

External Review Committee Report
Comprehensive Program Review
Associate of Science in Criminal Justice
Bachelor of Science in Criminal Justice
Columbus State University

Submitted: September 2014

I. Introduction

a. Membership of the External Review Committee

Jennifer M. Allen, Ph.D.
Department Head and Professor of Criminal Justice
Department of Criminal Justice
University of North Georgia
Dahlonega, GA

Barbara Hunt, Ph.D.
Professor and Former Chair of English
English Department
Columbus State University
Columbus, GA

Frederick Gordon, Ph.D.
Assistant Professor of Political Science
Department of Political Science
Columbus State University
Columbus, GA

b. Procedure Followed and Information Gathered:

The External Review Committee was provided Comprehensive Program Review Self-Studies for the associate of science and bachelor of science degrees in criminal justice by Dr. Michael P. Bailey prior to the campus site visit. The External Review Committee met on site at Columbus State University on August 28, 2014. At CSU, the External Review Committee was able to meet with four students in the bachelor of science degree program, four faculty members from the Department of Criminal Justice, and the Chair of the Criminal Justice Department, Dr. Michael Bailey. The Committee did not tour available facilities or speak to any students from the associate's degree program. The Committee was not provided access to course evaluation written responses, degree program assessments, faculty curriculum vitas, or alumni surveys. Subsequently, the External Review Committee agreed that the provided data was insufficient in many instances to draw conclusions in some areas of the program review. The Committee also felt that the claims made in the self-study could not be substantiated because of a lack of supporting data and methodological issues in data presentation and interpretation. The Committee's assessment and recommendations are restricted as a result.

II. Findings of the External Review Committee

a. Indicators of Program Quality – Associate of Science in Criminal Justice

- The Committee finds that the Associate of Science in Criminal Justice degree program is **average**.
- The quality of the faculty is *acceptable* for an associate's degree program with all faculty holding master's degrees or higher. Many of the faculty have previous outside field experience or are currently working in the field of criminal justice.
- The quality of teaching in the associate's degree program was *above average* based on the course evaluation averages provided in the self-study report.
- The research and scholarship of the faculty was *sufficient* to support an associate's degree program. It was noted that faculty have attended regional conferences within the last 5 years.
- The quality of service was *average* for an associate's degree program with faculty participating in community and university service activities regularly.
- The quality of faculty and student achievements was *average* with faculty providing field trips to students to local prisons and courtrooms, and participating in clubs/associations with students.
- The quality of curriculum was *above average*. The program is teaching the necessary requisite skills needed for employment at an entry-level position in criminal justice.
- The quality of facilities and equipment was *satisfactory* for an associate's degree program.

b. Indicators of Program Productivity

- The Committee finds that the overall program productivity for the Associate of Science in Criminal Justice degree program is **below average**.
- The enrollment in the program for the past 5 years is *below average*. Enrollment in the program has remained stagnant and does not demonstrate a growth over the 5 year period.
- The Committee *could not make a determination* in the area of "degrees awarded over the past 5 years". The average number of graduates from the associate's program over the 5 year period was 11. However, the Committee was not provided with data

from comparative schools or degree programs to determine if this is an acceptable number of graduates.

- The Committee *could not make a determination* in the area of “comparison with CSU & USG programs”. The Committee was not provided with comparison data for this indicator.
- The program retention rate was determined to be *average* even though the Committee felt that the data provided to assess this indicator was insufficient. The Committee would have liked to have seen more updated data in this area.
- The Committee *could not make a determination* in the area of “graduation rate of the program”. No comparison data was provided to sister institutions or programs.
- The cost effectiveness of the instructional delivery was determined to be *satisfactory* by the Committee although the resources provided to students and faculty are limited when compared to other programs on campus.

c. Program Viability

- The Committee determined the program’s overall viability to be **average** based on the data provided.
- The Committee believes that the Associate of Science in Criminal Justice degree program has great potential if marketed as a separate program for those seeking entry-level positions in the field of criminal justice. The program may benefit from being placed online. The program should be provided the necessary resources, such as faculty and facilities (either on the internet or on the brick-and-mortar campus) to grow. The program is situated in the center of the state and serves an area with many prisons and police departments. These professionals are not required to have associate’s degrees upon entry but need them to promote within the agencies. Marketing to those populations would be beneficial.

Recommendations for Improving Program Quality – Associate of Science in Criminal Justice

- The program should be marketed to entry-level criminal justice professionals in the local area who are interested in being promoted in their current agency.
- The department should consider putting the program fully online to reach a wider audience and to grow the program’s student population.

- Designating faculty who teach only within the associate's program would provide consistency to the program and allow for relationships to build between students and faculty.
- The associate's program can be used as a gateway to the bachelor's program in criminal justice if dedicated faculty are provided the ability to mentor students at the associate's level and to stress the importance of continuing their education for improved opportunity in the field.

Bachelor of Science in Criminal Justice

II. Findings of the External Review Committee

a. Indicators of Program Quality – Bachelor of Science in Criminal Justice

- The Committee finds that the Bachelor of Science in Criminal Justice degree program is **average**.
- The quality of the faculty was determined to be *below average*. None of the faculty hold terminal degrees in criminal justice or a closely related field. Of the five identified full time faculty, only two hold doctoral-level degrees (D.P.A). One adjunct faculty member was identified as holding a Ph.D. from an online university. Of the 17 faculty members identified in the Comprehensive Program Review Self-Study, only two hold terminal degrees. Only 5 of the 17 faculty members are full-time in the department.
- The Committee was *unable to make a determination* on the “quality of teaching” indicator. The numbers provided appeared supportive but the Committee lacked sufficient data to determine their validity.
- The research and scholarship is *below average*. The self-study indicated no publications by faculty in the department during the review period.
- The quality of service was determined to be *average*; although, it was difficult for the Committee to assess this indicator because the data provided was out-of-date.
- The quality of faculty and student achievements was determined to be *average*. This was assessed only on faculty involvement in student organizations since no other information was provided for this indicator.
- Students in the program believed that having faculty who are past or current practitioners was useful for networking and provided additional experiences for the students, such as field trips.
- The quality of curriculum was determined to be *below average*. The department does not currently require nor teach a course in statistics. The department also does not require a course in research methods. Even though a research methods course exists in the department it is not taught regularly. The Committee felt that basic research methods and statistical skills were essential elements of a baccalaureate degree.
- The quality of facilities and equipment was determined to be *below average*. The program does not currently teach technological skills relative to the field of criminal

justice. In addition, the program lacks equipment such as simulators and forensic laboratory space.

b. Indicators of Program Productivity

- The Committee determined the program's overall productivity to be *above average* based on graduation rates and total number of majors.
- The Committee was *unable to make a determination* for "enrollment in the program for the past 5 years" because there was not enough data to support the numbers statements provided in the Comprehensive Program Review Self-Study. The provided chart and written statements did not match.
- The Committee determined that the degrees awarded over the past 5 years was *above average*. The Committee made this determination with some reservation because it felt that more data was needed to compare graduation rates of sister institutions and comparable programs.
- The Committee felt there was *insufficient data to evaluate* the "comparison with CSU & USG programs" indicator.
- The program retention rates were determined to be *below average*. The provided numbers indicated lower enrollments from year-to-year but no explanation was provided for why this may be occurring.
- The student learning indicators was rated below *average*. According to the Comprehensive Program Review Self-Study the Department of Criminal Justice is not participating in assessment at this time. They have no measurement tool for assessment.
- The graduation rate of the program was determined to be *average*.
- The cost-effectiveness of the program was determined to be *average*; although, the Committee noted that the program appears to be a "bargain" for the school since there is a lack of sufficient faculty and few facilities for students and faculty.

c. Program Viability

- The Committee determined the program's overall viability to be *above average*. The Committee noted that the Criminal Justice program is the third largest degree program on campus. However, the program appears to be lacking in support for the hiring of qualified faculty and enough faculty to adequately support the program(s).

- The program's improvement plan was troublesome to the Committee. The Committee believes there is not a common goal in the department between faculty and department chair.

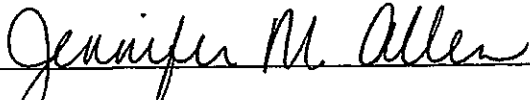
Recommendations for Improving Program Quality – Bachelor of Science in Criminal Justice

- When asked, the faculty stated a need for (1) 3-4 more faculty in the areas of forensics, homeland security, and comparative and global crime and justice; (2) increased support for professional development, travel to academic conferences; and (3) a clear structure, lines of communication, and leadership within the department. However, the Department Chair prioritized (1) online degree programs (both A.S. and B.S.); (2) 3 new faculty lines in distance learning and research backgrounds; and (3) a partnership with the local police academy. The Committee believes that communication and strategic planning in the department is lacking which results in reduced faculty 'buy-in' in initiatives. Determining the priorities and future goals of the department is needed in order for the program to improve.
- Hiring qualified faculty with higher education in criminal justice or closely related fields (such as sociology) is needed in the department. Practical experience is beneficial but academic departments also need scholars and researchers for balance. Having additional faculty with research backgrounds provides an alternative (and sometimes more critical) viewpoint for students in the classroom and potentially increases the scholarship of the department.
- The University needs to commit to hiring 3-4 more full-time faculty lines in the Department of Criminal Justice. With two tenured faculty members, three lecturers, and twelve adjuncts the department has little stability. Faculty who are full-time, tenured or tenure track bring a sense of ownership and commitment to the longevity and sustainability of the department that does not exist in departments dominated by part-time faculty lines.
- Faculty need to be provided financial support for academic conferences and encouraged to publish in academic journals. Faculty indicated that no money exists for this purpose at the current time. The Committee found the faculty to be willing to work and enthusiastic about the courses they teach and the field of criminal justice; however, they did not feel supported by the department and the lack of travel funding was de-motivating. There is currently no expectation to publish scholarly works.
- The addition of a required statistics course in the major or in Area D would greatly benefit the program and the students graduating from CSU and moving into the criminal justice workforce. These students will be expected to use statistics in

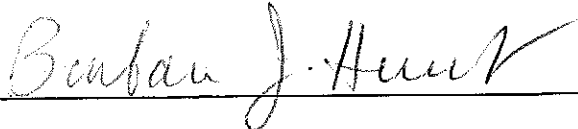
criminal justice grant writing, program assessment, etc. once employed. It will also provide students wishing to continue their education into graduate programs the opportunity to be accepted to those programs.

- Offering the research methods course each semester, rather than bi-annually, would also benefit the program and students. Understanding research methods is a basic component of an undergraduate education and is essential in improving the writing and comprehension of students engaged in authoring research papers.
- Improving the technology provided to students and faculty members could also assist the program. The use of firearms simulators and forensic laboratory space would provide students with hands-on opportunities to acquire the skills needed to succeed in the criminal justice job market. Interactive activities that interest students may also increase retention rates.

Committee Signatures:



Dr. Jennifer M. Allen



Dr. Barbara Hunt



Dr. Frederick Gordon

Appendix III
Columbus State University Comprehensive Program Review Evaluation for the
 (Insert Name of Program: Degree and Major)

Section Two - Indicators of Program Quality

	Rating Category			Observations
II. Summary Findings of Program's Overall Quality				
Self-Study	Very Strong			
Review Team	Satisfactory	Review Team Observations:	<hr/>	
CPR Committee		CPR Committee Observations:	<hr/>	
II A. The Quality of Faculty				
Self-Study	Very Strong			
Review Team	Satisfactory	Review Team Observations:	<u>acceptable for an associates degree</u>	
CPR Committee		CPR Committee Observations:	<hr/>	
II B. The Quality of the Teaching				
Self-Study	Very Strong			
Review Team	Above Average	Review Team Observations:	<u>based on course evaluations</u>	
CPR Committee		CPR Committee Observations:	<hr/>	
II C. The Quality of Research and Scholarship				
Self-Study	Above Average			
Review Team	Satisfactory	Review Team Observations:	<u>faculty attended regional conferences</u>	
CPR Committee		CPR Committee Observations:	<hr/>	
II D. The Quality of Service				
Self-Study	Very Strong			
Review Team	Satisfactory	Review Team Observations:	<u>faculty participated in univeristy activities</u>	
CPR Committee		CPR Committee Observations:	<hr/>	
II E. The Quality of Faculty and Student Achievements				
Self-Study	Above Average			
Review Team	Above Average	Review Team Observations:	<hr/>	
CPR Committee		CPR Committee Observations:	<hr/>	
II F. The Quality of Curriculum				
Self-Study	Above Average			
Review Team	Satisfactory	Review Team Observations:	<u>very good field trips</u>	
CPR Committee		CPR Committee Observations:	<hr/>	
II G. The Quality of Facilities & Equipment				
Self-Study	Satisfactory			
Review Team	Satisfactory	Review Team Observations:	<hr/>	
CPR Committee		CPR Committee Observations:	<hr/>	

Section Three - Indicators of Program Productivity

	Rating Category			Observations
III. Summary Findings of Program's Overall Productivity				
Self-Study	Very Strong			
Review Team	Below Average	Review Team Observations:	<u>low enrollment figures</u>	
CPR Committee		CPR Committee Observations:	<hr/>	
III A. Enrollment in Program for Past 5 Years				
Self-Study	Very Strong			

Review Team	<input type="text" value="Below Average"/>	Review Team Observations:	<u>low enrollment figures</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	_____

III B. Degrees Awarded Over the Past 5 Years

Self-Study	<input type="text" value="Very Strong"/>		
Review Team	<input type="text"/>	Review Team Observations:	<u>committee unable to make a determination</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	_____

III C. Comparison With CSU & USG Programs

Self-Study	<input type="text" value="Above Average"/>		
Review Team	<input type="text"/>	Review Team Observations:	<u>committee unable to make a determination</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	_____

III D. Program Retention Rate

Self-Study	<input type="text" value="Below Average"/>		
Review Team	<input type="text" value="Satisfactory"/>	Review Team Observations:	<u>committee would like to see more updated data</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	_____

III E. Student Learning Indicators

Self-Study	<input type="text" value="Very Weak"/>		<u>committee would like to see more updated data</u>
Review Team	<input type="text"/>	Review Team Observations:	_____
CPR Committee	<input type="text"/>	CPR Committee Observations:	_____

III F. Graduation Rate of Program

Self-Study	<input type="text" value="Very Strong"/>		
Review Team	<input type="text"/>	Review Team Observations:	<u>unable to determine</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	_____

III G. Cost-Effectiveness of Instructional Delivery

Self-Study	<input type="text" value="Very Strong"/>		
Review Team	<input type="text" value="Satisfactory"/>	Review Team Observations:	<u>faculty resources are limited</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	_____

Section Four - Program Viability

	Rating Category		Observations
IV A. Summary Findings of Program's Overall Viability			
Self-Study	<input type="text" value="Above Average"/>		
Review Team	<input type="text" value="Satisfactory"/>	Review Team Observations:	<u>need to market better and use of online instruction</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	_____
IV B. Summary Findings of Program's Improvement Plans			
Self-Study	<input type="text" value="Satisfactory"/>		
Review Team	<input type="text" value="Satisfactory"/>	Review Team Observations:	<u>program should be marked to entry level criminal justice professionals and use of distance learning is essential</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	_____

Appendix III
Columbus State University Comprehensive Program Review Evaluation for the
 (Insert Name of Program: Degree and Major)

Section Two - Indicators of Program Quality

	Rating Category		Observations
II. Summary Findings of Program's Overall Quality			
Self-Study	Very Strong		
Review Team	Satisfactory	Review Team Observations:	_____
CPR Committee	_____	CPR Committee Observations:	_____
II A. The Quality of Faculty			
Self-Study	Above Average		
Review Team	Below Average	Review Team Observations:	Only two full time faculty hold PhDs _____
CPR Committee	_____	CPR Committee Observations:	_____
II B. The Quality of the Teaching			
Self-Study	Very Strong		
Review Team	_____	Review Team Observations:	unable to make evaluation due to insufficient data _____
CPR Committee	_____	CPR Committee Observations:	_____
II C. The Quality of Research and Scholarship			
Self-Study	Above Average		
Review Team	Below Average	Review Team Observations:	there are no faculty publications _____
CPR Committee	_____	CPR Committee Observations:	_____
II D. The Quality of Service			
Self-Study	Very Strong		
Review Team	Satisfactory	Review Team Observations:	unclear cause data is out of date _____
CPR Committee	_____	CPR Committee Observations:	_____
II E. The Quality of Faculty and Student Achievements			
Self-Study	Very Strong		
Review Team	Satisfactory	Review Team Observations:	limited data to make comprehensive assessment _____
CPR Committee	_____	CPR Committee Observations:	_____
II F. The Quality of Curriculum			
Self-Study	Very Strong		
Review Team	Below Average	Review Team Observations:	the department does not require statistics nor research methods _____
CPR Committee	_____	CPR Committee Observations:	_____
II G. The Quality of Facilities & Equipment			
Self-Study	Satisfactory		
Review Team	Below Average	Review Team Observations:	the program does not teach technical skills relative to the field _____
CPR Committee	_____	CPR Committee Observations:	_____

Section Three - Indicators of Program Productivity

	Rating Category		Observations
III. Summary Findings of Program's Overall Productivity			
Self-Study	Very Strong		
Review Team	Above Average	Review Team Observations:	_____
CPR Committee	_____	CPR Committee Observations:	_____
III A. Enrollment in Program for Past 5 Years			
Self-Study	Very Strong		

Review Team	<input type="text"/>	Review Team Observations:	<u>unable to evaluate due to inconsistent data</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	<u></u>

III B. Degrees Awarded Over the Past 5 Years

Self-Study	<input type="text" value="Very Strong"/>		
Review Team	<input type="text" value="Above Average"/>	Review Team Observations:	<u></u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	<u></u>

III C. Comparison With CSU & USG Programs

Self-Study	<input type="text" value="Very Strong"/>		
Review Team	<input type="text"/>	Review Team Observations:	<u>insufficient data</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	<u></u>

III D. Program Retention Rate

Self-Study	<input type="text" value="Satisfactory"/>		
Review Team	<input type="text" value="Below Average"/>	Review Team Observations:	<u>no explanation provided for low enrollments</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	<u></u>

III E. Student Learning Indicators

Self-Study	<input type="text" value="Very Weak"/>		
Review Team	<input type="text" value="Below Average"/>	Review Team Observations:	<u></u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	<u></u>

III F. Graduation Rate of Program

Self-Study	<input type="text" value="Satisfactory"/>		
Review Team	<input type="text" value="Satisfactory"/>	Review Team Observations:	<u></u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	<u></u>

III G. Cost-Effectiveness of Instructional Delivery

Self-Study	<input type="text" value="Very Strong"/>		
Review Team	<input type="text" value="Satisfactory"/>	Review Team Observations:	<u></u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	<u></u>

Section Four - Program Viability

	Rating Category		Observations
IV A. Summary Findings of Program's Overall Viability			
Self-Study	<input type="text" value="Very Strong"/>		
Review Team	<input type="text" value="Above Average"/>	Review Team Observations:	<u>third largest degree program on campus</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	<u></u>
IV B. Summary Findings of Program's Improvement Plans			
Self-Study	<input type="text" value="Satisfactory"/>		
Review Team	<input type="text" value="Below Average"/>	Review Team Observations:	<u>need more qualified faculty and program restructuring to include more academic rigor with courses on methods and statistics.</u>
CPR Committee	<input type="text"/>	CPR Committee Observations:	<u></u>