

## **COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY FOR THE B.S PROGRAM IN CRIMINAL JUSTICE**

### **Conclusions About the Program's Quality and Productivity**

At this stage in its evolution (the degree is over five years old), the evidence, based on a number of indicators, clearly supports the conclusion that the B.S. program in Criminal Justice is characterized by strong quality. Key indicators, including enrollment trends, rate of growth of majors, growth of number of graduates, and instructional cost per weighted credit hour point to a strong degree of productivity.

### **List of Recommendations for Improving Program Quality**

- Continuous promotion of professionalism among the program's faculty to further enhance program quality.
- Faculty development through personal initiatives, institutional activities/support and participation in professional activities.
- Systematic program review aimed at curriculum improvements in line with national disciplinary developments for improving student learning and marketability of graduates
- Systematic program review aimed at global initiatives and internationalization
- Systematic program review aimed at pedagogical and disciplinary improvements to maintain social relevance while serving various societal stakeholders.

### **List of Recommendations for Improving Program Productivity**

The following activities and initiatives will help sustain and enhance the program's productivity:

- Student-faculty ratio must be monitored so as not to become unduly skewed to the disadvantage of students as the program experiences growth. This will require the addition of at least one faculty position for the next several years.
- The program's home department will develop and work with an Advisory Board and CJ agencies to promote interest in the program in the larger community
- The program's home department will continue to promote a vibrant, program-specific students' organization as a mechanism for mentoring our majors.
- The department will continue to schedule and offer classes at various times and in various venues so as to remain efficient in cost per weighted credit hour.

### **Conclusions About the Program's Viability at KSU**

The evidence indicates that this program is very viable at KSU.

The program's viability is a function of its energy, productivity, quality and student enrollment patterns. With one of the lowest costs per unit in the College of HSS and the university since its incorporation into KSU's academic structure, growing enrollment has marked this program. The

current annual enrollment growth rate (13%) over last academic year is one of the highest in the college. Furthermore students' interest and commitment, manifested by a very active student organization, is a good indication of the program's viability.

### **Potential for Mission-Driven Model Program Status**

The program has the potential to achieve a 'Model Program Status' in the near future. This conclusion is based in part on an initiative by the program's faculty to engage students in structured, applied research experiences, including data acquisition and analysis. The anticipated research projects would facilitate linkages between community service and scholarship for faculty. These projects are also expected to facilitate productive interaction between academic and 'real' world experiences for students.

Faculty's commitment to professionalism will move this program toward a model program status.

### **Summary Recommendation and Supporting Rationale**

In sum, it is recommended that this program be enhanced. This is based on the current status of the program, which meshes well with Kennesaw State's institutional mission. The recommendation is also based on realizable enrollment projections. Enhancement in the form of faculty positions, faculty development support and classroom space will help service the teaching needs of the growing number of students. The recommendation to enhance the program is further linked to ongoing plans to promote greater faculty and student involvement in service and scholarship. Details of these rationales are provided below.

## **THE PROGRAM'S DETAILED SELF-STUDY**

### **I Brief Program Overview**

The Board of Regents of the University System of Georgia approved the B.S. Program in Criminal Justice in August 2002. The criteria used to develop this criminal justice program were consistent with the national standards (proposed by the Academy of Criminal Justice Sciences-ACJS) because the program focuses on developing skills in four important areas, including cultural diversity, ethics, critical thinking, and interpersonal communication. The unique design of the program also aims to provide criminal justice majors with insight into evolving patterns of interpersonal behaviors and social trends that other curricula cannot provide by including in the program

curriculum relevant and appropriate courses from sociology, anthropology, human services, foreign language, geography, political science, psychology, and management. Since its inception in 2002, the program has served well both the existing market of traditional and non-traditional age students who are interested in the pursuing a degree and a career in the field and a new market of criminal justice professionals who are seeking credentialing through a bachelor's degree.

The mission of KSU and goals of the College of Humanities and Social Sciences also guided the framework for the development of the B.S. program in Criminal Justice. In particular, to achieve the student-centered education and student success, the goals of this program's home department are to prepare students to enter careers requiring technological facility, communication skills, applied research skills, data gathering and analysis, community awareness and involvement, problem-solving, critical thinking, interpersonal and intercultural skills, and an understanding of the structure and functioning of groups and organizations. To assess the extent to which these goals are being realized, the program's home department will utilize several methods, including its annual reviews, post-graduation surveys, and the Assessment of Learning project.

With a 123-semester hour requirement, the B.S. program in Criminal Justice offers twenty-one criminal justice courses, plus twenty-eight courses from other related disciplines, which prepare students to deal with criminal justice issues, diversity, and technological changes ranging from the local to global level. Included in the curriculum are concentrations in Criminal Justice Administration, Forensic Behavioral Sciences, and Technology and Crime. Additionally, the curriculum offers two unique courses. The first course is criminal justice internships, which allow students to learn not only to apply their classroom knowledge to a work situation, but to gain hands-on experience in a supervised criminal justice setting pertaining to the student's career interest. This criminal justice internship course has significantly helped the program establish working relationships with various community partners, both at the local and state levels. Starting with the initial support from eight local law enforcement agencies who expressed their willingness to accept criminal justice majors to do internships at their agencies, the program has now placed the students for their internships at over 100 different local and state agencies. The second course is the offering of summer study abroad programs in Asia and Europe. The goals of the summer programs match well with KSU's "Get Global" mission because they help expose students to different cultures and different criminal justice systems.

## **II Summary Conclusion About the Strength of the Program's Overall Quality**

Overall, this program is judged as having a strong quality. The original proposal for this program was developed on the basis of comprehensive national reviews and assessments of criminal justice curricula implemented by one of the national professional organizations of the discipline, the Academy of Criminal Justice Sciences (ACJS). The reviews and subsequent suggestions for improvements were aimed at making the CJ program student-centered, socially relevant and oriented toward overall student success.

Identified needs of various stakeholders regarding desirable characteristics of graduates, including information from private and public sector employers, have been incorporated into program design and delivery.

The program is also judged to be of a strong quality in part because of the caliber of its faculty and their expertise with regard to the areas of concentration of the program.

### **II A. Curricular Adherence to Quality Program Guidelines and Standards in the Discipline**

The national academic professional organization in criminal justice is the ACJS. The organization does not accredit programs; rather it provides recommended minimal standards in the areas of curriculum, faculty, administration, and student needs in criminal justice. Aspects of the ACJS document related to curriculum standards for the CJ program are indicated below:

ACJS Standard: The purpose of higher education programs in criminal justice is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form, as well as to instill a comprehensive knowledge of the field. Programs should strive not only to familiarize students with facts and concepts but, more importantly, teach students to use ethical behavior in applying this knowledge to related problems and changing fact situations. The development of critical thinking, communication skills, and the ability to conceptualize ideas should be a primary objective of all criminal justice courses.

CJ Program: The CJ curriculum is multidisciplinary, and as such, presents the student with a broad-based perspective and knowledge base. Ethical issues are presented throughout the criminal justice coursework, and culminate in a senior-level course in ethics.

ACJS Standard: The broad scope of criminal justice should be reflected in the baccalaureate curriculum, as should a balanced presentation of the issues of the field. Substantively, all programs should have required core courses that focus specifically on the areas below: a. Criminal justice and juvenile justice processes (law, crime, and administration of justice); b. Criminology (the causes of crime, typologies, offenders, and victims); c. Law Enforcement (police organization, discretion, subculture, and legal constraints); d. Law Adjudication (criminal law, prosecution, defense, and court procedures and decision-making); e. Corrections (incarceration, community-based corrections, and treatment of offenders)

CJ Program: Students in the program are required to take Foundations of Criminal Justice (CRJU1101), Criminology (Soci 4432), Police in America (CRJU 3310), either Criminal Law (Pols 4411) or Criminal Procedure (CRJU 3315), and Corrections (CRJU 3332) or Juvenile Delinquency and Corrections (CRJU3352).

ACJS Standard: It is expected that most baccalaureate programs will have multiple courses to represent these, and other, issues, but these substantive areas provide minimum coverage of the field. Some programs may offer concentrations in some areas, depending upon composition of the student body and faculty expertise, but overspecialization, or exclusion, of any one of the five areas above should not occur at the undergraduate level. Baccalaureate students should be required to take at least one course in each of the substantive areas above.

CJ Program: Students are required to take at least one course in each of the substantive areas. Additionally, they must take coursework in cultural diversity and contextual factors of crime. The concentrations, although specialized, tie into the substantive areas recommended by the Academy.

ACJS Standard: All programs should strongly encourage or require cognate courses that develop the ability of students to process and apply information reliably. Cognates should also be designed to encourage students to be informed citizens, as they participate in the governmental process and consume criminal justice information. Whether cognates are required as part of the major requirement, or as part of the liberal arts requirement, should depend upon faculty expertise within the criminal justice program and on institutional priorities. These courses should include: research methodology, statistics, computer methods, government and politics, ethics, writing courses, public speaking, and logic. An understanding of social problems, human behavior, and policy should be developed through exposure to courses such as race and ethnic relations, social problems,

psychology, and public management. Appreciation for these concepts and skills should also be part of criminal justice courses. Criminal justice courses should intentionally reflect issues of diversity.

CJ Program: The curriculum is interdisciplinary. As such, it incorporates the cognate course content recommended by the Academy. Diversity issues are incorporated into the criminal justice courses. Students must also take a diversity course in anthropology, sociology, or psychology in order to get a broader understanding of the issues and interactions among groups.

ACJS Standard: Criminal justice programs should be part of a broadly-based degree program. No more than one-third of a student's graduation requirements at the associate and baccalaureate levels should consist of criminal justice courses. The remainder should be comprised of cognates, and other liberal arts courses, designed to prepare broadly educated students. Such preparation should include courses in humanities and fine arts, the social and behavioral sciences, and natural sciences and mathematics.

CJ Program: No more than one-third of a student's graduation requirements consists of criminal justice courses. The curriculum is interdisciplinary. As such, it incorporates the cognate course content recommended by the Academy.

ACJS Standard: Internships provide a useful mechanism for students to assess their interest and apply their classroom knowledge in an area of criminal justice. All programs should have elective internship opportunities available to upper-level students. Measures should be taken to insure internships are meaningful, relevant, and related to educational objectives.

CJ Program: The curriculum includes a required three- hour internship or practicum experience. State and local agencies have indicated their support to provide internship opportunities to students. The internship requirements are clearly articulated for students. An internship committee insures that the experience is meaningful, relevant, and related to educational objectives.

ACJS Standard: Provisions should be made to meet the needs of students admitted to the program. A program that accepts nontraditional, part-time, or evening students, for example, must make an explicit effort to offer courses and advisement services at appropriate times. Programs with traditional undergraduates should assure that demonstrable efforts are made at placement of their

graduates. Students should be made aware of the hiring requirements of criminal justice agencies and entrance requirements for professional and graduate schools.

CJ Program: The department will continue to explore different delivery formats. Criminal justice courses are taught as on-line courses, traditional real-time courses, and as intensive strategy courses. Advisement in the department is done through face-to-face meetings and via email. Student advisement forms are maintained on the department's intranet and are easily electronically sent to advisees. The department faculty continues to develop additional contacts with agencies and universities in order to keep abreast of changing hiring requirements for employment and entrance requirements for graduate schools.

## **II B. The Quality of the Faculty Supporting the Program**

Despite its relatively small complement, the criminal justice faculty (n=6) has grown substantially since the program's first year, wherein there was a sole full-time professor. Since 2004, the CJ program has added three new tenure-track professors, two of whom possess Ph.D. degrees and one with a J.D. All three of these additional professors have extensive field experience as well as strong academic credentials. They serve as a much-needed complement to the three faculty members who have carried the program since its inception. One of the original faculty members is now a full professor. In addition, the program has attracted and retained a number of adjuncts with exceptional credentials in both academics and professional experience.

Areas of concentration within the major are properly served by the competencies of the faculty. All tenured and tenure-track professors carry a full teaching load, and all CJ courses, both required and elective, are offered according to a schedule that is specifically designed to meet student needs.

Faculty members participate extensively in programs and activities that enhance student learning, such as study abroad courses, internships, and co-ops. Student evaluations of faculty performance and course content are carefully scrutinized and appropriate changes and improvements are implemented as a result.

Faculty members continue to enhance their competency through research, attendance at various professional conferences and professional development opportunities, and membership in a variety of professional organizations. In addition, faculty members serve the needs of the department,

college, and university by participation and leadership on a significant number of committees, both ad hoc and standing.

### **II C. The Quality of KSU Facilities, Equipment, Learning Support Resources, & Practicum Placements Supporting the Program**

Facilities are adequate and support the CJ program. Equipment, although greatly improved, should be upgraded to correspond with electronic and technical advances and improvements. Learning support resources are needed for adjunct faculty; adjuncts should be afforded opportunities for support services during off peak or weekend hours.

Practicum placements have advanced far beyond expectations. Paid internships for CJ students have been developed by professors working closely with Human Resources Directors and the Georgia State Patrol and Georgia Department of Human Resources now offer paid internships. Greatly expanded interaction with the federal law enforcement agencies has resulted in internship opportunities with: United States Secret Service, US Fish and Wildlife Agency, Alcohol, Tobacco, Firearms, and Explosives Agency, and others. The following reviews our growth:

#### Enrollment History

Semester	Enrollment	Credit Hours
Spring 2003	2	4
Summer 2003	12	50
Fall 2003	10	30
Spring 2004	14	114
Summer 2004	24	128
Fall 2004	14	66
Spring 2005	24	126
Summer 2005	18	79
Fall 2005	21	84
Spring 2006	19	103
Summer 2006	22	106

Fall 2006	18	90
Spring 2007	24	127
Summer 2007	31	144
Fall 2007	22	109

**II D. The Quality of the University’s Annual Financial Investment in the Program’s Operation and Growth**

Indirect institutional investment in faculty development through educational technology training and other activities, a mechanism for ongoing improvement in program delivery is weak but has been recently improving. Until recently, the magnitude of direct annual financial investment by the institution in support of other faculty development initiatives, such as participation in scholarly conferences, was adequate at best. The resourcefulness of the department chair in the face of shortfalls has helped to sustain average levels of support in faculty improvements and in program management overall. There is, however, substantial room for improvement to reduce the annual ritual of the head of department scrambling to find other, largely elusive, resources to support professional improvement of faculty.

The program has benefited from the addition of faculty positions. Currently, the CJ program has 6- full time tenured or tenure-track professors. The university has also been supportive of budget amendments to increase part-time faculty positions as needed, however, the high demand for courses, especially at the upper-level, exceeds what money, resources and instructors that have been allocated to our major. As student enrollments continue to grow, though, it is projected that a new position in Criminal Justice will be needed every year for at least the next three years in order to adequately schedule required courses.

Budget support, though, has not kept pace with the substantial personnel and credit hour enrollment in the department. There have been, however, modest budget improvements in the recent past due primarily to some recent developments. These include:

- the division of the previous department and maintenance of budget allocation;
- efforts made by the current Dean of CHSS to provide annual temporal funds to support professional faculty travel; and
- the Dean’s commitment to ensure equity in faculty travel funds across departments.

The permanent university budget allocation has not been increased, however, to reflect in faculty lines and number of students served.

## **II E. Use of Advanced Technology for Program Delivery and Support**

The quality of the level of use of advanced technology in program delivery is above average. Students in the program have access to electronically delivered courses and course materials. Currently, there are seven online criminal justice courses offered to students. Adding eight sociology courses that are offered in online or hybrid online format to these seven online criminal justice courses makes the home department of this program (Department of Sociology and Criminal Justice) a campus leader in the electronic delivery of courses. Many other courses also use electronic bulletin boards, listservs, course websites, and WebCT Vista for course support.

Technology is also used to for program support in several ways. The website of the home department offers students access to all the course syllabi, and the ability to declare themselves as criminal justice majors, see the suggested four-year plans for the program, learn about the requirements for the internship program, and, more importantly, set the dates for the orientation internship meeting and pre- and post-internship meetings. In addition, criminal justice faculty also advises his or her advisees using forms (known as “degree plans”) that are maintained on the department’s intranet. Once students request advisement, the faculty will create degree plans for them, update the advisement information if it is needed, and then email the degree plans to the students. The students’ original degree plan files are kept on the department’s intranet for future reference. Therefore, regardless of who did the initial advising, students with advisement questions can drop in on faculty members who can easily pull up these electronic files.

Faculty also encourages students in traditional classes to acquire electronic skills so that students can better fulfill class requirements. For example, students can get class materials posted online for them, and they also can prepare their research paper with correct referencing styles. Faculty members also make use of the document camera and power point presentations as their pedagogical methods.

At present, the home department is in the process of creating department newsletters, which will be routinely emailed to students. At the same time, students can keep up with all the events and activities of the department by accessing its website at [www.kennesaw.edu/scj](http://www.kennesaw.edu/scj).

## **II F. Quality of Program Advising, Enrollment Management and Student Services for this Program**

The quality of advising, program management and student services are very strong. Advising schedules are characterized by flexibility, which ensures the provision of effective and systematic counsel to students on an ongoing basis.

With cooperation from faculty, enrollment management has been characterized by flexibility. Based on the needs of students for the completion of program requirements, class sizes have been increased to make room for additional students. The department has been successful in creating innovative course schedules that provide greater access to education for different categories of students. Thus early morning and late evening classes have been offered as alternatives to daytime classes. Additionally, weekend and online classes have been offered, as well as Maymester courses.

The creation of the Criminal Justice Student Organization (CJSO) has provided an effective instrument for meeting some of the learning needs of students. Student-to-student sharing and student-faculty mentorship interactions are facilitating the enhancement of student learning through the CJSO. The program's faculty members are working with student leaders to develop a more stable student mentoring system.

As the program grows the structure of student advising will be reviewed and streamlined, with more faculty involvement to serve the increasing number of students and enhance quality. Enrollment growth will be promoted and nurtured in the coming years. As enrollments grow there has been and will be a need to increase teaching personnel and associated resources so as to maintain and improve on overall program quality. Faculty will continue to work with CJSO leaders to help enrich educational and discipline-specific experiences of students. Using the resources of alumni and advisory board, the program's faculty will work to improve school-to-work transition as students are assisted in exploring opportunities for career connections, marketing their skills and maximizing the benefits of their learning experiences.

## **II G. Program Opportunities for Advanced Levels of Participation That Give Graduates Competitive Advantages**

The CJ program is preparing students in most of the core competencies that have been identified by the ACJS and by employers. These core competencies include critical thinking, effective communication (written and oral) and analytical skills and computer/statistical skills.

Internships offered as a required part of the major are tailored to students' interests, academic concentration, and career goals. The internship paper requirements are also matched with the academic and other needs of students, as well as the characteristics of the internship site. Many graduates have received job offers as their respective internship site.

Faculty members employ diverse pedagogies to introduce students to technological and communication skills, data gathering and analysis, community awareness and involvement, problem solving, critical thinking, self-reflection, and interpersonal and intercultural skills.

## **II H. Diversity and Global Perspective in the Curriculum, Faculty and Students of the Program**

The program is quite strong in this particular indicator. The University mission goal to "Get Global" also is consistent with the mission of the CJ major and the CHSS. Professionals working within the criminal justice system, victims of crime and criminal offenders come from all walks of life, every racial/ethnic group, both genders, numerous types of religions, every socio-economic status and from every part of the world. This is further perpetuated by the fact that computer and internet crimes cross all continents. Criminal justice, by its very nature, is a diverse field and discipline. It is both multi- and interdisciplinary.

As such, curriculum contents in **all** courses offered as part of the CJ major deal directly or indirectly with diversity, global issues and international perspectives. More specifically, CJ majors are required to take at least one of the following cultural diversity courses: ANTH 3310-Cultural diversity in the U.S., ANTH 4410-Cultural anthropology, SOCI 3314-Race and ethnicity, or PSYC 3355-Cross cultural psychology.

CJ tenured or tenure-track faculty include 4 males and 2 females. One of the males is a foreign-born minority. The other five are from all parts of the United States.

In looking at students in the major the proportion for female students is higher than reported national figures for criminology over the last few years, however, more and more graduates of criminal justice/criminology are female than male with this becoming a nationwide trend. As indicated in the following chart, two categories (race/ethnicity and gender) for the program's current students, as shown by percentages, in the year 2007 are included as examples:

Current CJ Students

<b>Race/Ethnicity or Gender</b>	<b>Program Students (%)</b>
Asian	2
Black	12
Hispanic	4
White	80
Multi-racial	2
Male	42
Female	58

In looking at graduated CJ students (in the year 2007) from below, one can see that more females than males have graduated with a CJ degree which, as noted previously, is becoming a nationwide trend in both higher education and within Criminal Justice. Twenty-four percent is minority compared to twenty-percent who are currently enrolled:

Graduated CJ students (in 2007)

<b>Race/Ethnicity or Gender</b>	<b>Program Students (%)</b>
Black	16
Hispanic	4
White	76
Multi-racial	4
Male	38
Female	62

It should be noted that the above tables calculate two categories only in examining diversity. It is unknown as to students' or faculty's political orientation, religion, socioeconomic status, age, where born and/or where raised, life experiences and a myriad of other diversity measures. As such, other diversity factors are not incorporated.

Besides the composition of faculty and students and course offerings, this program's faculty promotes international linkages. Many study abroad opportunities have been offered to students

within the past few years as well as in the summer of 2008. Some of these venues include Thailand, Amsterdam, and Sweden.

## **II I. Endowments, Scholarships, Gifts, Grants and Sponsors for the Program**

The CJ program is deficient in this assessment indicator. No major grants, endowments, etc. have been secured. The relative newness of the program is believed to be a major contributing factor. Program faculty members continue to seek out sources of funding for projects under consideration or already under way. Also, grants for criminal justice research come primarily from governmental sources, which generally do not have the resources coming from the private sector that are available in other disciplines.

## **II J. Program Honors and Awards**

As noted above, in a short period of time the program has grown dramatically, in terms of both the size of the faculty and the number of declared majors. Faculty and support staff are committed to the excellence of the program and endeavor to gain it national recognition and prominence.

To achieve this goal, faculty members continuously seek input from the program's Advisory Board and other practicing professionals from numerous criminal justice agencies. In addition, the aforementioned faculty participation in research, presentation at conferences throughout the country, and professional development all are expected to increase external peer recognition.

## **II K. Exceptional Achievements and Honors of the Program's Students, Graduates, and Faculty**

Among the awards and recognition achieved by faculty members to date are a College of Humanities and Social Sciences as well as a University Distinguished Scholarship Award and the 2007 Dr. Betty Siegel Award for Excellence in Teaching. Faculty members have also received awards for academic achievement prior to joining the KSU faculty. In addition, as of this writing two of the six faculty members have achieved tenure.

In regard to students' accomplishments, it must be reiterated that criminal justice as an academic discipline receives only marginal attention from private sector sources. Therefore, criminal justice majors have relatively few opportunities to receive honors or other recognition from the community for their scholarship or for various academic endeavors. However, perhaps the most salient and

most reliable measure of student success is the exceptionally high percentage of program graduates who become employed as criminal justice professionals immediately or shortly after graduation.

The current strategy to improve the status of this assessment indicator is to work with the program's Advisory Board to seek out additional internship opportunities (particularly paid internships, which are a rarity in this discipline), scholarships, and other avenues for rewarding academic excellence and community service among students in the program.

#### **II L. General Success of the Program's Graduates**

A comprehensive study of program's graduates has yet to be done. It is anticipated that regular follow-up studies of post-graduation success of program's students will commence in the near future. Results of such surveys would serve as important inputs for continuous program improvements. It is also expected to provide important resources for establishing career connections for our students. Meanwhile, internship and co-op reports on the performance of the students by supervisors have been very favorable overall.

#### **II M. Stakeholder Satisfaction with the Program**

Indications of the superior efforts and progress of the program are revealed in the statements of professionals working in or servicing the criminal justice community:

“Kennesaw State University's Criminal Justice Program is a first-rate program that not only teaches students the basics of social services; it also produces superior candidates for employment by close mentorship by professors. Learning is much more than textbooks and lectures, the guiding hand of sterling professors ensures success by the students!”

Barbara R. Kellenbenz  
Special Agent  
US Secret Service

“The KSU CJ Program reaches out to all law enforcement and criminal justice agencies. As the Chief of Holly Springs Police Department, I was very impressed when a CJ professor personally called on me for support of the internship program. Taking time to come to my office to explain the program, internships, and opportunities for my officers shows outstanding initiative and professionalism. I am very proud of my association with Kennesaw State University's Criminal Justice Program.”

Chief Ken Ball  
Holly Springs Police Department  
PO Box 990  
Holly Springs, GA 30142

“The Georgia Bureau of Investigations is honored to work side-by-side with Kennesaw State University’s Criminal Justice program. We have provided numerous guest speakers for the CJ professors and in return watched our internship program greatly expand with many students from KSU. We have been particularly impressed with classes on Ethics, State and Federal Law Enforcement Initiatives, Criminal Investigations, and Ideological Group Violence and Law Enforcement. I anticipate a long and prosperous relationship and look forward to more applicants to our agency from KSU.”

William J. Malueg  
Deputy Director  
Georgia Bureau of Investigation

“As a student from the KSU CJ Program and as a private employer of student interns from the program, I can attest the quality of the KSU CJ Program is second to none. I know of no other university that offers students the chance to learn criminal investigations, profiling serial offenders, and criminal profiling which all culminate in the student learning getting to work on an actual cold homicide case from the files of a local police department. Initiative in academia is certainly not lacking at Kennesaw State University. The CJ Program is on the cutting edge of the hot topics in the criminal justice career.”

Scott J. Vanek  
President, SJV Criminal Data Specialists  
Kennesaw, GA 30144

Numerous community groups are involved in the KSU CJ program. One professor serves as the President of the Cobb County Law Enforcement Association. Another professor has been the guest speaker for the Sons of the American Revolution and the Korean War Veterans (Atlanta Chapter). Membership in the Georgia Association of Chiefs of Police by professors ensures constant contact with law enforcement professionals.

The Advisory Board also provides feedback, evaluation, and input to the CJ program. Meeting once or twice per year, the members of the board have direct links to all CJ professors for continued program improvement. Board members are unafraid to be the harbinger and immerse themselves with ensuring a quality program overview.

Continuous program improvement from student learners is provided through student learning outcomes. Systematic assessments ensure student’s voices for improvement and for appreciation. Proudly, we have had some professors ranked with 100% superior assessments by students and the CJ program has been consistently above the norm across the college statistical averages.

## II N. Selectivity and Academic Achievement of Students and Graduates in the Program

The program's performance on this indicator is average as indicated in the following chart that compares the average GPA and SAT data:

Program's Students	Average GPA		Average SAT		
	Criminal Justice	HSS		Criminal Justice	HSS
Juniors	2.87	*	Verbal	523	*
Seniors	2.9	*	Math	508	*

\* not yet available as of 2/28/08

The average GPA for the program's graduates in FY 2007 is 3.24 (N=79). This indicates a positive trend considering the averages for program's juniors and seniors as of Fall 2007 (above chart).

## II O. Program's Responsiveness to Change and Improvement

This program is built on and supports a vision of ongoing sensitivity to changes that internal to the department, college and university, as well as external changes, including changes in social and economic markets served by the program. The foundation of this program rests on this vision and such sensitivity will continue to remain a focus.

As part of this effort the program's faculty engage in reviews of program goals, how they are being accomplished and whether or not a need exists to re-focus, expand or refine the goals and the strategies for fulfilling them. The program recently completed the University's AOL, Assessment of Learning.

The program's home department has also been very responsive to students' needs and circumstances through the successful creation of innovative course schedules that provide greater access to education. These have included on-line, hybrid online, Maymester formats, Summer courses and Independent studies all of which have been well received by students.

Future opportunities will include an ongoing survey of our internship students to assess the extent to which their academic needs are being met.

### **III Summary Conclusion About the Strength of the Program's Overall Productivity**

At this stage of the five-year-old major, the evidence supports a conclusion that this program has a strong degree of productivity. This is evidenced by the program's performance on a number of key indicators, including enrollment trends, rate of growth of majors, growth of number of graduates, and instructional cost per weighted credit hour. The performance on these indicators point to a program with a strong degree of productivity. The measures of program productivity, as discussed below, also show a strong potential for ongoing improvements in productivity.

The potential for ongoing productivity improvements will be tapped by promoting the program through Advisory Board activities, expansion in internships and co-ops and research collaboration with students and members of the community. It is anticipated that these activities will generate growth in student enrollment and promote service to the community.

#### **III A. Enrollment of Upper Division Majors in the Program**

The evidence on this indicator shows a very strong degree of productivity. During its first year of operation, this program attracted 93 upper division majors as shown in the distribution chart below. The number of upper division majors grew by 160% in the second year. In fall 2007, CJ alone has 277% more upper division students than when the program started.

#### **Declared Majors**

Fall 2003	196 (upper division 93)
Fall 2004	275 (upper division 151)
Fall 2005	358 (upper division 191)
Fall 2006	402 (upper division 238)
Fall 2007	398 (upper division 258)

Regarding future opportunities, the program's faculty intends to build upon its impressive record through active recruitment of students. This will be accomplished partly through the activities of our student organization and the advisory board.

#### **III B. Annual Bachelor Productivity of the Program**

Program productivity on this indicator is strong and prospects for further improvement look promising. The program produced 20 graduates in FY 2004. The number of CJ graduates has increased by almost 400% since:

## Graduates

Fall 2003	0
Fall 2004	20
Fall 2005	35
Fall 2006	60
Fall 2007	79

For FY 2005, KSU's CJ program awarded 35 degrees, ranking 8<sup>th</sup> for USG Institutions. The CJ program is ranked second in 5-year change in the number of graduates from FY 2002 to FY 2007.

In the coming years the program plans to maintain a growing trend in its productivity of graduates. This would be accomplished in part through effective advising and mentoring that would facilitate systematic progress of students toward the completion of program requirements. Program faculty will also enhance flexibility in scheduling classes to offer more options to students trying to fulfill their graduation requirements. It also is important that the University continue to fund tenure-track positions to meet the increasing demand of students and courses.

### **III C. Program Completion Efficiency and Graduation Rate**

The current evidence indicates an above average performance on this indicator.

As of Fall 2006 the program had 238 upper division majors and there were 79 graduates in FY 2007. This represents a completion efficiency or graduation rate of about 33%, which is higher than the institutional average of 31%.

Looking at data on course loads for CJ majors, it is expected that graduation rates may decrease. For example, in 2003, 46% of this program's students carried course loads of 13 or more hours. In 2007, only 38% of this program's students carried course loads of 13 or more hours.

As indicated earlier, program faculty intend to use effective advising, mentoring and greater flexibility in scheduling to help students complete program requirements in a reasonable amount of time. These efforts will be helped through increased allocation of classroom spaces, as well as resources to support tenure-track, full-time and adjunct faculty.

### **III D. Efficiency and Clarity of the Program's Course Requirements**

The evidence of program productivity on this indicator is considered strong. Course requirements for program completion are available to students in both the undergraduate university catalog and a departmental handbook through the office of Department of Sociology and Criminal Justice (SCJ). This information is also accessible electronically via the website of SCJ. The information is presented in simplified format, making it easy for students to determine what is needed for degree completion. The program's curriculum is also designed to ensure coherence and efficiency. To that extent requirements for the various concentrations have been designed so that students receive comprehensive knowledge in their specialized fields of study. Students' exposure to their specialized fields of interest is complemented by the inclusion of relevant courses from other disciplines. It is further noted that criminal justice is a multidisciplinary field, which facilitates the effort to integrate courses.

The program faculty and the Department of SCJ are committed to ongoing review of program requirements to ensure compliance with national trends and also to build in innovations that respond to students' and other stakeholders' needs. Provided the program was initially designed in accordance to the national standards established by the ACJS, regular reviews of the program will also help to ensure that program requirements are communicated clearly and effectively.

### **III E. Frequency of Course Offerings Required for Program Completion**

The frequency and scheduling of course offerings is marked by a high degree of efficiency; therefore, this program is rated strong.

In scheduling courses for the 2008-09 year, program administrators have ensured regular and systematic offering of core requirements. For example, ten sessions of CRJU 1101, a lower division requirement or elective for non-CJ majors, are scheduled during the fall. Upper division requirements and requirements for the three areas of concentration also are offered at least once during the academic year with these courses are usually scheduled in different semesters and/or at different times. This means that program administrators prepare the scheduling, so course offerings will be non-conflicting and sequential. The scheduling thus allows students to maintain steady progress toward program completion.

As the number of majors and seniors is growing, the department has added additional sections to several upper-level required courses. For example, three upper division-level courses in the fall have been offered as two sections each to help accommodate increasing enrollments (one section offered during the day; the other offered in the evening).

In the recent past, CJ students have experienced difficulties in enrolling in the Research Methods course, a lower-level required course for three different disciplines, due to the space limitation. To resolve this issue and to help students make systematic progress toward degree completion, the department has designed a course called Research Methods in Criminal Justice offered regularly to criminal justice majors. For the past three semesters, both in the fall and spring, either two or three sections of the research methods course have been offered to students.

Class schedulers also are aware of the needs of some of our non-traditional students and full-time working students. As a result, the scheduling strategy of offering required courses includes not only daytime and evening schedule options, but also weekend and on-lines schedules. This strategy will be continued in the future in order to make education more accessible to a greater range of students.

### **III F. Enrollment in the Program's Required Courses**

The overall enrollment trends for required courses have been strong for this program.

Being that SCJ used to be part of a larger department (Sociology, Geography, Anthropology & Criminal Justice) until Fall 2006, CJ-specific data may not be available. Spring 2008 enrollments in SCJ: An average of 90% of the courses filled with upper division required courses often going over 100%. In Fall 2007, the SCJ department generated 7596 credit hours. In FY 2007, 79 students graduated with a CJ degree compared to 60 in FY 2006 and 35 in 2005.

The significance of the data summarized above lies in the fact that this program has recorded one of the highest increases in weighted total credit hours in the College of Humanities and Social Sciences. These increasing enrollments also have been achieved quite efficiently with lower overhead costs - the program has low instructional cost/weighted credit hours in HSS, with 3 percent of the University total.

Future opportunities for program improvement on this particular indicator will require strategic investments in having more faculty positions, more resources and more classrooms so as to accommodate increases in enrollment while maintaining reasonable class sizes.

### **III G. Diversity of the Program’s Upper Division Majors and Graduates**

Referring to section IIIH, the gender composition is skewed more toward women than men. The higher attraction of women to this program is, however, consistent with national trends.

In looking at students in the major, the proportion for female students is higher than reported national figures for criminal justice/criminology over the last few years; however, more and more graduates of criminal justice/criminology are female than male with this becoming a nationwide trend. Twenty-percent of current CJ students are minorities. As indicated in the following chart, two categories (race/ethnicity and gender) for the program’s students, as shown by percentages, in the year 2007 are given:

#### Current CJ Students

<b>Race/Ethnicity or Gender</b>	<b>Program Students (%)</b>
Asian	2
Black	12
Hispanic	4
White	80
Multi-racial	2
Male	42
Female	58

In looking at graduated CJ students (for the year 2007 from the table below), one can see that more females than males have graduated with a CJ degree which, as noted previously, is becoming a nationwide trend in both higher education and specifically within Criminal Justice. Moreover, twenty-four percent of graduated CJ students have been minority:

#### Graduated CJ students (in 2007)

<b>Race/Ethnicity or Gender</b>	<b>Program Students (%)</b>
Black	16
Hispanic	4
White	76
Multi-racial	4

Male	38
Female	62

It should be noted that the above tables calculate two categories only in examining diversity. It is unknown as to students' or faculty's political orientation, religion, socioeconomic status, age, or where born and/or where raised. As such, other diversity factors are not available and thus, not incorporated.

The program's faculty members intend to build upon their success in enrolling and graduating a diverse mix of undergraduate students through the promotion of student-student and faculty-student mentoring. We anticipate that these efforts will pay off in the near future as our faculty members serve as mentors to students who come from all walks of life.

### **III H. Instructional Productivity of FTE Faculty in the Program's Home Department**

The program's productivity on this indicator, as inferred from the productivity of its home department, is above average.

This program's home department (SCJ) has 12 FTE faculty members for FY 2007, the second lowest number of faculty in HSS (out of 8 recorded). It should be duly noted that FTE faculty supports the program under review, the sociology major, a sociology minor and a criminology minor. Compared with other departments in the College, the weighted credit hour productivity per full-time-equivalent faculty member in the program's home department is above average with 12 FTE faculty members for FY 2007 and comprising 19,051 weighted credit hours and 15,566 credit hours. This program's home department is quite a cost efficient department in the College, a testimony to the productivity of program faculty but also highlighting the tremendous lack of resources and strain on the department's faculty, staff and students.

Future opportunities for program improvement on this particular indicator will require continuous institutional support for the teaching resource needs of this program. Based on analysis of current trends, the return to such investments will make the investments justifiable.

### **III I. Cost-Effectiveness of Instructional Delivery in the Program's Home Department**

The program currently maintains a strong performance on this indicator.

The weighted total credit hours recorded by the program's home department (SCJ) for FY 2007 were 19,051, comprising 11 percent within the CHSS and 3 percent within the University. Since the SCJ Department is relatively new (began as two departments in Fall 2006), data is not available for previous years when Geography & Anthropology were part of the department of Sociology, Geography, Anthropology & Criminal Justice. Thus, comparisons over the years are not possible.

The number of SOC and CJ majors has significantly increased every year since 2002. The remarkable growth has not, however, been accomplished with a corresponding increase in instructional costs. The cost efficiency is explained in part by the tendency of non-majors to enroll in our courses, which sometimes poses challenges to the program's majors. It is also explained in part by faculty willingness to add students to classes to meet students' needs.

It is anticipated that these cost efficiencies will be maintained in the future as the program continues to draw students. Given the fact that the return to investment in this program, in terms of cost per credit hour, is one of the most efficient in the university, the institution will be well served if it continues to invest in this program. However, there continues to be a tremendous lack of resources and strain on the department's faculty, staff and students and we hope more resources are provided for the department.

### **III J. Program's Responsiveness to State Needs and Employer Demand for Program Graduates**

Through the CJ program's interaction efforts, including the Sociology and CJ Advisory Board and direct contact by professors, the faculty is cognizant of the needs of law enforcement agencies, corrections agencies, and the judicial branch at the local, state, and federal level. Improved student abilities in writing, critical thinking, logic application, and competence in working with diverse populations has been a source of many comments by CJ professionals. The program's performance on this indicator is very strong. Criminal justice programs across the county have been experiencing tremendous growth the past decade with projections that growth will occur indefinitely.

### **III K. Position of the Program's Annual Degree Productivity Among Comparable USG Programs**

This program's performance on this indicator is very high. The following trends in the discipline are noted:

Criminal Justice is one of the fastest growing social science majors in the country with the growth apparent at KSU. For FY 2005, KSU's CJ program awarded 35 degrees, ranking 8<sup>th</sup> for USG Institutions. As noted earlier and in IIIB, CJ has approximately 400 majors (and growing). There were 30 CJ graduates in FY 2004 and 79 in FY 2007, an increase of nearly 400 percent! During FY 2007, the CJ degree even had the 9<sup>th</sup> highest degree productivity of ALL majors at KSU. Moreover, from FY 2002-07, the CJ degree had the 2<sup>nd</sup> highest in 5-year changes in the number of graduates.

The latest USG data indicate that 683 CJ degrees were conferred within the USG, ranking 8<sup>th</sup>. KSU's CJ degree in that year conferred 35 degrees when the program was only 3 years old at that time!! Given the growth of KSU, the interest in the major, and based on nationwide and statewide trends, one can only expect more CJ degrees and higher number of CJ degrees from KSU.

### **III. L. This Program's Contribution to Achieving KSU's Mission**

The program is an integral part of the University's mission. Student satisfaction, as measured by each semester's student evaluations, is very high. Accessibility to students and response to stated and perceived student needs is an important ongoing endeavor, particularly in light of the high student/faculty ratio. The program has added a number of on-line courses to complement traditional pedagogy and vary the course offerings each semester. Opportunities for students, including internships, co-ops, study abroad programs, and a wide variety of field trips, guest speakers, and other real-world experiences, enhance traditional classroom learning and assist students in focusing on post-graduation plans. These serve the University's mission of developing and maintaining strong ties to the community.

Faculty members strive to achieve a proper balance of teaching, service, and research. Each faculty member completes an Annual Review Document evaluating accomplishments for the preceding year, as well as a Faculty Performance Agreement, which contains a prospective compilation of goals. Both documents are reviewed by the department chair and the dean of the college, thereby providing documentation of both achievements and plans and assuring a high level of accomplishment of individual academic as well as institutional goals.

At the present time, there are approximately 400 criminal justice majors enrolled in the program, representing substantial diversity in gender, race, and ethnicity. It is anticipated that the many community contacts maintained by the faculty will serve to attract new and increasingly diverse

student populations. The faculty is diverse as well, in both personal and professional aspects. The University's emphasis on global issues is reflected in this program in both traditional course content and the increase in study abroad opportunities, internships, and other field experiences.

#### **IV. Summary Conclusion About the Program's Viability at KSU**

The program's viability is a function of its productivity, quality and student enrollment patterns. This program has one of the lowest costs per unit in the College of HSS and in the university. Since its incorporation into KSU's academic structure, growing enrollment has marked this program. The current annual enrollment growth rate over past few academic years is one of the highest in the college. Students' interest and commitment to the program, manifested in part by a very active student organization, is a good indication of the program's viability.

The program's faculty members are working very hard to sustain the growing student interests in this program and thus maintain the program's viability at KSU.

#### **V. Potential for Mission-Driven Model Program Status**

The program has great potential to achieve a "Model Program Status" in the near future. This conclusion is based on a progressive initiative being pursued by the program's faculty aimed at proposing a Master of Science degree in Criminal Justice (MSCJ).

After the program was approved in 2002-2003, it has grown rapidly from having 196 majors in fall 2003 to 275 majors in fall 2004, and the number of criminal justice majors reached 398 in fall 2007. With the increasing growth and popularity of the criminal justice program, both here at KSU and nationwide, many criminal justice majors have stated that they are very interested in pursuing a graduate degree in Criminal Justice and that they really look forward to attending such a graduate program here at KSU. To examine this interest, a survey study of student support for a MSCJ was conducted in spring 2006. The findings of the survey were very supportive of having a MSCJ: 109 students of those surveyed (71%) said they plan to pursue a master's degree in criminal justice, and 149 students of those surveyed (97%) either "strongly support" or "support" for a MSCJ at KSU.

The proposal for the MSCJ program has been developed, including the program curriculum, with support and input from local and state practitioners. The proposed goals of the MSCJ program reflect several of the institutional goals such as meeting the needs of experienced professionals

seeking academic advancement professionally-oriented degrees, using technology to advance, and committing to global learning and engaged citizenship. The proposed curriculum includes several relevant graduate courses already existing in other disciplines (public administration, accounting, and computer science) from which faculty have expressed their favorable views and support for the initiative.

As program faculty members in the Department of SCJ, we believe in a quality program and a quality faculty, both of which are best ensured by a professionalized faculty. Professionalism requires several important features. The first is expertise in one's discipline. Professionals participate in the creation of the specialized technical knowledge in which they are proficient. This in turn establishes their authority in their field, and their words, as recognized experts, weigh credibly in the classroom. Second, this expertise is instilled, maintained, renewed, and enhanced through a rigorous professional socialization through research presentations at conferences, research projects and activities, and research publications. Continuing opportunities to interact with other professionals and an active professional culture encourage sustained growth and competence. Other than knowledge, striving to be professional develops a commitment to quality that motivates a superior performance. Finally, professionals commit to high ethical standards, which better ensure a sense of professionalism.

Our program and department are dedicated to promoting such professionalism as one of the means of attaining model program status. The department has developed a culture that supports independent achievement. We believe these achievements help enhance student learning in the classroom and lead to respect for the distinct proficiencies of different professors. This respect helps support a program, which in turn enhances student learning in the classroom.

## **VI. Program Quality and Productivity Improvement Plan**

In light of the model status program, faculty are committed to establishing the solid foundation of productivity and quality that has been laid for this program. Additional faculty resources will greatly help to support growing enrollments. Furthermore, we need to move expeditiously to get approval for the MSCJ program.

Program faculty members strongly believe our Criminal Justice program is very viable since its inception evidenced by increasing student interest, career opportunities via the internship program, and the program's contributions to the goals of our college and university. Therefore, our plan is to continue to promote a professionalized faculty who build bridges between the formal learning atmosphere of the university classroom and the vast learning opportunities offered by the world outside academia. We will continue to build and strengthen the expertise of the faculty and to grow our internship, co-op opportunities, and study abroad trips as well as pursue student research activities in conjunction with community groups.

## **VII. Summary Recommendation**

This program is in a growth mode, and the plan is to sustain the momentum. Institutional commitment through the provision of teaching and support resources is recommended. This is one of the most cost efficient programs in the institution. It is important to maintain the cost efficiency, without compromising program quality. So as the program grows additional resources will be needed to maintain high efficiencies in productivity and quality.