![Dalton State logo] **DALTON STATE**

COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Note: Enter "NA" wherever data are not applicable or not available for the program under review.

Program Characteristics
Academic Program Name: **Criminal Justice**
Degree: **Bachelor of Science (B.S.) and Associate of Science (A.S.)**
Program CIP Code: AS: 43.0104 / BS: 43.0103
School and Department: **Liberal Arts/Department of Social Sciences**
Time frame for this review: **2014/2015 – 2018/2019**
Date of last internal review: **June 2014**
Current date program reviewed for this report: September 24, 2019

Program Goal Statement and Student Learning Outcomes
Program goal statement: The Bachelor of Science degree with a major in criminal justice prepares students to work in the areas of municipal, state, and federal law enforcement; corrections; and juvenile justice and probation. This degree program also provides a firm foundation in the analytical, communication, and research skills needed for law and graduate school. Overarching goals: 1. This program prepares students for employment within the criminal justice system. 2. This program provides students with a foundation of the knowledge, principles, theories, and functions of criminal justice.
Program outcomes: 1. Students will demonstrate satisfaction with the quality of instruction provided by Criminal Justice faculty. 2. Students will gain acceptance into graduate or professional schools or find employment related to their degrees. 3. Employers will express satisfaction with Criminal Justice program graduates.
Student learning outcomes: 1. Students will demonstrate mastery of the essential content of the criminology core curriculum. 2. Students will demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice. 3. Students will demonstrate an understanding of essential elements of academic and professional writing. 4. Students will demonstrate an understanding of academic and professional research and scholarship. 5. Students will demonstrate an understanding of professional and ethical values in the criminal justice field.

Brief Assessment of Previous Program Review

Outcome of previous program review (brief narrative statement).

The previous program review determined that the B.S. in Criminal Justice was a viable program based on enrollment history and degree completion rates. During the first five years of the program, the number of majors grew from 71 in 2009 to 216 in 2013, and the program graduated 24 to 25 majors yearly after the first two years of the program's establishment. Feedback from the recently created Criminal Justice Advisory Board suggested that employers believe our graduates are prepared for the jobs they get after graduation. And graduating student survey data from 2012-2013 and 2013-2014 revealed that 100% (2012-2013) and 87% (2013-2014) of the graduates who returned surveys agreed that Dalton State's criminal justice program met or exceeded their expectations.

What improvements have occurred since the last program review or assessment?

Dr. James Wright led the development of the eMajor in Criminal Justice, which was approved by the Board of Regents in February 2015. He completed prior learning assessment training to shorten the time to degree completion of law enforcement personnel who enrolled in the College's online eMajor in Criminal Justice. In addition, the faculty converted at least 11 courses to an online or hybrid format to increase access for working students.

The following courses were developed as fully online offerings:

- CRJU 3250: Crime and the Media
- CRJU 3350: Drugs in America
- CRJU 3600: Criminal Justice Administration
- CRJU 4000: Internship in Criminal Justice
- CRJU 4110: The Law of Criminal Evidence
- CRJU 4200: Profiling the Serial Offender
- CRJU 4500: Management of Forensics

And the courses listed below were developed as hybrids:

- CRJU 3450: White Collar Crime
- CRJU 3700: Criminal Justice Research Methodology
- CRJU 3710: Special Topics in Criminal Justice
- CRJU 4800: Senior Capstone in CRJU

What changes or revisions have been made to the program, its curriculum, or its program/student learning outcomes since the last program review? Please include a follow-up discussion of the previous review's action plan?

Since the last review, the faculty in the program developed the following new courses:

- CRJU 3450: White Collar Crime (2015-2016)
- CRJU 3550: Comparative Criminology (2015-2016)

- CRJU 4750: Advanced Criminological Theory (2015-2016)
- CRJU 3850: Deviance, Social Control, and Collective Violence (2017-2018)

In addition, in November 2018, the department decided to require a grade of C or higher for Area F criminal justice courses (CRJU 1100, 2100, and 2200) for the A.S. and B.S. in Criminal Justice (effective Fall Semester 2019) so that students will have better preparation for upper-level coursework.

The action plan of the previous comprehensive program review focused on improving student response rates for exit surveys and improving follow-up of graduates and their employers. The department was quite successful in improving responses rates of graduating students; however, obtaining responses from employers is still an issue.

Student Demographics for the Associate of Science in Criminal Justice

Enrollment	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Headcount	18	19	20	14	17	-5.6%
FTE	16.58	16.33	17.5	12.1	14	-15.6%
Enrolled Full-time	14	13	12	7	9	-35.7%
Enrolled Part-time	4	6	8	7	8	100.0%
Female	9	11	9	7	10	11.1%
Male	9	8	11	7	7	-22.2%
Alaskan Native/Native American/American Indian	-	-	-	-	-	-
Asian, Hawaiian, Other Pacific Islander	-	-	-	-	-	-
Black/African-American	1	2		1	1	0%
Hispanic	6	4	8	8	8	33.3%
Multi-racial	-	-	-	-	-	-
Undeclared	2	3	-	-	2	0%
White	8	10	12	5	·6	-25.0%

Student Demographics for the Bachelor of Science in Criminal Justice

Enrollment	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Headcount	200	200	186	190	189	-5.5%
FTE	183	181	169	160	170	-7.1%
Enrolled Full-time	151	151	138	133	139	-7.9%
Enrolled Part-time	49	49	48	57	50	2.0%
Female	114	114	111	115	102	-10.5%

Male	86	86	75	75	87	1.2%
Alaskan Native/Native American/American Indian	1	1	1	2	2	100.0%
Asian, Hawaiian, Other Pacific Islander	1	1	1	-	1	0%
Black/African-American	17	19	21	15	9	-47.1%
Hispanic	47	51	51	71	76	61.7%
Multi-racial	1	2	3	1	-	-100.0%
Undeclared	1	8	1	-	2	100.0%
White	122	118	108	101	99	-18.9%

Analysis and comments on student demographics.

There was a modest decrease in the number of bachelor's degree in criminal justice majors between 2014 and 2018, while the number of associate's degree majors decreased by only two students. There has been a significant increase in the numbers of Hispanics majoring in criminal justice both at the associate's level (33.3%) and at the bachelor's level (61.7%), and this change reflects the growing percentage of Hispanics at Dalton State, which recently became the University System of Georgia's first Hispanic-Serving Institution.

Faculty Indicators of Program Quality	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
School (not Department) faculty teaching in program	-	-	-	-	-	n/a
Full-time program faculty	3	3	3	3	3	0%
Part-time program faculty	3	2	2	3	3	0%
Total program faculty	6	5	5	6	6	0%
Percent of program classes taught by full-time program faculty	77%	87%	88%	76%	80%	3.9%
Gender (full-time and part-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 217	Fall 2018	% Change
Male	3	2	2	3	3	0%
Female	3	3	3	3	3	0%
Race/Ethnicity (full-time and part-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Alaskan Native/Native American/American Indian	-	-	-	-	-	
Asian, Hawaiian, Other Pacific Islander	-	-	-	-	-	
Black/African-American	1	1	1	1	1	0%
Hispanic	-	-	-	-	-	
Multi-racial	-	-	-	-	-	
Undeclared	-	-	-	-	-	
White	5	4	4	5	5	0%
Tenure Status (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Tenured	-	1	1	1	1	0%
On-tenure track	3	2	2	2	2	-33.3%
Non-tenure track	-	-	-	-	-	n/a
Rank (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Professor	-	-	-	1	1	n/a
Associate Professor	1	1	1	1	1	0
Assistant Professor	2	2	2	1	1	-50.0%
Instructor/Senior Lecturer/Lecturer	-	-	-	-	-	-

Faculty Indicators of Program Quality

Highest degree (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Doctorate	3	3	3	3	3	0
Specialist	-	-	-	-	-	-
Master's	-	-	-	-	-	-
Bachelor's	-	-	-	-	-	-
Associate's/Other	-	-	-	-	-	-

Provide additional details, analysis, and comments regarding faculty indicators of program quality.

The number of full-time Liberal Arts faculty teaching in the criminal justice program has not changed throughout the five years of this review period. However, the program was able to add a new lecturer position beginning with the 2019-2020 academic year.

The majority of faculty are white, and during the 2018-2019 academic year, the percentages of male and female faculty were equal. The faculty has remained very stable as there has been no turnover in the last five years, and as of Fall Semester 2019, all faculty have earned tenure and promotion, with the exception of the new lecturer. All faculty, including the new lecturer, have doctoral degrees in the discipline.

Still other indicators of faculty quality are the high student evaluations that criminal justice faculty average each year. According to SmartEvals, the three-year student evaluation average for all criminal justice faculty is an impressive 4.8 on the College's 5-point scale.

Indicators of Measures of Quality

Student Input	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Mean ACT score (Associate's Degree)	18.7	17.9	18.04	16.2	18.1	-3.2%
Mean SAT score (Associate's Degree)	420	402	417	402	427	1.7%
Mean ACT score (Bachelor's Degree)	19.02	19.11	19.42	19.29	19.87	4.5%
Mean SAT score (Bachelor's Degree)	442	439	438	443	444	0.5%

If applicable to your degree program, provide any additional external quality assurance data/information or results (e.g., professional accreditation results, National Survey of Student Engagement [NSSE], market rankings, etc.).

The Bachelor of Science and Associate of Science degrees in criminal justice degrees are not accredited by any specialized accrediting agencies, nor are there market rankings for this program. The mean ACT scores for the bachelor's program have shown a modest increase while the SAT scores for both the associate's- and bachelor's-degree majors showed minimal increases.

Indicators of Measures of Quality

Student Output	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Exit scores on national/state licensure (If applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Graduating majors' mean GPA (Associate of Science)	3.65	3.12	2.86	3.19	3.11	-14.8%
Graduating major's mean GPA (Bachelor of Science)	3.45	3.26	3.14	3.20	3.01	-12.8%
Employment rate of bachelor's-degree graduates/Entering graduate professional programs	70%	70%	74%	63%	68%	-2.9%
Number of students entering graduate/professional programs: Note: These percentages are not separated from the employment percentages.	n/a	n/a	n/a	n/a	n/a	n/a

Describe the extent to which students have achieved current program outcomes during this program review cycle (most recent year).

Results for 2018-2019

Graduating students are surveyed at the end of each semester in their capstone class, CRJU 4800. The department chair and faculty follow up with graduates through emails, phone calls, and LinkedIn accounts.

Program Outcome	Measure and Target	Assessment
1. Students will demonstrate satisfaction with the quality of instruction provided by Criminal Justice faculty.	Upon completing the program, all CJ majors complete a survey to rate the quality of instruction, satisfaction with the program, and understanding of academic and professional writing, research and scholarship, and professional and ethical values. At least 80% of graduating seniors will rate the quality of instruction as good or excellent and report that the program met or exceeded their expectations.	Target Exceeded: During the 2018-2019 academic year, 96% of graduates reported that the program met (33%) or exceeded (63%) their expectations. On these same surveys, 96% of the graduates rated the quality of instruction by faculty as good (29%) or excellent (67%).

2. Students will gain acceptance into graduate or professional schools or find employment related to their degrees.	Graduating seniors will be given an exit survey prior to graduation. In addition, graduates will be asked to contact their faculty advisors to update their plans. We will also attempt to update employment and educational status by checking graduates' Linked-in and Facebook accounts as well as attempting to contact graduates 4 to 9 months after graduation. A minimum of 70% of the graduates who respond to exit surveys or whose information can be updated 4 to 8 months after graduation will have found employment or have gained acceptance into graduate or professional schools.	**Target Not Met:** At the time of this writing (August 1, 2019), 68% of the graduates indicated that they had gained acceptance into graduate school or had found employment related to their degree. Eight students indicated that they were applying to graduate or professional school but had not yet been accepted. Seven graduates were employed in Whitfield County, 1 in Catoosa County, 1 in Murray County, 1 in Walker County, 1 in Fulton County, and 3 out of state (2 in Chattanooga and 1 in Washington, DC). Graduates reported working for the Dalton Police Department, the Georgia Department of Community Supervision, the Whitfield County Department of Family and Children Services, the District Attorney's office, the Chattanooga Police Department, and the Transit Authority Police.
3. Employers will express satisfaction with Criminal Justice program graduates.	Our employer surveys ask employers to rate graduates whom they hire on their written and oral communication skills, critical thinking skills, use of research and technology, knowledge of the criminological sciences, and understanding of professional and ethical values. In addition, they ask how well Dalton State prepared the graduate for the position, the employer's level of satisfaction with the work and performance of the graduate, and the employer's willingness to continue to hire our graduates. A minimum of 80% of employers who respond to survey will indicate CJ graduates are qualified and well prepared, that	**Target Met:** Two out of 10 employers returned completed surveys for a 20% response rate. Both indicated that the graduates' education qualifications prepared them for their positions, both were satisfied or very satisfied with the graduates' work and performance, and both indicated that based on their experience employing Dalton State's criminal justice graduates, they would continue hiring them. One indicated that the graduate was extremely well prepared, while the other indicated that the graduate was sufficiently prepared. **Target Met:** All respondents (100%) indicated that the graduates had above average or better understanding of the criminal justice program outcomes.

	they are satisfied with the graduates' work and performance, and that they would be willing to continue hiring Dalton State graduates.	Note: The Criminal Justice faculty will explore ways to improve employer response rates on the Employer Satisfaction Surveys, perhaps having employers complete the surveys as a part of the annual Criminal Justice Advisory Board meeting since many of the employers are also members of the advisory board.
	A minimum of 80% of the employers who respond to the Employer Satisfaction Survey will indicate that the graduate has average or better understanding of the program learning outcomes.	

Describe the extent to which students have achieved current student learning outcomes during this program review cycle (most recent year).

During the 2018-2019 academic year, 12 criminal justice courses were assessed in Weave. Of the 44 course-specific student learning outcomes assessed, criminal justice majors met or surpassed the targets on 95% of these. The 2018-2019 criminal justice graduates met or exceeded the majority of program-specific student learning outcomes, which are described in the table below. Previous years' findings can be found in Weave online for each of the years covered by this program assessment.

2018-2019

Student Learning Outcome	Measure and Target	Assessment
1. Students will demonstrate mastery of the essential content of the criminology core curriculum.	In fulfilling course requirements for CRJU 4800, students will complete a comprehensive examination of required criminal justice program content. The exam contains 47 question, pulled from the criminal justice core curriculum. Questions were deemed "essential" and came from the following courses: CRJU 1100 - Introduction to Criminal Justice, CRJU 2100 - Law Enforcement, CRJU 2200 - Judicial Process, CRJU 3100 - Criminal Law, CRJU 3110 - Criminal Procedures, CRJU 3200 - Criminology, CRJU 3300 -	Target Exceeded: During the 2018-2019 academic year, 95% of the graduates earned 70% or better on the comprehensive content exam.

	Corrections CRJU 3400 - Juvenile Delinquency and Justice, CRJU 3700 - Criminal Justice Research Methodology, CRJU 4700 - Ethical Issues in Criminal Justice. A minimum of 80% of students will demonstrate a broad knowledge and understanding of fundamental criminological/criminal justice theories, methodologies, and concepts by receiving a grade of 70% or better on a comprehensive criminal justice content assessment.	
2. Students will demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice.	Students in CRJU 4800, the capstone class, will select a policy/topic and present an analysis of that policy, providing arguments in support or against the implementation of that new policy or continued use of the policy currently in place. A minimum of 80% of students will score an average grade of 80% or better on the analysis portion of their policy research paper.	Target Met: During the 2018-2019 academic year, 89.47% of the students enrolled in CRJU 4800 demonstrated the ability to integrate theoretical knowledge with concrete information and apply those strategies and/or research findings by earning an 80% or better on the analysis portion of their policy research papers.
3. Students will demonstrate an understanding of essential elements of academic and professional writing.	Students' ability to demonstrate an understanding of the essential elements of academic writing will be assessed through their capstone policy papers written in CRJU 4800. A minimum of 80% of the students will earn 80% or better on the writing portion of their policy paper. A minimum of 80% of CJ majors will indicate in the Criminal Justice Program Exit Survey that	Target Partially Met.: During the 2018-2019 academic year, 89.47% of the students in CRJU 4800 earned an 80% or better on their policy papers. However, the course assessment of CRJU 4800 did not include an assessment of students' writing, and there was no analysis of the students' ability to meet conventional standards, exhibit appropriate style, or demonstrate awareness of audience. The chair

	they agree that their program of study moderately or significantly increased their understanding of academic and professional writing.	of the Department of Social Sciences will meet with the CJ faculty to aid in the development of a rubric to better evaluate this outcome. During the 2018-2019 academic year, 84% of graduating students indicated that their program significantly improved their understanding of academic and professional writing, and 12% of graduates indicated that the program slightly improved their understanding of academic and professional writing, while one graduate didn't provide a response.
4. Students will demonstrate an understanding of academic and professional research and scholarship.	To measure students' ability to use research and technology effectively, students in CRJU 3700 were required to create an annotated bibliography of essential academic articles associated with their research topic. In order to determine whether students were appropriately incorporating and documenting outside information properly, students were evaluated on the quality of their sources, the accuracy of the sources, the content of the annotations, the structure of the annotations, and the overall quality of the sources. A minimum of 80% of students will demonstrate the ability to use research and technology by scoring 80% or better on the annotated bibliography	Target Met: In CRJU 3700, Research Methods in Criminal Justice, a hybrid class taught on the Dalton State College main campus and through GeorgiaView during Fall 2018, 16 of 20 students, or 80%, demonstrated their ability to use research and technology effectively.

	component of the research project.	
5. Students will demonstrate an understanding of professional and ethical values in the criminal justice field.	Students in CRJU 4700 will take one or more tests that cover professional and ethical values. A minimum of 70% of students majoring in Criminal Justice enrolled in CRJU 4700 will score 80% or better on tests that demonstrate their understanding of professional and ethical values in the criminal justice field.	Target Met: During Fall Semester 2018, 85.7% of the students enrolled in CRJU 4700 earned an 80% or better on selected questions on the graded tests that demonstrate their understanding of the ethical and philosophical tenets of criminal justice.

Indicators of Measures of Quality

If available, provide additional information and/or results of other indicators of quality related to student output such as completer satisfaction surveys, employer satisfaction surveys, stakeholder satisfaction surveys, completion and continuation rates, attrition rates, starting salaries of graduates, etc.

In August 2019, graduates from the preceding academic year were contacted by phone and email concerning their employment and continuing education status. At that time 68% of the 2018-2019 graduates from the Bachelor of Science degree program in criminal justice reported that they had found full-time employment or were continuing their education. Eight students indicated that they were applying to graduate or professional school but had not yet been accepted. Seven graduates were employed in Whitfield County, one in Catoosa County, one in Murray County, one in Walker County, one in Fulton County, and three out of state (two in Chattanooga and one in Washington, DC). Graduates reported working for the Dalton Police Department, the Georgia Department of Community Supervision, the Whitfield County Department of Family and Children Services, the District Attorney's office, the Chattanooga Police Department, and the Transit Authority Police.

In addition, on graduating student surveys, 96% of last year's graduates indicated that the program met or exceeded their expectations, and Employer Surveys conducted in 2017 and 2019 showed employers were highly satisfied with criminal justice graduates.

Describe efforts undertaken to achieve and maintain curricular alignment within the program and currency to the discipline.

Criminal Justice faculty developed and taught a number of online and hybrid courses, making the program more accessible to working adults, and reviewed student learning outcomes and assessment measures for all courses. In addition, Criminal Justice faculty address curricular issues with the Criminal Justice Advisory Board on a yearly basis.

The Criminal Justice faculty further strengthened the program by requiring more out-of-class writing and research than had been required under the program's previous faculty and leadership. They have also

improved the program by tightening course prerequisites for CRJU 3700 (Criminal Justice Research Methodology) and CRJU 4000 (Internship in Criminal Justice). Students must now complete ENGL 3000 (Writing for the Social Sciences and Education) and CRJU 3200 (Criminology) prior to enrolling in CRJU 3700, thus being better equipped to complete required assignments and adequately assess theory. In addition, students must have completed 12 credit hours of upper-level criminal justice course work and have either a junior or senior class standing before they are permitted to enroll in the internship program, a requirement that will make students better prepared for field experiences. During the 2013-2014 academic year, CRJU 4100 (Judicial Process) was converted to a 2000-level course and made a prerequisite for CRJU 3100 (Criminal Law) and CRJU 3110 (Criminal Procedure) to improve student preparation for upper-level courses. Two additional courses were added to the criminal justice curriculum during this cycle. CRJU 3850, Deviance, Social Control, and Collective Violence is a course that explores the crime and justice response to issues associated with race, riots, vigilantism, genocide, and collective violence as a whole. CRJU 4750, Advanced Criminological Theory, is a course designed to benefit those students who have an interest in understanding criminal behavior or who are interested in graduate school or law school.

Aside from the new courses created, there were other courses taught under the CRJU 3710 (Special Topics in Criminal Justice) course heading. Topics included the death penalty, human trafficking, white collar crime (this course was converted to a permanent course--CRJU 3450), and careers in criminal justice. These courses are designed to expand the perspective of criminal justice students, better preparing them for their transition from college student to college graduate.

Indicators of Measures of Viability

Internal Demand for the Program	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Number of students enrolled in the associate's-degree program	18	19	20	14	17	-5.6%
Number of students enrolled in bachelor's-degree program	200	200	186	190	189	-5.5%
Number of students who applied to the program (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Number of students admitted to the program (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Percent of classes taught by full-time faculty	77%	87%	88%	76%	80%	3.9%

Describe additional details as deemed appropriate.

The number of students enrolled in the BS in criminal justice remains strong, though there has been a modest decrease in majors that corresponds with the College adding more bachelor's-degree choices. The number of students enrolled in the College's associate-degree program has changed by only one student.

Indicators of Measures of Productivity

Graduation	2014-15	2015-16	2016-17	2017-18	2018-19	% Change
Number of degrees conferred (bachelor's)	23	31	27	21	28	21.7%
Number of degrees conferred (associate's)	4	7	8	4	12	200.0%
Total student credit hours earned (bachelor's)	122	131	124	115	121	-0.8%
Total student credit hours earned (associate's)	129	101	127	114	82	-36.4%

Describe any institutional-specific factors impacting time to degree.

There are currently no institutional-specific factors impacting time to degree. Students may take courses criminal justice courses through eMajor, and that option reduces or eliminates scheduling issues that might occur for students who hold full-time or part-time jobs.

Evidence of Program Viability

Based on evidence from **ALL of the above** information, data, and analysis, discuss whether continued resources should be devoted to this program. This discussion must be evidence-based. Your comments should consider external factors and address questions such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are program faculty members in contact with employers and getting back feedback on graduates' job performance? Do employers state or suggest a need for changes in the program?

Based on enrollment history and degree completion rates, the BS in criminal justice is a viable program. For the past five years, the number of majors has remained strong, with close to 200 majors during each of the last five years (there are 199 majors as of Fall Semester 2019). Feedback from the Criminal Justice Advisory Board and from Employer Surveys suggests that employers believe our graduates are prepared for the jobs they obtain after graduation. Approximately 70% of graduates have found employment in their field within nine to four months after graduation, and the program has consistently exceeded the University System's guidelines for program viability by greatly surpassing the 10-student three-year graduation requirement for viability. For each of the past five years, the number of graduates has been at least double the 10-student-per-year rate. And survey data from the last two years demonstrate that 96% (2018-2019) and 100% (2017-2019) of the graduates who returned surveys agreed that the criminal justice program met or exceeded their expectations.

Program Strengths and Weaknesses

Based upon this review, what are the strengths and weaknesses of the program?

Strengths:

1. The number of majors has remained strong despite the additional choices in majors that students now have, and the degree program is the largest in the School of Liberal Arts.
2. Students are surveyed every semester on their satisfaction with the program, and these data indicate high levels of satisfaction.
3. The mean grade point average for students graduating from the associate's program in criminal justice and the bachelor's program in criminal justice is greater than 3.0 on a 4-point scale.
4. All of the program faculty, including the new lecturer, have earned doctorates in their field, and these faculty members are committed to strengthening the program through the use of high-impact practices, including service learning, undergraduate research, and experiential learning.

Weaknesses and concerns:

The only weakness in the program is in the contacting of graduates and their employers four to nine months after graduation and in contacting graduates' employers. Time constraints, lack of forwarding addresses, deactivated email addresses, disconnected phones, administrative demands, and lack of support staff have made contacting graduates and employers difficult. An action plan was created to address these issues and implemented during the academic year 2017-2018. The criminal justice faculty administered the graduating student survey in the CRJU 4800 (Senior Capstone in Criminal Justice) course an attempt to increase response rates. This course is unique because most students taking the course are in their last year of enrollment at DSC. To improve the response rate provided by CJ graduates regarding their employment/graduate school status, the Criminal Justice faculty at DSC have improved communication efforts with graduates. The Criminal Justice faculty established open lines of communication with graduates via social media platforms (Facebook, Instagram, LinkedIn, etc.), phone/text updates, etc.

Recommendations for Follow-Up and/or Action Plans (if needed)

Issue/Concern:

Improving student response rates for the Exit Surveys and improving follow-up of graduates and their employers are concerns.

Specific action(s):

The Criminal Justice faculty will administer graduating student exit surveys in CRJU 4800 (Senior Capstone in Criminal Justice) to increase response rates. This course is unique because most students taking the course are in their last year of enrollment at DSC. To improve the response rate provided by CJ graduates regarding their employment/graduate school status, the Criminal Justice faculty will increase their communication efforts with graduates. The Criminal Justice faculty will establish open lines of communication with graduates via social media platforms (Facebook, Instagram, LinkedIn, etc.), phone/text updates, etc. The Criminal Justice faculty will explore ways to improve employer response rates on the Employer Satisfaction Surveys, perhaps having employers complete the surveys as a part of the annual Criminal Justice Advisory Board meeting.

Expected outcomes:

Increased response rates for graduate and employer exit surveys.

Time frame for achievement:

No specific time frame is required. What is needed is a continuous effort by criminal justice faculty to administer and collect completed surveys while maintaining open lines of communication via the platforms discussed above.

Person(s) responsible:

Criminal justice faculty, especially the faculty member responsible for teaching CRJU 4800, as well as the chair of the Criminal Justice Advisory Board.

Resources needed: none.

Prepared by Mary Nielsen and James Wright

Signature _Mary Nielsen_ _____ Date: Sept. 24, 2019

Dean's Approval:

Signature: _Mary T. Nielsen_ Date: Sept. 24, 2019

Approval of the Chair of the DSC Comprehensive Program Review Committee:

Signature: _Marilyn M. Helms_ Date: 9/24/19

Vice President of Academic Affairs (VPAA) Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

☒ Program **MEETS** Institution's Criteria

☐ Program is critical to the institutional mission and will be retained.

☐ Program is critical to the institutional mission and is growing, or a high demand field, and thus will be enhanced.

☐ Program **DOES NOT MEET** Institution's Criteria for continuation.

☐ Program will be placed on monitoring status.

☐ Program will undergo substantive curricular revisions.

☐ Program will be deactivated.

☐ Program will be voluntarily terminated.

☐ Other (Please elaborate):

VPAA Signature: _____ Date: 9/30/19

Adrian Epps, Ed.D.

Provost and Vice President for Academic Affairs

Dalton State College