

Department of Criminal Justice
Program Review 2002-2007

Submitted by
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2. Five Year Enrollment and Faculty Data

The five-year data for criminal justice reflects a steady growth in program enrollment and graduates at both the undergraduate and graduate levels. FTE in the undergraduate program increased from 124 to 160 between 2002 and 2007. Graduate FTE increased from 8 to 22.67 during the same period. The growth in students has also corresponded with a growth in graduated majors. Combined, the criminal justice program graduated a low of 14 students in the 2003-2004 academic years. By 2006-2007, the number of graduates jumped to 35. The growth in students also yielded a significant growth in credit hour production and class sizes. These numbers represent the outcome of significant changes during the review period. The first significant change was a separation of criminal justice from the Department of Sociology beginning with the 2000 fall semester. At that time criminal justice was placed with the Department of Social Work, with this arrangement lasting until fall 2007. The second significant change deals with the levels and stability of the faculty. At no time during the review period have the three faculty lines been staffed by the same faculty. Due to retirements, termination, and resignations, and a tough national market for attracting faculty, the criminal justice program has relied heavily on adjuncts, overloaded regular faculty, and half-time faculty for the period under review.

Department/Students

3. As mentioned in area 2, criminal justice enrollments, FTE, degree productivity, and credit hour production have increased dramatically over the past few years and have remained steady during the latter part of the review period. With the growth in students, we have attempted to increase the number of services to students such as enhanced advising, promoting internships, adjunct selection, special criminal justice days, guest speakers, and active student organizations. The level of these services has been steadily increasing and is nearing stable levels. Our students appear to graduate and do well. Placement rates are high for students who wish to pursue criminal justice careers. Several students have gone on to graduate school and done well. One graduate was recently placed in a tenure track teaching position at a college in Kentucky. Another recently was

hired by the Secret Service. While our growth and emphasis on student success continues, we desire to do more in this area including the promotion of career and professional contribution.

Departmental Faculty

4. As also mentioned in area two, the faculty has not been a stable aspect of the criminal justice program. This is in part due to employability of our faculty. UNA has been able to attract quality teachers who are solid researchers. This combination, particularly in criminal justice, has led to advancement opportunities for many faculty. Without a doubt, the criminal justice faculty has been one of the most productive of any on campus, particularly in the area of research and service. During the review period, the three person (sometimes less) faculty averaged a refereed publication each year, along with multiple conference papers, and several books. No other department per capita has produced more scholarship than criminal justice. Not only have the faculty been strong researchers, they have solid teaching evaluations. While not particularly innovative in teaching, students rate courses highly and seem to naturally develop appropriate relationships with the faculty. In terms of service, the faculty is highly active with service on many shared governance committees, including leadership positions within those committees.

Facilities and Resources

5. The facilities have been adequate thus far. Library holdings are adequate and we receive an allocation that is difficult to exhaust each year. Our highly productive faculty has not lodged any complaints with access to books, journals, or interlibrary loan services. We hold a forensics class that is adequate for what the faculty wishes to do. Equipment is adequate. Up until the current academic year, however, support personnel was difficult to access due to our combination with Social Work and the support person being on a different floor. This has been remedied with the separation and secretary that supports CJ only.

Notable Achievements

6. The department has managed to flourish under less than ideal circumstances during the review period. The faculty has published books, lead professional societies, conducted sponsored research, assisted students with admittance to law and graduate schools, federal work, and good citizens.

Previous Program Review Response

7. N/A

Vision and Future Plan

8. The department's vision is to be a program of choice for providing criminal justice education, training, and research in our service area. We hope to have solidified good relationships with both internal and external constituencies, and have a systematic program of review that guides a solid program. Of course, we wish to continue solid teaching, research, and service.

Hypothetical Vision

The department could easily double its faculty in five years with high quality faculty that are diverse. This would permit a Ph.D. program, much needed in our region. The development of specialized programs in forensics and private security could position the University with the type of niche program desired by regional universities such as ours.

Program Assessment

9. The criminal justice program offers both undergraduate and graduate degrees. Three fulltime faculty and several part-time faculty currently staff the program. Our mission is to educate students so they can lead lives of responsible citizenship, continued inquiry,

and significant professional contributions to their chosen vocation. We wish to teach well, maintain active scholarly agendas, and serve our university, community, and disciplines with distinction. The assessment of these goals occurs continuously through course evaluations, faculty performance assessments, surveys of alumni, and qualitative feedback from external constituencies. Our teaching, research, and service are all rated as high quality on both quantity and quality.

Criminal Justice learning outcomes and assessment methods:

1. ability to reason ethically (evaluated in course simulations)
2. familiarity with causes of crime (MFT)
3. 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 (MFT)
4. general understanding of the judicial process including basic tenets of criminal law, procedure, and evidence (MFT)
5. adheres to fundamental written communication rules (various courses using rubric)
6. awareness of global justice issues (throughout curriculum, focus group)
7. knowledge of the principles of social research methodology (MFT)
8. ability to effectively communicate verbally (upper division course presentations/rubric).

**DEPARTMENT OF CRIMINAL JUSTICE LEARNING OUTCOMES
-UNDERGRADUATE-**

	Ethics	Written Communication	Empirical Reasoning and Analysis	Verbal Communication	Critical Thinking	Global Issues
CJ 250	*	*				*
CJ 306	*	*			*	*
CJ 315	*	*			*	*
CJ 326	*	*			*	*
CJ	*	*			*	*

330						
CJ 335	*	*			*	*
CJ 336	*	*			*	*
CJ 360	*	*			*	*
CJ 390	*	*			*	*
CJ 405	*	*			*	*
CJ 406	*	*			*	*
CJ 415	*	*			*	*
CJ 430	*	*			*	*
CJ 440	*	*	*	*	*	*
CJ 450	*	*	*	*	*	*
CJ 480	*	*	*		*	*
CJ 495						

ASSESSING LEARNING OUTCOMES

Ethics	An underlying theme integrated into each course. For specific courses, ethics will be incorporated into course syllabi in the contexts of short exercises, group work and assignments.
Written Communication	Written communication will include short, reflection-based papers and research papers. Research papers will be randomly chosen each semester from 300 and 400 level courses and assessed for quality, etc.
Research Methods	General concepts and the importance of research methods will include. Outcomes will be measured through exam questions and student projects in various courses.
Verbal Communication	Outcomes will be measured through verbal assessment forms used to evaluate effective verbal communication.
Internationalization	An underlying component of many CJ courses. Outcomes will be measured through a review of course syllabi, lectures, and exams.
Critical Thinking	Junior and Senior-level courses will use the principles of Bloom's Taxonomy of Learning.

NOTE: General Knowledge of CJ will be measured through the MFT which is administered Fall and Spring Semesters.

Graduate Program

Graduate outcomes

All of the following will be evaluated partially in the comprehensive exam.

1. effective communication (including both writing and speaking) (various courses)
2. global awareness (course paper in comparative)
3. ethical reasoning (focus groups)
4. work well within groups (evaluation of group projects)

As an academic department, criminal justice falls under the day-to-day guidance of a departmental chairperson. The Chair is supervised by the Dean of Arts and Sciences, which falls under the purview of Academic Affairs. The President and Board of Trustees set the general direction for the University. The department currently has an inactive advisory board. There has not been external involvement in creating goals

REQUIREMENTS FOR A BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN CRIMINAL JUSTICE

Course

Credit

A.	General Education Component	41
	For general studies requirements and additional requirements for UNA students, refer to <i>Academic Procedures and Requirements</i> . Criminal Justice majors must complete:	
Area IV.	Psychology 201	(3)
	Sociology 221	(3)
Area V.	Additional Requirements.....	23
	Introduction to Computers – CS 110 or Intermediate Computer Topics – CS 120 or Business Applications of Microcomputer Software – CIS 125	(3)
	U.S. Government and Politics – PS 241	(3)
	11 hours from among courses listed in Arts and Sciences Area V elective courses or any UNA elective course to bring total to 23 hours	

For the Bachelor of Arts degree the student must satisfy the following requirement: 6 hours of a required foreign language at the intermediate level. The student may elect to count up to 6 hours of foreign language at the intermediate level (201, 202) towards the 23 hours in this area.

B. Major Core Requirements:	
Introduction to Criminal Justice (CJ 250).....	3
Police Organization and Community Relations (CJ 255)	3
Corrections (CJ 285).....	3
Criminal Law (CJ 295)	3
Professional Ethics and Legal Liabilities (CJ 326).....	3
Criminal Typologies (CJ 360)	3
Methods and Statistics in Criminal Justice (CJ 440W)	3
Theory and Control of Crime (CJ 450)	<u>3</u>
	24
Criminal Justice Electives (select four courses from among the following)	
Juvenile Justice (CJ 306)	12
Domestic Violence (CJ 330)	
Community-Based Corrections (CJ 336)	
Substance Abuse (CJ 390)	
Criminal Investigation (CJ 405)	
Forensic Investigation (CJ 406)	
Criminal Evidence (CJ 430)	
Criminal Procedure (CJ 434)	
Psychological Dimensions of Criminal Justice Practice (CJ 480)	
Internship in Criminal Justice (CJ 495)	
	<u>36</u>
Cognate Course Requirements:	
Judicial Process and Behavior (PS 344)	<u>3</u>
	3
Total	39
C. Minor:	
A minor is required for this major.	
D. General Elective hours, if required, to bring total to 128.	

MINOR IN CRIMINAL JUSTICE

Course
Credit

Introduction to Criminal Justice (CJ 250).....	3
Corrections (CJ 285).....	3
Criminal Law (CJ 295).....	3
Criminal Justice Electives (300/400 level courses only).....	<u>9</u>
Total	18

REQUIREMENTS FOR A LAW ENFORCEMENT ACADEMIC CERTIFICATE

(refer to section on SPECIAL PROGRAMS AND ACTIVITIES)

MASTER OF SCIENCE IN CRIMINAL JUSTICE

ADMISSION

In addition to the general requirements for Admission to Graduate Studies (see General Regulations and Procedures), admission to the MSCJ degree program also requires the following:

The applicant must possess a baccalaureate degree from an accredited university and must meet one of the following:

1. Possess a minimum grade point average (GPA) of 2.75 on all attempted undergraduate coursework.

OR

2. Score at least at the 40th percentile on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).

OR

3. Complete the following courses at UNA:

- CJ 335 - Corrections or CJ 336 – Community-Based Corrections
- CJ 434 - Criminal Procedure
- CJ 440 - Methods and Statistics in Criminal Justice
- CJ 450 - Theory and Control of Crime

Courses must be taken at UNA. A grade of “B” or better in each of the latter courses must be reflected on the official UNA transcript.

ADVISEMENT

Upon admission to the program, each student is assigned a faculty adviser who will provide continued supervision and guidance.

Master of Science in Criminal Justice Degree: a minimum of 36 semester hours of credit, to include the following:

Hours		
Required Core.....		27
CJ 614,	Management and Policy in Criminal Justice Organizations (3)	
CJ 618,	Crime in America (3)	
CJ 622,	Contemporary Issues in Corrections (3)	
CJ 634,	Advanced Criminal Procedure (3)	
CJ 640,	Methods of Research in Criminal Justice (3)	
CJ 645,	Advanced Statistical Applications (3)	
CJ 650,	Criminological Theory (3)	
CJ 660,	Comparative Criminal Justice (3)	
CJ 690,	Contemporary Issues in Law Enforcement (3)	
CJ 698,	Comprehensive Exam (0)	
Electives (up to 6 hours of electives may be taken outside the Department of Criminal Justice with prior approval from the Department of Criminal Justice).....	9	
CJ 606,	Contemporary Issues in Juvenile Justice (3)	
CJ 610,	Nature and Function of the American Judicial System (3)	
CJ 630,	Victimology (3)	
CJ 699,	Independent Study/Research (3)	
Total		36

In the last semester in which all other course requirements are expected to be completed, the student must register for CJ 698 (Comprehensive Examination) in order to take a written comprehensive examination prior to graduation in order to complete the program

Productivity

1. Number of Unduplicated Majors (Summer, Fall, and Spring Semesters Combined)						
<i>Bachelor</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Average</i>

Status						
Full-Time	98	108	120	137	135	119.60
Part-Time	79	66	63	60	75	68.60
Total	177	174	183	197	210	188.20
FTE Students	124.33	130.00	141.00	157.00	160.00	142.47
Master	2002-03	2003-04	2004-05	2005-06	2006-07	Average
Status						
Full-Time	3	2	11	22	17	11.00
Part-Time	15	19	17	16	17	16.80
Total	18	21	28	38	34	27.80
FTE Students	8.00	8.33	16.67	27.33	22.67	16.60
2. Number of Degrees Conferred						
Bachelor	2002-03	2003-04	2004-05	2005-06	2006-07	Average
Degrees Awarded	24	11	26	26	23	22.00
Master	2002-03	2003-04	2004-05	2005-06	2006-07	Average
Degrees Awarded	1	3	5	17	12	7.60
3. Majors/Degrees Conferred Ratio						
Bachelor	2002-03	2003-04	2004-05	2005-06	2006-07	Average
Ratio	7.38	15.82	7.04	7.58	9.13	9.39
Master	2002-03	2003-04	2004-05	2005-06	2006-07	Average
Ratio	18.00	7.00	5.60	2.24	2.83	7.13
4. Student Credit Hours (Summer, Fall, and Spring Semesters Combined)						
Level	2002-03	2003-04	2004-05	2005-06	2006-07	Average
Undergrad	1,461	1,773	2,202	2,292	2,190	1,983.60
Graduate	150	183	372	606	522	366.60
Total	1,611	1,956	2,574	2,898	2,712	2,350.20

5. Average Class Size						
<i>Division</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Average</i>
Undergrad	22.8	23.6	26.2	28.3	31.7	26.52
Graduate	10.5	6.9	9.9	15.3	15.5	11.62

Program Evaluation

10. Student learning outcomes are assessed using several methods. In the undergraduate program, we utilize the Major Field Test, rubrics for writing courses, surveys, focus groups, and course evaluations. In the graduate program, we use surveys, focus groups, comprehensive exams, course evaluations, and imbedded course evaluations.

Most of the techniques are newly developed as all of our learning outcomes were articulated during the 2007-2008 academic year. Moreover, data for MFT is not archived in the department for the review period. Thus, very little data regarding learning outcomes are available. What follows is a brief, yet current, snapshot of outcome results.

Undergraduate MFT

Percent Cohort Correct (50% is Average)

Criminal Justice Concentration	Fall 06	Spring 07	Fall 07	Spring 08
Criminology	44	49	52	45
Law	57	58	66	62
Policing	54	51	62	56
Corrections	51	45	58	51
Courts	55	52	60	62
Critical Thinking	55	47	62	54
Research Methods	48	43	57	47

Graduate Survey Comments

During the 07-08 academic year, a survey of graduate students from the past five years was completed. The response rate was 50%. Below is the pertinent feedback regarding program improvement. *Additional data will be analyzed now that data collection has ended and been entered into a database.*

- Phil Bridgmon assisted me and inspired me above and beyond the expected
- I would suggest that more career and/or job placement information become available to the students due to their age and prior work history. It would be helpful to search for internships for some of the fields in criminal justice to give the students an idea of what is expected in this field. This is a very challenging field but is not what some people expect in both positive and negative ways.
- All of my instructors were fantastic! I very much enjoyed learning from them and having the opportunity to take classes with 8-10 students.... Allowed for much more one on one with professors.
- I had definite plans for overseeing a new program for assisting domestic violence. However, family circumstances demanded my full time attention. I feel that I was well prepared by UNA to broaden my horizons. The knowledge and confidence I gained was a lifelong dream come true. Irrelevant to my current situation, I would do it all over again, and have recommended it to several others.
- I enjoyed the CJ program and almost all of my instructors. Most of the instructors were very helpful to me, because I commuted so far. I hated the commute, but the program was very good. I did not see much of UNA itself, because I was never there except at night.
- You focus too much on the international students there and career services sucks. It was not helpful unless you were from another country.
- UNA to have more activities for returning students. The MSCJ program to try to offer classes more often, and inform students about job opportunities in class.

- Offer correspondence courses
- One of the major things that I have personally had a problem with is that I have been unable to find employment. My suggestion would be to take the time before someone is about to graduate with either a B.A. or M.S. and possibly help them with job placement. I know that is asking a lot, but I am really disturbed about the lack of opportunity for employment. Therefore, I have decided to go back to school to get my RN degree. Other than that I enjoyed the program and my instructors very much.

Based upon what limited data we have available for assessing outcomes, our plan for improvement includes collecting additional data regarding learning outcomes, establishing benchmarks, and making changes based on interpretation of the data. We plan to make changes to our program yearly based on outcome data. Some of these changes have already been made such as revised undergraduate and graduate curricula, imbedded course evaluations and assessment, a graduate handbook, creation of faculty benchmarks, and pursuing Academy of Criminal Justice Certification.

We were not provide grade distribution data and did not request it, but a cursory glance at recent grades appears like a normal distribution.

Program Recommendations

11. The Department of Criminal Justice has natural partners to collaborate with across campus—Sociology, Political Science, Psychology, Nursing, Economics, and Computer Science. The Department should pursue course cross-listings when possible and utilize faculty in other disciplines. Further, the Department should examine the creation of consternations within majors that are made possible by such collaborations and synergies. Writing and research skills specific to criminal justice should also be emphasized. There also remains a need to maintain faculty stability.

Based on the limited data we have available, we plan to take concrete steps specific to each program within the Department. For example, we plan to analyze which rotation of courses best serve students on the MFT and along with this, which faculty mix best presents the set of knowledge that has assisted students with their retention of key content awareness. At the graduate level, we plan to institute a series of brown bags on topics such as job market, grant writing, conference attendance, and orientation to graduate study. We have also drafted a graduate handbook and mapped out courses for the next five years to assist students with matching career and academic interests, as well as helping them move efficiently through the program.

The Department needs an additional faculty line. Currently, 50% of our undergraduate courses are taught by adjuncts. FTE numbers taught by adjuncts are higher. These figures are above both ACJS and SACS benchmarks for adequate faculty capacity.