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**Date of Report**

**July 30, 2015**

**Academic Program Review**

**Last updated: 7/27/2015 1:11 PM**

Criminal Justice

Academic Programs Reviewed

**B.A./B.S. Criminal Justice**

**M.S. Criminal Justice**

Yaschica Williams

**Department Chair**

**Part I**

**Departmental Assessment**

**1. Assess the department as it relates to students including enrollment and graduation data, and student services:**

**Undergraduate Program**

The five year data for Criminal Justice reflects a growth in enrollment at the undergraduate level. As highlighted in Table 1 in the course of five years the Department had on average 250 majors. During the 2009-2010 academic year the undergraduate program had 237 majors. Enrolled majors would increase over the next two academic years, however in 2012-2013 and 2013-2014 there was a decrease in enrollment. This decrease was sharp in 2013-2014 with the Department having 220 majors. Enrollment number, which mirrored the trend within the College of Arts and Sciences and the University overall, could be associated with the outcomes of significant changes associated with financial aid. In order to encourage students to complete their educational program in a timely fashion, new provisions for financial aid were implemented May 2013. These new provisions would affect first-time borrowers and would cap their availability for eligibility for subsidized student loans to the equivalent of six years.

Although Criminal Justice majors decreased in the last two years, the program graduated 47 undergraduate majors both academic years. Although there was low enrollment these last two years, our graduation numbers (see Table 2) reveal that retention is not an issue for the program, students commit to the program from freshman year through graduation. Further, over the course of five years the Department’s degrees conferred ratio average sits at 7.0 (see Table 3) highlighting the Department had on average seven majors to every student who graduated from the program. This does put the Department above the 4.0 and 6.0 preferred ratio.

**Table 1. Number of Unduplicated Undergraduate Majors, 2009-2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Bachelor*** | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Status |  |  |  |  |  |  |
| Full-Time | 197 | 221 | 248 | 243 | 184 | 218.60 |
| Part-Time | 40 | 35 | 34 | 29 | 36 | 34.80 |
| Total | 237 | 256 | 282 | 272 | 220 | 253.40 |
| FTE Students | 210.33 | 232.67 | 259.33 | 252.67 | 196.00 | 230.20 |

**Table 2. Number of Undergraduate Degrees Conferred, 2009-2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Bachelor*** | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Degrees Awarded | 36 | 23 | 39 | 47 | 47 | 38.40 |

**Table 3. Undergraduate Degrees Conferred Ratio, 2009-2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Bachelor*** | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Ratio | 6.58 | 11.13 | 7.23 | 5.79 | 4.68 | 7.08 |

**Graduate Program**

The five year data for Criminal Justice reflects a growth in enrollment at the graduate level. As highlighted in Table 4 in the course of five years the Department had on average 46 graduate students. During the 2009-2010 academic year the graduate program had 38 students. Enrollment would increase over the next two academic years, however in 2012-2013 and 2013-2014 there was a decrease in enrollment. Although enrollment decreased in the last two years, the program graduated 17 students in 2012-2013 and 20 students in 2013-2014 (see Table 5). Over the course of five years the Department’s masters degrees conferred ratio average sat at 5.51 (see Table 6). This does put the Department within the 3.0 and 5.0 preferred ratio which indicates the program is replenished when graduates exit the program. In other words, on average the Department had 5 graduate students to every student who graduated from the master’s program.

**Table 4. Number of Unduplicated Graduate Students, 2009-2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Master*** | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Status |  |  |  |  |  |  |
| Full-Time | 23 | 20 | 34 | 26 | 12 | 23.00 |
| Part-Time | 15 | 26 | 26 | 23 | 26 | 23.20 |
| Total | 38 | 46 | 60 | 49 | 38 | 46.20 |
| FTE Students | 28.00 | 28.67 | 42.67 | 33.67 | 20.67 | 30.73 |

**Table 5. Number of Graduate Degrees Conferred, 2009-2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Master*** | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Degrees Awarded | 3 | 9 | 12 | 17 | 20 | 12.20 |

**Table 6. Graduate Degrees Conferred Ratio, 2009-2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Master*** | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Ratio | 12.67 | 5.11 | 5.00 | 2.88 | 1.90 | 5.51 |

There are no special student services which needed to be provided by the Department. However, it should be noted that in fall 2011 the master’s program transitioned into an online program. This resulted in all coursework being offered 100% online. However, to continue admitting international students the Department made the decision that during the fall/spring semester hybrid courses would be offered separate from our online courses. This would allow the Department to continue to admit international students. Students would be able to comply with F-1/J-1 status requirements mandated by the U.S. Custom and Immigration Services. Two of the requirements are that they must be enrolled full-time and second they are only authorized to take two online courses in the program to count towards their full-time status. Some students have funders who do not allow any online courses.

**2. Assess the department as it relates to faculty and staff activities throughout the**

**previous reporting period including research, service, and faculty/staff development:**

The Department has had a few transitions to take place in this five year reporting period. The semester preceding the fall 2009 semester there were two full-time faculty in the Department: Dr. Phil Bridgmon (Chair) and Dr. Tim Carter. In the fall of 2010, two more full-time faculty members were hired: Dr. Yaschica Williams and Mrs. Suzanna Taylor. Due to the untimely passing of Dr. Tim Carter in the spring of 2011, Mr. Wayne Bergeron would join the Department in the fall of 2011. Most recently Dr. Christopher Purser became the newest faculty member fall 2012. Dr. Phil Bridgmon separated from UNA July of 2012 for an administrative position as Dean at another institution. As of fall 2012 there were four full-time faculty members in the Department.

**Research Productivity**

Despite heavy teaching loads, Criminal Justice faculty has been actively involved in research activities. The faculty has presented at a total of 24 conferences. Likewise, the faculty has produced four publications in refereed journals and one book chapter. Mr. Wayne Bergeron has also produced three publications in electronically delivered publications with articles written by professional practitioners in homeland security, domestic preparedness, and related fields. These publications are noteworthy taking into consideration Mr. Bergeron is the coordinator of the Department’s Security and Emergency Management minor and certificate program.

**Service**

Criminal Justice faculty has exceeded expectations for service. They have engaged in active service to not only the University but also to the local and professional community. Below is a list of the most notable service activities by our faculty to the University, local and professional community.

Mr. Wayne Bergeron

Criminal Justice Undergraduate Program Coordinator

Chair, UNA Veteran’s Day Commemoration Committee

Faculty Advisor, UNA Military and Veteran Alliance

Volunteer Scout Leader – Boy Scouts of America

Dr. Christopher Purser

Criminal Justice Graduate Coordinator

A & S Graduate Readmissions Committee

Minority Student Athletic Mentoring Program

Graduate Advisory Council

A & S Graduate Advisory Council

Faculty Senator

Advisory Board, Social and Behavioral Science Research Center (SBSRC)

Co-chair and member, Faculty Attitude Survey Committee (Faculty Senate)

A &S Faculty Development and Research Grant Committee

Peer Reviewer*, Urban Studies*

Panel chair, Southern Criminal Justice Association Annual Meeting

Mrs. Suzanna Taylor

Three professional public teaching presentations to local community policing agencies.

Member, Task Force: “To Get Her There” – Presented forensic related educational sessions to

local elementary schools. Goal is to educate and empower girls.

Educational presenter (Forensic Science): Athens Girl Scout Troop.

Educational presenter (Sexting and legalities involved in sending text messages by juveniles):

Haleyville High School.

Dr. Yaschica Williams

Chair, Department of Criminal Justice

Criminal Justice Graduate Program Director

A & S Graduate Readmissions Committee

Faculty Senator

Chair and member, Academic Affairs Committee (Faculty Senate)

Director, Social and Behavioral Science Research Center (SBSRC)

Co-Investigator, Campus Climate Student Survey

Title IX Advisory Board

Chair and member, Campus Safety Task Force

A & S Faculty Development and Research Grant Committee

Guest Speaker: Center for Women Studies, Sexual Assault Awareness Month

Book Reviewer, *Criminal Justice Policy: Politics and Controversies*

Consultant, Lauderdale County Domestic Violence Unit

Founding board member, One Place of the Shoals, Family Justice Center

Board member, Rape Response

Member, Lauderdale County Children’s Policy Council

Advisory board, Special Programming for Achievement Network Serving low at-risk students

(SPAN) of Lauderdale County.

**Faculty Development**

Besides research and service faculty have been actively involved in faculty development. Mrs. Taylor has accumulated over 70 hours in CEU’s associated with forensic science related education and training as well as crime scene investigation. This is especially significant considering she is the coordinator of the department’s Crime Scene Investigation minor.

**3. Are facilities and resources adequate to address the goals and objectives of each**

**program within the department? Explain why or why not:**

**Library**

The Department receives an annual allocation of $3,334 for the purchase of library holdings. The Department to date has never exceeded its annual allocation amount so this resource is adequate.

**Laboratories**

Currently all Criminal Justice courses are held in the new Student Commons Building. However, due to time conflicts with University Success Center’s Student Services the Department has had to use 303 Stevens for courses requiring the use of a computer lab (i.e., research methods). There seems to have been some miscommunication over the use of classroom space, particularly the computer laboratory in the Commons Building. It would be more convenient for faculty and students to have all Criminal Justice classes in one building. Further, with the introduction of the Crime Scene Investigation minor, it is apparent that access to dedicated laboratory space for forensic science activities will be critical as this minor option grows in popularity.

**Equipment**

The Department is allocated an annual budget of $4,241.00 for equipment and supplies. These funds also support faculty travel to academic conferences. The concerns the Department has had with funding is the timely rollover of funds from a previous semester. All faculty have personal computers, printers and telephones with their own extensions. The Department would benefit from the addition of a Xerox copier with the capability of performing collation, copying in bulk, networking, and two-sided copying capabilities. The current copier is a desktop model and is not meant for heavy duty departmental copying. It was purchased prior to 2008.

**Space**

The Department has been provided with adequate office space in the basement of Willingham Hall. At present there are four faculty and one full-time secretary. Each has their own office space and there is a conference room. The primary challenge the Department has had to contend with is flooding that has occurred in the basement. Whenever there is intense rain or thunderstorms, the basement floods. After flooding, there is usually a mold/mildew smell. There are two other departments who have faculty in the basement: History/Political Science and English. All Departments have complained about the existing mold in the basement. Mold has been seen on the walls and it is under the carpets due to flooding. Whenever new faculty settle in the basement, they go through a period of having to manage sinus-related health issues.

The Department of Criminal Justice has dedicated classroom space in the Student Commons Building. Priority is given to the Department for rooms 208 and 307. The primary issue the Department has had to address is noted under “Laboratories” and regards convenient access to a computer lab. Further, with the merger of Criminal Justice and Political Science, additional office space in Willingham basement will be necessary, especially with anticipated addition of new hires.

**Support Personnel**

The Department has one full-time, twelve month administrative assistant. There are no other support personnel. The Department has made requests for a student worker to work 10-12 hours per week under the supervision of the administrative assistant. To date, nothing has come of these requests. With the Department’s graduate program, numerous majors and faculty teaching loads that many times includes overloads, the added support of a student worker is long overdue.

In addition to the Departments four full-time faculty, there are also six regular adjunct faculty that teach every semester or every other semester. With the Department being understaffed in regards to full-time faculty, adjunct faculty have been a great asset to Department. Not only because they can teach, but because they are practitioners in their respective fields and bring a great deal of applied knowledge to the classroom.

Over the course of the previous five years, the Department has been in dire need of an additional faculty line. As can be seen in the Table 7 there has been on average 3.60 full-time and 3.00 part-time faculty. The use of part-time faculty parallels that of full-time faculty. Further, Table 8 highlights that on average there is a relatively high student/faculty ratio (57: 7).

**Table 7. Number of Faculty, 2009-2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Faculty*** | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Full-Time | 2 | 4 | 4 | 4 | 4 | 3.60 |
| Part-Time | 5 | 2 | 1 | 3 | 4 | 3.00 |
| Total | 7 | 6 | 5 | 7 | 8 | 6.60 |
| FTE Faculty | 3.67 | 4.67 | 4.33 | 5.00 | 5.33 | 4.60 |

**Table 8. FTE Students/FTE Faculty Ratio**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Ratio | 65.00 | 56.00 | 69.69 | 57.27 | 40.63 | 57.72 |

**4. Notable achievements by the department (students, faculty, staff):**

**Departmental and Faculty Achievements**

The Department has several notable achievements as outlined below:

* Summer 2012 Security and Emergency Management (SEM) minor and certificate program established.
* Crime Scene Investigation (CSI) minor approved for the 2015-2016 catalog.
* The Criminal Justice Department sponsored the first Lauderdale County Sheriff’s debate between candidates Chief Rick Singleton (R) and Chief Augie Hendershot (D), September 2014.
* In the fall of 2014 the Department established the Criminal Justice Student Association.
* In the fall of 2014 the Department re-established the Alpha Phi Sigma student honor society.
* Developed two courses with study abroad components. An Interagency Cooperation course (CJ 491/SEM 350/GE 497) where students traveled to Washington, D.C. in fall 2014 where they visited and interacted with officials at the Department of Health and Human Resources, Department of Homeland Security, Federal Emergency Management Agency, U.S. Secret Service, U.S. Marshalls Service, Department of State, and the National Counter Terrorism Center. The second course, International Law Enforcement and Emergency Response (CJ 491/CJ 591/SEM 497/SEM 597) took students abroad in 2013 to London, United Kingdom. Mr. Wayne Bergeron developed both courses and organized the study abroad components.
* The Department sponsored the 2015 Student Research Expo at the International Disaster Conference and Expo (IDCE) in New Orleans. Mr. Wayne Bergeron facilitated the Department’s participation in the event.
* The Department has ranked as a top master’s degree program in online publications such as CorrectionalOfficer.org.
* Faculty members in the Department worked with faculty in the Department of Sociology and Family Studies to establish the Social and Behavioral Science Research Center.
* The Department had undergraduate curriculum changes approved that coincide with the Department’s implementation of the QEP.
* The Department had curriculum changes implemented that support UNA’s partnership with One Place of the Shoals. These changes include the introduction of a new course and internship.

**Student Achievements**

A few Achievements by our Criminal Justice majors:

* April 2013 Jessie Pollard presented at UNA Research Day. Her faculty mentor was Mrs. Suzanna Taylor.
* April 2015 Candace Treece, graduating senior, was recognized at ***University Awards Gala*** for her academic accomplishments.
* April 2015 Russ Sanders was recognized as an Outstanding Graduate Student at the UNA ***College of Arts and Sciences Awards Gala***.
* The Department has had three alumni continue their education to receive their law degree. All but one practices law in the Lauderdale County area. Two of our alumni continued on to doctoral programs and are assistant professors at institutions of higher learning in Mississippi and Pennsylvania.

**5. How has the department addressed recommendations from the previous program review?**

Based on the previous program review recommendations, the following has resulted:

* The Department has cross-listed courses with Sociology, Geography, Women Studies and Master of Professional Studies.
* A graduate handbook was created to map out courses for the next five years to assist students with matching career and academic interests, as well has helping them move efficiently through the program.
* The Department did not secure the additional faculty line that it so sorely needed. 50% of our undergraduate courses were still taught by adjuncts.

**6. Briefly describe the department’s vision and how it aligns with the University’s strategic plan:**

The Department has and will continue to support UNA’s mission by engaging in teaching, research and service and encouraging intellectual growth by providing students with a comprehensive education that will prepare them for their respective job markets. This program review coincides with the 2007-2012 UNA Strategic Plan. There has been significant progress in the Department which buttress UNA’s broadly defined university goals:

* + Two new minors were introduced in the program: Security and Emergency Management (SEM) and Crime Scene Investigation (CSI).
  + The Criminal Justice Student Association (CJSA) was established.
  + Alpha Phi Sigma Student Honor Society was re-established.
  + Two electives which incorporated a study abroad component were incorporated into the curriculum.
  + The Department continues to recruit a large international contingent of graduate students from China. The Department anticipates recruiting another large group of graduate students from the United Arab Emirates (UAE).
  + The Department sponsored the 2015 Student Research Expo at the International Disaster Conference and Expo (IDCE) in New Orleans. Mr. Wayne Bergeron facilitated the Department’s participation in the event.
  + The Criminal Justice Department sponsored the first Lauderdale County Sheriff’s debate between candidates Chief Rick Singleton (R) and Chief Augie Hendershot (D), September 2014. The debate was held on campus at the GUC.
  + The Department has faculty who serve on the board of non-profit agencies in the community that provide needed services to the community.
  + The Department proposed a recruitment initiative that would facilitate a partnership between UNA and Alabama law enforcement agencies, Alabama Department of Corrections, and Alabama Fire and Emergency Medical Services. The partnership proposed efforts to provide tuition remission or credit for prior learning.
  + The department proposed an undergraduate program in Forensic Science that would result in an interdisciplinary degree. The idea was endorsed by both the Chemistry and Biology departments. This endorsement included a willingness of the faculty to teach several courses included in the curriculum. The proposal required an additional faculty line. The proposal was not approved at the administrative level since no funds were available to hire an additional faculty member. In lieu of the Forensic Science program a Crime Scene Investigation minor was introduced to the program. The Department will revisit the proposed Forensic Science Program in the future since such a program would allow UNA to become the premiere destination in the state and region for students who desired to work in this field and it will allow UNA inclusion in the Academic Common Market which will further enhance recruiting efforts.
  + The Department has faculty members who are contributing to fostering a strong university community by serving:
    - As an advisor to the UNA Military and Veteran Alliance.
    - As a mentor with the Minority Student Athletic Mentoring Program.
  + The Department has faculty members who are supporting regional outreach:
    - Department faculty are involved in community service which includes serving on agency board of directors and community task force.
    - Department faculty are involved in providing professional public teaching presentations to local community policing agencies.

**Part II**

***B.A./B.S. Criminal Justice Program***

**Academic Program Assessment**

Departments should identify expected outcomes for each of their educational programs (graduate and undergraduate). The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. If a department offers more than one program, each program coordinator should complete this part of the report.

**7. Name of Program:** B.A./B.S. Criminal Justice

**8. Coordinator of Program:** Wayne Bergeron

**9. Mission Statement of Program:** The Department’s mission is to provide an understanding of the field of criminal justice and security and emergency management. The Department strives to challenge students with critical thinking, reasoning ability, writing and research and practical learning experience. Upon graduation, students may pursue graduate study leading to teaching and research at the university level, law school, or assume employment within law enforcement, corrections, court administration, security and emergency management or other law related and social service areas within the federal, state and local government agencies or the private sector.

**10. Program Overview:**

**10.1 Brief overview of program**

The Department of Criminal Justice offers a major in criminal justice leading to the Bachelor of Arts or Bachelor of Science degree. The program emphasizes the global context of crime and justice, as well as an emphasis on professional ethics. The criminal justice program also offers coursework leading to a minor in Crime Scene Investigation, Security and Emergency Management, certificates in Law Enforcement and Security and Emergency Management, and an area of concentration in security and emergency management for students pursuing the Bachelor of Interdisciplinary Studies degree. Criminal justice majors are required to take an exit exam in their last semester of study. Students are to come for mandatory advisement with their assigned faculty advisor at designated times during the academic year.

**10.2 Student Learning Outcomes of the program *(student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included)*.**

**Student Learning Outcomes**

1. **Due Process**. 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.
2. **Judicial Process**. General awareness of the judicial process including basic tenets of criminal law, procedure and evidence.
3. **Research Literacy**. Knowledge of the principles of social research methodology.
4. **Critical Thinking and Communication**. Written and oral communication, including the adherence to APA guidelines and rules of grammar.

**10.3 Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number of Unduplicated Majors (Summer, Fall, and Spring Semesters Combined)** | | | | | | |
|  |  |  |  |  |  |  |
| ***Bachelor*** | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Status |  |  |  |  |  |  |
| Full-Time | 197 | 221 | 248 | 243 | 184 | 218.60 |
| Part-Time | 40 | 35 | 34 | 29 | 36 | 34.80 |
| Total | 237 | 256 | 282 | 272 | 220 | 253.40 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number of Degrees Conferred** | | |  |  |  |  |
|  |  |  |  |  |  |  |
| ***Bachelor*** | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Degrees Awarded | 36 | 23 | 39 | 47 | 47 | 38.40 |

**10.4 Evaluate the adequacy of library resources available to support your program:**

Library resources available to Criminal Justice faculty and majors is adequate. If a resource is not available it can be ordered through interlibrary loan and is received in a timely manner.

**10.5 If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy:**

N/A.

**11. Program Evaluation Including Appropriate Documentation**

**11.1 Means of assessing each Student Learning Outcome:**

Student learning outcomes are assessed through a *Major Field Test in Criminal Justice* that is administered to graduating seniors. The test consists of 150 multiple-choice questions. The MFT has seven components. *Three* of the components (law enforcement, court system, and corrections) contribute to the construction of *Due Process Learning Outcome*. *Two* of the components (court system and law) contribute to the *Judicial Process Learning Outcome*. *Two* of the components (methods/statistics and theory) contribute to the *Research Literacy* and *Critical Thinking and Communication Learning Outcomes*. Most of the questions require knowledge of information about the criminal justice system. The test also draws on the student’s critical thinking ability to interpret data, to apply concepts and ideas, and to analyze data, theories and relationships, deductively and inductively. (<http://www.ets.org/mft/about/content/criminal_justice>)

**11.2 Summary of the results of the assessment/s for each Student Learning Outcome:**

**Student Learning Outcomes Assessment**

1. **Due Process**. 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 (law enforcement, court system, and corrections).

Students performed well in this area. This was probably attributed to the Department’s emphasis on criminal law, procedure, and evidence. The MFT results indicated that the law, law enforcement, and courts were the strongest MFT indicators based on subscores with overall year on year improvement.

1. **Judicial Process**. General awareness of the judicial process including basic tenets criminal law, procedure and evidence (court system and law).

Judicial process continues to be a strong area for our students. The Department is satisfied with the results as they are one of our strongest areas.

1. **Research Literacy**. Knowledge of the principles of social research methodology (methods/statistics and theory).

We have seen improvement in methods and theory but these areas still remain a weakness in the program and will continue to be the focus of our improvement efforts.

1. **Critical Thinking and Communication**. Written and oral communication, including the adherence to APA guidelines and rules of grammar (methods/statistics and theory).

We have seen improvement in methods and theory but these areas still remain a weakness in the program and will continue to be the focus of our improvement efforts.

**11.3 Program improvements made as a result of these assessments:**

The *Major Field Test in Criminal Justice* indicated that the Department’s weakest Student Learning Outcome was associated with methods/statistics and theory. Considering these results, more theoretical and methodological approaches were introduced in courses. Also, the class sizes of CJ 323 Criminology and CJ 440W Methods and Statistics in Criminal Justice were reduced and both courses were offered in both the fall and spring semesters. This allows for more intensive coursework and for the instructors to more efficiently track student progress through the course and to offer more opportunities for tutoring or mentoring on theory or research projects. In the 2015-2016 catalog CJ 440W will be separated into two courses to break down research material into a more manageable format for students. This will help with the comprehension and retention of course material.

**11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments:**

As a result of the Department’s assessment the following changes were implemented:

* + CJ 323 Criminology and CJ 440W Methods and Statistics in Criminal Justice were either offered each semester or an online and traditional format of the class were offered during the same semester.
  + In CJ 323 Criminology theoretical research articles were introduced to the course to help students more fully comprehend the relationship between theory, research, practice and policy. Incorporating the research articles facilitated critical thinking and analysis.

**Part II**

***MSCJ Program***

**Academic Program Assessment**

Departments should identify expected outcomes for each of their educational programs (graduate and undergraduate). The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. If a department offers more than one program, each program coordinator should complete this part of the report.

**7. Name of Program:** M.S. Criminal Justice

**8. Coordinator of Program:** Christopher Purser

**9. Mission Statement of Program:** The Department’s mission is to strive to challenge students with critical thinking, reasoning ability, writing and research. Upon graduation, students may pursue further graduate studies leading to teaching and research at the university level or law school. Students may also assume promotional opportunities within the agency there are currently employed or enter law enforcement, corrections, court administration, security and emergency management or other law related and social service areas within the federal, state and local government agencies or the private sector.

**10. Program Overview:**

**10.1 Brief overview of program**

The MSCJ Program is fully online and is accessible to traditional and non-traditional students. Thirty hours of coursework plus the completion of a comprehensive exam are required for the degree. Applicants can be unconditionally or conditionally admitted to the program. Unconditional admittance require the applicant have a master’s degree or a 2.5 GPA on all undergraduate coursework and a minimum score of 286 on the GRE or minimum score of 380 on the Miller Analogies Test. Conditional admittance allows applicant’s admission to the program if they do not meet requirements for unconditional admissions. However, these students have to achieve a 3.0 GPA in the first nine hours of coursework or be eliminated from the program. A faculty member serving as graduate director coordinates the program and advises students.

**10.2 Student Learning Outcomes of the program *(student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included)*.**

**Student Learning Outcomes**

1. **Communication**. Effective communication including both written and verbal forms.
2. **Ethical Reasoning**. An ability to identify major approaches to ethical reasoning.
3. **Group/Team Contributor**. The ability to work well within groups.
4. **Research**. The ability to conduct advanced research and analysis.

**10.3 Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number of Unduplicated Graduate Students (Summer, Fall, and Spring Semesters Combined)** | | | | | | |
|  |  |  |  |  |  |  |
| ***Master*** | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Status |  |  |  |  |  |  |
| Full-Time | 23 | 20 | 34 | 26 | 12 | 23.00 |
| Part-Time | 15 | 26 | 26 | 23 | 26 | 23.20 |
| Total | 38 | 46 | 60 | 49 | 38 | 46.20 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number of Degrees Conferred** | | |  |  |  |  |
|  |  |  |  |  |  |  |
| ***Master*** | ***2009-10*** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***Average*** |
| Degrees Awarded | 3 | 9 | 12 | 17 | 20 | 12.20 |

**10.4 Evaluate the adequacy of library resources available to support your program:**

Library resources available to Criminal Justice faculty and majors is adequate. If a resource is not available it can be ordered through interlibrary loan and is received in a timely manner.

**10.5 If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy:**

N/A.

**11. Program Evaluation Including Appropriate Documentation**

**11.1 Means of assessing each Student Learning Outcome:**

The MSCJ program at UNA requires a comprehensive examination for graduation. This exam is used as a measure of student learning outcomes. A comprehensive examination is simply an intensive examination testing a student's proficiency in some special field of knowledge. The comprehensive exam is divided into three sections, based on the curriculum. The first section is Research Methods. It is based on *CJ 640 Methods of Research in Criminal Justice*. The second section is Criminological Theory. It is based on courses: CJ 630 Victimology; *CJ 650, Criminological Theory;* and, *CJ 618 Crime in America.* The third section is Law **or** Administration and is based on either *CJ 634 Advanced Criminal Procedure and CJ 610 Nature and Function of the American Judicial System* or *CJ 614 Management and Policy in Criminal Justice Organizations,* and *CJ 610 Nature & Function of the American Judicial System.*

Further, student coursework is also used as a means of assessing student learning outcomes.

**11.2 Summary of the results of the assessment/s for each Student Learning Outcome:**

**Student Learning Outcomes Assessment**

1. **Communication**. Effective communication including both written and verbal forms.

All students passed their comprehensive exams. This includes those students who did not pass a section of the exam and had to resubmit. The overall quality of the exams demonstrated students were effectively able to communicate in writing. Class presentations were weaker than written work.

1. **Ethical Reasoning**. An ability to identify major approaches to ethical reasoning.

N/A. This learning outcome will be removed as there is no measurable component.

1. **Group/Team Contributor**. The ability to work well within groups.

Most of all students are able to effectively participate in small groups and work teams. Only about 5% shirk his/her responsibility for team contribution. Indicators of success include dividing work equitably, turning in work on time, respect for team members, and support for group decisions.

1. **Research**. The ability to conduct advanced research and analysis.

As of this report, the program did not have a thesis option. Therefore there was no opportunity for students to conduct research or analysis. Students did however develop sound research proposals in *CJ 640 Methods of Research in Criminal Justice*. The research proposals involved developing a plan to implement a research project. The Department will be introducing a thesis option in the future that will provide students the opportunity to move to the next step, implementation of a research project and analysis.

**11.3 Program improvements made as a result of these assessments:**

There were no program improvements warranted.

**11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments:**

N/A.

**12. Planning**

**12.1 Outline program goals over the next five years including, but not limited to, accreditation/re-accreditation, enrollment or expansion, and curriculum:**

A University administrative decision was made to separate Political Science from the Department of History and Political Science. On August 1, 2015 Political Science will merge with the Department of Criminal Justice to form the *Department of Politics, Justice, and Law*. Such a significant transition is not new to the Department of Criminal Justice since its history here at UNA is one of merger and independence. In August of 2000 Criminal Justice separated from the Department of Sociology and was subsumed under Social Work to form the Department of Social Work and Criminal Justice. In the fall of 2007 Criminal Justice would become an independent, free standing unit. Once again it will merge with another department.

The *Department of Politics, Justice, and Law* will seek to improve on the strengths of the respective Political Science and Criminal Justice disciplines and faculty, while exploring areas of cross-pollination. The Department will consist of majors in Criminal Justice and Political Science, and minors in Criminal Justice, Crime Scene Investigation, Security and Emergency Management (SEM), and Legal Studies. Minors in International Political Studies and Public Administration have been proposed and are currently undergoing the curriculum review process. The new Department will begin with roughly 294 undergraduate majors (CJ: 253/PS: 41) with a major/degree ratio at or near 6.

**12.2 Outline faculty development goals for the next five years including new faculty, research, and professional development:**

**General goals for the *Department of Politics, Justice, and Law*:**

* + Request an additional faculty line tied to Forensic Science and Security and Emergency Management (SEM). This will facilitate the establishment of a Forensic Science Program and provide an opportunity for the SEM minor to grow into an academic program.
  + Increase recruitment of criminal justice and political science majors while maintaining the current graduation rate.
  + Work with the college in developing a marketing strategy to increase enrollment for the newly structured department.
  + Enhance and support regional development and outreach through interaction with the local community through Early Scholar and “First Thirty” recruitment, partnerships with regional law enforcement, public administrators, and bar associations, and internships of both legal and governmental varieties.
  + Promote and celebrate diversity through the study of International Politics, the law enforcement community, and the region. In particular, the proposed minor in International Political Studies, coupled with a strong and growing Model United Nations organization, promises to engage students in a program that will increase their awareness of global and local diversity while developing their academic abilities. In a slightly different vein, the proposed minor in Public Administration seeks to create links to local public administrators while developing a pool of trained, proficient policy-makers capable of having a direct impact on the region.

**13. Program Recommendations**

**13.1 Recommendations for changes which are within the control of the program:**

N/A. See 12.1.

**13.2 Recommendations for changes that require action at the Dean, Provost, or higher, which are congruent to and support the institution’s mission and strategic plan:**

N/A. See 12.1.