

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 attract



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:**

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						

## Graduate Program

### **Graduate outcomes**

All of the following will be evaluated

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 <b>four</b> courses from among the following) .....	
	12
Juvenile Justice (CJ 306)	
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:

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:

<b>Hours</b>		
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)	

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

<b>5. Average Class Size</b>						
<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  
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## **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.
- In 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.