

Undergraduate Academic Program Review

Name of Program: B.A. Criminal Justice (on campus program)

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I. PROGRAM MISSION

Description of Mission

As described on the program's home page (www.cola.wright.edu/CRJ/index.htm), the Criminal Justice Program (CRJ) is "an interdisciplinary Bachelor of Arts degree." The program's curriculum "develops knowledge of the criminal justice system, theories of criminal behavior, law, administration and policy. Courses also involve the study of issues and conditions confronting and changing the criminal justice system. Students participate in aspects of the criminal justice system through internships in law enforcement, pre-law or social service agencies."

This description of our program content is **consonant with the articulated mission statements of the University and College of Liberal Arts** (See Appendix A) which both point to the attainment of educational excellence through quality instruction as one of their respective central aims. As a program, our central focus is a commitment to the provision of a dynamic and interdisciplinary undergraduate experience through its **primary constituency; our majors**.

Attainment of this teaching-centered **mission is assessed annually with respect** to formally constructed **program objectives and learning outcomes** (see Appendix B). Program objectives hold that graduates from our program will be prepared 1) for employment in the field of criminal justice and related fields, 2), to assume their roles as effective and informed citizens and, 3) to pursue study in graduate and professional schools. Learning outcomes mandate that graduates will graduate with substantive knowledge of procedures and operations in law enforcement probation, parole, or legal agencies, be effective writers, and acquire practical experience in the criminal justice field. These teaching/learning centered program objectives and learning outcomes speak to the program's implied mission of creating capable, skilled, and informed graduates who will make substantive contributions to their community and the world at large.

Pedagogical Values and Integrity

This review asks that we detail the extent to which the criminal justice program **prepares students to "live and work in a global, diverse, and technological society"**. In our program, students are exposed to a diverse and increasingly global technological society in a variety of ways.

Technologically, in addition to a curriculum emphasizing research methodology (which incorporates the use of computer technologies including computer-aided statistical analysis) many of our courses expose students to/incorporate current technologies in interest-specific classes (e.g. geographical mapping systems that can be used for crime mapping in GEO 447). Further, students may be exposed to new technologies through their experiences in the field during their internship requirements (e.g. students who intern at the Federal Marshall's office may become familiarized with computer databases to help locate felony offenders who have escaped state custody).

Preparation to live in a diverse/global society is also aided by the internship experience. Internships in law enforcement, pre-law or social service agencies expose students to a range of citizens in local

communities. Further, several of our program's courses are directly concerned with domestic and global issues of diversity and social inequality (e.g. PLS 472 International Terrorism, SOC 442 Race and Minority Relations and SOC 320 Social Deviance). Finally, the program is in the process of implementing curriculum revisions that would dictate the completion of diversity-centered courses for completion of the major (See Appendix C – Curriculum Revision Plan (November 06)).

The criminal justice program works to foster the values of “**civic engagement and social responsibility**” among our majors. Through the internship, students learn how to apply the knowledge and skills developed through their coursework within a community setting. Though many may initially express displeasure at our 12 hour a week on-site requirement, we find that a good number of our students volunteer extra time during and after the formal time requirements of the course have been completed.

In addition, a criminal justice student group was organized at the beginning of this quarter and one of their initial goals is to determine how the group can work to increase community engagement and service opportunities. In addition, Alpha Phi Sigma, the Criminal Justice honor society, is also newly minted and will be working to develop service opportunities. Finally, as part of the aforementioned curriculum revision (Appendix C) we will be adding an ethics component to our course requirements. This new curriculum will not only place an emphasis on diversity, social responsibility and mastery of discipline-specific knowledge, but will also emphasize the acquisition of methodological and critical thinking skill sets which will enhance student's ability to appreciate, and engage in **life-long learning**.

Program Relationships

Currently, there are no courses from the criminal justice program that are included in Wright State University's **General Education** (G.E.) Program. Students enter the major at various stages of completion of their G.E. requirements. At minimum, acceptance into the program is predicated upon student's earning 24 credit hours, including English 101 and 102 (with a C grade or higher), History 101 along with any other two General Education courses. Students must also have a minimum grade point average of 2.3 to qualify for the program.

This program has a number of **interrelationships with other University programs**. Criminal Justice is an interdisciplinary program that was created from existing courses in three University Departments: Political Science, Sociology, and Urban Affairs. Therefore it is not only closely tied to these constituencies but it is also highly dependent upon their personnel and resources. The Director stays in close contact with the respective Department Chairs and routinely acts to negotiate the timing and frequency of course offerings, management of enrollments, and the creation of new courses for the program. Majors typically take at least one course from each of the participating programs and exit interviews indicate that the majority of students appreciate the mix of disciplines.

The program also maintains close ties to the Applied Behavior Sciences Program. ABS is a criminal justice graduate program staffed primarily by sociologists which has been a popular choice among our graduates who are seeking advanced degrees.

In an effort to broaden the scope of the program, and to keep in step with the field's interdisciplinary nature, applicable courses from other University Departments have been (and will continue to be) integrated into the criminal justice curriculum. For example, this past year, courses from Psychology (e.g. The Psychology of Incarceration), Anthropology (Forensic Anthropology), and Philosophy (Philosophy of Law) have been accepted into the program and we anticipate the addition of courses in other disciplines (e.g. History and Communication) in the near future.

The program further encourages interdisciplinary work by actively encouraging students to add a minor to their degree plan. CRJ students who have done so have minored in a variety of disciplines including Sociology, Political Science, Women's Studies, African American Studies, and Spanish.

There are several other relationships with University programs that are worthy of note. Student writing holds a central place for our majors as writing is emphasized across each of the three disciplines comprising the major. The Director serves on the Writing Across the Curriculum Oversight committee and is dedicated to maintaining the program's attention to the writing skills of its majors. Preliminary data from exit interviews of graduating seniors collected from this quarter indicates that many criminal justice students have completed between four and five writing intensive courses in the major, well beyond the two required for graduation.

The Criminal Justice Program is also building relationships with members of **local communities**. Program feedback from graduating seniors indicates that one of the most outstanding features of the criminal justice program is the extent to which many of their instructors utilized guest speakers to augment course materials. Judges, Magistrates, Lawyers, Police Officers, Victims of Violent Crime, Victim Advocates, Drug Counselors, Federal Marshals, Crime Scene Investigators, Probation Officers, and Ex-Convicts are just a few of the many examples of local experts that have been called upon to share their knowledge with our students. In addition, The Director hopes to formalize completion of an external advisory board comprised of community leaders in the criminal justice field by September of 2007.

Beyond the Wright State University Dayton campus, the program has also established formal articulation agreements with the Greene County and Lake Campus Police Academies and has provided several courses at the new Miami Valley Career Technology Center Satellite Campus which began offering classes this past year.

II. PROGRAM DESCRIPTION

The Criminal Justice Program is relatively new to Wright State University celebrating fifth year of operation this academic year. The major was first discussed during the 1999-2000 academic year, when the Dean of the College of Liberal Arts appointed a Criminal Justice Review Committee comprised of faculty representing the Departments of Political Science, Sociology and Urban Affairs. The goal of this committee was to assess the need for a criminal justice degree at WSU. This committee found there was sufficient need and existing resources to offer the major. The committee then worked to create a curriculum from three existing University Departments (Political Science, Sociology and Anthropology, and Urban Affairs). The program was approved by the Ohio Board of Regents on September 20, 2001 and students began enrolling in the program shortly thereafter. A minor was added in 2003.

Dr. Charles Funderburk (PLS), was appointed the first Criminal Justice Program Director, and served from the fall of 2001 through the summer of 2005. In the fall of 2005, the Dean approved the new position of Assistant Director of Criminal Justice which was filled by Dr. Tracey Steele (SOC/ANTH). At this time, Dr. Norma Wilcox (SOC/ANTH) took the helm and briefly served as program director from September of 2005 until her retirement in October of 2005. Dr. Steele served as interim Director of the program until her permanent appointment in the winter quarter of 2006. Dr. Kathryn Meyer (HST) replaced Dr. Steele as the program's assistant director. Because Dr. Meyer was granted academic leave for the 2006/2007 academic year, Dr. Michael Norris (SOC ANTH) has served as the program's Acting Assistant Director and will remain in this post until Dr. Meyer's return.

The Program Director is aided in governance decisions by the Criminal Justice Program Committee. Members of the committee are approved by the Dean of the College of Liberal Arts. Currently, members of this committee include the Director, Assistant Director, Dr. Charles Funderburk (Political Science), Dr. Jack Dustin (Urban Affairs and Geography), David Orenstein (Applied Behavioral Science), and Robin Herman (Psychology).

The program offers a 68-hour major curriculum that features a foundation of core criminal justice courses (See Appendix C) augmented by additional structured curricular options. This provides a solid centralized base of knowledge in the field while simultaneously allowing students flexibility and the opportunity for specialization within their specific areas of personal or vocational interest. More specifically, the core includes a three-course methodology sequence, an internship, and a course that provides an overview of the criminal justice system. Students are then asked to take three courses from each of three “foundation” areas (Behavior, Institutions, and Law). Finally, students are allowed to choose three four-hour courses from a wide selection of criminal justice electives.

Since its inception, minor revisions of the curriculum have been approved and enacted; these changes have involved refinements of, rather than substantive changes to, the existing curriculum (e.g. the addition of elective and foundation courses not originally included in the curriculum, change in the kinds of G.E. courses required for entry into the major, movement of some courses from one foundation area to another, and the addition of needed curriculum alternatives). Copies of the requests for these changes are included in Appendix D

Early program priorities included building program stability and student recruitment. The current chair has identified a number of program priorities (described below) that should build upon the excellent foundation laid by the first two program chairs.

Curriculum

In 2006, in an attempt to identify strengths and weaknesses of the program’s current curriculum, the program completed an internal curriculum review. This review gathered comparison data from two primary sources 1) existing criminal justice program curricula (with particular attention to the top programs in the field) and, 2) program guidelines set forth by the American Criminal Justice Society, the leading professional association for researchers in the discipline. This review was used to create a new model curriculum (Appendix C). Key features of the proposed curriculum include the addition of an ethics and diversity requirement. Courses in Criminology and Criminal Law were also added to the program’s basic requirements.

The proposed curriculum was approved by Program Committee. The proposed changes were presented to the Chairs of the Departments that would be affected by the curriculum changes for their review, commentary, and approval. As a final preliminary step, it will be presented to a focus group of senior criminal justice students this winter for review and commentary. Pending any further revisions that may derive from this final step, the proposal will be formally presented to the administration for approval this spring. Though several new courses have been added to the existing course offerings, continuing additions of new criminal justice courses within and beyond the three anchor departments will remain an ongoing program priority.

Communication and Advising

Improving communication between administrators, participating faculty, and students has been another recent program priority. Because of the program's incredible growth and multiple changes in program leadership the consistency and quality of student advising has been somewhat adversely affected in recent years. The current Director has worked on several fronts to alleviate this problem. Two additional faculty members have been persuaded to assume advising responsibilities in the program (only the Director, Assistant Director, and the Political Science/CRJ Instructor Position are required to participate in program advising) which has greatly alleviated the advising backlog. In addition, the program has secured the addition of a graduate assistant from the ABS program. This student has been assigned to the program for advising purposes (this student is responsible for the initial advising intake appointment). Further, measures to improve advising have included revision of the welcome letter sent to new majors which was modified to include helpful advising tips (See Appendix E) and the construction and dissemination of an advising guide for program advisors. Finally, the program website is currently being evaluated and planned updates include the provision of an advising link which will include a student version of the advising guide given to program advisors.

Communication improvements beyond advising have included the construction of a program database which records relevant student data including contact information for graduating seniors which will enable us to maintain contact with majors beyond the time they spend in their classes at Wright State. This database is also used to update our student email list which we utilize to forward important program information, such as upcoming career fairs and notices regarding course availabilities during student registration periods. An external advisory board is currently being formed to help with communication between the program and the local community.

Resources

The Criminal Justice Program has witnessed impressive growth since its inception in 2001 (see enrollment figures in the subsequent section of this review). However, great success can produce its own challenges. At the time the current Director took the helm, some seniors were beginning to experience difficulty finding the classes they needed for graduation. Short-term solutions were found thanks to the cooperation of individual instructors (who, for example, let graduating seniors sign into full classes) and creative enrollment management. Accordingly, securing staffing and budgetary increases has been a central program priority.

The short-term goal has been to add at least one criminal justice specialist in tenure track positions in each of the program's three anchor departments. This goal is well on its way to seeing completion. Sociology was given a visiting professor position beginning this 2006-2007 academic year. Pending administrative approval and budgetary allowances this position should be converted to a tenure-track position for 2008-2009. A tenure track position in Political Science was approved for the 2007-2008 academic year (converted from an existing Criminal Justice (CRJ) instructor line), but the search for this position was cancelled. However, the search should be renewed this fall. Finally, a successful search was completed this December for a tenure-track criminal justice position seated in Urban Affairs. The new position commences this fall.

The program had no discretionary funds in the budget for recruitment of guest speakers or other program enhancements (See Appendix G). To improve the reputation and stature of the program, the addition of such funding resources will be critical. In addition, funding for materials for additional courses to enhance the curriculum (e.g. a permanent forensic

anthropology course) is another example of the kind of resource improvements currently sought by the Director.

Enrollments for the criminal justice program have been quite impressive since its inception in the fall of 2001. In fact, the program has witnessed double-digit increases in each year of its existence. Table One. below provides data from the Wright State University Factbook on these robust increases showing the number of students in the College of Liberal Arts (COLA), the total number or CRJ students enrolled in the program and, the relative percentage of CRJ students within COLA. These data indicate that Criminal Justice is a healthy and popular undergraduate program that **serves an increasing number of Wright State students.**

Table 1. CRJ/COLA Enrollment Data.

<u>TOTAL ENROLLMENT: College of Liberal Arts</u>					
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
1866	1968	2009	2096	2204	2243
<u>TOTAL ENROLLMENT: Criminal Justice Program</u>					
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
34	43	70	114	157	175
<u>CRJ MAJORS AS A % OF TOTAL COLA ENROLLMENTS</u>					
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
1.8	2.2	3.5	5.4	7.1	7.8

Table Two shows the CRJ enrollments broken down by **majors and minors**. The data reveal that the overwhelming bulk of students in the program are majors rather than minors. The drop in minors from 2005 to 2006 can be accounted for from minors who graduated during this period and students upgrading from CRJ minors to majors.

Table 2. Annual Count of CRJ Majors and Minors.

<u>Criminal Justice Majors</u>					
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
0	43	65	110	141	165

Criminal Justice Minors

<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
0	0	5	4	16	10

Faculty for the program are drawn from existing University departments, therefore there are **no dedicated faculty** teaching exclusively for the criminal justice program. Salary and benefits for one Instructor who teaches and reports to the Political Science Department is currently drawn from the criminal justice budget. However, this position will be converted to a tenure track position and monies allocated for this position will be used to hire adjuncts for CRJ content courses housed in the political science department until the conversion is completed (an initial search for this position was cancelled and a new search will commence in the fall, starting date for this position is slated for the fall 2008). Appendix F includes a list of members of each of the three anchor departments who teach courses included in the CRJ curriculum.

Because of the lack of dedicated faculty lines in the program no data are available to calculate **student faculty ratios and average class size**. However, in approximation, we note that the vast majority of courses in the CRJ curriculum tend to fill to maximum capacity, and do so quite quickly. Upper-level courses in Political Science are generally capped at 40, Sociology 30, and Urban Affairs 35. Exceptions to this include the statistics and methodologies sequences which tend to have caps 5 to 10 students lower than other courses in their respective discipline.

There is a good degree of diversity represented in the program. For example, faculty who typically teach the core courses in the CRJ program hold a variety of ranks. During the previous academic year, they have included 1 full professor, 5 associate professors, 3 assistant professors, one visiting assistant professor, and one adjunct professor (a retired social work faculty member). On the whole, the vast **majority of personnel teaching the core courses are comprised of tenured and tenure-track faculty**. Of these faculty, **8 are male and 3 are female**. **Nine are Caucasian, one African-American, and one Asian**. Program staff include the Director (**a Caucasian female**), a half-time **Caucasian female administrative assistant** and **one part-time Caucasian male work study student**.

The program increasingly attracts a wide diversity of students. Table Three below includes data on the sex and racial composition of the CRJ student body. Analysis indicates that the program has seen an increase in the percentage of racial/ethnic minorities in the CRJ program since its inception. More specifically, in 2002, Caucasian students comprised 86.5% of CRJ students. By 2006, that number had fallen to 74.3 for students for whom race has been identified, The proportion of male to female students has stayed fairly constant with males slightly outnumbering females.

Table 3. Age and Race of CRJ Students (By Year).

<u>YEAR</u>	<u>CAUCASIAN</u>		<u>ASIAN</u>		<u>AFRICAN AM.</u>		<u>UNKNOWN</u>	
	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>
2002	14	23	0	0	4	1	0	1
2003	25	41	0	0	10	2	1	1
2004	45	60	0	0	10	3	2	4
2005	47	67	2	1	28	6	2	4
2006	57	75	2	2	26	4	0	9

Monetary program needs for the initial operation of the program were taken from the first Program Director's home department (Political Science) until the 2003-2004 academic year when initial program funds were allocated. Since that time, the largest **budgetary** increases have derived from the addition of a part-time administrative assistant, and the previously described Instructor line. This past year, monies for the addition of a part-time work study student were also allocated (See Appendix G). The program has very little discretionary funding.

Table 4. Yearly CRJ Budget Allocations

<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
\$1100	\$45,233	\$44,030	\$64,241

In regards to **facilities, equipment and instrumentation**, program resources are quite basic. The Program Director has maintained the office initially allocated to her as a member of the Sociology/Anthropology Department on the second floor of Millet Hall. This private office is equipped with a phone, a PC computer, a printer, and direct access to the campus network through a 10/100 Ethernet switch. The Criminal Justice Administrative Specialist works from an independent workstation located directly between those of the Sociology/Anthropology and Social Work Administrative Assistants in a shared second floor suite in Millet Hall. This workstation includes a phone, a computer, a printer and direct access to the campus network. Social Work and Sociology Departments share some equipment with the Criminal Justice Program, including a fax machine, a Rizograph copying machine, and a scanner. The Criminal Justice Program Director and Administrative Specialist are given a WSU Campus Computer Account which gives faculty unlimited internet access, 20MB Novell network file storage space, 30MB Unix file storage space, access to Novell network file storage, and a Wright State email address. Other than access to standard University equipment and resources (and the resources made available through the Social Work and Sociology & Anthropology Departments) the program holds no technological, informational, or service resources of its own.

In sum, this program is quite a bargain for the University. The **costs to the University are quite minimal**; there are no direct faculty, facility, or specialized equipment costs yet the program has been

quite effective in attracting and successfully graduating scores of capable and talented undergraduate students.

III. PROGRAM EFFECTIVENESS

One of the primary ways in which program effectiveness is determined is through the program's yearly **program assessments**. The first year an assessment was available for this program was the 2002/2003 academic year (See Appendix H).

During this time, two general outcomes were assessed. The first entailed the "successful recruitment of CRJ students. Findings determined that after its initial implementation in January 2001, the program was widely publicized through a variety of channels and was successful in attracting new majors.

The second outcome concerned "successful Curriculum Development and Staffing" which was evaluated through recruitment of adjunct faculty and course development for the curriculum. Two adjunct candidates were successfully recruited to teach in the program. In addition, four new courses were also developed for the program, including Advanced Criminal Investigation and Cyber Crime.

The assessment also called for the development of additional courses in the area of law enforcement. Development of learning outcomes to be assessed by the program was also mandated. Both suggested improvements were completed the subsequent year.

For the 2003/2004 academic year, two learning outcomes were assessed, 1) student development of substantive knowledge of police procedures, investigative techniques, and operations in law enforcement, probation, parole or legal agencies and 2) student acquisition of writing skills. It was determined these outcomes were successfully attained as measured by successful internship placements and 14 of 15 graduating seniors attaining a B or higher in two writing intensive classes.

The 2004/2005 academic year witnessed a new cycle of program assessment (see Appendix B, H). Learning Outcomes evaluated included 1) the extent to which CRJ students developed knowledge of procedures and operations in law enforcement, probation, parole, or legal agencies and, 2) whether they had acquired practical criminal justice experiences. Discussions with the former CRJ directors revealed that through the required internships students did indeed acquire the kinds of skills sought in the first learning objective. Evaluation of exit interviews provided confirmation that students had attained practical criminal justice experiences through much of their coursework and particularly through the internship experience.

For the 2005/2006 academic year, the learning outcomes assessed were 1) establishing that program graduates were effective writers and, 2) that students gained substantive knowledge of police procedures and operations in law enforcement, probation, parole, or legal agencies. For the first learning outcome, the assessment indicated that as required in the assessment plan, writing portfolios were initiated and a plan was enacted to amass these documents for future evaluation. To ascertain the acquisition of discipline-specific knowledge related to the procedures and operations, student success in six courses with substantive CRJ content was obtained from student transcripts. Analysis determined that 80.8% of the criminal justice students enrolled in the evaluated courses attained a grade of 'B' or higher (with 44.4% of all students attaining a grade of 'A') indicating substantial program compliance of this outcome.

In sum, each of the program assessments indicated complete program compliance. No program changes were suggested as a result of these assessments.

As Table Five indicates, the **number of students who graduate annually** has steadily increased over the short life of the program which stands as another indicator of program effectiveness. Though full **retention** data are not available, the program has recently undergone steps to identify problem areas that may adversely affect student retention. More specifically, just prior to the winter and spring quarters of each academic year, students who enrolled in the prior term but have not re-enrolled in the University will be sent emails to determine the reason they have chosen not to return (and to offer any assistance they might need in returning). The content of this query is included in Appendix I.

Table 5. Annual CRJ Program Graduates.

<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
0	7	17	24	38

Because of its relative infancy, the Criminal Justice Program currently has very little **information on the vocational choices of its graduates**. The first Criminal Justice Alumni survey was mailed in January 2007 and results will not be available until the fall of 2007. The University's Alumni Relations and University Alumni Relations offices were utilized in the solicitation of addresses for program graduates for this survey. However, one of the major goals of the current director is to develop a database of program alumni, including employment information which should aid in these efforts in the coming years. Alumni data is a small part of the larger database plan which will eventually include all CRJ students enrolled in the program since its inception. The program has utilized student records and information from exit interviews to refine and update the information in this database. The primary motivation for this data is to build greater continuity and relationships between the program, former graduates, and future cohorts of CRJ students. The goal is to know the graduates (where they are and what they are doing) so that a relationship can be maintained for many useful and mutually beneficial purposes including the expansion of internship opportunities for future students, the integration of program graduates as guest speakers in CRJ classes, and the creation of a pool of potential program donors.

The **faculty** who teach courses offered in the CRJ program are hired as members of their home disciplines and the courses utilized in the CRJ curriculum are offered through individual departments, not the CRJ program. A faculty member who teaches in the program may teach a single course once a year that is offered as a peripheral CRJ elective (e.g. Sociology of Work) while another may have a primary interest in criminal justice and teach several CRJ courses. Yet another may teach several statistics and methods courses for the program but have little substantive interest in criminal justice. As a consequence, some (if not most) faculty who teach our courses have only indirect ties to the field of criminal justice. Accordingly it is difficult, if not misleading to evaluate the program's effectiveness by the scholarly productivity of its teaching faculty because administratively, the CRJ program has little to no ability to affect the direction, interest, or quality of these personnel in regards to their **service, research, and teaching**. The program has been very fortunate to have a solid core of caring, motivated, and talented faculty teaching key CRJ courses. However, because of its unusual composition, the CRJ Director is generally not privy to information about the **productivity** of the faculty teaching its courses.

The onus for **keeping the program** fresh and **up-to-date** falls primarily upon the Program Director, Assistant Director and Program Committee. This is accomplished in several ways. For example, the

Directors regularly attend conferences to keep abreast of research and pedagogical developments in the field. The director also keeps abreast of new development in the field through review of key journals in the field and by serving as a reviewer for two of the leading criminology/CRJ journals. An external advisory board is also in the works and should help to keep the program informed of emerging trends and innovations in the field. In addition, new courses are added to the curriculum on special and emerging topics of the day. For example, the Sociology Department has slated several special topics courses concerned with criminal justice issues next year including "Moments of Terror in Schools" and "White Collar Crime and the Cinema". Finally, the Director will be looking to bring in more experts from the local community to teach a few elective courses in the program per year (e.g. a local police chief for Police Procedures and Operations). Finally, review of other University CRJ curricula will be an ongoing responsibility of the Director and CRJ Program Committee.

The CRJ program at Wright State University does hold a considerable **comparative advantage** over many other schools with CRJ programs. Its interdisciplinary nature widens the recruitment net and offers students the opportunity to obtain a unique educational experience by drawing upon a diversity of disciplines and academic perspectives in the acquisition of knowledge relevant to their chosen field of study. We have outstanding faculty who provide an excellent balance of academic and practical knowledge in the field. Particularly noteworthy is our internship requirement which allows students to wed the acquisition of practical knowledge in a criminal justice setting with critical and reflexive academic engagement (See Appendix J). Finally, as a public institution, access to the Wright State Criminal Justice Program is open to a wide range of students who might otherwise find it difficult to pursue the study of criminal justice in an advanced educational setting.

IV. PROGRAM NEEDS/AREAS IN NEED OF IMPROVEMENT

Program needs include continued **increases in faculty lines in anchor departments and administrative support staff** as increasing enrollments may dictate. A successful search for a tenure track faculty member line in Urban Affairs was completed this year which should contribute a minimum of two additional courses with CRJ content a year, beginning this fall. A Visiting Assistant Professor line in Sociology was filled this year resulting in the addition of nine courses with CRJ content for the 2006-2007 academic year. This appointment has been renewed for another year and preliminary indications are that this position will be upgraded to a tenure track position some time in the near future. Last year, approval was received to upgrade the existing CRJ Instructor position housed in Political Science to a tenure track line. The search for that line was cancelled. Plans are to reopen the search for this position this fall. While beneficial to the program, this upgrade will actually represent a net loss of two CRJ content courses for the program (the standard load for instructors is nine courses while tenure track faculty teach seven). Assurances have been made that continued adjunct monies will be available for the program's course needs (as enrollments dictate) and we are optimistic that the use of these monies will help to alleviate any short term gaps the program may experience.

In addition to faculty lines, a half-time administrative assistant was assigned to the program in the fall of 2005 and a part-time work study student began working for the program this winter. These additions have helped ease the most pressing growing pains of the program. We are quite grateful that resources for faculty lines and administrative support have been forthcoming and that the administration has been supportive of this program. The personnel resources allocated to the program should be sufficient for the immediate short term. However, if the rate of program growth continues as it has in the past, it is quite likely that more resources will be needed in the next three to five years. In particular, office staff requirements will increase along with enrollment. A full-time Administrative Specialist will soon be necessary to support the expanding program.

Additionally, **funding resources beyond the most basic program needs** (e.g. for guest speakers, student recruitment, and receptions for groups such as the external advisory board) will be necessary to make the kinds of program improvements that can really make a difference in the quality, appeal, and prestige of the program. Finally, in order to develop some of the courses most popular among students (especially forensics classes) funding for basic class materials (e.g. skeletons for a forensic anthropology class) will be necessary before these classes can be fully developed for the program.

There are three general **areas of improvement** that will be addressed by the program in the immediate future. The first of these is to create a clear and meaningful *mission statement* for the program, one that better captures the basic orientation and goals of the program. What has served the purposes of a mission statement to date is little more than a basic program description. Clearly we can (and will) do better.

A second area of concern is the misperception many students have about what they will, and should be learning, in a Liberal Arts Criminal Justice Program. For better or worse, many students who enter our program are guided by television crime shows which, of late, have been of the C.S.I. (crime scene investigation) ilk. Not even three years ago, the dominant influences ran to criminal profiling. What ensues is a mismatch between student expectations and program content. As a program grounded in the liberal arts tradition, we very much wish to avoid what is commonly referred to as a “cop-shop” mentality in the design of our curriculum. While the inclusion of some applied courses in a University-based CRJ program is entirely warranted, students want, and often expect, more applied courses than is appropriate for a liberal arts degree. Police training academies, technical schools, and associates programs may be more appropriately situated to serve these kinds of student preferences. It is therefore incumbent upon our program to do a better job *making the goals and content of our program clearer* to students so that they can make the most appropriate institutional choice.

The final area of improvement concerns the *internship* requirement. The internship experience is one of the most important features of our program. Student feedback about their internship experiences is overwhelmingly positive and students often point to it as the most significant part of their entire undergraduate experience. And, as proud as we are of this component of our program, there are some structural concerns the internship raises for the major. Each of the three anchor departments provides the opportunity for an internship within that department. However, the requirements for successful completion of the internship vary across departments (for example, Sociology requires 12 hours of work per week at the internship site while Political Science requires 15). In addition, how the internship affects faculty teaching loads and compensation for taking on the internships also varies across departments (in fact, this is true for internships across the entire college).

V. PROPOSED IMPROVEMENT ACTION PLAN

To address the program needs listed above relating to program resources, the Director will keep abreast of the pace of current enrollments and keep the COLA Dean informed regarding significant program enrollment increases. Requests for faculty, staff, and other needed resources will be articulated at each regularly scheduled quarterly meeting between the Director and the Dean.

A new program mission will be created by the Program Director in cooperation with the Criminal Justice Program Committee. Work on this mission will commence in the spring quarter of 2007 and should see completion by the spring quarter of 2008. The mission will be forwarded to the administration for approval and will be posted on the program’s website. Care will be taken to ensure that the concerns raised above regarding student misperceptions about the program’s content and goals will be

incorporated in the new mission statement. In short, the creation of a new mission statement should address the first two areas of improvement identified in the previous section. Assessment of the implementation of this change will be charged to the Program Director.

Improvements to the structural composition of the internship may be beyond the program's purview. However, the Program Director will continue to work with the Dean of COLA (who is well aware of this issue and has expressed a desire to address the problem across the entire range of the college) to determine what changes, if any can and should be made.

Appendix A. Mission Statements

Appendix B. Assessment Plan

Appendix C. Proposed and Current CRJ Curricula

**Appendix D. Proposals for Criminal Justice Program Revisions
(all approved)**

Appendix E. Criminal Justice Program Welcome Letter

Appendix F. Faculty Frequently Teaching in the CRJ Program

Appendix G. CRJ Budget

Appendix H. CRJ Assessment Reports

Appendix I. Retention Note

Appendix J. Selected Internship Placements

Appendix A. Mission Statements

WSU Mission Statement:

Wright State University will be a catalyst for educational excellence in the Miami Valley, meeting the need for an educated citizenry dedicated to lifelong learning and service. To those ends, as a metropolitan university, Wright State will provide: access to scholarship and learning; economic and technological development; leadership in health, education, and human services; cultural enhancement; and international understanding while fostering collegial involvement and responsibility for continuous improvement of education and research.

College of Liberal Arts Mission Statement:

The mission is to provide students with a quality general education program, and undergraduate and graduate experience. It is also to engage in creative, innovative and applied scholarship and professional service in the region and beyond. The College of Liberal Arts prides itself in offering excellent teaching in the humanities, social sciences and fine and performing arts.

Appendix B. Assessment Plan

PROGRAM ASSESSMENT PLAN CRIMINAL JUSTICE PROGRAM

1. List the **OBJECTIVES** of the program.

- ? Graduates will be prepared to assume their roles as effective and informed citizens.
- ? Graduates will be prepared for employment in the field of criminal justice and related fields.
- ? Graduates will be prepared to pursue study in graduate and professional schools.

2. Explain how the department or program will know the extent to which **OBJECTIVES** are achieved (alumni or other surveys, employment data, etc.).

Assessment of achievement of program objectives will be based on

- ? Senior exit interviews.
- ? Acceptance of students into graduate and professional schools.
- ? Alumni surveys.
- ? Employment data.

3. List the **LEARNING OUTCOMES** of the program.

- ? Graduates will have substantive knowledge of procedures and operations in law enforcement, probation, parole or legal agencies.
- ? Graduates of the program will be effective writers
- ? Graduates will acquire practical experience in the field of criminal justice.

4. List and briefly describe the **MEASURES** that will be used to assess learning Outcomes.

- ? Completion of an internship in a probation or parole office, in a police department or completion of a pre-law internship.
- ? Evaluation of student performance by internship supervisors.
- ? Completion of two writing intensive courses in the major.
- ? Random sampling of papers from a range of courses in the CRJ program.
- ? Student writing portfolios will document acquisition of field experience.

5. Describe how learning outcomes are made **MEASURABLE** and **BENCHMARKS** or other determinants of success are set.

Outcome number one: Students will develop substantive knowledge of procedures, and operations in law enforcement, probation, parole, or legal agencies.

- ? Transcripts will be evaluated using a check sheet with these questions:
 - o How many courses in the major dealing with knowledge of procedures, and operations in law enforcement, probation, parole, or legal agencies were completed with a grade of “B” or better?
- ? Completion of an internship in a probation or parole office, in a police department, or completion of a pre-law internship.
 - o Student success will be based on evaluation by police department or agency internship directors.

Outcome number two: Graduates of the program will be effective writers.

- ? Students writing portfolios will demonstrate research and analytical skills useful in the field.
 - o Benchmark will be based on faculty assessment of student research papers and projects.
- ? Completion of two writing intensive courses in the major with a grade of B or higher.
 - o All students will complete two writing intensive courses in the major, and at least 50 percent will earn an average grade of B in these courses.

Outcome number three: Graduates will acquire practical experience in the field the criminal justice.

- ? Completion of an internship in a probation or parole office, in a police department, or completion of a pre-law internship.
 - o Student success will be based on evaluation by faculty internship directors.
- ? Evaluation of student performance by internship supervisors.
 - o Student success will be based on evaluation by police department or agency internship directors.

6. Describe the process by which **FINDINGS** will be derived from the measures.

- ? Program director will conduct senior exit interviews.
- ? Internship directors will assess student success in internships.
- ? Practitioners will assess student success in internships.
- ? Program director will conduct and evaluate alumni surveys.

7. Describe the process by which findings are analyzed to determine what **IMPROVEMENTS** should be made to better meet objectives and learning outcomes.

- ? Students are involved in the process by means of input in advising sessions and exit interviews with the director, and alumni surveys.
- ? Regular meetings and discussion between the director and the faculty oversight committee will assess the findings.

8. Identify a **TIMETABLE** for assessment.

- ? 2004 – 2005
 - o Evaluation of internships begins.
 - o Exit interviews of graduating seniors
- ? 2005 – 2006
 - o Collection of student writing portfolios begins.
 - o Transcript Evaluation
 - o Exit Interviews
- ? 2006 – 2007
 - o Collection of alumni surveys begins.
 - o Collection of employment and professional school admission data.
 - o Exit Interviews
- ? 2007 – 2008
 - o Evaluation of writing samples
 - o Exit Interviews
 - o Alumni Surveys
- ? 2008 – 2009
 - o Exit Interviews
 - o Assessment of success in meeting program objectives.
 - o Development of a plan for program improvement based on the results of the assessment process.

9. Briefly explain how the program's assessment plan supports and interacts with **ACCREDITATION** and **LICENSURE** requirements (if applicable).

Not Applicable

10. Describe how the objectives and learning outcomes of the program are **COMMUNICATED** to students and others.

Objectives and learning outcomes will be communicated via the CRJ newsletters, the CRJ web site, meetings with the CRJ oversight committee, and through the advising process.

Appendix C. Proposed and Current CRJ Curricula

Proposed Criminal Justice Curriculum Revisions

11/19/06

Core (12 hours)

SOC 330 () PLS 442 () PLS 436 ()
Criminology Criminal Justice Criminal Law
System

Research & Application (12 hours)

I. Methods Sequence URS 410 () and URS 411 ()
OR SOC 306 () and SOC 406 ()
II. Internship PLS 484 () or SOC 433 () or URS 492 ()

Ethics and Diversity (12 hours)

I. Ethics (Choose one): e.g. URS 450, PHL 311
II. Diversity (Choose two): e.g. SOC 442, SOC 310, SOC 341, PLS 405, PLS 435, PLS 439

Criminal Justice Foundation Courses (24 hours)

Choose 2 courses from 3 sub-areas
I. Behavior (modification of existing list)
II. Institutions (modification of existing list)
III. Law (see existing list)
IV. Skills (e.g. PLS 344, PLS 344, PLS 445, GEO 447, GEO 448, COM 343, COM 453 etc.)

Advanced Electives (8 hours)

Choose 2 courses **(68 hours)**

CRIMINAL JUSTICE MAJOR CHECKSHEET

January 2007

*REFER TO THE COLLEGE OF LIBERAL ARTS (CoLA) CHECKSHEET. The CoLA checksheet lists detailed course information on General Education, e.g., writing intensive course requirements, the CoLA Foreign Language/Research Methods courses, high school deficiencies, and other university and college graduation requirements. Students are expected to be familiar with, and are responsible for, all degree requirements listed in the Wright State Catalog, and should meet regularly with their department advisor.

www.cola.wright.edu/CRJ/index.htm

(937) 775-2582

GENERAL EDUCATION REQUIREMENTS (56 HOURS)

Course	Term	Hours	Writing Intensive
--------	------	-------	-------------------

AREA I – Communications and Mathematical Skills (12)

ENG101	_____	(4)	
ENG102	_____	(4)	
MTH145	_____	(4)	

AREA II – Cultural-Social Foundations (8)

A. History (1 course minimum)

HST101	_____	(4)	
HST102	_____	(4)	
HST103	_____	(4)	
CLS150	_____	(4)	

B. Non-Western World (1 course minimum)

RST	_____	(4)	WI (261,262, 271,281 or 291)
CST	_____	(4)	WI (221,231,232,241,242,243,251)
HLT202	_____	(4)	WI
RSE260	_____	(4)	WI
SW272	_____	(4)	WI
URS200	_____	(4)	WI
CSE250	_____	(4)	WI

AREA III – Human Behavior (8) (2 different categories)

EC	_____	(4)	WI (200 or 290)
PLS200	_____	(4)	
PSY105	_____	(4)	
SOC/WMS	_____	(4)	WI (200,205 or WMS200)

AREA IV – Human Expression (4)

CLS/ENG/PHL/REL	_____	(4)	WI (204)
ART/MUS/TH	_____	(4)	(214)
MUS290	_____	(4)	WI
MP131	_____	(4)	

ADDITIONAL HOURS (8)

8 additional hours, from areas II, III or IV, one course from two of the three areas. Except for area II, the course selected must come from a different category than the course chosen to meet the area requirement. _____

AREA V – Natural Sciences (12)

Select 3 courses (lecture plus lab)

BIO/CHM/GL/PHY	_____	(4)	(105,106,107)
BIO/CHM/GL/PHY	_____	(4)	(105,106,107)
BIO/CHM/GL/PHY	_____	(4)	(105,106,107)

Sequence substitutions of higher level classes are accepted.

GENERAL ELECTIVES (36-44 hours – any level)

Only 8 hours of pass/fail, HPR courses & courses numbered below 100 may be counted in total credit hours.

AREA VI – College Component (4) (Liberal Arts)

AFS 200	_____	(4)	What is African and African American Experience
ATH 241	_____	(4)	Introduction to Physical Anthropology
ATH 242	_____	(4)	Introduction to Archaeology
CSE 250	_____	(4)	Comparative Non-Western Economic Systems
CLS 204	_____	(4)	Great Books: Classical Beginnings
CLS 260	_____	(4)	Classical Mythology
CST 221	_____	(4)	Comparative Non-Western Environments
CST 231	_____	(4)	Comparative Non-Western Literature
CST 232	_____	(4)	Comparative Non-Western Religions
CST 241	_____	(4)	Comparative Non-Western Cultures
CST 242	_____	(4)	Comparative Non-Western Cultures: Music
CST 243	_____	(4)	Comparative Non-Western Cultures: Art
CST 251	_____	(4)	Comparative Non-Western Social Systems
EC 290	_____	(4)	Economic, Business, and Social Issues
ENG 204	_____	(4)	Great Books: Literature
HST 200	_____	(4)	Western Europe and Non-Western World
HST 221	_____	(4)	American Diversities
MUS 290	_____	(4)	African American Music: America and Beyond
PHL 200	_____	(4)	Critical Thinking
PHL 204	_____	(4)	Great Books: Philosophy
REL 204	_____	(4)	Great Books: Religion
RSE 260	_____	(4)	Regional Economic Studies: Pacific Rim
RST 261	_____	(4)	Regional Studies: Japan
RST 262	_____	(4)	Regional Studies: China
RST 271	_____	(4)	Regional Studies: Africa
RST 281	_____	(4)	Regional Studies: Latin America
RST 291	_____	(4)	Regional Studies: Middle East
SOC 200	_____	(4)	Social Life
SW 272	_____	(4)	Cultural Competence in a Diverse World
TH 250	_____	(4)	Script Analysis
URS 200	_____	(4)	Growth and Change in Urban Society
WMS 200	_____	(4)	Approaches to Women's Studies

LIBERAL ARTS REQUIREMENTS (32-36 hours)

Foreign Language (20-24 hours)

SPN/FR/GER/GR/LAT/CHI/other (101,102,103,201,202)
RHB (101,102,103,228,229,230)

Research Methods (12 hours) one from each category

Computer Science:

CS	_____	(4)	(141,205,206 or MIS100)
----	-------	-----	-------------------------

Philosophy:

PHL	_____	(4)	(215,223,323,471,472)
-----	-------	-----	-----------------------

Statistics/Quantitative Methods:

SOC306	_____	(4)	hours counted in
URS410	_____	(4)	Criminal Justice also

**Any course listed in two areas may only be used to meet one area requirement.*

CRIMINAL JUSTICE CORE REQUIREMENTS (20 credit hours)

- | | |
|--|--|
| <input type="checkbox"/> PLS 442 Criminal Justice System | <i>EITHER</i> |
| <input type="checkbox"/> SOC433 Internship | <input type="checkbox"/> SOC 306* Intro. to Research Methods – WI <i>and</i> |
| <input type="checkbox"/> PLS 210 Quantitative Methods | <input type="checkbox"/> SOC 406 Appl. of Research Methods - WI |
| <i>OR</i> | <i>OR</i> |
| <input type="checkbox"/> SOC 300 Sociological Analysis | <input type="checkbox"/> URS 410* Urban Empirical Research – WI <i>and</i> |
| | <input type="checkbox"/> URS 411 Seminar in Urban Affairs - WI |

Other _____ Other _____

*NOTE: SOC 306 or URS 410 also fulfill CoLA Research Methods Option.

CRIMINAL JUSTICE FOUNDATION REQUIREMENTS (36 Hours/12 hours from each area)

Indicate quarter taken or transfer credit if applicable. Also indicate if course taken is Writing Intensive. Courses taken for requirements may NOT be double counted in CoLA Research Methods Option or another CRJ major area.

- | | | |
|--|--|---|
| <p>Area 1: <u>Behavior</u>
(12 credit hours required)</p> <ul style="list-style-type: none"> <input type="checkbox"/> PLS 435 Political Corruption/WI <input type="checkbox"/> SOC320 Social Deviance <input type="checkbox"/> SOC330 Criminology <input type="checkbox"/> SOC332 Juvenile Delinquency <input type="checkbox"/> SOC442 Race & Minor. Relat. <input type="checkbox"/> URS 450 Ethics in Public Ser/WI <input type="checkbox"/> PSY311 Abnormal Psychology <input type="checkbox"/> PSY200 Psychology of Incarceration (This title only; Section # changes.) | <p>Area 2: <u>Institutions</u>
(12 credit hours required)</p> <ul style="list-style-type: none"> <input type="checkbox"/> PLS 322 State Government <input type="checkbox"/> PLS 341 Fund. of Criminal Inv. <input type="checkbox"/> PLS 344 Police Procedures & Ops. <input type="checkbox"/> PLS 445 Advanced Criminal Inv. <input type="checkbox"/> SOC350 Sociology of Work <input type="checkbox"/> SOC422 Sociology of Courts Law <input type="checkbox"/> SOC432 Penology <input type="checkbox"/> SOC457 Policing in Society <input type="checkbox"/> PLS/URS 321 City Politics <input type="checkbox"/> PLS/URS 345 Public Admin/WI <input type="checkbox"/> URS 420 Pub. Safety Admin. | <p>Area 3: <u>Law</u>
(12 credit hours required)</p> <ul style="list-style-type: none"> <input type="checkbox"/> PLS 340 Law and Society <input type="checkbox"/> PLS 342 Civil Liberties I <input type="checkbox"/> PLS 343 Civil Liberties II <input type="checkbox"/> PLS 436 Criminal Law <input type="checkbox"/> PLS 437 Criminal Procedure <input type="checkbox"/> PLS 431 Cyber Crime/WI <input type="checkbox"/> SOC422 Sociology of Courts Law <input type="checkbox"/> PHL414 Philosophy of Law |
|--|--|---|

Other _____ Other _____

ADVANCED CRIMINAL JUSTICE ELECTIVES (12 credit hours)

Twelve (12) hours chosen in consultation with a Criminal Justice advisor among 300/400-level courses with a minimum of four hours at the 400-level. A maximum of 68 hours in Criminal Justice courses may be counted toward graduation. Indicated if courses are Writing Intensive.

- | | | |
|---|---|--|
| <input type="checkbox"/> PLS 323 Government of Ohio | <input type="checkbox"/> SOC313 Intensive Alcohol Ed. | <input type="checkbox"/> PLS/URS 346 Public Personnel Administration |
| <input type="checkbox"/> PLS 375 Human Rights USA/WI | <input type="checkbox"/> SOC315 Drug & Alcohol Inter. | <input type="checkbox"/> PLS/URS 427 Urban Policy Analysis |
| <input type="checkbox"/> PLS 440 Constitutional Law | <input type="checkbox"/> SOC360 Sociology of Family | <input type="checkbox"/> PLS/URS 446 Public Budgeting |
| <input type="checkbox"/> PLS 443 Admin. Law Procedure | <input type="checkbox"/> SOC440 Bureaucracy & Bureaucrats | <input type="checkbox"/> GEO 447 Geographic Info. Sys. |
| <input type="checkbox"/> PLS 444 Issues Crim. Justice /WI | <input type="checkbox"/> SOC444 Urban Sociology | <input type="checkbox"/> GEO 448 GIS Applications |
| <input type="checkbox"/> PLS 448 Gender Violence | <input type="checkbox"/> SOC459 Explaining Crime | |
| <input type="checkbox"/> PLS 471 International Law | | |
| <input type="checkbox"/> PLS 472 International Terrorism/WI | | |
| <input type="checkbox"/> PLS 484 Pre-Law Internship | | |

Other _____	Total Upper-level credits (30 WSU) (60) _____	Total at WSU (min. 15 final year) (45) _____
_____	Other _____	_____

Final Degree Checklist

Number of hours needed (192+)	WAC Courses (4 GE, 2 in major)	
Total LA _____	Cumulative G.P.A. 2.0 or higher _____	Major hours (68 max) _____
_____	_____	_____

Criminal Justice Program
 270 Millett Hall
 Dayton, OH 45435-0001
 (937) 775-2582
 FAX (937) 775-4228

**Minor Checksheet
 in Criminal Justice
 January 2007**

A maximum of 12 hours of major credits which overlap a minor program may be counted toward both the major and minor requirements (e.g., SOC 306, SOC 320, SOC 330, or SOC 442). All additional requirements beyond 12 hours must be comprised of other courses.

A. CRJ Minor Core Requirements

12 Credit Hours

- | | | |
|---|--------------------------|---|
| <input type="checkbox"/> PLS 442 American Criminal Justice System | <u>and either</u> | |
| <input type="checkbox"/> SOC 320 Sociology of Deviant Behavior | <u>or</u> | <input type="checkbox"/> SOC 330 Criminology |
| <input type="checkbox"/> SOC 306 Introduction to Research Methods | <u>and either</u> | <input type="checkbox"/> URS 410 Urban Empirical Research |
| | <u>or</u> | |

B. Criminal Justice Foundation Requirements – 2 Courses from each area

24 Credit Hours

Area 1 – Behavior (8 Credit Hours)

- | | | |
|---|---|--|
| <input type="checkbox"/> PLS 435 Political Corruption – WI | <input type="checkbox"/> SOC 313 Intensive Alcohol Ed. | <input type="checkbox"/> SOC 332 Juvenile Delinquency |
| <input type="checkbox"/> PLS 448 Gender Violence and American Politics – WI | <input type="checkbox"/> SOC 315 Drug & Alcohol Intervention Workshop | <input type="checkbox"/> SOC 442 Race and Minority Relationships |
| <input type="checkbox"/> PLS 472 International Terrorism – WI | <input type="checkbox"/> SOC 320 Sociology & Deviant Behavior | <input type="checkbox"/> SOC 459 Explaining Crime |
| <input type="checkbox"/> SOC 231 Violence | <input type="checkbox"/> SOC 330 Criminology | <input type="checkbox"/> URS 450 Ethics in Public Service – WI |
| <input type="checkbox"/> PSY 311 Abnormal Psychology | | <input type="checkbox"/> PSY 200 Psychology of Incarceration (This title only; Section # changes) |

Area 2 – Institutions (8 Credit Hours)

- | | | |
|---|--|--|
| <input type="checkbox"/> PLS 212 American Government | <input type="checkbox"/> PLS/URS 321 City Politics | <input type="checkbox"/> SOC 432 Penology |
| <input type="checkbox"/> PLS 341 Fund. of Crim. Investiga. | <input type="checkbox"/> PLS/URS 345 Public Admin. – WI | <input type="checkbox"/> SOC 440 Bureaucracy & Bureaucrats |
| <input type="checkbox"/> PLS 344 Police Proced. & Operations | <input type="checkbox"/> PLS/URS 446 Pub. Budgeting - WI | <input type="checkbox"/> SOC 457 Policing in Society |
| <input type="checkbox"/> PLS 443 Admin. Law Procedure | <input type="checkbox"/> SOC 350 Sociology of Work | <input type="checkbox"/> URS 420 Public Safety Admin. |
| <input type="checkbox"/> PLS 445 Advanced Crim. Investi. - WI | | |

Area 3 – Law (8 Credit Hours)

- | | | |
|---|--|---|
| <input type="checkbox"/> PLS 340 Law and Society | <input type="checkbox"/> PLS 375 Human Rights in USA | <input type="checkbox"/> PLS 437 Criminal Procedure |
| <input type="checkbox"/> PLS 342 Civil Liberties I | <input type="checkbox"/> PLS 431 Cyber Crime – WI | <input type="checkbox"/> PLS 439 Bioethics & Law |
| <input type="checkbox"/> PLS 343 Civil Liberties II | <input type="checkbox"/> PLS 436 Criminal Law | <input type="checkbox"/> PLS 440 Constitutional Law |
| <input type="checkbox"/> PHL 414 Philosophy of Law | | <input type="checkbox"/> SOC 422 The Courts |

Summary of CRJ Minor Requirements
January 2007

A. CRJ Minor Core Requirements.....12 Credit Hours PLS 442 <u>and either</u> SOC 306 <u>or</u> URS 410 <u>and either</u> SOC 320 <u>or</u> SOC 330
B. Criminal Justice Foundation Requirement.....24 Credit Hours (2 Courses from Each Area) Area 1 – Behavior (8 Credit Hours) Area 2 – Institutions (8 Credit Hours) Area 3 – Law (8 Credit Hours)
Total (Minimum Hours Required to Complete Minor)....36 Credit Hours

PLS 212 American National Government
PLS 340 Law and Society
PLS 341 Fundamentals of Criminal Investigations
PLS 342 Civil Liberties I
PLS 343 Civil Liberties II
PLS 344 Police Procedures and Operations
PLS 375 Human Right in USA
PLS 431 Cyber Crime
PLS 435 Political Corruption
PLS 436 Criminal Law
PLS 437 Criminal Procedure
PLS 439 Bioethics & Law
PLS 440 Constitutional Law
PLS 442 American Criminal Justice System
PLS 443 Administrative Law Procedure
PLS 444 Issues in Criminal Justice (Varying Topics)
PLS 445 Advanced Criminal Investigations
PLS 448 Gender Violence and American Politics
PLS 472 International Terrorism

SOC 231 Violence
SOC 306 Introduction to Research Methods
SOC 313 Intensive Alcohol Education
SOC 315 Drug and Alcohol Intervention Workshop
SOC 320 Sociology of Deviant Behavior
SOC 330 Criminology
SOC 332 Juvenile Delinquency
SOC 350 Sociology of Work
SOC 422 The Courts
SOC 432 Penology (Study of Prison Management)
SOC 440 Bureaucracy and Bureaucrats
SOC 442 Race and Minority Relationships
SOC 457 Policing in Society
SOC 459 Explaining Crime

URS 410 Urban Empirical Research
URS 420 Public Safety Administration
URS 450 Ethics in Public Service

PLS/URS 321 City Politics
PLS/URS 345 Public Administration
PLS/URS 446 Public Budgeting

Appendix D. Proposals for Criminal Justice Program Revisions (all approved)

Date: February 26, 2004

To: CoLA Curriculum Committee, Sharon Nelson, Associate Dean College of Liberal Arts

From: Charles Funderburk, Director Criminal Justice Program

Subject: Change in the Criminal Justice Program

To reflect changes in the GE program, we are proposing a change in the program description of the Criminal Justice Program. The current wording as found in the second paragraph of the Undergraduate Catalogue is:

Students admitted into the CRJ must have earned a minimum cumulative GPA of 2.3 and have completed a minimum of 24 credit hours including ENG 101 and 102, PLS 200 and 210, PSY 200, and SOC 200.

The proposed change in the Criminal Justice Program would read as follows:

Students admitted into the CRJ program must have earned a minimum cumulative GPA of 2.3 and have completed a minimum of 24 credit hours including ENG 101 and 102 with a grade of "C" or higher, plus three other General Education courses from Areas II, III, or IV.

CF/jb

Date: November 10, 2005

To: COLA Curriculum Committee, Sharon Nelson, Associate Dean

From: Tracey Steele, Acting Director, Criminal Justice Program

Re: Proposed Alternative Core Course

Dear Overworked Committee:

I would like to make three changes to the Criminal Justice Program.

A. Add SOC 406 as an alternative to URS 411 in the core section of our criminal justice requirements. The reason for this change is twofold:

1) URS 411 is one of two methods requirements in this major. For the first requirement students are given the option of taking either SOC 306 or URS 410. For the second methods course we currently require URS 411. The catch is that URS 410 is listed as a pre-requisite for URS 411.

2) URS 411 has only been offered on a limited basis in the past. As the number of our majors continues to increase (we currently have about 175 active majors) many majors may be unable to take this required course.

Like URS 410 and 411, the sociology department has two sequenced methodology courses—SOC 306 and 406. Therefore, by adding SOC 406 as an alternative to URS 411 to the Criminal Justice core requirements, both of these issues should be resolved. I have talked with Jack Dustin, director of URS, about this issue and he has no objection to this proposed change.

B. Move SOC 432 Penology from Area 3 Law to Area 2 Institutions and replace with SOC 422 Sociology of Courts Law. This change would make a more appropriate match between course content and area headings (i.e., police, courts and prisons are considered to be criminal justice institutions).

C. Add SOC 422 Sociology of Courts Law and SOC 457 Policing in Society to Area 2. The rationale again is to create a better substantive match between course content and area headings. We are aware SOC 422 is listed under both Areas 2 and 3. Students will be able to choose which area they wish to count this under, but as per instruction, the class may only be counted once.

I would be happy to answer any further questions you might have on this.

Thank you.

Date: September 28, 2006
To: COLA Curriculum Committee, Sharon Nelson, Associate Dean
From: Tracey Steele, Director, Criminal Justice Program
Re: Proposed Additions to CRJ Foundation Course Options.

Dear Committee:

In our ongoing efforts to improve the quality and scope of our program's course offerings, the criminal justice program would like to add the following courses to the approved list of curricular

requirements. Each of the additions involves courses already “on the books” which we feel will fit well with the curricular goals of our program.

The major is composed of three types of course requirements (see attached checksheet). These include five Core courses, nine Foundation courses (three four-hour courses from a variety of options available in each of three substantive areas— Behavior, Institutions, and Law), and three Advanced Electives. The proposed additions would be added to the selections within the Foundation requirements. More specifically we ask that:

- 1) PHL 414 – Philosophy of Law be approved as an option for the Area 3 “Law” Foundation requirements, and
- 2) PSY 311— Abnormal Psychology and PSY 200— Psychology of Incarceration, be added to the existing Area 1 “Behavior” options.

I have attached memos from David Barr, Chair of the Department of Philosophy; and Jean M. Edwards, Associate Chair of the Department of Psychology Department indicating their respective departments’ support for these additions to the Criminal Justice curriculum. Please feel free to contact me should you have any questions.

Thank you.

Appendix E. Criminal Justice Program Welcome Letter.

May 23, 2007

Welcome to the Criminal Justice Program!

We so are pleased that you have chosen criminal justice as your major. We are quite proud of our program and the breadth, depth, and flexibility our curriculum has to offer. At Wright State we stress the importance of critical engagement and practical, applied experiences for our students, enabling you to put classroom knowledge to use and to develop leadership and interpersonal skills that are so important to fulfillment and success in your future.

Whether you are a transfer student from another college or university, adding a minor, changing majors, or coming to the Department from University College, we encourage you to make an appointment with our intake advisor who can talk to you about your goals, help orient you to the program, and provide you with in depth-information about the curriculum and registration processes. Contact Kelly Wood at (937) 775-3895 or Kelly.wood@wright.edu when you are ready to schedule an advising appointment. Her office is located at 187 Millett Hall.

After your initial advising session, you will be assigned a permanent advisor with whom you should meet regularly to insure proper and timely completion of all requirements and to consult on matters affecting your studies in the department. We also encourage you to visit our department website for information about the program. Our web address is www.cola.wright.edu/CRJ/.

We have included some information that will be helpful to you in completing your degree. Please take special note of the new portfolio requirement. Should you have any questions or concerns please feel free to contact us at 775-2582.

Good luck and success in Criminal Justice!

Sincerely,

A handwritten signature in black ink, appearing to read "Tracey Steele", written in a cursive style.

Tracey L. Steele, Ph.D.
Director, Criminal Justice Program

Important Tips for Successful Completion of the Program

1. Meet with your advisor regularly.
2. Our curriculum offers a strong foundation of core criminal justice courses (see checksheet) while at the same time allowing the opportunity for great flexibility and specialization within the program. Therefore, you will typically have two or more course choices that can be used to fulfill our program requirements. These choices are specified on the checksheet. For example, you can take the quantitative methods class through the Political Science Department or the Sociology Department.
3. Not all courses are offered every quarter. With the exception of the internship, it is therefore a good idea to get critical courses (e.g. most of your core courses) completed before your senior year.
4. The methodology courses in the core are sequenced (that is, you must take them in order). It works best if you take the statistics class first (i.e. PLS 210 or SOC 300), the introductory methods class second (SOC 306 or URS 410), and the final methods class (SOC 406 or URS 411) last.
5. Do not wait too long to take your COLA language requirement. The courses are sequenced and the sequence begins in the fall. So, if you get off track it can be difficult to complete!
6. In the quarter prior to your graduation date (e.g. winter quarter for a spring graduation), you need to make an appointment to meet with the program director to conduct a graduation check and exit interview. At this time, you will be given a graduation check form that will allow you to register for graduation through the registrar's office.
7. Portfolio Requirement – As part of our internal program assessment we ask that you turn in copies of your term papers from three of your five core classes to the department before you graduate (SOC 406/URS411 should be one of these three). We will keep these on file and verify completion of this requirement during the graduation check. You will not be able to graduate if you have not completed the portfolio so be sure to submit these documents early!

Appendix F. Faculty Frequently Teaching in the CRJ Program

Political Science Full Time Faculty

- *Edward A. Fitzgerald, J.D., Ph.D., and Professor
- *John Feldmeir, J.D. and Assistant Professor
- Charles Funderburk, Ph.D., Professor
- December Green, Ph.D., Professor, Director of International Studies
- Donna M. Schlagheck, Ph.D., Professor, Chair of Political Science
- *Mark Sirkin, PhD., Associate Professor, Director Liberal Studies Program
- *David Williams, J.D. and Instructor

Political Science Adjunct Faculty

- Don Dulle, J.D., Assistant Professor, Greene County Prosecutor's Office
- Craig King, J.D., Assistant Professor, Greene County Prosecutor's Office
- Greg Lockhart, J.D., United States Attorney's Office

Sociology Full Time Faculty

- *Jacqueline Bergdahl, Ph.D., Associate Professor
- *Marlese Durr, Ph.D., Associate Professor
- *Chigon Kim, Ph.D, Assistant Professor
- *Karen Lahm, Ph.D, Assistant Professor
- Michael Norris, Ph.D, Assistant Professor, Acting Asst. Director, CRJ

Program

- *Jeffrey Owens, Ph.D., Visiting Assistant Professor
- Norma Shepelak, Ph.D, Associate Professor
- LaFleur Small, Ph.D., Assistant Professor
- Tracey Steele, Ph.D., Associate Professor, Director Criminal Justice

Program

Sociology Adjunct Faculty

- Phyllis Cole, , M.A., Assistant Professor, Director, Community Health

Program

- *Bob Nelson, M.S.W.
- Lucy Owens, M.A.
- Timothy Shaw, J.D., (Retired F.B.I)
- Forensic....**

Urban Affairs Full Time Faculty

- Jack Dustin, Ph.D., Associate Professor, Chair, Urban Affairs & Geography,
Director, CUPA
- Jerri Killian, Ph.D., Associate Professor, Director Masters in Public

Administration

- *Mary Wenning, Ph.D, Associate Professor
- Kenji Oshiro, Ph.D Professor

Urban Affairs Adjunct Faculty

- Shari Lewis, MPA, Assistant Provost for Planning

John Morrisette, Ph.D., Professor
Chief Patrick Oliver, Fairborn Police Department

* = Regularly teaches course(s) in CRJ core

Appendix G. CRJ Budget

Organization Budget Status Report By Account Adopted Budget	
Fund	190000 Unallocated Current General Fund
Organization	232100 Criminal Justice

Account	Account Title	2003	2004	2005	2006
612000	Classified-Budget Pool				11,883.56
612100	Classified				
612109	Classified-Vacancy Credit BP				
614000	Faculty-Budget Pool			33,594.00	35,900.00
614100	Faculty-Academic Year				
614109	Faculty-Vacancy Credit Budget Pool		35,593.10		
616200	Student Wages-Workstudy				
621100	Staff Benefits-Unclassified				
622100	Staff Benefits-Classified/Exmt Hrly				5,543.83
623100	Staff Benefits-Faculty		8,399.97	8,936.00	9,414.56
730000	Budget Pool-Supplies	200.00	200.00	200.00	200.00
739850	Procurement Card Supplies				
740000	Budget Pool-Travel	100.00	900.00	500.00	500.00
746900	Travel-Foreign				
750000	Budget Pool-Info & Communications	500.00	500.00	500.00	500.00
753100	Printing				
753200	Duplicating				
753250	Wright Copy-Duplicating				
755100	Phone-System				
755300	Phone-Installation				
757100	Postage-Mail Room				
758800	Signs				
777000	Budget Pool-Other Miscellaneous	300.00	300.00	300.00	300.00
777030	Budget Pool-Balance Carryover		(659.70)		
Report Total (of all records)		1100.00	45,233.37	44,030.00	64,241.95

Appendix H. CRJ Assessment Reports

Assessment Report July 1, 2002 — June 30, 2003

DEPARTMENT/PROGRAMS(S) ASSESSED: Criminal Justice
ASSESSMENT COORDINATOR: Charles Funderburk

OUTCOMES ASSESS: (List two or more outcomes were assessed during the academic year.)

1. Briefly describe outcome #1: Successful Recruitment of CRJ students.
2. Briefly describe outcome #2: Successful Curriculum Development and Staffing.

MEASURES EMPLOYED: (Each outcome needs a minimum of two measures, and one measure can be applied to more than one outcome.)

1. Briefly describe **measure #1**: Analysis of number of students as CRJ majors.
2. Briefly describe measure #2: Survey of CRJ students.
3. Briefly describe measure #3: Assessment of recruitment of adjunct faculty.
4. Briefly describe measure #4: Assessment of course development for the curriculum.

SUMMARY MATRIX: (Check outcomes applied to each measure.)

FINDINGS

1. Briefly describe the findings (assessment results) for outcome #1: Recruitment of significant numbers of CRJ students.

		Measure #1	Measure #2	Measure #3	Measure #4

Outcome	1	X	X		
Outcome	2			X	X

The Criminal Justice Program was implemented in January 2001. The program was publicized by means of a web page, newspaper reports, brochures, in-house announcements and advising. During the period under assessment, the CRJ program attracted 93 NEW majors. The CRJ Program now has a total of 149 active majors.

A preliminary **survey of CRJ majors** shows that the program has been successful in recruiting students from our target audience — students interested in a career in law enforcement and criminal justice. Eighty percent of CRJ majors surveyed indicated they had career goals in local, state or federal law enforcement, or in criminal justice, including law or agency work.

2. Briefly describe the findings (assessment results) for outcome #2:

Successful curriculum development and staffing.

After reviewing credentials and experience of a number of people interested in **adjunct faculty status**, two candidates were successfully recruited. One adjunct is an Assistant Prosecutor in Greene County, and the other is a retired Criminal Investigator.

Both of the adjuncts can offer the basic law courses in the CRJ program, including the American Criminal Justice System, Civil Liberties, Constitutional Law, Criminal Law and Criminal Procedure. In addition to these, **four new** courses were developed, including Advanced Criminal Investigations, Cyber Crime, Police Operations and Procedures, and Scientific Evidence in Criminal Justice. The bulk of course offerings in the CRJ program are supported by tenure-line faculty in the departments of Political Science, Sociology, and Urban Affairs. The department of Political Science provides secretarial and staff support for the CRJ program.

IMPROVEMENTS: (List all planned or actual changes in response to the findings.)

The primary objective of the CRJ Program during 2003-2004 will be the hiring of a full time Instructor in Criminal Justice. Given the high level of student interest, several new courses in law enforcement, criminal investigation and related topics, will be developed next year. These will include courses on White Collar Crime and Victimology. An additional objective for next year, and subsequent years, is to develop measures for assessment of learning outcomes for the program.

**Assessment Report
Learning Outcomes 2003 - 2004**

DEPARTMENT/PROGRAM(S) ASSESSED

Criminal Justice

ASSESSMENT COORDINATOR

Charles Funderburk

OUTCOMES ASSESSED (List the two or more outcomes that will be assessed during the academic year.)

1. **Briefly describe outcome #1:**
Students will develop substantive knowledge of police procedures, investigative techniques, and operations in law enforcement, probation, parole or legal agencies.
2. **Briefly describe outcome #2**
CRJ majors will develop effective writing skills.

MEASURES EMPLOYED (Each outcome needs a minimum of two measures, and one measure can be applied to more than one outcome)

1. **Briefly describe measure #1:**
Completion an internship in a probation or parole office, in a police department, or completion a pre-law internship.
2. **Briefly describe measure #2:**
Evaluation of internship experience by the program director as assessed by exit interviews of students.
3. **Briefly describe measure #3:**
Completion of two writing intensive courses in the major with a grade of B or better.
4. **Briefly describe measure #4:**
Evaluation of a sample of student portfolios of written work

SUMMARY MATRIX (check outcomes applied to each measure)

	Measure #1	Measure #2	Measure #3	Measure#4
Outcome 1	X	X		

Outcome 2	X	X

FINDINGS

Detailed exit interviews were conducted with seniors in the Criminal Justice program in order to assess measures # 1 and 2. Fifteen seniors were interviewed at length by the director.

Outcome # 1

At the time of interview thirteen of the fifteen seniors had completed internships in police departments, agencies or law offices. Students success is demonstrated by grades of 'A' in thirteen quarters and a grade of 'B' in one quarter of internship course work.

Outcome # 2

Detailed interviews conducted by the director indicated a strong grasp on the part of the seniors of assignments and duties as related to substantive knowledge of police procedures, investigative techniques, and operations in law enforcement, probation, parole or legal agencies. Student assignments included pre-sentence investigations, collections of information regarding insurance fraud, surveillance operations, probation assessments and reports, staff and communications work, and police observation and ride-alongs. Several students described the internship experience as one of the highlights of their college learning experience. Several seniors indicated that their intern experiences influenced their future plans and that they believed the experience might lead to future employment.

Outcome # 3.

A sample of transcripts of senior students showed that of the thirty- five Writing Intensive courses completed fifteen were passed with grades of A, eleven with grades of B and eight with grades of C. All of the seniors except one met the standard of completion of two writing intensive courses in the major with a grade of B or better.

Outcome # 4

Collection of writing samples for portfolios is underway and will be assessed as part of the 2004 -2005 yearly assessment as stated in the CRJ Assessment plan.

IMPROVEMENTS

Based on the findings of this program assessment, students are achieving the desired learning outcomes. The director will continue to monitor program outcomes for changes and new developments. Specifically, the program director's assessment of internship experiences (assessed by exit interviews) will be supplemented by feedback from internship directors. Evaluation of writing skills will be enhanced

by assessment of student writing portfolios.

Assessment Report Standard Format
July 1, 2004 - June 30, 2005

PROGRAM(S) ASSESSED Criminal Justice

ASSESSMENT COORDINATOR Tracey Steele

YEAR 1 of a 5 YEAR CYCLE

1. ASSESSMENT MEASURES EMPLOYED

Briefly describe the assessment measures employed during the year.

? What was done?

In this first year of our assessment cycle, assessment focused upon two distinct tasks:

1. An evaluation of internships
2. Exit interviews with graduating seniors

The accomplishment of task 1 allowed assessment of Outcomes one and three of the assessment plan. Outcome one indicated that students would "...develop substantive knowledge of procedures and operations in law enforcement, probation, parole, or legal agencies," while outcome three stipulated that graduates would acquire practical criminal justice experiences.

To this end, an interview with the former sociology internship director was conducted to determine the extent to which interns 1) satisfactorily completed assignments related to the internships, 2) received satisfactory evaluations from internship supervisors, 3) communicated satisfaction with the internship experience, and 4) acquired substantive knowledge of a criminal justice agency's procedures, techniques, and/or operations. In addition, a new form was created to help facilitate future data collection on this task. (See Appendix A on page 5.)

For task 2, which also focused on Outcomes one and three, exit interview data from the program director for the 2004-2005 academic year (Charles Funderburk) was evaluated to verify the completion of the internship experience and to provide an overview of students' future plans

? Who participated in the process?

The acting director of the criminal justice program (Tracey Steele) with input from the primary internship supervisor for the 2004-2005 academic year (Norma Wilcox) and data from Charles Funderburk (Program Chair 2004-2005)

? What challenges (if any) were encountered?

There were some issues with continuity of data collection and evaluation for this assessment as the most recent director resigned during the middle of fall quarter. However, pertinent data were ultimately obtained and evaluated.

2. ASSESSMENT FINDINGS

List the objectives and Outcomes assessed during the year, and briefly describe the findings for each.

A. Objectives Assessed—Program Objectives are not directly evaluated until year three of the five-year assessment cycle.

B. Learning Outcomes Assessed--

1. Graduates will develop substantive knowledge of procedures and operations in law enforcement, probation, parole, or legal agencies.
3. Graduates will acquire practical experience in the field of criminal justice.

Task 1 (internship evaluation). These data reflect program success in attainment of learning Outcomes 1 and 3.

Accomplishment of Outcome 1 (measurable as completion of an internship in a probation or parole office, in a police department or completion of a pre-law internship – success based on “*evaluation by police department or agency internship directors*”), and Outcome 3 (measurable as (a) the completion of an internship in a probation or parole office, in a police department, or completion of a pre-law internship—*success based upon an evaluation by faculty internship directors*, and (b) evaluation of student performance by internship supervisors-*success based upon evaluation by police department or agency internship directors*).

Faculty Internship Director (measure for outcome 3)

The former sociology internship director (Norma Wilcox) indicated that through personal meetings and evaluation of intern journals she was able to verify that students enrolled in the criminal justice program had acquired a variety of practical skills which included procedures, techniques, and operations related to field of criminal justice.

Additionally Dr. Wilcox noted that interns learned dress codes, professionalism, ethics, and workplace decorum. She observed that the internship seemed to make them more confident about getting a job upon graduation. Finally, she noted that almost without exception, interns reported that the experience was quite beneficial. For example, one intern who interned for two quarters with the Dayton Police Department reported that he “learned more from two quarters of interning than anything else he did in college, including WSU and elsewhere”.

Agency Supervisors (measure for outcome 1 and 3)

The development of substantive knowledge of criminal justice procedures and operations (outcome 1) and the acquisition of practical field experience in criminal justice field (outcome three) is attained through the program requirement of an internship in a criminal-justice related agency.

To verify the successful acquisition of such experience an evaluation of student performance is completed by each intern’s agency supervisor (students will not receive a grade for the course if the evaluation is not received by the faculty director). A review of these evaluations by Dr. Wilcox indicated that agency supervisors were generally quite satisfied with the interns’ performance with over 80% of interns scoring in the 4-5 range (on a 5 point scale with 5 being high) on each of the measures assessed in the evaluation.

Task 2 (exit interviews*). Data were evaluated from exit interviews with 25 majors (exit interviews provided by Dr. Charles Funderburk, program director for 2004-2005).

Accomplishment of Outcomes 1 & 3:

These data supported achievement of Outcomes 1 and 3. More specifically, the data indicate that all students who subsequently graduated from the University (and were not exempted from the internship requirement because of relevant professional experience), successfully completed an internship which provided them with useful knowledge of procedures and operations at their internship site (outcome 1). Interns were placed at local policing agencies such as the Dayton and Moraine Police Departments and Montgomery County Juvenile Detention giving them practical experience in the field of criminal justice (outcome 3). Most (18) of the students reported seeking jobs in a criminal-justice related field or going on to graduate school (7). The exceptions were either currently employed in a criminal justice field (2) or no notation was made of their future plans (3).**

*An evaluation of exit interviews was not included in the stipulated assessment functions for this calendar year. However, because they provided needed data regarding the completion of the internship requirement (which is necessary for Outcomes 1 and 3) the relevant information from these interviews has been included in this report.

**Numbers do not total to 25 because some students reported multiple potential plans.

3. PROGRAM IMPROVEMENTS

List planned or actual changes (if any) to curriculum, teaching methods, facilities, or services that are in response to the assessment findings.

This assessment indicates complete program compliance. Therefore, no changes are planned *as a result of* this assessment (though some will be developed in the near future to further enhance the quality reputation of this program.)

4. ASSESSMENT PLAN COMPLIANCE

Explain deviations from the plan (if any).

As noted above, an evaluation of exit interviews was not included in the stipulated assessment functions for this calendar year. However, because they provided needed data regarding the completion of the internship requirement (which is necessary for Outcomes 1 and 3) the relevant information from these interviews was included in this report.

5. NEW ASSESSMENT DEVELOPMENTS

Describe developments (if any) regarding assessment measures, communication, faculty or staff involvement, benchmarking, or other assessment variables.

Noted in text above (creation of new internship form for intern supervisors)

Assessment Report Standard Format
July 1, 2005 - June 30, 2006

PROGRAM(S) ASSESSED Criminal Justice

ASSESSMENT COORDINATOR Tracey Steele

YEAR 2 of a 5 YEAR CYCLE

1. ASSESSMENT MEASURES EMPLOYED

Briefly describe the assessment measures employed during the year.

? What was done?

In this second year of our assessment cycle, we focused upon three distinct assessment tasks:

1. Initiation of collection of writing portfolios
2. Transcript Evaluation
3. Exit interviews with graduating seniors

Task 1, which is designed to inform assessment of our second learning outcome “Graduates of the Program will be effective writers,” mandated the initiation of procedures to collect student writing portfolios. As outlined in the assessment plan, the portfolios will be evaluated in year four of the assessment cycle and will be used to “demonstrate research and analytical skills useful in the field.” To accomplish this task, a number of student papers from the program’s methodology sequence (e.g. SOC 306 and SOC 406) were collected and retained by the program director. This collection process will be continued through the next assessment cycle.

Beginning January of 2007, as a condition of graduation, the program will also require all new majors to compile a student portfolio, which will include papers from at least three of the five core program requirements (Criminal Justice System, Internship, and the three-course methodology sequence). Minors will be required to submit two papers from their core program requirements. Students will be advised of their obligation to submit works for their portfolio in the program’s welcome letter which is sent to each student after they declare criminal justice as their major or minor (See Appendix A). Notification of this requirement will also be provided by their assigned program advisor and will be posted on the Program’s web site.

Currently, potential program graduates are required to schedule an exit interview with the program director. To ensure compliance with the portfolio requirement, during this interview the program director will also verify that the student has submitted the necessary portfolio documents.

The second task “Transcript Evaluation” is designed to assess accomplishment of the first of the program’s learning outcomes. More specifically, this outcome specifies that program graduates will demonstrate “substantive knowledge of procedures and operations in law enforcement, probation, parole, or legal agencies.” To accomplish this goal, grade reports from all sections of six courses directly concerned with these topics that were taught during the past two years were examined to determine the percentage of students who completed the courses with a grade of B or higher. These courses included PLS 484 - the Political Science *Internship* [8 sections offered over the prior 2 years], SOC 433 -- the Sociology *Internship* [8 sections], PLS 341 – *Fundamentals of Criminal Investigation* [3 sections], PLS 344 – *Police Procedures and Operations* [3 sections], PLS 437 – *Criminal Procedure*, and PLS 442 – *The Criminal Justice System* [4 sections].

Our final task was the continuation of the practice of conducting exit interviews with our program’s graduating seniors (both majors and minors). This component of outcome assessment was not specifically designed to evaluate achievement of program objectives, but because the interviews also spoke to two learning objectives one and three (the development of substantive knowledge in the field and acquisition of practical experience in the field of criminal justice), they will also be briefly discussed in reference to accomplishment of these respective objectives.

? Who participated in the process?

The director of the criminal justice program, Tracey Steele and the program’s administrative assistant, Shirley Barber participated in this process.

? What challenges (if any) were encountered?

There were no significant challenges encountered this assessment cycle.

2. ASSESSMENT FINDINGS

List the objectives and outcomes assessed during the year, and briefly describe the findings for each.

A. Objectives Assessed—Program Objectives are not directly evaluated until year three of the five-year assessment cycle.

B. Learning Outcomes Assessed –

Learning Outcome A – Graduates will have substantive knowledge of procedures and operations in law enforcement, probation, parole, or legal agencies.

This assessment cycle, acquisition of knowledge related to the procedures and operations referenced above was determined through the evaluation of student transcripts. Our analysis found that 80.8% of the criminal justice students enrolled in the evaluated courses attained a grade of ‘B’ or higher (with 44.4% of all students attaining a grade of ‘A’).

For PLS 442 – *The Criminal Justice System* (the only course among those evaluated which is a major *requirement*), during the evaluation period, 50 of 69 criminal justice students (72.5%) attained a grade of ‘B’ or higher.

These numbers are strong indicators that our majors are attaining substantive knowledge in relevant areas of study.

Though the exit interviews with graduating seniors was not included as a formal measure of this learning outcome, information gathered from the exit interviews this year was nonetheless informative. More specifically, interviews with graduating minors and majors yielded comments which indicated that the students felt that through the courses they took that they had acquired a solid baseline of knowledge about procedures and operations across the criminal justice spectrum. For example, one student stated that through this program she felt confident that she had a good “all around” grounding in the field of criminal justice. Another student who currently works in the criminal justice field commented that he felt the program was “excellent preparation” for students wishing to pursue a career in criminal justice.

Learning Outcome C – Graduates will acquire practical experience in the field of criminal justice.

As noted above, the assessment plan for this program did not stipulate that exit interviews were to be used as a measure to evaluate Learning Outcomes. However, they did inform Learning Outcome C, as the exit interviews query students about a number of program aspects including the internship requirement which is the primary mechanism for attainment of practical experience in the major.

Exit interviews indicated full compliance with the internship requirement (with the exception of the students exempted from this requirement because of related professional experience). Not only did all of the students report successful completion of the internship, the majority felt it was very important for the success of the program. Several students indicated that had the internship not been required that they most likely would not have taken an internship course. Significantly, **all** of these initially reluctant students reported being quite grateful that the internship was required. In fact, these students tended to be the most laudatory of the requirement and most were quite insistent about the importance of keeping the internship as a program requirement.

Many students specifically pointed to the internship as the most important course for the acquisition of practical experience in the field. Students reported being involved in a number of ‘hands-on’ criminal justice activities such as helping to organize a police evidence room, working with police dispatchers, participating in police ride-alongs, helping with prisoner ‘counts’, doing legal research, working with an anti-terrorism force

protection team, witnessing depositions, and authoring pre-sentence investigations.

Exit interviews also provided insight into other ways that our majors are acquiring practical experiences through the curriculum. For example, one major pointed to several class experiences that she felt provided her with “invaluable” first-hand exposure to criminal justice professions. These included police-ride alongs that were required in one course, prison tours that were required in another, and guest lectures from probation officers, detention center workers and other professionals who were brought into several other of her major courses.

3. PROGRAM IMPROVEMENTS

List planned or actual changes (if any) to curriculum, teaching methods, facilities, or services that are in response to the assessment findings.

No changes are planned as the assessment indicates complete program compliance.

4. ASSESSMENT PLAN COMPLIANCE

Explain deviations from the plan (if any).

None

5. NEW ASSESSMENT DEVELOPMENTS

Describe developments (if any) regarding assessment measures, communication, faculty or staff involvement, benchmarking, or other assessment variables.

The alumni survey scheduled for initiation this year has been completed (see Appendix B). We will begin distribution at the end of fall quarter and will include all program graduates who graduated during or before the spring of 2006.

See page one, second full paragraph under “Assessment Measures Employed,” for a discussion of how we will communicate information to our majors regarding the newly instituted portfolio requirement.

Appendix I. Retention Note

Hi,

We noticed that you had not yet registered for classes next term. As the program director, I have made it one of my goals to do what I can to help students obtain a positive experience in our program. In order to do this, I need your help.

If you could indicate below the reason that you have decided not to return to Wright State University next quarter, it will help us understand better the challenges and barriers that face you and your fellow criminal justice majors as you try to matriculate through the program. And please, don't hesitate to call the department at 775-2582 if you have any questions or concerns that we can help with.

Which of the following best describes why you have not enrolled for winter quarter?
(check all that apply)

1. I do plan on enrolling but I have not done so yet
2. Financial Issues
3. I have decided to change universities
4. I was unhappy with the Criminal Justice program
5. Health issues
6. Other (please describe) _____

Thanks so much. We hope to see you again soon!

All my best,

Tracey Steele

Appendix J. Selected Internship Placements

Clark County Victim Witness Program
Montgomery County Juvenile Court
Montgomery County Adult Probation
Montgomery County Prosecutors Office
Allen County Juvenile Probation
Dayton Police Department
Huber Heights Police Department
Xenia Police Department
Fairborn Police Department
Moraine Police Department
Vandalia Police Department
Greene County Visitation
WSU Public Safety Department
Greene County Adult Probation Department
Weekend Intervention Program
Scioto Paint Valley Mental Health Center
U.S. Marshals Service
Lighthouse New Beginnings Program
Dayton Correctional Institution
Marysville Correctional Institution
Greene County Career Academy
Dora Lee Tate Detention Center
Building Bridges
Clarke County Welfare Department
Ryan and Ryan (Law firm)