate competence in written communication by achieving an average of 70% or better on the criteria identified in the holistic course assessment rubric.	87%
3.	Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments dealing with community corrections in an effective manner.	Seventy percent of students will demonstrate competence in oral communication by achieving an average of 70% or better on the criteria identified in the holistic course assessment rubric.	93%
4.	Students will demonstrate a sound general knowledge of the criminological sciences as applied to the area of community corrections.	Seventy percent of the students will demonstrate a comprehension of criminological sciences as applied to the area of community corrections by averaging 70% or better on three examinations.	97%

## CRJU 4350 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate a sound general knowledge of the criminological sciences as applied to the area of family violence.	A minimum of 70 percent of the students will earn 80% or better on selected portions of their reflection papers that demonstrate a sound general knowledge of the criminological sciences as applied to family violence.	71%
2.	Students will demonstrate competence in written communication, producing well-organized writing on family violence that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.	A minimum of 70 percent of the students will earn 80% or better on selected questions on the graded tests that demonstrate their competence in written communication pertaining to family violence.	79%
3.	Students will demonstrate understanding of the structural forces behind family violence.	A minimum of 70 percent of the students will earn 80% or better on selected portions of their book review that demonstrate a sound understanding of structural forces behind family violence.	86%



## CRJU 4400 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate an understanding of basic terminology used in the juvenile justice system.	70% of students will score 70% or better on the exam.	68%
2.	Students will demonstrate an understanding of the nature, extent, and patterns of juvenile delinquency.	70% of students will score 70% or better on the exam.	68%
3.	Students will demonstrate an understanding of the major theories of juvenile delinquency.	70% of students will score 70% or better on the exam.	84%
4.	Students will demonstrate an understanding of the interrelationships among theory, research, and application of research in juvenile delinquency.	A minimum of 70% of the students will earn a 70% or better on their research projects.	68%
5.	Students will demonstrate an understanding of delinquency prevention programs.	A minimum of 70% of the students will earn a 70% or better on their book reviews.	80%

## CRJU 4600 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate an understanding of issues of general concern to law enforcement, including police culture, discretion, and philosophy of policing.	A minimum of 80% of students will score 70% or better on exam questions covering police culture, discretion, and philosophy of policing. Responses will be assessed using model answers.	88%
2.	Students will analyze police behavior and police organizations using appropriate disciplinary frameworks.	A minimum of 80% of students will earn a 70% or better on their papers, which are assessed with stated grading criteria.	100%
3.	Students will demonstrate an understanding of the evolution of policing.	A minimum of 80% of students will earn a score of 70% or better on the exam questions in which they demonstrate an understanding of the evolution of policing. Responses will be evaluated against model exam answers.	80%
4.	Students will analyze and understand different perspectives on police issues.	A minimum of 80% of students will make a score of 70% or better on exam questions asking them to analyze and demonstrate an understanding of different perspectives on police issues. Their responses will be evaluated against model exam answers.	95%

**(k) Evidence of program viability**

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

Based on enrollment history and degree completion rates, the BS in criminal justice is a viable program. During the five years that the program has been in existence, the number of majors has grown from 71 to 216, and the program has graduated 24 to 25 majors yearly over the past three years. Feedback from the recently created Criminal Justice Advisory Board suggests that employers believe our graduates are prepared for the jobs they get after graduation. And survey data from the 2012-2013 and for 2013-2014 revealed that 100% (2012-2013) and 87% (2013-2014) of the graduates who returned surveys agreed that they met or exceeded their expectations.

**3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT**

What improvements have occurred since the last program review or assessment?

This is the first comprehensive program review for the BS degree in criminal justice. In Fall Semester 2012, two additional tenure-track, doctoral-level criminal justice faculty members (Dr. Bonnie Semora and Dr. Natalie Johnson) joined the full-time faculty to assist Dr. James Wright in the implementation of the program. Together, they created a new Criminal Justice Advisory Board comprised of members of the judicial system, the corrections system, law enforcement, faculty, and students. At its first meeting in April 2013, the board reviewed the curriculum and offered suggestions to strengthen the program. In addition, the criminal justice faculty tightened the program's curriculum this year by eliminating Area F course options that were not particularly relevant (Applications of Psychology, Human Development, The Psychology of Adjustment), by eliminating options that have never been offered, by making CRJU 2100 (Introduction to Law Enforcement) a required course rather than an elective, by adding a capstone requirement, and by creating two new electives (Drugs in America and Crime and Media).

#### 4. REVIEW OF CURRICULUM

What changes or revisions have been made to the program, its curriculum, or its student learning outcomes since the last program review or assessment?

In addition to the changes above, criminal justice faculty developed and taught a number of online and hybrid courses, making the program more accessible to a working adults; reviewed student learning outcomes and assessment measures for all courses; and eliminated some upper-level Social Work electives that were not particularly relevant to the program.

The criminal justice faculty further strengthened the program by requiring more outside of class writing and research than had been required under the program's previous faculty and leadership. They have also improved the program by tightening course prerequisites for CRJU 3700 (Criminal Justice Research Methodology) and CRJU 4000 (Internship in Criminal Justice). Students must now complete ENGL 3000 (Writing for the Social Sciences and Education) and CRJU 3200 (Criminology) prior to enrolling in CRJU 3700, thus being better equipped to complete required assignments and adequately assess theory. In addition, students must have completed 12 credit hours of upper-level criminal justice course work before they are permitted to enroll in the internship program, a requirement that will make students better prepared for field experiences. During the 2013-2014 academic year, CRJU 4100 (Judicial Process) was converted to a 2000-level course and made a prerequisite for CRJU 3100 (Criminal Law) and CRJU 3110 (Criminal Procedure) to improve student preparation for upper-level courses.

#### 5. PROGRAM STRENGTHS AND WEAKNESSES

##### Strengths:

Dalton State's BS in Criminal Justice program has a number of strengths. One of these is in students' perceptions of the program at the time of graduation. On the 2012-2013 exit surveys, 100% of the graduates reported that the program met or exceeded their expectations. In addition, 86% of the graduates reported that the program moderately or significantly increased their understanding of the essential elements of academic and professional writing, and 93% of the graduates reported that the program moderately or significantly increased their understanding of the professional and ethical values of the field of criminal justice. These percentages are substantially higher than the percentages of the previous academic year, where only 79% of the graduates believed that the program increased their understanding of academic and professional writing and of professional and ethical values. Perhaps the most significant improvement is in the area of academic and professional research and scholarship. This year, 86% of the graduates reported that their program moderately or significantly improved their understanding of research and scholarship, whereas during 2011-2012, only 71% of the graduates believed that the program had enhanced their understanding in this area. These improvements are directly related to the program's next strength: additional faculty. The program now has three tenure-track, doctoral-level faculty teaching in the program. These faculty are

fully committed to strengthening the program and exposing students to a broad range of experiences. Overall, this program remains strong, and enrollment numbers have held firm, even at a time when the College's enrollment has declined.

Weaknesses and concerns:

The only weakness in the program is in the contacting of graduates and their employers 12 months after graduation. Time constraints, lack of forwarding addresses, deactivated email addresses, disconnected phones, administrative demands, and new assessment procedures have made contacting graduates and employers difficult. However, we have created an action plan to address these issues, and the plan will be implemented prior to the next assessment cycle.

The number of full-time faculty is also a concern. We had hoped to hire an additional full-time faculty member this year since the College is taking a leading role in developing criminal justice as an e-major, the advising load of the full-time faculty is very heavy, and without additional faculty, the full-time faculty members have three or four different course preparations each semester. We will continue to advocate for additional faculty.

**6. RECOMMENDATIONS FOR FOLLOW-UP AND/OR ACTION PLANS (if needed)**

Issue/concern:

Improving student response rates for the Exit Surveys and improving follow-up of graduates and their employers are concerns.

Specific action(s):

Criminal Justice faculty will meet to determine ways to improve student response to the graduating student Exit Surveys and will assist in the collection of graduate and employer follow-up surveys.

Expected outcomes:

These actions should yield more accurate data to assess program strengths and weaknesses as perceived by graduating students and will improve accuracy of employment/continued schooling data for annual program assessment.

Time frame:

These efforts will begin during Summer 2014 and continue through Fall Semester 2014.

Person(s) responsible:

Dr. James Wright (Criminal Justice Program Coordinator), Dr. Natalie Johnson, and Dr. Bonnie Semora

Resources needed:

None.

Prepared by: Mary Nielsen

Date: June 4, 2014

Reviewed by: James Wright, Bonnie Semora, and Mary Nielsen *Mary T. Nielsen*

Date: June 16, 2014

Reviewed by Chair of Program Review Subcommittee: *Mary Nielsen*

Date: 7/15/14

Reviewed/Approved by Vice President for Academic Affairs: *Shirley S. Stone*

Date: 7/11/14