

Annual Goals for Criminal Justice

2010-2011

Title:	Website Overhaul--Institutional Effectiveness
Description:	Revise departmental website to include background information on faculty, including biographical statements and update vitae. The site will also include handbooks, description of scholarships, student testimonials, and career information. We also plan to use the site to document institutional effectiveness.
Budget:	0.00
University Goals:	1,2,4
Strategic Goals:	
Responsibility:	Chair
Participation:	
Results:	This goal is in progress. Both our academic assistant and graduate coordinator were sponsored for continuing education in web development and design. Their attendance will allow them to overhaul our website this summer and early fall. We also worked with our digital media program to develop a promotional video for the department. All footage has now been taken, and the video is being assembled. It should be available later this summer, too.
Actions:	Two staff members received continuing education and development in the technology of websites. Prior knowledge was limited for both. All members of the department participated in the development of a promotional video, as well as two alumni.
Improvements:	

Title:	Online Graduate Program
Description:	We intended to be fully online by summer 2011.
Budget:	0.00
University Goals:	1,5

Strategic Goals:**Responsibility:** Chair**Participation:** Graduate Director**Results:** The graduate program is nearing 100% online, and should be by spring 2012.**Actions:** Discussions with the graduate director and Dean have been held, and the online M.S.C.J. program will be a reality very soon.**Improvements:**

Title: Host Academic Conference**Description:** Host academic conference related to Department of Justice grant.**Budget:** 0.00**University Goals:** 1,5**Strategic Goals:****Responsibility:** Chair**Participation:****Results:** The academic conference was cancelled, and will be rescheduled.**Actions:****Improvements:**

Title: Speaker Program**Description:** Implement guest speaker program that includes monthly talk by leading practitioners in criminal justice.**Budget:** 0.00**University Goals:** 2,5**Strategic Goals:****Responsibility:** Chair**Participation:****Results:** We hosted two speakers in the fall 2010 semester. During the spring (2011), our close colleague Tim Carter died from skin cancer. We were not able to host as many speakers as planned.

Actions:

Improvements: The speaker per month may have been bit ambitious. We'll likely scale the program down to one per semester.

Title: Mentor New Faculty

Description: Two new faculty joined the department in fall 2010. The chair and other senior faculty member will assist new faculty in establishing a teaching focus, starting a research agenda, and identifying service opportunities. Due to turnover in faculty over the past few years, we hope this goal will lead to faculty stability.

Budget: 0.00

University Goals: 2,3,4

Strategic Goals:

Responsibility: Chair

Participation:

Results: Both new faculty are fully contributing to the life of the department. During the latter part of fall 2010, I met with both new faculty to discuss their adjustment to UNA. I offered insights into University service, continuing education, and research expectations. Due to the illness of Dr. Tim Carter during spring 2011, both new faculty had to begin serious service and collegiality much earlier than normal. For example, in the spring, all faculty shared Dr. Carter's workload from March 1 onward. Dr. Williams has assumed both the undergraduate and graduate coordinator roles, and represents us on the graduate council and will take Dr. Carter's place on the faculty senate in fall 2011. Ms. Taylor plans to begin a doctoral program in spring 2012.

Actions:

Improvements: My hope is to replace Dr. Carter and more equitably distribute the service workload in the department. Our junior faculty should not continue to carry as much of the workload as they have eagerly taken on thus far.

Title: Student Organizations

Description: We expect to revitalize the criminal justice club with new members, electing officers, and group activities.

Budget: 0.00

**University
Goals:** 2

Strategic Goals:

Responsibility: Chair

Participation:

Results: None

Actions:

Improvements: We will carry over this goal for next year.

Title: Support Graduate Students

Description: Develop more support for graduate students to include meetings, workshops, and socialization to academia

Budget: 0.00

**University
Goals:** 1,2

**Strategic
Goals:**

Responsibility: Chair

Participation:

Results: We have instituted a more rigorous program for helping graduate students prepare for comprehensive exams, including meetings with graduate director within groups and individual.

Actions: We will expand the exam assistance, and will meet to discuss an overhaul of the expectations for comp. exams. We had a student who failed the exams, and this was unpleasant for everyone involved. Our goal is to improve the quality of the exams, and determine if we should focus on classroom activities or alter the method for the exam itself.

Improvements: We need to offer our brown bag series again for students interested in academic careers and conference participation.

Student Learning Outcomes for Criminal Justice

2010-2011

Title:	Due Process
Description:	Identification of the rights of the accused and an understanding of the values of due process, equal protection and fairness in policing, courts and corrections.
Budget:	\$0.00
Core Competencies:	2,4
25% Online:	
50% Online:	
Core Competencies:	2,4
How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Undergraduate Coordinator
Participation:	Chair
Direct Assessments	
	MFT
Indirect Assessments	

Results: Our students continue to perform above national norms in the area of due process and courts. This is probably attributable to our emphasis on criminal law, procedure, and evidence. MFT results indicate that the law and courts are strongest MFT indicators based on sub-scores.

Curriculum: None

Actions: MFT results indicate a weakness in theory and methods skills. This could be the result of a weak cohort, as past groups have performed markedly better than the spring 2011 group. I will also note the difficulty in accessing the exam, and expressions of frustration by the students when taking the exam. Many needed to leave for work or other obligations. I'm not confident in the accuracy of the spring 2011 performance.

Improvements:

Title: Judicial Process

Description: General awareness of the judicial process including basic tenets of criminal law, procedure, and evidence.

Budget: \$0.00

Core Competencies: 4

25% Online:

50% Online:

Core Competencies: 4

How Often: Per semester

Assessed this Year? Yes

Responsibility: Undergraduate Coordinator

Participation: Chair

Direct Assessments

MFT

Indirect Assessments

- Results:** Judicial process continues to be a strong area for our students. The department is satisfied with the results as they are our strongest area.
- Curriculum:** We will likely propose deleting the judicial process cognate class offered by PS, and focus more on our weaker areas as a result of the 2010-2011 assessments. Theory is a now a glaring weakness for our students.
- Actions:** MFT results indicate a weakness in theory and methods skills. This could be the result of a weak cohort, as past groups have performed markedly better than the spring 2011 group. I will also note the difficulty in accessing the exam, and expressions of frustration by the students when taking the exam. Many needed to leave for work or other obligations. I'm not confident in the accuracy of the spring 2011 performance.

Improvements:

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- Title:** Research Literacy
- Description:** Knowledge of the principles of social research methodology.
- Budget:** \$0.00
- Core Competencies:** 1,2,3,4,5
- 25% Online:**
- 50% Online:**
- Core Competencies:** 1,2,3,4,5
- How Often:** Per semester
- Assessed this Year?** Yes
- Responsibility:** Undergraduate Coordinator
- Participation:** Chair

Direct Assessments

MFT

Indirect Assessments

- Results:** Our spring 2011 cohort did poorly on the methods section, with only 40% correct. This is well below national averages.
- Curriculum:** We'll continue to emphasize the group work in methods, and will also seek improvement due to our QEP plan being developed for accreditation. This will require spreading SLO over several courses and altering the pedagogy for the course. Thus, we'll likely designate at least three courses as "W" courses in the next AY.
- Actions:** MFT results indicate a weakness in theory and methods skills. This could be the result of a weak cohort, as past groups have performed markedly better than the spring 2011 group. I will also note the difficulty in accessing the exam, and expressions of frustration by the students when taking the exam. Many needed to leave for work or other obligations. I'm not confident in the accuracy of the spring 2011 performance.

Improvements:

Title:	Communication
Description:	This outcome includes both written and oral communication, including the adherence to APA guidelines and rules of grammar.
Budget:	\$0.00
Core Competencies:	1
25% Online:	
50% Online:	
Core Competencies:	1
How Often:	

**Assessed this
Year?** No

Responsibility:

Participation:

**Direct
Assessments**

**Indirect
Assessments**

Results:

Curriculum:

Actions:

Improvements:

Student Learning Outcomes for Master of Science in Criminal Justice

2010-2011

Title:	Communication
Description:	Effective communication including both written and verbal forms.
Budget:	\$0.00
Core Competencies:	1

25% Online:

50% Online:

Core Competencies: 1

How Often: Per semester

Assessed this Year? Yes

Responsibility: Graduate Director

Participation: Chair

Direct Assessments

Indirect Assessments

Results: We had five students take comp. exams, and all but one passed. The overall quality of the exam demonstrated the students were effectively able to communicate in writing. Their class presentations were weaker than their written work. Presentation posture, for some, was weak. At times, voice level was barely audible. About half did not prepare for their talk as thoroughly as they should have--i.e. overly relied on notes, or read prepared text verbatim.

Curriculum: All seated classes will have at least two presentations--one at the beginning and one at the end. Both the faculty and students will use assessment rubrics that address the important dimensions of effective oral communication.

Actions:

Improvements:

Title: Ethical Reasoning

Description: An ability to identify major approaches to ethical reasoning.

Budget: \$0.00

Core Competencies: 2,4

25% Online:

50% Online:

Core Competencies: 2,4

How Often: other

Assessed this Year? No

Responsibility:

Participation:

Direct Assessments

Indirect Assessments

Results:

Curriculum:

Actions:

Improvements:

Title: Group/Team Contributor

Description: The ability to work well within groups.

Budget: \$0.00

**Core
Competencies:**

25% Online:

50% Online:

**Core
Competencies:**

How Often: Per semester

**Assessed this
Year?** Yes

Responsibility: Faculty

Participation:

**Direct
Assessments**

**Indirect
Assessments**

Placement Success

Results: Most all our students are effectively able to participate in small groups and work teams. Only about 5% shirk his/her responsibilities for team contribution. Indicators of success include dividing work equitably, showing up regularly for team meetings, turning in work on time, respect for team members, and support for the group decisions. We also routinely make contact with graduates via phone and email to determine their professional success. We find many graduates are successful finding job opportunities, and securing multiple offers.

Curriculum: None

Actions:

Improvements: We will continue to assign group work. It is essential to the success of our graduates. Many of whom will assume management jobs in the justice profession. All justice work is group work.