Program Review
Marshall University
March 2002

Date: October 23, 2003

Program: Bachelor of Arts degree in Criminal Justice, Marshall University

Date of Last Review: 1998

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

_____ 1. Continuation of the program at the current level of activity;

_____ 2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs);

XX 3. Identification of the program for further development (for example, providing additional college/institutional commitment);

_____ 4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See section E); or

_____ 5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

Signature of person preparing the report: _____________________________ Date: _____________________________

Signature of Program Chair: _____________________________ Date: _____________________________

Signature of Academic Dean: _____________________________ Date: _____________________________

Signature of Chair, Academic Planning Committee: _____________________________ Date: _____________________________

Signature of the Provost and Senior Vice President for Academic Affairs: _____________________________ Date: _____________________________

Signature of the President: _____________________________ Date: _____________________________

Signature of Chair, Board of Governors: _____________________________ Date: _____________________________
Marshall University recommends the continuation of the B.A. in Criminal Justice and identifies this program for further development through additional college/institutional commitment.

The B.A. in Criminal Justice is an important program in the Social Sciences at Marshall University and prepares students for a broad range of career options in criminal justice, government, business, and the legal system. As of Fall, 2003, courses in Criminal Justice meet the General Education requirements in the Social Sciences for the College of Liberal Arts and for the School of Journalism and Mass Communications. Criminal Justice supports many of Marshall University’s efforts for the Marshall Plan (through multicultural and proposed international courses) and the emphasis in the University’s mission statement on globalization of the curriculum. In addition, the B.A. in Criminal Justice supports interdisciplinary work in other fields in the Social Sciences (such as Sociology, History, Geography, Economics, Political Science, and Women’s Studies) as well as disciplines in other Colleges (such as Forensics, Safety Technology, Information Technology, Social Work, and Journalism and Mass Communications). Criminal Justice majors are trained to develop and interpret data on such issues as crime mapping, demographics, sociometrics, social policy, and qualitative and quantitative research. These analytical and interpretive skills are much in demand in the corporate, legal, and governmental sectors.

With the recent focus on terrorism and Homeland Security, the need for Criminal Justice graduates is ever increasing at the local, state, federal, and international levels. Thus, the B.A. in Criminal Justice responds to the growing demand through a rigorous and highly regarded degree program that addresses a broad range of needs in the multiple focuses of the Criminal Justice field. Students are trained in the latest advancements in Criminal Justice and Criminology theory and practices. This blend of theory and application is stressed in the experiential requirement of the capstone courses and the emphasis upon written and oral communication in the Criminal Justice curriculum. The experiential component provides students with professional contacts and experience in the field. This high level of practical experience our students receive is an important characteristic of our B.A. degree that makes it highly attractive to employers.

The increased demand for Criminal Justice graduates as well as the numerous benefits to Marshall and the state provided by this interdisciplinary program form the basis for the recommendation for increased institutional support. Currently, the Criminal Justice department has five full-time tenure-track faculty positions and must meet the needs of a B.A and M.S. degree program as well as a joint M.S. degree program with Fairmont State College. The addition of at least two faculty positions and increased resources for instruction and faculty development would greatly benefit the advancement of this program, which is well positioned for the development of a doctoral
program in Criminal Justice with the addition of these positions and resources. In terms of the B.A. degree alone, the addition of new faculty and resources would help the program meet the needs of its 360 currently enrolled majors and continue to expand its base of majors and minors. The Criminal Justice degree at Marshall is in high demand, and the program needs additional support in order to meet the demand and to continue to provide a high quality of education to its students.

Signature of the Dean:

College of Liberal Arts Dean     Christina Murphy, Ph.D.     Date:
I. PROGRAM DESCRIPTION for Criminal Justice, B.A.

Date of last Review: 1998.

The Criminal Justice Department at Marshall University provides undergraduate students with high quality criminal justice education to prepare them for future success in (1) public service (i.e., law enforcement, courts and administration, probation, parole, jails and prisons, juvenile justice, victim services, and training and teaching); (2) law school (3) graduate school; or (4) the private sector (i.e., loss prevention, security, and corrections). A unique contribution of the Criminal Justice Department is the development of students' intellectual abilities in critical thinking, research, language and communication, and problem solving through a broad-based study of the law, the legal system, and the practical realities of how social, economic, and political contexts influence the roles of professionals, practitioners, and the operation of the criminal justice system. The Criminal Justice Department is also committed to (1) applied and basic research, (2) leadership in public service to the community, (3) educating students in forensic applications and technological integration, and (4) developing insight into multicultural and global issues.

The Criminal Justice Department sponsors two student organizations: the Omega Gamma Chapter of Alpha Phi Sigma, the National Criminal Justice Honor Society, and the Alpha Omega Chapter of the American Criminal Justice Association-Lambda Alpha Epsilon. The department sponsors an annual awards reception that recognizes scholarly and professional achievement.

There are currently five full-time faculty positions within the department, which represents an increase of one full-time faculty position since the last program review. Faculty members within the Criminal Justice Department continue to be active in community service and research activities.

II. ACCREDITATION INFORMATION: None.

III. PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with Mission.

The Academy of Criminal Justice Sciences (ACJS), an international organization established in 1963 to foster professional and scholarly activities in the field of Criminal Justice, established minimum standards for Criminal Justice programs of higher education in January, 1998. The purpose of the minimum standards is to promote quality in criminal justice education. While ACJS does not accredit Criminal Justice departments at this time, the minimum standards are relevant to assessment of curriculum, faculty, students, and administration. In addition, if ACJS does begin the process of accreditation, Marshall University should apply for accreditation of its undergraduate Criminal Justice program. A copy of those minimum standards is attached to this report as Appendix A.

A. ADEQUACY.

1. Curriculum. With regard to undergraduate Criminal Justice programs, the ACJS minimum standards state:
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, to 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.

The minimum standards would require that students completing a graduate degree in criminal justice have an adequate understanding of five substantive areas: (1) criminal justice and juvenile justice processes (law, crime, and administration of justice), (2) criminology (the causes of crime, typologies, offenders, and victims), (3) law enforcement (police organization, discretion, subculture, and legal constraints), (4) law adjudication (criminal law, prosecution, defense, and court procedures and decision-making), and (5) corrections (incarceration, community-based corrections, and treatment of offenders). According to ACJS minimum standards, baccalaureate programs should have multiple courses to represent the substantive areas and other areas and should offer concentrations without overspecialization. In addition, undergraduate students should be required to take at least one course in each substantive area.

The curriculum in the Criminal Justice Department is consistent with the ACJS standards. Education goals established by Criminal Justice faculty include critical thinking as well as oral and written communication. The ethical application of concepts is stressed throughout the curriculum. The curriculum covers each of the five substantive areas identified by ACJS minimum standards, and ongoing curriculum revision continues to ensure comprehensive and up-to-date coverage of the diverse subject matter within Criminal Justice.

Several new courses were approved for delivery in the 2003-2004 academic year. They include: CJ 200 – Introduction to Criminal Justice; CJ 221 – Introduction to Criminal Courts; CJ 241 – Victims of Crime; CJ 300 – Administration of Criminal Justice; CJ 302 – Criminal Justice Research Methods; CJ 314 – Crime Scene Investigation; CJ 316 – Terrorism; CJ 340 – Drugs & Crime; and CJ 351 – Principles of Crime Prevention. In addition, several course descriptions have been modified or updated since the last program review.

A candidate for the bachelor's degree in Criminal Justice must fulfill the general and specific requirements of the University and the College of Liberal Arts. These include:

- 6 hours of English 101 and 102
- 12-hour sequence of a foreign language (Arabic, French, German, Greek, Japanese, Latin, Portuguese, and Spanish)
- 3 hours of Communication 103
- 3 hours of Fine Arts (THE 112, MUS 142, or ART 112)
- 3 hours of Classics, Philosophy, or Religious Studies
- 6 hours of Literature
• 3 hours of Mathematics (MTH 121 or higher)
• 3 hours of Computer skills
• 15 hours of Social Sciences, including hours from 3 separate disciplines (Criminal Justice, Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology, and Women’s Studies)
• 12 hours of Natural Science, including 4 hours of Integrated Science
• 12-15 hour minor
• 3 hours of Multicultural studies
• 6 hours of International studies
• 3 hours of a Writing Intensive course
• a Capstone course
• a minimum of 128 hours at the 100 level or above, and
• a minimum of 48 upper division hours.

In addition to the requirements of the University and the College of Liberal Arts described above, the student must select one emphasis area (either Professional Studies or Legal Studies). Students within the Professional Studies emphasis area must select one specialization, such as Law Enforcement, Corrections, Forensic Science, Juvenile Justice, Victims’ Rights and Services, or Security Management. Courses designed to fulfill the students’ emphasis areas are designated by students and approved by each student’s advisor.

The Professional Studies emphasis area prepares students to work in Criminal Justice or to attend graduate school. Students must complete 36 hours including CJ 200 (Introduction to Criminal Justice), CJ 302 (Research Methods in Criminal Justice), CJ 322 (Criminal Law), CJ 325 (Juvenile Justice), CJ 404 (Theoretical Criminology) and a course in statistics, plus 18 additional hours of Criminal Justice electives. Changes since the last program review include the substitution of CJ 200 for CJ 321 (Criminal Justice Administration), which is being deleted from the curriculum, the addition of CJ 302 as a required course, the deletion of CJ 211 (Introduction to Law Enforcement) and CJ 231 (Introduction to Corrections) as a required course; and the substitution of CJ 325 for CJ 425 (Juvenile Justice Administration), which is being deleted from the curriculum.

The Legal Studies emphasis area is intended for students interested in pursuing careers within the legal system and/or entering law school. The required course sequence includes: LAS 101 (General Law I), LAS 102 (General Law II), LAS 211 (Legal Research and Writing I), LAS 212 (Legal Research and Writing II), CJ 200 (Introduction to Criminal Justice), CJ 301 (Advanced Legal Research), CJ 322 (Criminal Law), CJ 323 (Criminal Procedure), CJ 421 (Corrections and the Law), CJ 422 (Law of Evidence). Changes since the last program review include the substitution of LAS 212 for LAS 240 (Criminal Litigation) and the substitution of CJ 200 for CJ 321 (Criminal Justice Administration), which is being eliminated from the curriculum. The Legal Assisting/Legal Studies Dual Degree program allows students holding an associate degree in Legal Assisting from Marshall’s Community and Technical College to apply designated credits toward a baccalaureate degree in Criminal Justice with a Legal Studies emphasis.
All Criminal Justice students complete a Capstone Requirement, which consists of a writing requirement that is incorporated into a required course, and 135 hours of community service.

2. Faculty. ACJS minimum standards provide the following requirements for graduate programs in Criminal Justice:

- Faculty teaching in bachelor’s and graduate programs must have an earned doctorate in Criminal Justice or a closely related discipline.
- Faculty composition should reflect the curriculum of the program, and faculty should possess diversity in professional experience, research, and scholarship.
- Each faculty member teaching courses at the master’s level must hold the terminal degree in Criminal Justice or a related discipline.
- Full-time faculty should teach all core courses, and there should be an adequate number of full-time faculty members to provide effective teaching, advising, and scholarly or creative activity, as well as to participate in curriculum development, policy making, and institutional planning and governance.
- Full-time faculty should teach at least 80 percent of the program’s credit hours.
- Graduate programs must employ at least four qualified full-time graduate faculty members whose responsibilities include teaching in the program.
- Faculty performance should be evaluated on the basis of quality of teaching, research and writing, and service to the institution and/or community at large.

Marshall’s Criminal Justice Department currently has five full-time faculty positions. This number represents an increase of one full-time, tenure-track position since the last program review. Three positions are currently filled with tenured or tenure-track faculty members. Two positions are filled with one-year temporary full-time faculty members. One tenured professor, Dr. Samuel L. Dameron, currently serves as the Associate Dean of the College of Liberal Arts, teaches one course per semester for the department, and serves as the department’s web master.

The three tenure-track faculty, two of whom are tenured, hold terminal degrees. One member has a Ph.D. in Criminal Justice, one has a Ph.D. in Adult Education with a cognate in Criminal Justice, and one has a J.D. All tenured and tenure-track faculty members have experience as professionals in the field of Criminal Justice as well.

With the exception of one-year temporary appointments, the composition of the faculty is consistent with the minimum standards of education required by ACJS. All tenured and tenure-track faculty members are fully admitted to the graduate faculty at Marshall University. Each tenured or tenure-track faculty member has completed Writing across the Curriculum (WAC) training, and two are WAC-certified instructors.

Over the last four years of the review period, the department has had one full-time temporary appointment. Also, two full-time faculty members hired during this period are no longer with the University. Three different faculty members have served as Chair of the department during the review period.
While tenured and tenure-track faculty represent diversity in their respective areas of experience, research, and scholarship, there are core areas of the graduate curriculum not covered by tenured and tenure-track faculty. These include research methodology and corrections. The department is currently recruiting candidates to fill the two positions currently held by one-year temporary faculty members and will consider the specializations of applicants for these positions.

Because two full-time faculty positions are currently being filled with one-year temporary appointments, only 60 percent of the full-time faculty members possess a terminal degree. The Criminal Justice Department uses nine part-time faculty positions per academic year. In addition, full-time faculty members receive reassigned time, so that an additional five part-time faculty members are used each semester (10 per year). The Associate Dean for the College of Liberal Arts receives nine hours of reassigned time per semester. The department Chair and the Graduate Advisor each receive three hours of reassigned time per semester. Release time for the department Chair is consistent with ACJS minimum standards.

At the current level of full-time and part-time faculty, full-time faculty members deliver approximately 61% of courses offered in an academic year (fall and spring semesters only). Part-time faculty members deliver approximately 39% of courses offered in an academic year. This distribution is approximately equal to the full-time/part-time course delivery ratio at the time of the last program review, but is not in line with ACJS minimum standards.

In the Fall 2003 semester, one adjunct faculty member has a Ph.D. Other adjunct faculty members are drawn from the community, and each possesses a Master of Science degree and/or a J.D. degree.

Chronic problems of attracting and retaining qualified faculty members continue. For most of the time period of this review, at least one full-time faculty position was open. The student/faculty ratio exceeds the ACJS recommended ratio of 30:1. In spite of the limited resources available to the department, faculty members have worked hard to retain the student-oriented approach to education that has become a hallmark of the Criminal Justice Department.

Faculty members are evaluated annually by the chair, unless more frequent supervision and feedback is indicated. Faculty members are also evaluated by students in each Criminal Justice. Data from those student evaluations are shared with the respective faculty members and the department chair.

Faculty data sheets for full- and part-time faculty are contained in Appendix II.


ACJS minimum standards with regard to students provide the following:

- Entrance requirements should be the same or higher than admission requirements for all students at the college or university.
- Students should have input in the faculty evaluation process.
- Provisions should be made to meet the needs of students admitted to the program, including nontraditional, part-time, or evening students.
- Programs should conduct student outcome assessments as a measure of the quality of their programs.
- Programs should track alumni to assess the extent to which students are placed in desired positions.

a. Entrance Standards: All students in the Bachelor of Arts degree in Criminal Justice must meet the entrance standards for Marshall University and the College of Liberal Arts. General requirements include a high school diploma or GED diploma and an overall grade point average of at least 2.0 (C average); a composite score of at least 19 on the ACT or a combined score (verbal + math) of at least 910 on the SAT; and completion of the 1990 Board of Trustees course requirements. The Board of Trustees course requirements are 4 years of English (including courses in grammar, composition, literature); 3 years of social studies (including U.S. history); 2 years of college prep math (Algebra I or higher); and 2 years of laboratory science (from biology, chemistry, physics, and other courses with a strong laboratory science orientation).

b. Entrance Abilities. Marshall University’s Office of Institutional Research has provided the following information about ACT scores and high school grade point averages for incoming students in the undergraduate degree program in Criminal Justice and in the College of Liberal Arts over the last five years.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Incoming Students</th>
<th>ACT Score Mean</th>
<th>High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 1998</td>
<td>4</td>
<td>17.00</td>
<td>5.09</td>
</tr>
<tr>
<td>Fall, 1999</td>
<td>1</td>
<td>13.00</td>
<td>2.86</td>
</tr>
<tr>
<td>Fall, 2000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall, 2001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall, 2002</td>
<td>51</td>
<td>22.2</td>
<td>3.33</td>
</tr>
<tr>
<td>Overall</td>
<td>56</td>
<td>21.38</td>
<td>3.38</td>
</tr>
<tr>
<td>CoLA Overall</td>
<td>11,063</td>
<td>21.38</td>
<td>3.24</td>
</tr>
</tbody>
</table>

(NB: The information contained in this table accurately reproduces data that was provided by the Office of Institutional Research.)

The low number of incoming students for 1998-2001 is due to admission standards in the department that prevented freshmen from declaring a major in Criminal Justice. The overall ACT mean score for Criminal Justice students equals the overall ACT mean score for College of Liberal Arts students, while the overall high school grade point average for Criminal Justice students is slightly higher than the overall high school grade point average for College of Liberal Arts students.

c. Exit Abilities. No licensure exam is administered to graduating Criminal Justice students at Marshall University; therefore, no such data are available. The mean cumulative grade point average of graduating Criminal Justice majors over four of the last five years was provided by the Office of Institutional Research and is shown below.

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Number</th>
<th>Mean GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-99</td>
<td>71</td>
<td>2.85</td>
</tr>
<tr>
<td>1999-00</td>
<td>57</td>
<td>2.78</td>
</tr>
<tr>
<td>2000-01</td>
<td>61</td>
<td>2.79</td>
</tr>
<tr>
<td>2001-02</td>
<td>63</td>
<td>2.93</td>
</tr>
<tr>
<td>Overall</td>
<td>252</td>
<td>2.84</td>
</tr>
</tbody>
</table>
Each year, a number of graduating students are accepted into graduate programs, including law school. The number of placements in graduate and law school varies from five to ten each year. The continued placement of these students in graduate education would indicate that the undergraduate program is preparing students to continue their education, both at Marshall and at other institutions. Unfortunately, data concerning the performance of all Criminal Justice undergraduate students on the LSAT and the GRE is not available to the department.

4. Resources.
   a. Financial. Most of the financial support for the Criminal Justice Department is state funding. Other support has come from off-campus student fees associated with the joint Master of Science degree program with Fairmont State College. Financial support consists predominantly of salaries for full-time faculty, an administrative aide, part-time faculty, and graduate assistants. The Department currently employs five full-time faculty members, nine part-time faculty members, ten additional part-time faculty members associated with reassigned time for full-time faculty members, and two graduate assistants annually. In addition, the department has received an annual current expense allotment. The allotment for 2002-03 was $9,423.00. This represents a decrease from the current expense allotment in the 1998-99 academic year, which was $11,775.00. Funding for faculty positions or for department operating expenses may be cut as a part of the budget cut anticipated for the 2004-05 fiscal year.

   b. Facilities. The Criminal Justice Department presently utilizes offices for five full-time faculty members, one administrative aide, two graduate assistants, and part-time faculty members. Classes are delivered in two classrooms. One room houses the Department’s library and the West Virginia Clearinghouse for Domestic Violence Information. The department currently uses eight microcomputers. Each full-time faculty member and the administrative aide is assigned one computer and printer. The remaining computers are for use by graduate assistants, part-time faculty, and students.

   Library holdings are primarily located at the new Drinko Library and the Morrow Library on campus. All students have access to extensive literature in each emphasis area through Marshall’s library holdings and electronic databases. The addition of WESTLAW and Lexis/Nexis in 2003 has assisted students who want to complete research in the legal area. Faculty members have contributed several hundred volumes, journals, and research in various formats to a small, departmental library. The Criminal Justice library and Domestic Violence Clearinghouse holdings are catalogued on a computer database to assist access to these holdings.

5. Assessment Information.
   a. Principal elements. The Criminal Justice Department’s assessment plan involves alumni surveys, graduating student surveys, employer feedback, annual faculty evaluation, and student evaluation of faculty. To encourage and facilitate continuous feedback from alumni, the department has initiated use of its web page to enable alumni to complete an alumni survey and to provide information to the department. The alumni web page is located at http://www.marshall.edu/criminal-justice/alumniinfo.htm.
During the summer of 2003, the alumni survey was posted on the department’s web page and is now available for continuous feedback by alumni. In the Fall of 2003, the department sent a postcard to over 2,000 alumni asking them to visit the web page and complete the alumni survey. To date, responses have been received from 111 alumni. Data from the survey were loaded by graduate assistants into the Statistical Program for Social Sciences (SPSS) for analysis. The results of the alumni survey are contained, in part, in the 2003 Assessment Summary Chart contained in Appendix B. A copy of the alumni survey is provided in Appendix B.

The Criminal Justice alumni web page also provides an opportunity for alumni to share information about what they are doing and where they are employed. Responses from alumni are retained and evaluated to determine whether those alumni who report are working in a position related to criminal justice and to assess whether alumni have completed additional education programs. A copy of the alumni information page is provided in Appendix B.

During the Fall 2003 semester, 57 contacts from 51 alumni were received through the department web page. Forty-nine of those alumni indicated that they had completed a bachelor’s degree in Criminal Justice at Marshall. Of those, 40 (78.4%) indicated they were working in a field directly related to Criminal Justice. Numerous alumni shared personal information about marriages, children, and job satisfaction. Any comments or suggestions were shared with Criminal Justice faculty for consideration. Examples of changes implemented as a result of feedback are contained in Section C: Assessment Data is Used to Improve Program.

Through the Criminal Justice web page, alumni are also given the opportunity to have their email addresses posted by year of graduation to facilitate contact among classmates. All alumni are encouraged to maintain contact with the department and its faculty via the web page or other means.

The Office of Program Review and Assessment administers Graduating Student Surveys. Results from this comprehensive survey are then shared with individual departments. The results for Criminal Justice students are reviewed by faculty to determine the level of graduating student satisfaction. Data received by the department in 1999 and 2000 indicated that 91% and 96% respectively of graduating students who majored in Criminal Justice agreed with the statement that the quality of their education experiences at Marshall was satisfactory.

Beginning in 2002, undergraduate students are asked to complete a College of Liberal Arts Graduating Senior Survey at the time they apply for graduation. Those surveys are forwarded by the College office to the respective departments, including Criminal Justice. Surveys from 99 undergraduate Criminal Justice students who graduated between May, 2001 and May, 2003 have been received and examined. Slightly more than one-half (52%) indicated their intention to attend graduate school. Students who completed the survey were unanimously favorable in their remarks about their major. Recommendations were shared with Criminal Justice faculty for consideration. Examples of changes implemented as a result of feedback are contained in Section C: Assessment Data is Used to Improve Program.

The internship director maintains contact with internship agencies, many of which are employers of department alumni. Individuals who supervise Criminal Justice interns are asked to evaluate student performance on the basis of several factors. Those
evaluation are carefully considered for any indication that the department has failed to adequately prepare students to enter the job market.

In addition, as alumni provide information about their employers and give permission to contact those employers, department faculty make contact with those employers by phone to receive feedback and recommendations.

b. Summary Information. Chart I Assessment Summary is attached to the Appendices of this report.

c. Assessment Data is Used to Improve Program.

On the basis of recommendations from alumni and employers, graduate faculty have structured additional computer applications in assignments to ensure that students are familiar with a number of computer software programs and applications.

On the basis of recommendations of students and employers, the faculty in the Criminal Justice Department have developed emphasis areas for undergraduate students in forensic science, private security, and victim services. Some new courses to support these new emphasis areas have been approved for delivery in the 2003-2004 academic year.

On the basis of alumni recommendations, faculty structured a community service component into the department’s capstone experience to ensure that all students who graduate from the program will have had experience with a professional agency within the criminal justice system.

d. Graduate and Employer Satisfaction.

The College of Liberal Arts Dean’s Office administered a Graduating Student Assessment to students as they applied for graduation in the 1998-99 academic year. Forty-four of those students who completed the survey identified themselves as Criminal Justice students. Forty (91%) indicated they were satisfied with the quality of their education.

The Office of Program Review and Assessment administered a Graduating Senior Survey to students as they applied for graduation in the 1999-2000 academic year. Twenty-eight surveys were completed by students who identified themselves as Criminal Justice students. Twenty-seven (96.4%) of those students indicated they were satisfied with the quality of their education.

During the Fall 2002 semester, the Criminal Justice Department took advantage of the opportunity to send a separate survey with the longitudinal Graduate Survey sent to students one year and five years after graduation by Marshall’s Office of Program Review and Assessment. The department received 19 responses. Seventeen respondents (89%) indicated they agreed with the statement that “the Criminal Justice program as a whole is an excellent program.” The same number indicated they were satisfied with the full-time faculty. All 19 respondents indicated they were satisfied with the course content and the overall quality of instruction in Criminal Justice. Responses to the Graduate Survey indicated that, overall, the alumni surveyed were satisfied with the quality of the Criminal Justice program and of Marshall University.

Informal contacts from alumni through the department’s web page included 44 contacts from 35 different alumni. Each individual indicated that he or she was
employed in the Criminal Justice field or the legal profession. Approximately one-half of those alumni had continued their educations, either in law school or an additional graduate program, after leaving Marshall.

Two unsolicited letters from employers over the time period of this Program Review were very complimentary of the department and its students. The Kentucky Police Corps indicated that Marshall is the only college or university outside of Kentucky from which they recruited. The Lexington-Fayette (KY) Police Department has administered its initial employment examination at Marshall University at least one time in each year of this program review. Marshall is the only location outside of Fayette County, Kentucky where that test is administered.

One unsolicited letter from an alumnus of the undergraduate and graduate program detailed how his coursework had been an asset to him in his position with the federal government. He also noted that Marshall’s Criminal Justice program had been commented on with approval by the supervisor who interviewed him for his current position. Numerous informal phone and email contacts from alumni to faculty have indicated that those alumni are pleased with the quality of the education they received at Marshall and that they were well prepared to enter a Criminal Justice profession or an additional program of higher education.

6. Previous Reviews. The last program review resulted in the following statement by the committee:

The Committee deferred action on this program. The Committee expressed concerns regarding the level of faculty resources in relation to high enrollment. A follow-up report is requested by January 15, 2000 which addresses the need to develop a plan to manage or limit enrollment or to provide additional faculty.

Even prior to the last review, the department had initiated a plan designed to reduce the number of undergraduate majors. In response to the increasing number of Criminal Justice majors and an extremely high student/faculty ratio, the former Dean of the College of Liberal Arts (Dr. Joan Mead) directed the department to limit enrollment. Beginning in the Fall 1997 semester, students at Marshall University were not permitted to declare a major in Criminal Justice until they had completed 15 hours at the 100 level or above, with an overall grade point average of 2.25 or higher, had completed ENG 101 or ENG 201H with a grade of C or higher; and completed one of four basic courses required to major in Criminal Justice (CJ 211, CJ 231, LAS 101, CJ 321) with a grade of C or higher. During the period before an undergraduate student became eligible to declare a Criminal Justice major, the academic advising was provided by the Academic Advising Center, although those students were still encouraged to consult with a Criminal Justice faculty member for career planning and academic advising.

The department’s response to the Committee detailed the new admission policy. On April 26, 2000, the Committee stated:

The Committee accepted the follow up report regarding the level of faculty resources and enrollment. While noting that the Department has plans to initiate stricter admission requirements, the Committee strongly urges the institution to
consider the addition of more faculty to meet the needs of a high-demand program.

This policy did result in a decrease in the number of undergraduate majors in Criminal Justice, and that decrease is reflected in the numbers of incoming students for the majority of the years covered in this review.

The department received a new full-time, tenure-track position beginning in the Fall 2000 semester.

The admission policy was evaluated in the summer of 2002 by the Chair of the department and the current Dean of the College of Liberal Arts (Dr. Christina Murphy). While the admission policy did delay declaration of a major in Criminal Justice, it is likely that some students left Marshall to pursue a Criminal Justice degree at another college or university, while others simply selected a different major. In addition, students were receiving inconsistent and sometime inaccurate advice from the Advising Center. Given the continued demand for the Criminal Justice major and the level of student frustration, the policy was rescinded, effective the Fall 2002 semester. The number of student majors increased from 197 in the 2001-2002 academic year to 311 in the 2002-03 academic year. Part of this increase is due to the fact that enrollment standards were rescinded. Nevertheless, this increase in majors in a one-year period is a clear indication of the continuing demand for this major by incoming students at Marshall University.

7. Strength/Weaknesses. The department’s primary strength is in its commitment to students and excellence in education. Faculty members interact exceptionally well with students and work together to provide quality in our students’ education. This, in turn, enhances the department’s reputation when students graduate and enter the work force. The Alumni Survey supports the fact that students who graduate from the Criminal Justice program are properly educated and highly employable in Criminal Justice professions.

The department’s reputation in the field remains exceptionally positive. Faculty members have enhanced that positive reputation by discipline-appropriate research and extensive community service during this review period. Faculty members also have provided leadership within the West Virginia Criminal Justice Educators’ Association. Both faculty and alumni are visible in their professional capacities. That visibility reflects positively on the department and the university. Finally, graduates of the department have made a significant, positive impact on the Criminal Justice community in this area and in a number of other areas nationally.

Approval in Fall 2003 to conduct national searches to fill the two vacant tenure-track positions within the department currently filled with one-year temporary appointments indicates the continued support of the department by the University and the College of Liberal Arts, even during a time of budget cutbacks. The department does see this as a strength.

The primary weakness within the department at this time is a lack of continuity in the faculty. The turnover of full-time faculty members has contributed to this problem as has the difficulty experienced attempting to recruit tenure-track faculty. Not only are faculty searches time-intensive endeavors, but students have not been able to enjoy the consistency and continuity a comparatively stable faculty could offer.
Related to faculty turnover are the issues of low faculty salary levels, the absence of faculty raises in the last year, and the absence of incentives for research or grant-related activities by faculty. Unfortunately, these weaknesses are beyond the control of the department.

While the enrollment policy implemented in 1997 did succeed in reducing the number of undergraduate students, there is no indication that the demand for a major in Criminal Justice has diminished. With the approval in Spring 2003 of Criminal Justice courses for General Education (Social Sciences) credit within the College of Liberal Arts and with the influx of new majors since the restrictions on admissions to the major were discontinued in Fall 2002, it is anticipated that the department will again be faced with a high student/faculty ratio with the problems associated with such a ratio.

B. VIABILITY.

1. Off-Campus Classes. The Criminal Justice Department did not offer any undergraduate off-campus courses during the last two years.

2. Service courses. Criminal Justice courses at Marshall University predominantly served Criminal Justice majors over the last five years. One Criminal Justice course, CJ 412/512 (Community Relations) was designated as a multicultural course that fulfills the multicultural requirement included in the Marshall Plan. During the 2002-03 academic year, the College of Liberal Arts Dean and Curriculum Committee approved all Criminal Justice courses as appropriate electives to meet part of the 15-hour Social Sciences requirement for all students in the College of Liberal Arts and in the W. Page Pitt School of Journalism and Mass Communications. In addition, Print Journalism majors were required to complete CJ 321, Criminal Justice Administration. Beginning with the Spring 2004 semester, that requirement will change to CJ 200, Criminal Justice Administration. This change is due to changes in the undergraduate Criminal Justice curriculum.

3. Articulation Agreements. The Department maintains articulation agreements with Southern West Virginia Community College and West Virginia University – Parkersburg, which offer associate degrees in Criminal Justice, to assist graduates of those programs in completing a Bachelor of Arts degree in Criminal Justice. In addition, the Department participates in a dual degree program in Legal Assistant/Criminal Justice – Legal Studies with Marshall's Community and Technical College.

4. Program Course Enrollment. Program course enrollment over the last five years, which has been provided by the Office of Institutional Research, is described in Appendix V.

5. Program Enrollment. Program enrollment data over the last five years, as provided by the Office of Institutional Research, are contained in Appendix VI.

6. Enrollment Projections. Demand for education in Criminal Justice has remained steady over the past five years. There is every reason to believe that the
demand will continue into the foreseeable future. Numerous local, state, and federal Criminal Justice agencies recruit Criminal Justice majors on Marshall’s campus. And inclusion of Criminal Justice courses as part of the Social Sciences requirements for the College of Liberal arts and for the W. Page Pitt School of Journalism and Mass Communications will definitely increase demand for the courses from non-majors.

C. NECESSITY.

1. Advisory Committee. The Criminal Justice Department does not have an advisory committee at this time.

2. Graduates. Alumni feedback indicates that graduates of the Bachelor of Arts degree in Criminal Justice are highly employable within various areas of the Criminal Justice system, including positions in local, state, and federal law enforcement; court administration; local state, and federal institutional corrections; community corrections; juvenile justice; victim services; and private and institutional security. Starting salaries range from $20,000 to $35,000 per year.

3. Job Placement. The job placement rate for graduates of the Bachelor of Arts degree in Criminal Justice is quite high. Alumni surveys indicate that graduates of the program are highly satisfied with their employability as professionals in Criminal Justice and with the department’s preparation for employment. Employer feedback is also highly favorable. Most alumni who have been in contact with the department indicate that they are working as professionals in the Criminal Justice system.

D. CONSISTENCY WITH MISSION.

The Criminal Justice Department functions in a manner consistent with the stated mission of Marshall University. The Bachelor of Arts program in Criminal Justice promotes the mission of the University by providing a high quality undergraduate education to students and by ensuring the integrity of curriculum through rigorous standards and high expectations for student learning and performance. Students in the program perform well while in the program and as professionals in the Criminal Justice system after graduation. Faculty members within the Criminal Justice department have made and continue to make significant contributions through research and service to the community, state, and region.

IV. PROGRAM OF EXCELLENCE.

The Criminal Justice Department has not, to date, been designated as a Program of Excellence.
Appendix I  
Required/Elective Course Work in the Program

Degree Program:  Criminal Justice, Professional Career Studies, B.A.  Person responsible for the report:  Margaret Phipps Brown

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 200 – Intro. to Criminal Justice</td>
<td>3</td>
<td></td>
<td>18</td>
<td>Statistics (MTH 225, SOC, 345, PSY 223, or EDF 417)</td>
<td>3</td>
</tr>
<tr>
<td>CJ 302 – Research Methods in Criminal Justice</td>
<td>3</td>
<td>CJ Electives (to include an internship or 135 hours of community service to a criminal justice agency as part of the capstone experience)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 322 – Criminal Law</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 325 – Juvenile Justice</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 404 – Theoretical Criminology (writing/capstone)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 15  
Elective: 18  
Related Fields: 3

Professional society that may have influenced the program offering and/or requirements:  the Academy of Criminal Justice Sciences
# Appendix I

## Required/Elective Course Work in the Program

**Degree Program:** Criminal Justice, Legal Studies, B.A.  
**Person responsible for the report:** Margaret Phipps Brown

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 200 – Intro. to Criminal Justice</td>
<td>3</td>
<td>None</td>
<td>0</td>
<td>LAS 101 – General Law I</td>
<td>3</td>
</tr>
<tr>
<td>CJ 301 – Advanced Legal Research (writing/capstone)</td>
<td>3</td>
<td></td>
<td></td>
<td>LAS 102 – General Law II</td>
<td>3</td>
</tr>
<tr>
<td>CJ 322 – Criminal Law</td>
<td>3</td>
<td></td>
<td></td>
<td>LAS 211 – Legal Research &amp; Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CJ 323 – Criminal Procedure</td>
<td>3</td>
<td></td>
<td></td>
<td>LAS 212 Legal Research &amp; Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CJ 421 – Corrections &amp; the Law</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 422 – Law of Evidence</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**

18

12

Professional society that may have influenced the program offering and/or requirements: the Academy of Criminal Justice Sciences
Appendix III

Off-Campus Classes

(Note: List courses offered at locations other than the Huntington Campus, South Charleston Campus, or Satellite Campuses.) Please include the courses offered in the past 2 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Courses Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2001</td>
<td>Martinsburg, WV</td>
<td>CJ 321 – Criminal Justice Administration</td>
<td>8</td>
</tr>
</tbody>
</table>
APPENDIX IV

SERVICE COURSES

THE PROGRAM OFFERED NO SERVICE COURSES
### Appendix V
**Program Course Enrollment**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/ Elective</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td>CJ 502</td>
<td>Seminar in Crime Prevention</td>
<td>Elective</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>CJ 504</td>
<td>Theoretical Criminology</td>
<td>Elective</td>
<td>7</td>
<td></td>
<td></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>CJ 510</td>
<td>Police Administration II</td>
<td>Elective</td>
<td>5</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CJ 512</td>
<td>Community Relations</td>
<td>Elective</td>
<td>4</td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CJ 513</td>
<td>Business and Industrial Security</td>
<td>Elective</td>
<td>6</td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CJ 521</td>
<td>Corrections and the Law</td>
<td>Elective</td>
<td>5</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CJ 522</td>
<td>Law of Evidence</td>
<td>Elective</td>
<td>19</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>CJ 525</td>
<td>Juvenile Justice Administration</td>
<td>Elective</td>
<td>3</td>
<td>2</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CJ 531</td>
<td>Criminal Rehabilitation</td>
<td>Elective</td>
<td>9</td>
<td></td>
<td></td>
<td>5</td>
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</tr>
<tr>
<td>CJ 532</td>
<td>Correctional Institutions</td>
<td>Elective</td>
<td>2</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 533</td>
<td>Correctional Administration</td>
<td>Elective</td>
<td>6</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>CJ 580</td>
<td>SpTp: Violence in the Family</td>
<td>Elective</td>
<td>8</td>
<td></td>
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<tr>
<td>CJ 580</td>
<td>SpTp: Profiling Violence</td>
<td>Elective</td>
<td>1</td>
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<tr>
<td>CJ 580</td>
<td>SpTp: Civil Litigation in Criminal Justice</td>
<td>Elective</td>
<td>5</td>
<td></td>
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<tr>
<td>CJ 580</td>
<td>SpTp: Civil Liability</td>
<td>Elective</td>
<td>7</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Type</td>
<td>Credits</td>
<td>Hours</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>CJ 581</td>
<td>Special Topic: Terrorism in the 21st Century</td>
<td>Elective</td>
<td>12</td>
<td>5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CJ 581</td>
<td>Special Topic: Gender Issues in Criminal Justice</td>
<td>Elective</td>
<td></td>
<td></td>
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<tr>
<td>CJ 581</td>
<td>Special Topic: Female Offenders</td>
<td>Elective</td>
<td></td>
<td>6</td>
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<td></td>
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</tr>
<tr>
<td>CJ 581</td>
<td>Special Topic: Crime and Punishment in American History</td>
<td>Elective</td>
<td></td>
<td>7</td>
<td></td>
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<tr>
<td>CJ 582</td>
<td>Special Topic: Rape and Sexual Violence</td>
<td>Elective</td>
<td>2</td>
<td></td>
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<tr>
<td>CJ 582</td>
<td>Special Topic: Civil Liability</td>
<td>Elective</td>
<td></td>
<td>5</td>
<td></td>
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</tr>
<tr>
<td>CJ 582</td>
<td>Special Topic: Conflict Resolution</td>
<td>Elective</td>
<td>5</td>
<td>4</td>
<td></td>
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<tr>
<td>CJ 582</td>
<td>Special Topic: Crime Scene Investigation</td>
<td>Elective</td>
<td></td>
<td>6</td>
<td></td>
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</tr>
<tr>
<td>CJ 583</td>
<td>Special Topic: Crime in the Family</td>
<td>Elective</td>
<td>25</td>
<td>2</td>
<td></td>
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<tr>
<td>CJ 583</td>
<td>Special Topic: Instructor Development</td>
<td>Elective</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CJ 583</td>
<td>Special Topic: Violence in Corrections</td>
<td>Elective</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CJ 583</td>
<td>Special Topic: Schools and the Juvenile Justice System</td>
<td>Elective</td>
<td></td>
<td>2</td>
<td></td>
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<tr>
<td>CJ 583</td>
<td>Special Topic: Legal Analysis</td>
<td>Elective</td>
<td></td>
<td>5</td>
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</tr>
<tr>
<td>CJ 583</td>
<td>Special Topic: Victimology</td>
<td>Elective</td>
<td></td>
<td>5</td>
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<tr>
<td>CJ 583</td>
<td>Special Topic: Relationship Violence</td>
<td>Elective</td>
<td></td>
<td>7</td>
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<tr>
<td>CJ 583-588</td>
<td>Independent Study</td>
<td>Elective</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 590</td>
<td>Internship</td>
<td>Elective</td>
<td>3</td>
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</tr>
<tr>
<td>CJ 601</td>
<td>Seminar in Criminal Justice</td>
<td>Elective</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CJ 602</td>
<td>Law and Social Control</td>
<td>Elective*</td>
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<tr>
<td>CJ 603</td>
<td>Criminal Justice Planning</td>
<td>Required</td>
<td>12</td>
<td>12</td>
<td>14</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Requirement</td>
<td>15</td>
<td>6</td>
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<tr>
<td>CJ 604</td>
<td>Advanced Theory in Criminal Justice</td>
<td>Required</td>
<td>15</td>
<td>6</td>
<td>12</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>CJ 621</td>
<td>Advanced Criminal Law and Procedure</td>
<td>Required</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>CJ 655</td>
<td>Research Methods in Criminal Justice</td>
<td>Required</td>
<td>19</td>
<td>8</td>
<td>13</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>CJ 656</td>
<td>Applied Statistics in Criminal Justice</td>
<td>Required</td>
<td>17</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>CJ 679</td>
<td>Problem Report</td>
<td>Elective</td>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>CJ 681</td>
<td>Thesis</td>
<td>Elective</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*CJ 602 (Law and Social Control) is a required course beginning in the Fall, 2003 semester.\n
(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the number of independent study students enrolled, but DO NOT include individual names or the titles of the independent studies.
# Appendix VI
## Program Enrollment

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 1998</th>
<th>Year 2 1999</th>
<th>Year 3 2000</th>
<th>Year 4 2001</th>
<th>Year 5 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Admitted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2380 Criminal Justice, MS</td>
<td>39</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GL 30 – MS Criminal Justice</td>
<td>1</td>
<td>23</td>
<td>23</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>(Option C:), etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Majors Enrolled*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Areas of Emphasis(i.e.,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>education specialization majors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minors**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total of Students Enrolled</strong></td>
<td>40</td>
<td>26</td>
<td>25</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>7</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
Background

The Academy of Criminal Justice Sciences' Ad hoc Committee on Minimum Standards for Criminal Justice Education was formed in 1995 by ACJS President, Jay Albanese. Committee members were selected to represent the diversity of the Academy by gender, ethnicity, region, and level of criminal justice programs from community college to Ph.D. granting institutions. The committee members were: Timothy Flanagan, Sam Houston State University; Peter Kratcoski, Kent State University; Harvey McMurray, North Carolina Central University; Marilyn McShane, Northern Arizona University; Franklyn Taylor, Community College of Rhode Island; and Mittie Southerland, Chair, Murray State University.

These Standards are the result of two years of review, discussion and revision. Drafts were widely distributed through publication in ACJS Today and feedback from the membership was solicited. The standards reflect current college and university accreditation standards and a modification of the standards adopted in Fall 1994 by the Northeastern Association of Criminal Justice Sciences (NEACJS). The NEACJS standards were built on those outlined by the Joint Commission on Criminology and Criminal Justice Education and Standards published in Quest for Quality. Earlier efforts in North Carolina and by the Southern Criminal Justice Association also served to inform the development of these standards. The purpose of the ACJS standards is to promote quality criminal justice education.

Statement of Principle

The Academy of Criminal Justice Sciences has adopted these voluntary standards for the improvement of quality in criminal justice higher education. As such, these standards are intended to be applicable to:

- associate degree programs for which college transfer or continuation of students to a senior institution (matriculation) usually results
- undergraduate programs, and
- graduate programs

The standards are intended to provide the degree of flexibility necessary for continual development of the criminal justice field and for programs to remain responsive to changes in the environment.
These standards are adopted in acknowledgment of the accreditation process conducted by the regional Associations of Colleges and Schools. Regional accrediting agencies accredit the total institution and evaluate the work of criminal justice programs within those institutions. It is the intent of ACJS through the standards set forth in this document to supplement the accreditation process by providing guidance for the internal and external evaluation of criminal justice programs. The standards delineated herein may be used as the basis for self-evaluation by criminal justice programs, Academic Peer Review through the Academy of Criminal Justice Sciences, program review for regional accreditation, and to provide direction for new and developing programs.

This is not a professional accreditation document; however, through these standards ACJS establishes some common elements that should be present in all programs of criminal justice higher education and other elements which may be applicable to programs depending on their mission. ACJS recognizes that some programs are more elaborate or have more resources than others, these standards should be interpreted to establish the parameters of the field. Programs surpassing these standards should not be lulled into complacency by their accomplishment but should continue to lead the field to change.

ACJS supports the right of an institution and criminal justice program to pursue its established educational purpose; the right of faculty members to teach, investigate and publish freely; and the right of students to have opportunities for learning. However, the exercise of these rights must not interfere with the overriding obligation of the institution and program to offer its students a sound education leading to a degree.

All criminal justice programs should be held to the specific standards delineated by the regional accreditation authority for the institution to which they belong. Programs should be able to show evidence of educational effectiveness in instruction and also in research and public service where these are significant components of the institution and program's statement of mission or purpose.

The standards delineated herein are designed to be applicable to degree programs carrying the label "criminal justice." Nevertheless, the standards can serve as guidance for other, more specialized, programs. The purpose and mission of a program and the nature of the institution in which it is housed should be the framework for interpreting and applying these standards.

**Representation with Regard to ACJS Standards**

Any promotional statement made by a program with regard to compliance with these minimum standards must be based on the results of the ACJS Academic Peer Review process or some other form of external peer review. The logo of the Academy of Criminal Justice Sciences is not to be used by any program or institution, except in regard to Institutional Membership.
Curriculum

1. 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.

2. 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)

   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 the 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.

   It is expected that associate degree programs will require a single course in some of the substantive areas above. The entire core should not be offered by the associate degree program. Articulation agreements should facilitate matriculation of students (see Curriculum #5 below).

   Graduate level programs are often more specialized in their focus and emphasis, and students from a variety of backgrounds often pursue graduate work in criminal justice. Nevertheless, measures should be taken to insure that all students completing graduate degrees in criminal justice have an adequate understanding of the five substantive areas listed above. At the doctoral level, supplementary courses from other disciplines
can be instrumental in providing an interdisciplinary basis for examining criminal justice issues. Doctoral programs are encouraged to provide such opportunities in their curricula.

3. 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.

4. 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.

5. Associate and baccalaureate degree programs should coordinate their curriculum efforts in order to facilitate matriculation of students. The entire core should not be offered by the associate degree program. Two-year and four-year colleges and universities should enter into articulation agreements wherever possible to clarify academic expectations for both parties. These agreements should reflect discussion of how best to advise and prepare students at two-year schools who are considering four-year degrees.

6. 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.

7. Criminal justice programs shall not offer collegiate courses nor award academic credit for vocational training courses designed for specific job preparation or advanced job training. These courses are characterized by training for specific job skills, rather than education involving conceptual learning.
Faculty

1. **Faculty qualifications** should be based on educational attainment, teaching ability, and commitment to higher education. Familiarity with the research literature is a requirement at all levels. Professional experience in the field of criminal justice is desirable for faculty at all levels. The commitment to conduct research is desirable for faculty in Bachelor's programs and required for teaching in graduate programs.

**Minimum educational qualifications** for faculty positions for those teaching in Bachelor's and graduate programs should be an earned doctorate in criminal justice, or closely related discipline. Those teaching in Associate's degree programs should possess a Master's degree in criminal justice, or closely related discipline. Faculty holding terminal degrees in the field of criminal justice should be sought wherever possible. Degrees must be from institutions accredited by the appropriate regional accrediting agency.

Programs may consider the J.D. degree combined with a Master's degree in criminal justice or closely related field and relevant professional experience as meeting the qualification for full-time academic appointment. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal educational qualifications. These special circumstances must include a combination of experience, scholarship, and professional involvement which has led to the individual being recognized by the academic community for his or her knowledge in the field of criminal justice.

The composition of the criminal justice faculty should reflect the curriculum of the program. Faculty specializations should be considered in recruitment and hiring decisions. Faculty diversity in professional experience, research, and scholarship is encouraged. Diversity of faculty by gender and ethnicity is also encouraged.

In the undergraduate major, at least 75 percent of the course credit hours taught must be taught by faculty holding the terminal degree, an earned doctorate, in criminal justice. Each faculty member teaching courses at the master's degree level must hold the terminal degree in criminal justice or a related discipline. All faculty members teaching courses at the doctor's degree level must hold the earned doctorate in criminal justice or a related discipline.

2. All programs should rely on full-time faculty to teach their core courses and to insure commitment, supervision, and availability to students. The number of full-time faculty members must be adequate to provide effective teaching, advising, and scholarly or creative activity, as well as appropriate to participate in curriculum development, policy making, and institutional planning and governance. **Part-time faculty** (including graduate assistants) should be used for no more than 20 percent of the program's credit hours. Part-time faculty should be used primarily as a supplement to full-time faculty. The credentials of part-time faculty should closely match those of full-time faculty. Programs should conduct annual teaching evaluations of part-time and adjunct faculty using the department's standard practice for evaluating teaching by non-tenured faculty.
3. **Staffing levels** of criminal justice programs should be equivalent to those of other academic programs at the institution. Generally, no more than one-third of the total credits required for the major should be offered by the same instructor.

Undergraduate programs should have a minimum of three full-time criminal justice faculty. For each graduate degree program, an institution must employ at least four qualified full-time graduate faculty members whose responsibilities include teaching in the program.

4. The *evaluation of faculty* performance should be based on quality of teaching, research and writing, and service to the institution and/or community at-large. Faculty performance should benefit the program and be directed toward the department's mission and goals. Teaching performance should be evaluated by both faculty peers and students through direct observation. Research should be evaluated in terms of how it is applied in the classroom and in its dissemination to the scholarly community. Service should be evaluated in terms of professional activity related to the educational and professional expertise of the faculty member.

**Students**

1. *Entrance requirements* for students in Criminal Justice programs should be the same or higher than admission requirements for all students at the college or university.

2. Students should have input in the *faculty evaluation* process. This input will normally take the form of teaching evaluations, but may include other input pertinent to faculty performance.

3. 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.

4. Programs should conduct student outcome assessments as a measure of the quality of their programs.

5. Programs should *track alumni* to assess the extent to which students are placed in desired positions. Surveys of graduates are a useful way to assess achievement of program goals. These should also serve as post-graduation customer satisfaction assessments. The information generated from these strategies should be used for recruitment of new students and placement of new graduates.
**Administration**

1. Programs in criminal justice should have a *student-faculty ratio* that is similar to other programs at the institution. There should be no more than 30 student majors for each full-time faculty member.

2. All programs should have, at minimum, a program director or coordinator who receives no less than the equivalent of one course reduction per term for program administration. Typically, criminal justice programs should hold independent status as an academic department.

When the criminal justice program is part of a multi-discipline department, the program should receive a fair proportion of the resources based on criteria such as the number of majors, credit hours produced, and number of full-time faculty members. The program should have independence and functional support for maintaining discipline integrity in matters pertaining to the criminal justice program. Criminal justice should be included in the department name.

2. **Library budgets and collections** for criminal justice book and periodical collections should provide for at least minimum coverage of field, and be tied to curriculum needs, student usage and program size. The library collection, acquisitions, and budget must be proportionate in both volume and funding to other programs at the institution.

3. **Class sizes** should average no more than 30 students to provide a forum for student-faculty interaction and exchange in the classroom. When this class size is not possible, provisions should be made for regular, smaller group meetings or discussions throughout the course. The development of critical thinking, writing, and oral communications skills takes place most effectively in this kind of classroom environment.

4. **Off-site** learning through electronic means or correspondence should be conducted in a fashion that maximizes student-faculty interaction. Real time interactive two-way audio and two-way video connections is an example of one strategy that can maximize such interaction for off-site learning. Workload adjustments should be made to compensate faculty for additional responsibilities incurred as a result of off-site instruction, including extended campus offerings. Off-site student responsibilities should be explicitly recognized in a faculty member's workload.

5. Provisions should be made to *support faculty advisement* by the institution. Both full-time and part-time faculty should have the physical space, and class-time schedule, necessary to hold office hours and meet with their students. Expectations and resources for faculty advisement should be stated explicitly by the institution.

6. The institution should have specific programs to *support faculty research*. These programs might include release time, financial incentives and support, facilities and
equipment, and sabbatical leave. Expectations and resources for faculty research should be stated explicitly by the institution.
Appendix B
Criminal Justice Alumni Survey
Criminal Justice Alumni Information Page
Criminal Justice Alumni Information Page

Give Us Your Information Below

Click here to Fill Out the Alumni Survey

What would you like us to do with your information?

☐ Publish It  ☐ Send a Newsletter  ☐ Both  ☐ Neither, Just Wanted to Keep in Touch

Tell us how to get in touch with you:

Name (Please Include Maiden)  
E-mail  
Telephone (Home)  
Telephone (Work)  
FAX
<table>
<thead>
<tr>
<th>Address</th>
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</table>

<table>
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<tr>
<th>Years Attended</th>
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</table>

<table>
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<tr>
<th>MU Degree(s),</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Area of Concentration, Year Received</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Other Degrees Received (Year)</th>
</tr>
</thead>
</table>

Enter some information about yourself and what you have been doing since you left

Comments or suggestions (especially to improve the department)

- [ ] I would like my name and Email address posted on the Alumni Roster Page.
- [ ] I would appreciate a contact from a faculty member.

Submit Comments  Clear Form

**Back to the CJ Home Page**

**Email the Department**

Revised November 29, 2001 by Sam Dameron Webmaster
Criminal Justice Alumni Survey

Give Us Your Demographic Information Below.

Your Age
- 21-25
- 26-30
- 31-39
- 40-49
- 50 and over

Your Gender
- Female
- Male

Your Race
- African American
- Asian
- Native American
- White
- Other

Are you
- Hispanic
- Non-Hispanic

Where did you reside most of your life before age 16?
- West Virginia
- Ohio
- Kentucky
- Other, Please specify State

Where do you reside now?

If you have relocated, please tell us why.
- For My Job
- For My Spouse's Job
Family Reasons

Other, Please Specify

If you did not graduate from MU, what years did you attend?

Did you receive a Bachelor's Degree from Marshall?

Yes
No

If you received a Bachelor's Degree from MU, in what year you received it?

What was your Area of Concentration?

Corrections
Law Enforcement
Legal Studies
Not Applicable

If you received a Master's Degree, in what year did you receive your MU Master's Degree?

Did you attend graduate or professional school after leaving MU?

Yes
No

What was the highest degree completed?

Master's
Doctorate
Law Degree

Other (Please specify)

Did you have an internship in your criminal justice program of study?
If you did an internship, please list the location

Was the internship helpful in preparing you for your career?

Please indicate your level of satisfaction with the following aspects of the Criminal Justice Department at Marshall University.

Course Content
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Difficulty of Courses
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Variety of Courses
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Scheduling of Courses
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Internship
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Full-time faculty
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Part-time Faculty
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Overall quality of Instruction in Criminal Justice
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Criminal Justice Academic Advising
Alpha Phi Sigma

Lambda Alpha Epsilon

Campus Watch

Special Olympics Security

Career Fair

Awards Reception

Please indicate your agreement or disagreement with the following statements.

My CJ courses increased my understanding of conceptual bases of the criminal justice process.

My CJ courses increased my awareness of the practical realities of the criminal justice process.

My degree in Criminal Justice provided me with an excellent pre-professional education.

Please provide the following information.

Were any CJ Classes especially beneficial to you?

Yes  No
If yes, which ones?

Which courses would you recommend for Criminal Justice students now enrolled at Marshall University?

Were any CJ faculty especially helpful to you in your CJ education or in attaining important personal goals?
☐ Yes  ☐ No

If yes, who?

Please indicate your degree of satisfaction with the following aspects of Marshall University which are outside the Criminal Justice Department.

Course Content of Non-CJ Courses.
☐ Very Satisfied  ☐ Satisfied  ☐ Neutral  ☐ Dissatisfied  ☐ Very Dissatisfied  ☐ Not Applicable

Difficulty of Non-CJ Courses.
☐ Very Satisfied  ☐ Satisfied  ☐ Neutral  ☐ Dissatisfied  ☐ Very Dissatisfied  ☐ Not Applicable

Variety of Non-CJ Courses
☐ Very Satisfied  ☐ Satisfied  ☐ Neutral  ☐ Dissatisfied  ☐ Very Dissatisfied  ☐ Not Applicable

Scheduling of Courses
☐ Very Satisfied  ☐ Satisfied  ☐ Neutral  ☐ Dissatisfied  ☐ Very Dissatisfied  ☐ Not Applicable

Overall Quality of Instruction in Non-CJ courses
☐ Very Satisfied  ☐ Satisfied  ☐ Neutral  ☐ Dissatisfied  ☐ Very Dissatisfied  ☐ Not Applicable

Utility of Non-CJ Courses
☐ Very Satisfied  ☐ Satisfied  ☐ Neutral  ☐ Dissatisfied  ☐ Very Dissatisfied  ☐ Not Applicable
Please indicate the level of your agreement or disagreement with the following statements about Marshall University and your academic career here.

I attended Marshall University to acquire a high quality Liberal Arts education.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

I attended Marshall University to acquire skills needed to get a good job.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

I attended Marshall University to acquire a college education at a moderate cost.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall enhanced my critical thinking skills.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall enhanced my ability to read and write effectively.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall enhanced my oral communication skills.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall enhanced my ability to use computers effectively.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall enhanced my ability to conduct research effectively.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall enabled me to identify important personal goals.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall increased my commitment to learning.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall increased my understanding of methods of scholarly inquiry.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall increased my understanding of and respect for persons of diverse backgrounds and cultures.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall increased my social, emotional and physical development.  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
Please answer the following questions about your employment while a student and since graduation.

Did you work while attending Marshall?
☐ Yes  ☐ No

If yes, please indicate your employment (you may choose more than one).

☐ Full-Time

☐ Part-time  Hours Per Week

☐ Work Study

☐ Graduate Assistant

Was your employment while attending Marshall criminal justice related?
☐ Yes  ☐ No

If yes, where were your employed?

If yes, what was your job title?

Are you now employed in a criminal justice related field?
☐ Yes  ☐ No

If yes, what is your job/title?

If no, why not?

Please provide the name and address of your employer.
May we contact your employer as part of our evaluation? Our only concern is whether your college experience helped prepare you for success on the job. We will not contact your employer without your permission.

☐ Yes ☐ No

Please provide us with any comments, remarks or additional information you would like to provide concerning your education at Marshall University and/or the Criminal Justice Department at Marshall.

Thank you very much for your help with this survey. Please hit the submit button to send the information to us.

Submit Comments Clear Form

Back to the CJ Home Page

Designed by Sam Dameron Web Master for the Criminal Justice Department.
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# Chart I Assessment Summary

**Marshall University**  
Assessment of Student Outcomes: Component/Course/Program Level  
5 year summary

**Component Area/Program/Discipline:** Criminal Justice Department B.A.  
**Date:** January 8, 2004

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical Thinking and problem solving skills in Criminal Justice</td>
<td>Margaret Phipps Brown and faculty teaching CJ 301 and CJ 404</td>
<td>1. Upper division writing requirement</td>
<td>1. Grade of C or better on research paper incorporated into CJ 301 (legal studies students) or CJ 404 (professional studies students) as part of the capstone experience.</td>
<td>1. CJ 301 students, assessed Fall, 2003: 21 of 24 (88%) passed. CJ 404 students, assessed Fall, 2003: 25 of 34 (74%) passed.</td>
<td>1. The CJ faculty have evaluated and implemented an incremental system of writing assignments throughout lower level courses to increase pass rate for professional studies students. The number of students who passed the writing requirement in the last year has increased significantly over the last report.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2. MU graduate survey (Office of Program Review and Assessment)</td>
<td>2. Acceptable level of satisfaction indicated by respondents on survey to 1 year and 5 year alumni.</td>
<td>2. In 1991, the last year for which data is available, 17 of 19 (89%) respondents indicated they had developed critical thinking skills at Marshall.</td>
<td>2. There has been no change in this data since last year’s report.</td>
</tr>
<tr>
<td>3.</td>
<td>Margaret Phipps Brown</td>
<td>3. CJ Alumni survey</td>
<td>3. Acceptable level of satisfaction indicated by respondents to Criminal Justice Alumni Survey.</td>
<td>3. Data collected during the Fall, 2003 semester indicates that 92 of 97 (95%) respondents agreed with the statement that their education at Marshall enhanced their critical thinking skills.</td>
<td>3. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate.</td>
</tr>
<tr>
<td>2. Written communication skills in Criminal Justice</td>
<td>Margaret Phipps Brown and faculty teaching CJ 301 and CJ 404.</td>
<td>1. Upper division writing requirement</td>
<td>1. Grade of C or better on research paper incorporated into CJ 301 (legal studies students) or CJ 404 (professional studies students) as part of the capstone experience.</td>
<td>1. CJ 301 students, assessed Fall, 2003: 21 of 24 (88%) passed. CJ 404 students, assessed Fall, 2003: 25 of 34 (74%) passed.</td>
<td>1. The CJ faculty have evaluated and implemented an incremental system of writing assignments throughout lower level courses to increase pass rate for professional studies students. The number of students who passed the writing requirement in the last year has increased significantly over the last report.</td>
</tr>
<tr>
<td>2. Office of Program Review and Assessment and Margaret Phipps Brown.</td>
<td>2. MU graduate survey (Office of Program Review and Assessment)</td>
<td>2. Acceptable level of satisfaction indicated by alumni respondents on survey to 1 year and 5 year alumni.</td>
<td>2. 18 of 19 (95%) respondents indicated they had developed the ability to write effectively.</td>
<td>2. There has been no change in this data since last year’s report.</td>
<td></td>
</tr>
<tr>
<td>3. Margaret Phipps Brown</td>
<td>3. CJ Alumni Survey</td>
<td>3. Acceptable level of satisfaction indicated by respondents to Criminal Justice Alumni Survey.</td>
<td>3. Data collected during the Fall, 2003 semester indicates that 86 of 98 (88%) respondents agreed with the statement that their education at Marshall enhanced their abilities to read and write effectively.</td>
<td>3. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate.</td>
<td></td>
</tr>
<tr>
<td>3. Oral communication skills in Criminal Justice</td>
<td>1. Margaret Phipps Brown and faculty teaching undergraduate CJ courses with an oral presentation assignment</td>
<td>1. Oral presentations by students in various undergraduate courses.</td>
<td>1. Grade of C or better on oral presentation in various undergraduate CJ courses.</td>
<td>1. Data is not available for 2002-2003 academic year.</td>
<td>1. CJ faculty will maintain data beginning Spring, 2004 semester.</td>
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<tr>
<td></td>
<td>2. Office of Program Review and Assessment and Margaret Phipps Brown.</td>
<td>2. MU graduate survey (Office of Program Review and Assessment)</td>
<td>2. Acceptable level of satisfaction indicated by alumni respondents on survey to 1 year and 5 year alumni.</td>
<td>2. 17 of 19 (89%) respondents indicated they had developed the ability to express themselves effectively through speaking.</td>
<td>2. There has been no change in this data since last year’s report.</td>
</tr>
<tr>
<td></td>
<td>3. Margaret Phipps Brown</td>
<td>3. CJ Alumni Survey</td>
<td>3. Acceptable level of satisfaction indicated by respondents to Criminal Justice Alumni Survey.</td>
<td>3. Data collected during the Fall, 2003 semester indicates that 87 of 98 (89%) respondents agreed with the statement that their education at Marshall enhanced their oral communication skills.</td>
<td>3. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate.</td>
</tr>
<tr>
<td>4. Computer/technology competence in Criminal Justice</td>
<td>Margaret Phipps Brown and faculty teaching undergraduate CJ courses with an assignment based on computer/technology competence in CJ.</td>
<td>1. Assignments based on computer/technology competence in CJ.</td>
<td>1. Grade of C or better on assignments based on computer/technology competence in CJ.</td>
<td>1. Data is not available for 2001-2002 academic year.</td>
<td>1. CJ faculty will maintain data beginning 2002-2003 academic year.</td>
</tr>
<tr>
<td></td>
<td>2. Office of Program Review and Assessment and Margaret Phipps Brown.</td>
<td>2. MU graduate survey</td>
<td>2. Acceptable level of satisfaction indicated by alumni respondents on survey to 1 year and 5 year alumni.</td>
<td>2. 10 of 19 (53%) respondent indicated they had received training in computers and technology appropriate for their major field.</td>
<td>2. CJ faculty have begun work to incorporate discipline appropriate assignments requiring competence in computers and technology beginning in 2003-2004 academic year.</td>
</tr>
<tr>
<td></td>
<td>3. Margaret Phipps Brown</td>
<td>3. CJ Alumni Survey</td>
<td>3. Acceptable level of satisfaction indicated by respondents to Criminal Justice Alumni Survey.</td>
<td>3. Data collected during the Fall, 2003 semester indicates that 44 of 98 (45%) respondents agreed with the statement that their education at Marshall enhanced their oral communication skills.</td>
<td>3. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate.</td>
</tr>
<tr>
<td>5. Research skills in Criminal Justice</td>
<td>1. Margaret Phipps Brown and faculty teaching CJ 301 and CJ 404.</td>
<td>1. Upper division writing requirement</td>
<td>1. Grade of C or better on research paper incorporated into CJ 301 (legal studies students) or CJ 404 (professional studies students) as part of the capstone experience.</td>
<td>1. CJ 301 students, assessed Fall, 2001: 21 of 24 (88%) passed. CJ 404 students, assessed Fall, 2001: 25 of 34 (74%) passed.</td>
<td>1. The CJ faculty have evaluated and implemented an incremental system of writing assignments throughout lower level courses to increase pass rate for professional studies students. The number of students who passed the writing requirement in the last year has increased significantly over the last report.</td>
</tr>
<tr>
<td></td>
<td>2. Margaret Phipps Brown</td>
<td>2. CJ Alumni Survey</td>
<td>2. Acceptable level of satisfaction indicated by respondents to Criminal Justice Alumni Survey.</td>
<td>2. Data collected during the Fall, 2003 semester indicates that 80 of 98 (82%) respondents agreed with the statement that their education at Marshall enhanced their oral communication skills. 67 of 96 (70%) respondents agreed with the statement that their education at Marshall increased their understanding of methods of scholarly inquiry.</td>
<td>2. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate.</td>
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<td>6. Prepare Criminal Justice majors for a career as a professional in Criminal Justice or a related discipline.</td>
<td>1. Office of Program Review and Assessment and Margaret Phipps Brown</td>
<td>1. MU graduate survey</td>
<td>1. Acceptable level of satisfaction indicated by alumni respondents on survey to 1 year and 5 year alumni.</td>
<td>1. 18 of 19 (95%) respondents indicated they felt adequately prepared for a career and/or graduate or professional study in their major field. 17 of 19 (89%) respondents indicated they had acquired sufficient skills and knowledge to prepare for career-related positions.</td>
<td>1. There has been no change in this data since last year’s report.</td>
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<td>2. Margaret Phipps Brown</td>
<td>2. CJ Alumni survey</td>
<td>2. Acceptable level of satisfaction indicated by respondents to Criminal Justice Alumni Survey.</td>
<td>2. Data collected during the Fall, 2003 semester indicates that 87 of 98 (89%) respondents agreed with the statement that their education at Marshall provided excellent pre-professional education. 92 of 98 (94%) agreed with the statement that their education at Marshall had increased their awareness of the criminal justice process. 94 of 97 (97%) agreed with the statement that their education at Marshall had increased their understanding of criminal justice. 57 of 85 (67%) respondents indicated they are currently employed in a CJ related field.</td>
<td>2. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate.</td>
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<td>3. Margaret Phipps Brown and CJ Internship Director</td>
<td>3. Intern Evaluation</td>
<td>3. Acceptable level of satisfaction indicated by respondents to Alumni Survey.</td>
<td>3. For Fall, 2003 semester, 10 evaluations were received. All 10 were favorable toward student interns and the quality of the CJ program.</td>
<td>3. CJ faculty will continue to monitor Intern Evaluations for suggestions and take appropriate action, as that is appropriate.</td>
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<td>1. Graduate or law school placement.</td>
<td>1. Number of CJ students who have been accepted by and intend to attend graduate or law school.</td>
<td>1. Approximately 5 students who graduated in 2002-2003 academic year are attending law school; approximately 7 are attending graduate school.</td>
<td>1. Faculty will continue to actively recruit promising undergraduate students to Marshall’s m.s. program in CJ and work with students and alumni interested in law school placement.</td>
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<td>2. MU graduate survey</td>
<td>2. Number of higher-level education program placements as indicated by alumni respondents on survey to 1 year and 5 year alumni.</td>
<td>2. 10 of 19 (53%) respondents indicated they had been accepted by and planned to attend a higher-level education program. 18 of 19 (95%) respondents indicated they felt adequately prepared for a career and/or graduate or professional study in their major field.</td>
<td>2. There has been no change in this data since last year’s report.</td>
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<td>3. Acceptable level of graduate/law school admissions indicated by respondents to Criminal Justice Alumni Survey.</td>
<td>3. Data collected during the Fall, 2003 semester indicates that 25 of 88 (28%) respondents answered affirmatively to the question whether they attended graduate or professional school after attending Marshall. 33 respondents had completed a master’s degree; 1 had completed a doctorate degree; 12 had completed law school.</td>
<td>3. This level of acceptance into graduate programs would indicate that the program is successfully preparing its students for graduate work.</td>
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<td>4. Acceptable level of graduating seniors indicating they will pursue graduate/professional school immediately after graduation.</td>
<td>4. For 2002-2003 academic year, 27 of 49 (55%) student respondents indicated that they planned to enter graduate/professional school immediately after graduation.</td>
<td>4. This level of acceptance into graduate programs would indicate that the program is successfully preparing its students for graduate work.</td>
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