



AY 2018 - 2019
Program Review

Bachelor of Arts (BA)
Bachelor of Applied Science
(BAS)

Criminal Justice



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1. Introduction and Program Overview

A. Program Description by Level

The mission of the Colorado Mesa University (CMU) Criminal Justice program is to prepare future criminal justice professionals and academics through exceptional academic rigor, experiential learning, and by requiring the highest ethical standards.

The guiding principles of CMU's Criminal Justice program are integrity, service, and justice.

A Criminal Justice degree provides a myriad of opportunities. Every community across the country needs public administration/safety professionals in policing, the courts, and corrections. Criminal Justice opportunities are not geographically restricted and are available at the federal, state, tribal, and local levels, and even in higher education. The possibilities for Criminal Justice students are virtually endless.

The CMU Criminal Justice program offers the following degree options:

The Bachelor of Arts (BA) in Criminal Justice. The BA degree track provides students with the knowledge, communication, and critical thinking skills necessary for success in a criminal justice profession. Graduates secure positions in policing, probation, parole, and corrections. Many also use the degree as a stepping-stone in their pursuit of a law degree. Finally, the degree assists students with upward mobility in their area of employment or admission into a graduate program.

The Bachelor of Applied Science (BAS) in Criminal Justice. The BAS degree track gives students the option to simultaneously obtain a bachelor's degree and the Peace Officer Standards and Training (POST) certification. BAS graduates are job-ready and able to secure positions in various policing/law enforcement positions (e.g., police officer, deputy sheriff, parole officer, etc.). The degree combines the technical skills required for entry-level policing/law enforcement positions along with the academic rigor of the baccalaureate degree. The degree also assists students with their upward mobility in their areas of employment or admission into a graduate program.

This program review will focus on the BA and BAS in Criminal Justice degrees available at CMU. However, it should be noted that minors in either criminal justice or forensic investigation are also available at CMU, and an Associate of Applied Science in Criminal Justice degree and Peace Officer Standards and Training (POST) certificate are also available through Western Colorado Community College (WCCC).

B. Brief History of the Program

The Criminal Justice discipline at CMU, formerly Mesa State College, has been in existence since 2006. Prior to that time, an "umbrella degree" was offered for the BA in Social and Behavioral Sciences with areas of emphasis in the respective fields of Criminal Justice, Human Services, History, Psychology, and Political Science. In 1993, as a result of recommendations from the Higher Learning Commission and with support of the faculty,

Mesa State College began to award BA degrees in traditional social science disciplines, including Sociology, wherein students were given the option to obtain either a BA in Sociology without a specific area of concentration or earning one within a specific concentration. Thus, what had originally been a Criminal Justice minor, became the Criminology concentration within Sociology. That structure continued until 2006, when the current stand-alone Criminal Justice program was created.

In 2006, the program had one full-time tenured professor (who also taught Political Science classes) and one part-time professor who taught two classes each semester, while developing and implementing the POST Academy. In August 2008, the original full-time professor left Mesa State College and was replaced by two new tenure-track full-time assistant professors, with the existing part-time professor being retained in the same capacity. That continued until August 2010, when one of the full-time professors resigned. That immediately resulted in the reassignment of the part-time professor/POST Academy Director into a full-time position on the CMU main campus. In 2010, a BA with a concentration in law enforcement (POST Academy) was created. The law enforcement concentration was later changed to the BAS degree track in 2017.

Nationwide faculty searches were conducted in 2011, 2013, 2017, and 2018. A search for a part-time position was conducted as well. The searches were successful, however, the full-time faculty member hired in 2013 resigned in 2015, and the part-time faculty member retired in 2018. Therefore, the program currently has five full-time faculty members, most of whom consistently teach overloads, and relies heavily upon part-time/adjunct instructors to help cover the current demands on the program. In 2006, the program started with approximately eight majors. Enrollments at the time of this self-study are approaching 500 majors and roughly two dozen minors. The program faculty have recently been tasked with developing a graduate, Master of Criminal Justice Leadership and Policy (MCJLP) program – see section 6A, Vision of the Program.

C. Recommendations from Previous External Reviewer

Some of the recommendations from the previous external reviewer were simply not feasible for the Criminal Justice program at CMU. Moreover, several of the recommendations were relative to the Public Administration/Public Safety BAS program, which has since been dissolved. Other review recommendations included:

1. Hire at least three additional full-time tenure-track faculty to adequately support the program, with at least one of those new hires advertised at a rank open position.
2. In the interim (until the three additional positions are filled), at least two full-time instructors (termed at CMU as “.8’s”) should be hired solely to relieve the immediate teaching burden. Those instructors would not advise students, serve on committees, nor be required to conduct research.
3. Strengthen the curriculum with added electives from other areas of the criminal justice system and criminal behavior, and place proportionate emphasis on each component (i.e., broaden pre-existing law enforcement courses and/or offer the same

number of electives for policing as for other components such as courts, corrections, and criminology).

4. Provide an advisor specifically for the A.A.S. Criminal Justice students, students in the POST academy, and Diving certification programs. This advisor should be located at the WCCC and/or wherever these programs are being administered.

How has the Criminal Justice faculty responded to the various recommendations? Since the previous review, the Department of Social and Behavioral Sciences added two additional tenure-track positions to the program. However, the impact of those additional faculty positions was tempered by the loss of two other faculty members during that same time period. More specifically, one part-time professor, who split her time between CMU and WCCC and who voluntarily took on advising and service responsibilities, retired and her position was eliminated. Another long serving adjunct faculty member, who taught at least 6 credits per semester reliably, was also lost from the program during that time.

Program enrollments have continued to climb since the last program review and the addition of needed faculty members has not kept pace. Since the last program review, the program advertised twice for full-time (.8) instructor positions. Each search yielded only a minimal number of applicants, who were all found to be unqualified. Program faculty contacted potential qualified applicants in an effort to recruit for those positions, but those contacted cited low salary as a serious concern and the reason they did not consider applying. A number of curriculum changes and updates were also implemented since the previous review. In direct correlation to the reviewer's recommendations, subfields (i.e., policing, courts, corrections, and theory) were created in both the BA and BAS tracks to place proportionate emphasis on each component of the American criminal justice system. The advising and administrative duties associated with the AAS and POST Academy certification were shifted to a program coordinator/advisor housed on the WCCC campus. Additionally, the Public Safety Diving program was dissolved.

D. Program Centrality to CMU's Role and Mission

CMU's Institutional Mission Statement reads, "Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking and social responsibility, CMU advances the common good of Colorado and beyond." CMU's statutory role and mission reads, "There is hereby established a university at Grand Junction, to be known as Colorado Mesa University, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University shall offer liberal arts and sciences, professional and technical degree programs, and a limited number of graduate programs, including career and technical education programs. Colorado Mesa University shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa University shall also serve as a regional education provider."

The Criminal Justice program fits extremely well with the overall role and mission of CMU

by providing professional and career-oriented degree options. The program has also proven to prepare students for graduate school, to include admission to law school. CMU Criminal Justice graduates go on to serve in criminal justice related positions at the federal, state, and local levels, as well as, internationally.

E. Program Support for Other Majors

The Criminal Justice BA and BAS tracks support a variety of other majors/minors (see Appendix A).

1. Restricted elective options, recommended social and behavioral sciences essential learning choices, and/or subfield options within each degree track include course options in:
 - a. Political Science
 - b. Sociology
 - c. Psychology
 - d. Emergency Management
 - e. Forensic Anthropology
 - f. Social Work
2. Both degree tracks support the following at the WCCC campus:
 - a. POST Academy as a capstone to the BAS track
 - b. POST Certificate
 - c. AAS in Criminal Justice
3. Minor, Forensic Investigation – Criminal Justice helps support the Forensic Anthropology discipline.

F. Locational/Comparative Advantage

Program courses are strategically offered in a variety of delivery modes to include fully on-ground (including late afternoon and evening classes), hybrid, and fully online. Courses have been created in these formats in direct response to student suggestions and needs. Consequently, there are excellent opportunities for students and faculty to interact. Several criminal justice organizations utilize students from the program in comprehensive and engaging internships, and ultimately, as employees.

G. Unique Characteristics

1. Rigorous core curriculum structured with a strong emphasis on connecting theory, research, and practice.
2. Faculty members have strong academic backgrounds with terminal degree qualifications, as well as strong practical field experience in all three-core components of the criminal justice system (e.g., policing, courts, and corrections).
3. A student chapter of Alpha Phi Sigma, the National Criminal Justice Honor Society,

and the Criminal Justice Association student club.

4. Hands-on learning with a mock crime scene house, Forensic Investigation Research Station (FIRS), Colorado Law Enforcement Training Facility that includes a state-of-the-art driving track and simulated city blocks for training.
5. Criminal Justice Living Learning Community – residential floor in Garfield Hall designated for Criminal Justice majors.
6. Inside-Out program at the Delta (Colorado) Correctional Center.
7. Judge and program adjunct professor are putting a mock trial team together that will compete with other colleges and universities.
8. On-the-job experience and networking gained through interaction and internship placements in the criminal justice field.
9. Special Training/Certifications (all credits can be applied toward the four-year degree)
- Peace Officer Standards and Training (POST) and Emergency Dispatch.

2. Curriculum

A. Breadth, Depth and Level of the Discipline

The established curriculum of the CMU Criminal Justice program provides students in either the BA or BAS track with a solid breadth of knowledge through the core courses as well as the required subfields in policing, courts, corrections, and theory. Requirements for the BA and BAS include 26 hours of core courses. The core courses consist of an orientation to the CMU Criminal Justice program, an introductory course, courses in all three components of the American Criminal Justice system, statistics, research methods, theory, and ethics.

Breadth and depth within the program is further provided with 12-13 semester hours required in specified subfields of policing, courts, corrections, and theory. Students are required to take at least one course from each subfield. Each subfield has a number of course offerings from which students may choose. In addition, BA and BAS students are required to complete a 3-semester hour capstone course, which provides a number of choices for students (see below). Within the BA track, students must take 18 semester hours of restricted electives and 17-18 semester hours of general elective credit. BAS track students are required to take 6 semester hours of restricted electives and 31 semester hours of POST Academy classes, which includes 1 credit hour of physical conditioning.

All students intending to obtain the BA or BAS are initially enrolled as pre-Criminal Justice majors. Students must earn a grade of “C” or better in CRMJ 110 – Orientation to Criminal Justice Inquiry and CRMJ 201 – Introduction to Criminal Justice prior to enrolling in any additional program specific courses. Core courses CRMJ 110, 201, 310, 320, and 328 must all be completed with a grade of “C” or better before students are officially admitted into the BA or BAS major. Students must also complete MATH 110 (or higher), ENG 111, and STAT 215, all with a grade of “C” or better prior to acceptance as a Criminal Justice major. A student’s GPA within those subjects must be at least 2.5. Additionally, a student’s overall cumulative GPA, after 45 credit hours, must be at least 2.5 (see [Appendix A](#)).

B. Program Currency and Curricular Changes Since Last Program Review

The world of criminal justice and public safety is ever-evolving; therefore, the program’s faculty continuously strive to maintain currency in the field. Moreover, curriculum changes implemented during the program review period reflect how the program stays current within the field of Criminal Justice, as well as, the needs of students in the program. These changes include:

1. The addition of CRMJ 465 – Contemporary Issues in Criminal Justice.
2. The addition of policing, courts, corrections and theory subfield courses (e.g., CRMJ 335 – Community Policing, CRMJ 405 – Civil Liability, CRMJ 340 – Community Corrections, CRMJ 480 – Inside-Out Prison Exchange, CRMJ 375 – Women in Crime, etc.) and topics courses (e.g., Social Justice and Criminal Justice, Capital Punishment, White-Collar Crime, etc.) for more breadth and depth within the program.

3. The deletion of redundant courses such as (e.g., CRMJ 485 – Research Methods II and CRMJ 387 – Crime and Inequality).
4. The adjustment of the capstone option to include the addition of CRMJ 490 – Comparative Criminal Justice and providing students with other capstone options (i.e., CRMJ 465 – Contemporary Issues in Criminal Justice, CRMJ 499 – Internship, or SOCI 497 – Structured Research).
5. The program faculty have placed an emphasis on internships with organizations such as the Colorado Bureau of Investigations (CBI), Drug Enforcement Administration (DEA), United States Marshals Service, Public Defenders Office, District Attorney’s Office, local law enforcement agencies, and more.
6. The addition of CRMJ 110 – Orientation to Criminal Justice Inquiry to expose students early on to the requirements of the CMU Criminal Justice degree tracks.
7. The establishment of recommended Social and Behavioral Sciences essential learning courses.
8. The development and implementation of the mock crime scene house for practical/hands-on experiential learning opportunities.
9. Close collaboration with the Forensic Anthropology (FOAN) program with the addition of restricted elective options and the forensic investigations minor.
10. Program faculty and students presenting at national conferences on contemporary issues and research in the field of Criminal Justice.
11. The creation of the pre-Criminal Justice designation and the minimum 2.5 GPA requirement to establish selective admission and increase program rigor.

C. Program Delivery Locations, Formats, and Meeting the Changing Needs of Students

To provide students with the best possible instruction and assistance, the Criminal Justice faculty have purposefully created course offerings in, not only traditional on-ground formats, but also alternative course delivery formats through online, condensed, hybrid, and late afternoon/evening delivery formats. Most core courses are now offered fully online at least once per year, including CRMJ 302 – Ethics in Criminal Justice, CRMJ 310 – Police Process, CRMJ 328 – American Court Systems, CRMJ 320 – Corrections, CRMJ 315 – Research Methods, and CRMJ 370 – Criminology. The program includes condensed format courses in J-term, summer, and 1st or 2nd Mod. Those courses are compatible with full semester courses, yet provide students with an opportunity to move through those courses in less time. While alternative delivery of courses has increased, the majority of the program’s courses are offered in the traditional 16-week, fall or spring semester, on-campus format.

3. Analysis of Student Demand and Success

A. Number of Majors (by Concentration) and Minors

The total number of majors in the Criminal Justice program has remained constant from 2013-14 to 2017-18 (about 480). A Pre-Criminal Justice designation was begun in 2014-15 which requires students to complete a number of prerequisites before being eligible to move on into the full Criminal Justice program. Hence, there is a decrease in the Criminal Justice BA majors, but this is offset by an increase in Pre-Criminal Justice majors. The BAS (POST Academy) was begun in 2014-15 and has also incurred an increase in majors each successive year. Furthermore, this is the reason for the apparent decline in the number of Law Enforcement BA majors (who ultimately became BAS majors).

Table 1. Number of Majors by BA/BAS Concentration

Degree	Major	2013-14	2014-15	2015-16	2016-17	2017-18
BA	Criminal Justice	363	276	177	159	141
	Law Enforcement*	70	73	36	18	4
	Pre-Criminal Justice	-	45	116	153	160
BAS	POST Academy	-	18	52	63	68
	Pre-Criminal Justice POST Academy	-	23	37	47	61
PB	Criminal Justice Provisional Bachelor	53	45	58	53	45
Total		486	480	476	493	479

Note: * The law enforcement concentration was changed to the BAS in 2017.
(Source: Institutional Research, see [Appendix B](#))

Table 2. Number of Minors

2013-14	2014-15	2015-16	2016-17	2017-18
16	20	21	31	24

(Source: Institutional Research, see [Appendix B](#))

B. Registrations and Student Credit Hours by Student Level

Overall, the numbers of students who have earned enough credits to be classified as freshmen, sophomores, and seniors have increased. Only those classified as juniors have declined in numbers.

Table 3. Registrations by Student Level Credit Hours

	2013-14	2014-15	2015-16	2016-17	2017-18
Freshman	351	379	501	468	356
Sophomore	850	991	766	838	899
Junior	1596	1557	1331	1063	1279
Senior	2334	2306	2435	2551	2494
Non-Degree	6	4	-	-	6
Total	5137	5237	5033	4920	5034

(Source: Institutional Research, see [Appendix B](#))

C. Registrations and Student Credit Hours (Fall and Spring Terms)

The bulk of the course offerings in Criminal Justice are at the 300 level. We only have one 100 level class (a two credit mandatory Orientation to Criminal Justice Inquiry course which was not offered until 2014-15) and two 200 level courses (a three credit mandatory Introduction to Criminal Justice course and an Emergency Dispatching class which has not been regularly offered).

Table 4. Number of Credit Hours by Course Level

	2013-14	2014-15	2015-16	2016-17	2017-18
100	-	193	196	201	177
200	699	624	749	583	504
300	3339	3183	3186	3035	3082
400	1099	1237	902	1101	1271
Total	5137	5237	5033	4920	5034

(Source: Institutional Research, see [Appendix B](#))

D. Number of Graduates (by Concentration)

The number of Criminal Justice graduates has also remained steady, especially over the past four years. Once the BAS (POST Academy) degree was offered starting in 2014-15, a decrease is seen in the Law Enforcement BA numbers. However, this is offset by the number of students who either changed to, or newly enrolled in, the BAS program.

Table 5. Number of Graduates by Concentration

		2013-14	2014-15	2015-16	2016-17	2017-18
BA	Criminal Justice	57	66	53	58	56
	Law Enforcement*	8	13	15	12	1
BAS	POST Academy	-	1	3	8	21
Total		65	80	71	78	78

Note: * The law enforcement concentration was changed to the BAS in 2017.
 (Source: Institutional Research, see Appendix B)

E. Student Successes and Recognitions

The following is only a sampling of some of the accomplishments of our Criminal Justice students. CMU is well represented in graduate and law schools, as well as in criminal justice related occupations.

We have seen several of our students continue their educational exploits in graduate schools. At least eleven students have attended masters programs in Criminal Justice with one student currently pursuing his PhD in Criminology.

A number of our students have attended law school, with seven students currently enrolled.

A vast number of our students have been employed by a multitude of local and state law enforcement agencies. An estimate of the number of such positions would number well over 100. Some of our students have also been hired as civilian employees with law enforcement agencies. Former students are also employed by public defender offices, juvenile probation and corrections, departments of human services, probation departments, children protection agencies, and adult correctional institutions.

We also have former students employed at the federal level including the United States Marshalls Service and the FBI, which hiring an undergraduate is a rare occurrence for that agency. A former student was named the “Ranger of the Year” by the Bureau of Land Management, a national award.

Finally, the Criminal Justice department is also putting together a mock trial team which will begin state and regional competitions in spring 2019.

4. Program Resources

A. Faculty

1. *Ratio of full-time equivalent students (FTES) to full-time equivalent faculty (FTEF)*

Full-time equivalent faculty values for the program suggest an ideal need for seven to eight full-time faculty over the last 5 academic years, as indicated in the table below. The Criminal Justice program currently has five full-time faculty, suggesting the need to hire additional faculty. Faculty to student ratios from a full-time equivalency perspective average between 22 and 25. This tends to be on the higher side of the averages across other programs within the Social and Behavioral Sciences Department, which is illustrated in more detail in Appendix B. It should be noted the Criminal Justice program does not have any general education classes open to non-criminal justice students. That includes CRMJ 201 – Introduction to Criminal Justice that, if opened to non-criminal justice majors, would provide a great opportunity to recruit more students into the program. Notwithstanding that, the Criminal Justice program is still one of the largest programs in the department, with nearly 500 enrolled majors. That also means the Criminal Justice program has a significant number of advisees when compared to other programs whose credit hour numbers are significantly bolstered by the enrollment of non-program major students.

Table 6. Historical Full-Time Student to Faculty Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
FTES	169.7	175.2	170.1	163.1	167.8
FTEF	6.8	7.1	7.8	6.9	7.3
FTES : FTEF	24.8	24.6	21.9	23.6	23.1

(Source: Institutional Research, see Appendix B)

2. *Course credit hours and student credit hours by faculty type (i.e., tenured/tenure track, instructor, administrators/staff/coaches, lecturers)*

Overall, between 68 and 82 percent of the Criminal Justice program's courses over the past 5 years were taught by tenured or tenure track-faculty, often through the application of necessary overloads. The program does not typically have other full-time faculty outside of the tenure/tenure track (T/TT) classification. Combining part-time (PT) faculty and administrators who taught for the program in a part-time capacity, part-time faculty have taught between 18 and 32 percent of the program's courses. In the below table, CCH represents course credit hours and SCH represents student credit hours.

Table 7. Course Credit Hours and Student Credit Hours by Faculty Type

	2013-14				2014-15			
<i>Faculty Type</i>	<i>CCH</i>	<i>SCH</i>	<i>SCH%</i>	<i>Head Count</i>	<i>CCH</i>	<i>SCH</i>	<i>SCH%</i>	<i>Head Count</i>
T/TT	128	4009	79%	4	134	4286	82%	4
FT NonTT	-	-	-	-	12	405	8%	1
Admin/ Coach	18	579	11%	2	6	141	3%	1
PT	18	504	10%	4	19	423	8%	5
Total	164	5092	-	10	171	5255	-	11
	2015-16				2016-17			
<i>Faculty Type</i>	<i>CCH</i>	<i>SCH</i>	<i>SCH%</i>	<i>Head Count</i>	<i>CCH</i>	<i>SCH</i>	<i>SCH%</i>	<i>Head Count</i>
T/TT	142	4089	80%	4	114	3344	68%	3
FT NonTT	-	-	-	-	-	-	-	-
Admin/ Coach	15	411	8%	2	27	762	16%	3
PT	29	602	12%	5	25	787	16%	4
Total	186	5102	-	11	166	4893	-	10
	2017-18							
<i>Faculty Type</i>	<i>CCH</i>	<i>SCH</i>	<i>SCH%</i>	<i>Head Count</i>				
T/TT	135	4032	80%	4				
FT NonTT	-	-	-	-				
Admin/ Coach	21	492	10%	2				
PT	18	510	10%	4				
Total	174	5034	-	10				
(Source: Institutional Research, see Appendix B)								

3. *Faculty successes/quality/recognitions – details related to teaching, advising, scholarship, service and other achievements*

The following is a short, select list of faculty achievements of the tenured and tenure-track Criminal Justice program's faculty. Faculty are ordered by length of time spent with the program, from longest to shortest. To see a more complete list or to view other types of accomplishments, please review the faculty curriculum vitae attached in [Appendix C](#). It should be noted that all fulltime program faculty have professional experience working within the criminal justice system in addition to their academic credentials, allowing a blend of both academic and practical expertise to be passed on to the program's students. All Criminal Justice program faculty strive for teaching and pedagogical improvement, as well as, scholarly achievement within their major areas of expertise.

Dr. John Reece, Full Professor of Criminal Justice:

- Currently serving as Editor-in-Chief of Colorado Police Quarterly (4th year).
- Published “The Total Quality (TQM) Movement. A Strategic Approach to Policing” in 2017 in Colorado Police Quarterly.
- Published “Contemporary Management: A Paradigm Shift in Policing” in 2015 in Colorado Police Quarterly.
- Published “Teaching Tip: A Practical Approach to Teaching Problem-Oriented Policing” in 2012 in The Criminologist.

Dr. Michael Delaney, Associate Professor of Criminal Justice:

- Originally developed, and has since maintained, the Inside-Out National Prison Exchange – the first class in Colorado where students get to learn in prisons with prisoners.
- Presented “Warning Signs and Stages of Genocide” at the 2018 Colorado Mesa Holocaust Week.
- Presented “Civil Liability for Law Enforcement” in 2018 at the Western Colorado Peace Officer Standards and Training.
- Published “Demographics of Colorado County Judges” in 2014 in the Colorado Lawyer.

Dr. Katie Dreiling, Associate Professor of Criminal Justice:

- Published “Conducting Local Research and the Benefits of Using a ‘Walking Survey’” in 2016 in Colorado Police Quarterly.
- Published “Updated Criminal Activity Checklist: Challenging the ‘Us Versus Them’ Thinking in Undergraduate Criminology” in 2016 in The Criminologist.
- Currently serves as a member of the Mesa County Domestic Violence Task Force, with service dating back to 2012, and aided in establishing a community partnership between the Task Force and Colorado Mesa University in 2014.
- Co-created and serves as the coordinator of the Criminal Justice Living-Learning Community since 2014.

Dr. Kristin Santos, Assistant Professor of Criminal Justice:

- Invited to speak on Readers Radio, a program on KAFM Radio, about issues associated with a new book entitled “False Report: A True Story of Rape in America” in 2018.
- Presented “Social Control Theory and Social Disorganization Theory to Predict Family Violence” in 2015 at the annual North Central Sociological Association Conference.
- Presented “Predicting Indirect Victimization of Juveniles with Individual and Community Factors” in 2014 at the annual American Society of Criminology Conference.
- Awarded the “Excellence in Teaching Award” from the National Society for Leadership and Success in 2018.

Dr. Eric Watters, Assistant Professor of Criminal Justice:

- Published “Pedagogy or Andragogy for Law Enforcement Education and Training” in 2017 in Academy of Criminal Justice Sciences Today.
- Published “What I Learned about Being a Good Leader by Working for a Bad Boss” in 2017 in PA Times Online.
- Serves as a Co-Advisor for the Criminal Justice Association
- Joined the Criminal Justice program this academic year (2017-2018)

4. *Faculty vitae are included in Appendix C.*

B. Financial Information (Finance and Budget):

1. *Total budget revenues and program expenditures*

The Criminal Justice program has grown in both the number of student credit hours offered and expenditures incurred. The table below demonstrates the yearly expenditures for the Criminal Justice program. It should be noted that shared costs between the Criminal Justice program and the other programs within the Social and Behavior Sciences Department cannot be removed from the below listed calculations. Shared cost categories include, but are not limited to: administrative support, copier and copier supplies, other office supplies, any hourly compensations supplied, travel, and postage. Salaries and benefits for other programs were removed, but it was not possible to separate out the shared costs of the other programs within the department.

Table 8. Budget Resources and Program Expenditures for 2013-2017

	2013-14	2014-15	2015-16	2016-17	2017-18
Totals	402,316.32	422,312.71	433,401.07	376,041.14	442,739.34

(Source: Budget Office, see Appendix D)

2. *Ratio of total expenditures/student credit hours*

The ratio of total expenditures, as can best be calculated per the explanation in section B1 above, has been between \$111 and \$149 for the past 5 years. The data for expenditures, student credit hours enrolled, and the ratio of budgetary expenditure to student credit hour can be seen below.

Table 9. Expenditures per Student Credit Hour

	Actual Expenditures	Student Credit Hours	Expenditure per Student Credit Hour
2013-14	\$402,316.32	3,612	\$111.38
2014-15	\$422,312.71	3,751	\$112.59
2015-16	\$433,401.07	2,910	\$148.94
2016-17	\$376,041.14	2,756	\$136.44
2017-18	\$442,739.34	3,277	\$135.11

(Source: Budget Office, see [Appendix D](#))

3. *External funding (if applicable)*

The Criminal Justice program has not received any notable external funding over the last five years.

C. Library Assessment

Library resources are invaluable to the students and faculty in the Criminal Justice program. Criminal Justice program-related items are updated by request of program faculty and resource librarians on a regular basis, within budgetary limitations. Over the last 5 years, the library has obtained 163 new titles for the Criminal Justice program, as illustrated in the table below. Existing titles in the library’s collection related to criminal justice, as demonstrated in the library assessment, are capable of appropriately supporting the program. Items are generally both strong in quantity and currency, with a few exceptions as discussed below. There are also a wide variety of resource types available, including monographic resources, references, print books, eBooks, videos, and more. The program has access to a wide variety of indexing and full-text databases for both the most current and seminal peer-reviewed research materials. When instant access to items is not available, most resources can be obtained through inter-library loans within a short period of time, with article requests averaging 12 hours and print/film requests averaging no more than 5 business days (see [Appendix E](#)).

Table 10. New Library Acquisitions

	2013-14	2014-15	2015-16*	2016-17	2017-18
Items Purchased	9	34	52	33	35

Note: *That fiscal year had a 1-time budget increase of \$200
 (Source: Budget Office, see [Appendix D](#))

As for weaknesses, there are some topics that could use updating within the library’s holdings. These include areas that are not as current as they should be, or which might be strengthened through the acquisition of additional materials when existing titles are limited. Those topics include: female offenders, civil liability, police misconduct, community policing, and criminology. The library recommends strengthening these weaker topic holdings. Librarians also recommend the acquisition of current materials in all other areas of

the field should continue. Further, they suggest the potential for weeding out older materials in collaboration with the criminal justice reference librarian as well.

D. Physical Facilities

While the Social and Behavioral Sciences Department faculty offices are spread throughout Houston and Lowell Heiny Hall, the Criminal Justice program faculty all have offices on the fourth floor of Lowell Heiny Hall. The program's courses are most often taught in Houston Hall; however, they are also held in other buildings when necessary or appropriate. For example, the program does not have a dedicated computer lab and when computer lab access is necessary for a course, classes must be moved to an available computer lab location, wherever it may be on campus. Program students and faculty also have access to the program's Crime Scene House, which is located on the main campus. Although the facility is used by other programs (e.g., the POST Academy and forensics programs), it is regularly available for use by Criminal Justice program faculty to provide practical instruction related to criminal justice concepts and investigative techniques. Students and faculty have network access to the internet provided through Colorado Mesa University, which is available almost anywhere on campus. Classrooms generally contain all necessary elements required for most teaching (i.e., projectors, screens, instructional computers). Library access is also granted to all students and faculty in the program. Except for courses explicitly requiring access to a computer lab, such as Research Methods in Criminal Justice, the program overall does not require any special physical facilities above and beyond what is already provided.

E. Instructional Technology and Equipment

Students and faculty have network and Internet access provided through Colorado Mesa University, which is available almost anywhere on campus. Classrooms most commonly used by the Criminal Justice program, in Houston Hall and other buildings on campus, all contain the basic necessities for teaching. There is generally an instructor station with a computer, CD/DVD drives, Internet access, projectors, shared CMU network drives, and other such materials. When there are technological problems, the CMU Information Technology (IT) Department can be called, and someone is typically sent over quickly to help resolve the problem. The IT Department also keeps the software in the classrooms up-to-date. The library functions as instructional support, when called upon to do so, and contains supplemental materials to aid in course instruction and student learning. The library also manages course reserves in this capacity.

F. Efficiencies in the Way the Program is Operated

The Criminal Justice program enjoys several operational efficiencies, which include:

1. Faculty co-location

All the program's faculty are located on the same floor, within the same building (i.e., the 4th floor of Lowell Heiny Hall). Such co-location makes it easier for program faculty to connect with colleagues and discuss various types of issues, questions, student engagement, and teaching techniques in a timely manner. Unfortunately, this feature is

not true of the larger Social and Behavioral Sciences Department, which is split across two different buildings.

2. Access to instructional technology

All courses in the program have access to the same instructional technologies and learning platforms, which is especially important for efficiency in online and hybrid courses. The faculty within the Criminal Justice program work collaboratively and are happy to exchange resources, contacts, ideas, and class materials with each other, which further increases course compatibility and comparability.

3. Administrative assistance

The Criminal Justice program's faculty share the same administrative assistant, which increases consistency and effective communication.

4. Professional experience

All Criminal Justice program faculty have professional/practical experience in the various components of the Criminal Justice field (i.e., policing, courts, and corrections). The faculty tend to teach in areas that overlap with their professional and academic experience, which provides students with access to more real-life examples to apply to academic concepts. There are currently five faculty and several adjuncts, which adds some flexibility to the schedule, although, it would be preferable to have more full-time faculty to significantly increase this flexibility in scheduling in the future.

5. Student Learning Outcomes and Assessments

A. Student Learning Outcomes (SLOs) for the Program and How They Relate to the Program's Mission Statement and Courses.

Criminal Justice Program Mission

To prepare future professionals, both practical and academic, through exceptional academic rigor, experiential learning, and requiring the highest ethical standards.

Program Student Learning Outcomes:

Outcome #1 – Students will discuss the history and practice of each segment of the Criminal Justice System: police, courts, and corrections. (*Specialized Knowledge*)

Outcome #2 – Students will analyze ethical issues surrounding the practice of criminal justice in a diverse society. (*Personal and Social Responsibility*)

Outcome #3 – Students will apply major criminological theories to criminal behavior. (*Critical Thinking*)

Outcome #4 – Students will practice quantitative and qualitative research methods including interpretation of statistical analyses. (*Quantitative Fluency and Information Literacy*)

Outcome #5 – Students will demonstrate proficient oral communication and writing skills that are formal and professional in nature. (*Communication Fluency*)

Outcome #6 – Students will demonstrate proficiency in basic skills (arrest control, driving, and firearms) required for entry level policing. (*Applied Learning*)

Institutional Student Learning Outcomes: The above Criminal Justice program SLOs relate directly to the institutional SLOs for baccalaureate degrees, which are as follows:

The CMU baccalaureate degree graduate will be able to:

1. Construct a summative project, paper, or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline (Specialized Knowledge/Applied Learning – Program SLOs #1 and #6);
2. Analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions (Quantitative Fluency – Program SLO #4);
3. Make and defend assertions about a specialized topic in an extended well-organized document and an oral presentation that is appropriate to the discipline (Communication Fluency – Program SLO #5);

4. Describe reasoned conclusions that articulate the implications and consequences for a particular decision by synthesizing information and methodologies (Critical Thinking – Program SLO #3);
5. Reflect on and respond to ethical, social, civic, and/or environmental challenges at local, national, and/or global levels (Personal and Social Responsibility – Program SLO #2); and
6. Find relevant sources of information, evaluate information critically, and apply the information appropriately and effectively to specific purposes (Information Literacy – Program SLO #4)

A curriculum map can be found in Appendix G to demonstrate how the program SLOs relate to specific courses within the Criminal Justice program, as well as the level at which they are being assessed in each course (i.e., basic, developing, or advanced). Many CMU programs have developed SLOs in all six areas of Applied Learning/Specialized Knowledge, Quantitative Fluency, Communication Fluency, Critical Thinking, Personal and Social Responsibility, and Information Literacy. Through this alignment, the Criminal Justice program aims to assess all of these skills to support both programmatic and institutional assessment.

B. Direct Assessments

Assessment (i.e., Assurance of Learning) is an important element of the CMU culture. At the institutional level, CMU has a Vice President of Academic Affairs (VPAA) of Assessment and Accreditation who oversees all assessment on campus. In addition, one faculty member serves as the Chair of the campus Assessment Committee, who works as the liaison between the faculty and administration on assessment matters. The VPAA of Assessment and Accreditation and Assessment Committee work cooperatively to ensure continuous improvement through assessment at the institutional, program, and Essential Learning (i.e., General Education) levels across campus. An Assessment Manual has been developed and is available at: <https://www.coloradomesa.edu/assessment/documents/assessment-handbook.2017-18.pdf>

Discussions among the Criminal Justice faculty regarding assessment is ongoing and take place at least once per semester to evaluate progress, findings, and recommendations regarding the current program SLOs. It is important to note the process of assessment is continuous and program faculty have made numerous improvements and updates to the SLOs, curriculum map, and assessment plan since 2012. The following represents a summary of activities and findings:

1. The Criminal Justice program's faculty began work on improving assessment in 2012 by articulating a set of specific SLOs for the general Criminal Justice track (BA); as well as, the Peace Officer Standards and Training (POST) track (now the BAS). The faculty also created a curriculum map to document the courses that supported each SLO at the beginning, developing, and advanced levels (See Appendix G). The faculty have gradually made improvements and updates to the SLOs and curriculum map based

upon faculty discussions and feedback from the campus Assessment Committee. Additionally, the faculty have acknowledged the need for making some changes to the assessment methods, tools, and data collection processes (see the Three-Year Summary Report in [Appendix H](#)).

2. Once the program SLOs and curriculum map were established, the faculty developed an assessment plan (see [Appendix F](#)) to determine when and how to assess each SLO. That plan continues to serve as a tool to document assessment results and actions taken to implement program changes and improvements. The following provides a brief summary of the assessment findings and actions taken since the plan was implemented in 2014:

Outcome #1 - Students will discuss the history and practice of each segment of the Criminal Justice System: police, courts, and corrections. (*Specialized Knowledge*)

- a. The faculty noticed a pattern in CRMJ 201 – Introduction to Criminal Justice where students struggled with the courts unit. Upon discussion, the faculty agreed to contribute more time in class to that unit, including a more in-depth review prior to the exam.
- b. The faculty observed differences in the comprehension level of on-ground versus online students in CMRJ 310 – Police Process, with the online section being lower. Consequently, instructor focus shifted to increasing the online students’ knowledge base for better quiz preparation.
- c. Students achieved the desired benchmark in both CRMJ 320 – Corrections and CRMJ 328 – American Court Systems.
- d. The faculty will reassess this SLO in 2018/2019 using measurements from CRMJ 201, 310, 320, and 328.

Outcome #2 – Students will analyze ethical issues surrounding the practice of criminal justice in a diverse society. (*Personal and Social Responsibility*)

- a. Students achieved the desired benchmark in CRMJ 302 – Ethics in Criminal Justice.
- b. The faculty will reassess this SLO in 2019.

Outcome #3 – Students will apply major criminological theories to criminal behavior. (*Critical Thinking*)

- a. The faculty observed a pattern of students struggling to achieve the desired benchmark for an *older version* of this SLO, which originally read, “Students will use knowledge of the nature and causes of crimes, typologies, and theories of offenders and victims in critiquing current crime prevention policies, to include juveniles.” Students struggled to meet these expectations in both CRMJ 370 – Criminology and CRMJ 325 – Juvenile Justice.
- b. Considering those findings, and after some discussion, the faculty agreed the original expectations were too high for the undergraduate level and, therefore, adjusted the wording and expectations of this SLO (as now reflected above). The faculty will be formalizing these changes through the Curriculum Committee in the fall of 2018.

- c. The faculty will reassess the new SLO in 2019, using a different measurement tool and assignment in CRMJ 370 – Criminology.

Outcome #4 – Students will practice quantitative and qualitative research methods including interpretation of statistical analyses. (*Quantitative Fluency and Information Literacy*)

- a. Students generally achieved the desired benchmark for qualitative methods in CRMJ 315 – Research Methods in Criminal Justice.
- b. The faculty will assess this SLO, focusing on a *quantitative* component, in 2018 using a different measurement tool/assignment.

Outcome #5 – Students will demonstrate proficient oral communication and writing skills that are formal and professional in nature. (*Communication Fluency*)

- a. Students performed well above the desired benchmark achievement for oral communication in CRMJ 310 – Police Process.
- b. Students performed well above the desired benchmark achievement for written communication in CRMJ 490 – Comparative Criminal Justice.
- c. The faculty will reassess this SLO using more technical report-writing assignments in 2020. The faculty will also develop specific rubrics that highlight expectations within the criminal justice field to better measure oral and written communication abilities.

Outcome #6 – Students will demonstrate proficiency in basic skills (arrest control, driving, and firearms) required for entry level policing. (*Applied Learning*)

- a. Students performed well above the desired benchmark achievements for arrest control, driving, and firearms in CRJW 106, 107, and 108.
- b. The faculty will reassess this SLO in 2019.

C. Indirect Assessments

With the help of the Office of Institutional Research, the Criminal Justice program sent out a survey to Criminal Justice program alumni who graduated between the years 2012 and 2018, and received 48 responses. Overall, it appears students graduating from the Criminal Justice program are highly satisfied with their educational experience while attending CMU.

Highlights from the survey are as follows:

1. 60 percent of graduates were “very satisfied,” while 35 percent were “generally satisfied” with their undergraduate education.
2. 67 percent of graduates would “definitely” encourage current high school seniors to attend CMU.
3. 79 percent of graduates would rate the overall quality of their education, within their specified degree program, as “very high” (48 percent) or “high” (31 percent).
4. 81 percent of graduates felt CMU prepared them “very well, more than adequately, or adequately” for their career.

Additionally, students who graduate from the POST program (i.e., the BAS in Criminal Justice) are tracked for job placement after graduation. According to data collected since

2011, a total of 283 cadets attended the POST Academy at WCCC, 110 of whom completed the program in conjunction with either the BA (prior to 2014) or BAS degree through CMU. Of those 110 students, 99 have been hired in a law enforcement position since their graduation, a placement rate of 90 percent.

D. Program Improvements Resulting from Assessment

Assessment in the Criminal Justice program has become much more structured and formalized since the last program review. Concerted efforts have been implemented via the development of strategic program SLOs that align with institutional SLOs, thoughtful curriculum mapping, formal assessment plans, and faculty reflection and discussion concerning the evaluation of assessment outcomes. As assessment data are continuously gathered and evaluated, faculty make improvements at both the classroom and program levels. Due to this relatively new and deliberative process, several changes have been made to the program, and other changes are planned for the near future.

Although not directly related to the formal data gathering process, the program's curriculum underwent a rather extensive overhaul as a result of general discussions amongst faculty members about assessment and desired SLOs. A new class, CRMJ 110 – Orientation to Criminal Justice, was added to the curriculum to better prepare incoming students for the rigorous demands of the major and field. Additionally, directed elective sub-fields were developed to give students a more well-rounded foundation of the major areas of the discipline: police, courts, corrections, and theory. Finally, a designated *capstone* requirement was developed in such a way to offer not only flexibility for students, but to also cater to their individual interests and career goals (e.g., Comparative Criminal Justice, Critical Issues in Criminal Justice, Internship, or Structured Research).

In addition to the reorganization of the Criminal Justice curriculum, the faculty have added other elective courses in an effort to meet specific needs and achieve a better balance of topic areas within the program. For example, CRMJ 440 – Capital Punishment and CRMJ 480 – Inside-Out Prison Exchange were added to support the corrections sub-field, and CRMJ 335 – Community Policing was added to support the policing sub-field. In the fall of 2019, CRMJ 470 – Restorative Justice will be added to further bolster the corrections sub-field. These new classes reflect currency in criminal justice research and evidence-based practices, as well as, the skills and knowledge needed to be hired in the criminal justice field. Thoughtful reflection and conversations concerning assessment and SLOs contributed to these curriculum changes.

E. Changes to SLOs and Assessment Methods

As mentioned previously, the faculty adjusted program SLO #3 concerning *critical thinking* to more accurately reflect the appropriate skill level for undergraduate students. The older version read, “Students will use knowledge of the nature and causes of crimes, typologies, and theories of offenders and victims in critiquing current crime prevention policies, to include juveniles.” The new SLO now reads, “Students will apply major criminological theories to criminal behavior.” The faculty will formally submit these changes to Curriculum

Committee in the fall of 2018 and will then assess the new SLO in the fall of 2019 (see Revised Assessment Plan in Appendix I).

The faculty also intend to adjust their assessment methods and instruments by moving away from relying on general exam scores or a random sampling of exam questions. In the future, faculty aim to use specific exam questions that address a particular SLO and/or specified assignments and projects to obtain data that are more meaningful. Additionally, the faculty will design two separate rubrics to measure oral and written communication skills that more accurately reflect expectations within the criminal justice field (e.g., community presentations, report writing, etc.).

6. Future Program Plans

A. Vision for Program

The Criminal Justice program has become one of the premier and preferred choices of the target markets important to CMU. The faculty envision continued growth and plan to build on this solid foundation. The faculty are committed to focusing on evidence-based practices so graduates are well-prepared to address contemporary issues in the American Criminal Justice System. The program will continue to emphasize the importance of the fair and humane treatment of all individuals, with special attention given to issues related to diversity. The faculty pledge to be on the cutting edge of instruction and to continuously graduate ethical and principled Criminal Justice academics and practitioners.

The number of Criminal Justice undergraduate majors is expected to continue increasing, in alignment with the current trend. The program's undergraduate course offerings will be revised and expanded as needed to parallel advancements in best practices in the fields of policing, courts, and corrections. Such revisions and additions will keep the program at the forefront of contemporary practices in the criminal justice community; thereby, maintaining its desirability as a major. The addition of the online Master of Criminal Justice Leadership and Policy degree will allow the program to grow to include full-time practitioners from across the nation. This will also increase the program faculty's ability to conduct student-assisted scholarly research and activities.

The Criminal Justice faculty would like to offer all undergraduate courses in an online format, in addition to seated sections, which would most certainly increase enrollment and provide greater flexibility for students. In addition, as CMU continues to grow and evolve, the faculty envision the aforementioned graduate program in the immediate future. The program goals are not possible without additional faculty, as the existing faculty already struggle to cover the current undergraduate program requirements. The expansion of the program, to include a graduate degree, is highly desired, but simply not feasible with its current faculty staffing level. The program will be unable to grow to achieve its potential if the staffing challenge is not properly mitigated.

B. Strengths and Challenges Facing Program

The strengths of the Criminal Justice program at CMU stem directly from its dedicated faculty, student-first approach, and documented track record student success (see Section 3 of this report). All of the program's faculty have terminal degrees coupled with practical experience in the three core fields of the Criminal Justice field, those being policing, courts, and corrections. Despite high and increasing enrollments, the program faculty are committed to maintaining close, one-on-one relationships with students. Program faculty begin their interaction with students early by regularly attending campus events; early, consistent, and supportive advising and through the CRMJ 110 – Orientation to Criminal Justice Inquiry course.

The Criminal Justice faculty embrace the importance of on-going recruitment and view this as the "life-blood" of the program. The faculty strive to maintain close contact with students

throughout their course of study. The faculty are heavily involved in student clubs, such as the Criminal Justice Association (CJA), the Criminal Justice Honor Society Alpha Phi Sigma, and the Pre-Law Club. The program's faculty are proud of the relationships they have established with agencies and practitioners from across the criminal justice spectrum. Those relationships have generated exceptional internships and other experiential-learning opportunities for students in the program. The faculty are also proud of the hands-on learning opportunities available to the program's students through the Crime Scene House and the Forensic Investigation Research Station (FIRS).

The paramount challenge for the CMU Criminal Justice program is the need for more tenure-track faculty. A review of current data (see [Appendix B](#)) illustrates the growth of the program, which is approaching 500 majors and over 30 minors. Each figure is the highest in the history of the program. The Criminal Justice faculty are averaging between 35 and 40 credit hours per year and that does not include internship or independent study hours, nor any non-Criminal Justice classes, such as the Freshman Orientation class (which two faculty members regularly teach). This is well over CMU's expected 24-credit hour workload. The program has also been forced to rely on adjunct instructors for many courses. This threatens the continuity of some courses as there is no guarantee an adjunct will continue to serve in this role. Hence, faculty members grapple with large class sizes, waitlists, and an extraordinarily high number of advisees. The large student-to-faculty ratio makes it exceedingly difficult for program faculty to tend to their teacher-scholar responsibilities in the evaluative areas of service and scholarship.

Finally, attracting terminally qualified faculty members, especially from the Criminal Justice industry, has proven to be difficult at times due to low entry-level salaries. Improvements to program faculty salaries are needed to mitigate this issue and make the program sufficiently competitive.

C. Trends in the Discipline that Could Affect Future Planning for the Program

The increased use of technology in contemporary criminal justice practices is a trend with which the faculty must keep pace. For example, the use of intelligence-led and predictive policing relies heavily on GIS technologies. Fortunately, other programs within the Social and Behavioral Sciences Department (SBS) are developing GIS-based courses of study that will compliment Criminal Justice program offerings, preparing students to employ and critically scrutinize such technical information. This will also allow the Criminal Justice program to collaborate with other disciplines to incorporate effective interdisciplinary approaches.

There is a clear trend in the industry for criminal justice practitioners to have higher levels of education, particularly if they wish to move into supervisory positions, but even for entry-level positions. This further justifies the need for and potential success of a master's program, particularly one that focuses on leadership and policy for those wishing to bolster their upward mobility. This trend also suggests the continued need for expansion of the undergraduate program, as fewer and fewer employers are willing to hire candidates without a college education.

Lastly, contemporary perceptions, tensions, and public scrutiny of the American Criminal Justice system undoubtedly suggest there is a need to increase ethics and public-relations education in the profession, which may require the addition of courses into the Criminal Justice program in the future.

D. How the Program Review Process is Being Used to Improve the Program's Teaching and Learning

The program review process provides some foundation and direction to faculty regarding where the program has been and where it is heading. The review process affords a unique opportunity to do an introspective review of current practices and how the program can improve; even before an official reviewer comes to campus. The program review process has and will continue to assist the program's faculty in identifying needed revisions and additions to the program. The metrics retrieved and produced as part of the program review have illustrated the Criminal Justice program is robust, and is continuing to grow, and has illustrated the need for additional program faculty. Furthermore, the review process has helped to identify areas of improvement in the program and ideas for addressing them. Finally, the review process has identified possible programmatic changes and what to consider as the program continues to grow.

E. Recommended Program's Challenges and Potential Resources Needed in Order to Address

The following are recommendations and options for strengthening the Criminal Justice major:

1. Obtain new tenure-track faculty to help further diversify and support the existing undergraduate program, and aid in the new Master of Criminal Justice Leadership and Policy graduate-degree program.
2. The addition of a master's program will also facilitate the need for more administrative support.
3. Increase faculty salary levels to attract the best qualified, and credentialed new faculty, and reduce the number of candidate rejections of departmental job offers.
4. Reduce upper division course caps to maintain consistency with the university's mission of small class sizes and to maintain the high quality of interaction between program faculty and students.
5. Set and maintain lower division course caps to maintain quality of instruction in foundational courses.
6. Reduce the number of advisees assigned to each faculty member to increase the timeliness and effectiveness of advising.
7. Make the CRMJ 201 – Introduction to Criminal Justice course an SBS essential

learning option to recruit more students to the major.

8. Maintain knowledge of discipline standards and add courses where applicable and necessary.
9. Provide better professional development funding for faculty to continue with solid scholarship efforts.
10. Keep the Crime Scene House as the campus continues to expand westward.

