

MACU  
CRIMINAL  
JUSTICE  
PROGRAM  
REVIEW  
2016-2019



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**Criminal Justice Program Review 2019**

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**Chair Summary:**

Criminal Justice and Ethics at Mid-America Christian University has been a key degree program for the university for the past 20 years. Criminal Justice courses provide a solid foundation for students to further and pursue their career in the Law Enforcement profession. The program equips the students with an extensive array of knowledge vital for success in the criminal justice field. To this end, the leadership of the criminal justice degree program across the university-Dr. J Hall, Chair of ASAS; Marvin Akers, Program Director for Criminal Justice for CAGS- work closely with stakeholders across MACU to develop, implement, and assess a program design to best meet the needs of our students and the needs of the every changing technology and climate in the law enforcement profession.

The criminal justice program has experienced many changes in leadership and continuity over the past two years. Currently the program has begun to be redeveloped with the vision of supporting the students but also the needs of the numerous law enforcement entities served by education. The changes currently consist of:

- 1. Program rewrites and improvements:** The current program had not been completely evaluated in the past three years. There was a need to improve and enhance the courses with updated materials applicable to the technology and climate for law enforcement. Many courses had information not consistent with knowledge level needed by students.
- 2. Revision of the CJ Program:** The previous standard of 36 hours in Criminal Justice major course requirements is standard. However with many differing avenues with in the criminal justice profession a change was needed to meet the needs of students. The program was improved to give students 30 hours of major course requirements and 6 hours of major course requirements from an elective stand point in the course. Students now have the option to choose, investigations, patrol, human trafficking, corrections, domestic violence, and victimology with in the major course requirement electives. This will give the student an opportunity for a breadth of knowledge across the degree.
- 3. Professional Involvement:** While placing the program on the right path there was also a need for input from outside sources. The Criminal Justice Advisory Council has started to be reformed with a meeting in October 2019. The impact of this council will be to enhance the function of the program to meet the needs of state and local law enforcement. A council to discuss the challenges of the career will enable the program to be modified, when needed, to meet leadership challenges for the agencies that will potentially employ MACU students.
- 4. Outreach through seminars and recruiting:** The need for student enrollment is a particular point of focus for the criminal justice program. In an attempt to reach students and active professionals within the criminal justice profession a Leadership Seminar is planned for the spring/summer of 2020. This seminar will enable law enforcement to gain valuable continuing education hours and see the value of MACU as an institute of higher learning for potential students. The seminar and numerous other professional contacts through the program director will be instrumental recruitment tools for the university.

Criminal Justice and Ethics, Program Review, Section 1

Chair's Summary Statement about the State of the Program

**CAGS Criminal Justice and Ethics program Review Statement – 2019****Marvin Akers****Current Strengths**

The current reorganization of the Criminal Justice program will help students to focus on areas of interest within their education and career. The introduction of class such as; Human Trafficking, Police Operations, Introduction to Corrections and the rewrite with an emphasis on law enforcement with in the courses of Victimology and Domestic Violence will give students an educational avenue to pursue. This will encourage students by allowing them to gain knowledge in areas of interest instead of forcing students to take standard courses which will add little value to their personal goals. The course design will be through a cumulative approach giving the students an opportunity at the end of each course to demonstrate all the tools they had learned during the previous five weeks. The courses being written or rewritten are being developed by strong subject area experts with years of experience in the assigned subject matter.

**Current Challenges**

Our largest challenge is student recruitment and retention. The intensive pace of the courses coupled with the student life load impacts the decision to complete or start a degree. I think with the current recruitment actions, the solid corps of adjunct faculty and the willingness to work with students will increase retention and recruitment numbers. Establishing baseline information for the program is another challenge. There has been a lack of documentation in the past with previous program directors. This has caused gaps in information and a lack of continuity within the program.

**Goals for the Future**

By the next program review, I would like to see the recruitment and retention numbers of our Criminal Justice and Ethics Program to increase by twenty percent. I believe with the restoration of the Criminal Justice Advisory Council, the Leadership Seminar, the addition of new adjunct faculty, and the reorganization of the program this should be attainable. An increase in part-time faculty compensation would help MACU be more competitive in continuing to recruit and maintain exceptionally qualified part-time faculty members.

**Challenges:**

The single greatest challenge facing criminal justice is recruiting students who are in need of an education and don't know exactly what MACU has to offer in the profession of criminal justice. Recruiting and sustaining students is an on-going struggle. The program has exemplary instructors with extensive knowledge and experience in criminal justice. The challenge is to recruit students and expose them to the knowledge base of the instructors and keep them motivated and interested.

A second challenge is in the area of preparation. Students, regardless of age or drive to excel, are demonstrating lower levels of preparedness for college-level work, particularly in areas like writing and time management. It is difficult to keep students engaged with their major courses when they are ill-prepared for the courses, from a writing standpoint. It is equally difficult to keep students focused when their time management skills are lacking.

Finally, on-going faculty evaluation and development has proven to be a challenge, in both on-ground and on-line courses. Initial training in CAGS for all adjunct faculty members is strong with additional training being conducted through on-line events and on-ground training. Faculty monitoring continues to improve with the use of the instructor monitoring portal. Observation of classroom courses needs to improve, as does communication and training with these instructors.

**Opportunities:**

In spite of the challenges noted above, the commitment and dedication by the Criminal Justice faculty is strong. The faculty has the vision of imparting knowledge to the students and supporting the university vision, mission, and goals. There is an opportunity to work with students and adjuncts to improve engagement and communication, leading to better student performance and connectivity to the university. The ASAS WIG for 2018-2019 involves increasing the use of technologies among the faculty to better connect and communicate with students, specifically with those online.

Respectfully submitted, 7.31.19

J Hall, Ph.D., Chair, Adult School of Arts and Sciences

Marvin Akers, Program Director Criminal Justice and Ethics, Adult School of Arts and Sciences

Criminal Justice and Ethics, Program Review, Section 2

Program Sheet from Catalog

**University Core** Specific courses within the University Core are listed in the University catalog.

**University Core (46 Hrs)**

Bible/Theology (12 hrs)

Communication (9 hrs)

U.S. History and Government (6 hrs)

Science (6 hrs plus 1 hr of lab)

Math (3 hrs)

Social Sciences (3 hrs)

Humanities (6 hrs – 3 hrs must be literature)

**Orientation Requirement**

**Orientation (3 Hrs)**

UNIV 1123 Success at MACU

**Major Requirements**

**Criminal Justice Administration Major (36 Hrs)**

CRJS 3103 Introduction to Criminal Justice

CRJS 3503 Criminal Law I

CRJS 3513 Criminal Law II

CRJS 3703 Criminal Procedures

CRJS 3813 Community Relations

CRJS 4113 Principles of Investigation

CRJS 4403 Police Administration

CRJS 4513 Interview and Interrogation Techniques

CRJS 4533 Anti-Terrorism and Homeland Security

**Major Elective (6 Hrs)**

*Students may choose any two of these courses to fulfill the requirement.*

CRJS 3003 Victimology

CRJS 4003 Cultural Diversity in Law Enforcement

CRJS 4103 Identification, Collection, and Preservation of Evidence

CRJS 3013 Introduction to Corrections

CRJS 3413 Domestic Violence

CRJS 4013 Human Trafficking

CRJS 4402 Police Operations

Electives (39 Hrs)

\*Choose thirty-nine (39) hours from any area.

A student must have a minimum of 40 hours of 3000 and 4000 level courses in order to receive a Bachelor degree. Please note: This may require the student to take at least four (4 Hrs) of upper division elective hours in order to meet this



graduation requirement.

**Total University Core 46**

**Total Orientation 03**

**Total Criminal Justice Administration Major 36**

**Total Electives 39**

**Total Required Hours 124**

Criminal Justice and Ethics, Program Review, Section 3

Program Assessment System

**Criminal Justice and Ethics Assessment System**

Criminal Justice and Ethics outcomes are assessed annually. The way the program is assessed includes assessing outcome 1-5 in the fall and in the spring. Outcomes are assessed in courses where content is taught that relates directly to the Student Learning Outcomes (SLO's). This allows for the assessment of learning to the extent in which information or skills learned in the course can be evaluated as they compare to the SLO's.

Faculties in assessed courses provide grades for their students, allowing for assessment to be done by the program director. Currently there are no assessment rubrics developed for the faculty. So all information gathered is completed by the program director and documented. Assessment data for all assessed courses is collected in a single document for assembly and evaluation by the program director and chair. Once evaluated, decisions are made by the program director and chair about specific actions to be taken in order to address areas of improvement.

Criminal Justice and Ethics, Program Review, Section 4

Program Curriculum with PO and SLO Explanations

## **Adult School of Arts and Sciences, Criminal Justice and Ethics Program and Student Objectives**

- 1. Graduates will demonstrate an understanding of the laws, Constitutional requirements, and legally defined procedures that criminal justice professionals will employ while operating in professional criminal justice environment.**
  - Students will identify applicable case law
  - Students will identify Constitutional requirements as they pertain to legal precedent
  - Students will explain legal procedures as they apply to criminal justice procedures
  
- 2. Graduates will demonstrate a critical understanding of diversity and inequality as manifested in the criminal justice system locally and nationally. Graduates will apply these understandings to both the study and practice of criminology and criminal justice including an engagement with diverse local, state and national agencies around issues of crime, criminal justice, and other problem behaviors.**
  - Students will develop and apply a personal understanding of diversity and the way it impacts work in criminology and criminal justice.
  - Students will understand the interaction of race, class, and gender with the criminal justice system
  - Students will understand the impact of diversity as it applies to community policing, criminal justice management and supervision
  
- 3. Graduates will demonstrate an understanding of the investigative process; initial response, securing the scene, interviewing and data analysis. Thus providing a thorough overview of the fundamentals of criminal investigation and by demonstrating the ability to identify all elements of the criminal act.**
  - Students will explain the fundamental process of criminal investigations
  - Students will identify the elements of a criminal act
  - Students will identify the importance of initial response and securing of crime scenes, major incidents and accidents
  
- 4. Graduates will demonstrate an understanding of contemporary concepts and practices for supervisors in law enforcement; this will include an emphasis on character, motivation, teamwork, and conflict resolution.**
  - Students will be able to explain the supervisors role in the criminal justice system
  - Students will explain the importance of the following as it relates to the concept of supervision: Character, Motivation, Teamwork, Conflict resolution
  
- 5. Graduates will demonstrate the ability to communicate effectively both orally and in writing; including the ability to use appropriate style, grammar, and mechanics in documenting interviews, reports, evidence and other writing functions and to conduct academic research for criminal justice analysis and action.**
  - Students will demonstrate the ability to communicate clearly both orally and in writing
  - Students will be able to explain the role of proficient writing in criminal justice

Assessment Occurrence for AY 2015-2016  
 College of Adult and Graduate Studies (CAGS)  
 Adult School of Arts and Sciences (ASAS)  
**Program: Associate of Arts degree (AA)**

Date: 06/20/2016

Outcome	Assessment Occurrence												
	Quarter	CRJS3 103	CRJS 3113	CRJS 3503	CRJS 3513	CRJS 3703	CRJS 4113	CRJS 4103	CRJS 4513	CRJS 4403	CRJS 3813	CRJS 4003	CRJS 3003
<b>Program Outcome 1</b>	1st	X											
Graduates will identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning.	2nd												
	3rd												
	4th				X								
<b>Program Outcome 2</b>	1st												
Graduates will identify the development of criminal law in the United States; including the elements of due process, rule of law, and the role of the Constitution in protecting rights.	2nd			X									
	3rd												
	4th					X							
<b>Program Outcome 3</b>	1st												
Graduates will demonstrate an understanding of the investigative process by providing a thorough overview of the fundamentals of criminal investigation and by demonstrating the ability to identify all elements of the criminal act.	2nd						X						
	3rd												
	4th							X					



Assessment Map 2018-2019  
 of Adult and Graduate Studies (CAGS)  
 School of Arts and Sciences (ASAS)  
**Program: Criminal Justice and Ethics**  
 Date: 7/01/2018

Outcomes	Semesters/Fall and Spring			
	Summer Semester 2018	Fall Semester 2018	Winter Semester 2018/2019	Spring 2019
<b>Program Outcome 1</b>	X	X	X	X
Graduates will demonstrate an understanding of the laws, Constitutional requirements and legally defined procedures that criminal justice professionals employ while	CRJS 3703 Week 3 Assignment 1	CRJS 4113 Week 5 Assignment 2	CRJS 3513 Week 1 Assignment 1	CRJS 3103 Week 2 Assignment 2
<b>Program Outcome 2</b>	X	X	X	X
Graduates will demonstrate an in depth understanding of diversity and inequality as manifested in the criminal justice system locally and nationally.	CRJS 4003 Week 2 Assignment 2	CRJS 4113 Week 2 Assignment 2	CRJS 3813 Week 1 Assignment 2	CRJS 4003 Week 4 Assignment 1
<b>Program Outcome 3</b>	X	X	X	X
Graduates will demonstrate an understanding of the investigative process, including: initial response, securing the scene, interviewing and data analysis.	CRJS 4513 Week 5 Final Project	CRJS 4113 Week 2 Assignment 1	CRJS 4533 Week 5 Final Project	CRJS 4113 Week 4 Assignment 2
<b>Program Outcome 4</b>	X	X	X	X



<p>Graduates will demonstrate an understanding of contemporary concepts and practices for supervisors in law enforcement, including emphases on character, motivation, teamwork and conflict resolution.</p>	<p>CRJS 4403 Week 4 Assignment 1</p>	<p>CRJS 3103 Week 3 Assignment 2</p>	<p>CRJS 3813 Week 3 Discussion 1</p>	<p>CRJS 3103 Week 1 Assignment 1</p>
<p><b>Program Outcome 5</b></p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>Graduates will demonstrate the ability to communicate effectively both orally and in writing.</p>	<p>CRJS 4113 Week 3 Assignment 1</p>	<p>CRJS 4003 Week 5 Final Project</p>	<p>CRJS 3513 Week 5 Case Review</p>	<p>CRJS 3003 Week 5 Final Project</p>

Criminal Justice and Ethics, Program Review, Section 5

Three Year Program Assessment using PO's and SLO's

There is not three years' worth of assessment data available. Attached is the current assessment data based upon the past year.

**CJ Program Objective 1 Assessment October - December 2017**

**This course did not meet during the assessment time frame. (CRJS 3103).**

**1a. Graduates will identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning.**

Number of Students Needs Improvement N/A

Number of Students that Met N/A

Number of Students that Exceed Expectations N/A

**CJ Program Objective 3 Assessment October - December 2017**

**1a. Graduates will demonstrate an understanding of the investigative process by providing a thorough overview of the fundamentals of criminal investigation**

Number of Students Needs Improvement 1

Number of Students that Met 6

Number of Students that Exceed Expectations 4

**1b. and by demonstrating the ability to identify all elements of the criminal act.**

Number of Students Needs Improvement 1

Number of Students that Met 6

Number of Students that Exceed Expectations 4

**CJ Program Objective 5 Assessment October - December 2017**

**This course did not meet during the assessment time frame. (CRJS 4003).**

**1a. Graduates will demonstrate the ability to communicate effectively both orally and in writing; including the ability to use appropriate style, grammar,**

Number of Students Needs Improvement N/A

Number of Students that Met N/A

Number of Students that Exceed Expectations N/A

**1 b. and mechanics in writing assignments and to conduct academic research.**

Number of Students Needs Improvement N/A

Number of Students that Met N/A

Number of Students that Exceed Expectations N/A

**MACU CJ Program/Student Assessment Jan-Jun 2018****CJ Program/Student Assessment Question 1 January - June 2018**

- 1. Graduates will identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning.**

*CRJS 3513 Criminal Law II/Week 1 Assignment 2 was used to assess this question.*

	<u>Totals</u>
Number of Students Needs Improvement	0
Number of Students that Met	5
Number of Students that Exceed Expectations	1

**CJ Program/Student Objective Assessment Question 2 January – June 2018**

- 2. Graduates will identify the development of criminal law in the United States; including the elements of due process, rule of law and the role of the Constitution in protecting rights.**

*CRJS 3503 Criminal Law I/Week 1 Assignment 1 was used to assess this question.*

	<u>Totals</u>
Number of Students Needs Improvement	2
Number of Students that Met	2
Number of Students that Exceed Expectations	0

**CJ Program/Student Objective Assessment Question 3 January – June 2018**

**This Program/Student Objective Question was not assessed during this reporting period.**

**CJ Program/Student Objective Assessment Question 4 January – June 2018**

- 4. Graduates will demonstrate an understanding of contemporary concepts and practices for supervisors in law enforcement with an emphasis on character, motivation, teamwork and conflict resolution.**

*CRJS 3813 Community Relations/Week 1 Assignment 1 was used to assess this question.*

	<u>Totals</u>
Number of Students Needs Improvement	1
Number of Students that Met	3
Number of Students that Exceed Expectations	2

**CJ Program/Student Objective Assessment Question 5 January – June 2018**

**5. Graduates will demonstrate the ability to communicate effectively both orally and in writing; including the ability to use appropriate style, grammar, and mechanics in writing assignments and to conduct academic research.**

*CRJS 3513 Criminal Law II/Week 5 Case Research was used to assess this question.*

	<u>Totals</u>
Number of Students Needs Improvement	0
Number of Students that Met	3
Number of Students that Exceed Expectations	3

**MACU CJ Program/Student Assessment Jun 2019 – January 2020**

**CJ Program/Student Assessment Question June 6, 2019 – January 13, 2020**

- 1. Graduates will identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning.**

*CRJS 3103 Intro to Criminal Justice/Week 2 Assignment 1 was used to assess this question.*

**1a. Students will identify applicable case law.**

Number of Students Needs Improvement	1
Number of Students that Met	1
Number of Students that Exceed Expectations	10

**2a. Students will identify Constitutional requirements as they pertain to legal precedent.**

Number of Students Needs Improvement	1
Number of Students that Met	1
Number of Students that Exceed Expectations	10

**3a. Students will explain legal procedures as they apply to criminal justice procedures.**

Number of Students Needs Improvement	1
Number of Students that Met	1
Number of Students that Exceed Expectations	10

**Totals**

Number of Students Needs Improvement	1
Number of Students that Met	1
Number of Students that Exceed Expectations	10

**CJ Program/Student Objective Assessment Question June 6, 2019 – January 13, 2020**

**2. Graduates will identify the development of criminal law in the United States; including the elements of due process, rule of law and the role of the Constitution in protecting rights.**

*CRJS 4003 Cultural Diversity/Week 4 Assignment 1 was used to assess this question.*

**2a. Students will develop and apply a personal understanding of diversity and the way it impacts work in criminology and criminal justice.**

Number of Students Needs Improvement	3
Number of Students that Met	3
Number of Students that Exceed Expectations	6

**2b. Students will understand the interaction of race, class, and gender with the criminal justice system.**

Number of Students Needs Improvement	3
Number of Students that Met	3
Number of Students that Exceed Expectations	6

**2c. Students will understand the impact of diversity as it applies to community policing, criminal justice management and supervision.**

Number of Students Needs Improvement	3
Number of Students that Met	3
Number of Students that Exceed Expectations	6

**Totals**

Number of Students Needs Improvement	3
Number of Students that Met	3
Number of Students that Exceed Expectations	6



**CJ Program/Student Objective Assessment Question June 6, 2019 – January 13, 2020**

**3. Graduates will demonstrate an understanding of the investigative process by providing a thorough overview of the fundamentals of criminal investigation and by demonstrating the ability to identify all elements of the criminal act.**

*CRJS 4113 Principles of Investigation/Week 4 Assignment 2 was used to assess this question.*

**3a. Students will explain the fundamental process of criminal investigations.**

Number of Students Needs Improvement 1

Number of Students that Met 2

Number of Students that Exceed Expectations 9

**3b. Students will identify the elements of a criminal act.**

Number of Students Needs Improvement 1

Number of Students that Met 2

Number of Students that Exceed Expectations 9

**3c. Students will identify the importance of initial response and securing of crime scenes, major incidents and accidents.**

Number of Students Needs Improvement 1

Number of Students that Met 2

Number of Students that Exceed Expectations 9

**Totals**

Number of Students Needs Improvement 1

Number of Students that Met 2

Number of Students that Exceed Expectations 9

**CJ Program/Student Objective Assessment Question June 6, 2019 – January 13, 2020**

**5. Graduates will demonstrate the ability to communicate effectively both orally and in writing; including the ability to use appropriate style, grammar, and mechanics in writing assignments and to conduct academic research.**

*CRJS 3003 Victimology/Week 5 Assignment 2 was used to assess this question.*

**5a. Students will demonstrate the ability to communicate clearly both orally and in writing.**

Number of Students Needs Improvement	3
Number of Students that Met	4
Number of Students that Exceed Expectations	7

**5b. Students will be able to explain the role of proficient writing in criminal justice.**

Number of Students Needs Improvement	3
Number of Students that Met	4
Number of Students that Exceed Expectations	7

**Totals**

Number of Students Needs Improvement	3
Number of Students that Met	4
Number of Students that Exceed Expectations	7

**CJ Program/Student Objective Assessment Question June 6, 2019 – January 13, 2020**

**4. Graduates will demonstrate an understanding of contemporary concepts and practices for supervisors in law enforcement with an emphasis on character, motivation, teamwork and conflict resolution.**

*CRJS 3103 Intro to Criminal Justice/Week 1 Assignment 1 was used to assess this question.*

**4a. Students will be able to explain the supervisor's role in the criminal justice system.**

Number of Students Needs Improvement	0
Number of Students that Met	0
Number of Students that Exceed Expectations	12

**4b. Students will explain the importance of the following as it relates to the concept of supervision: Character, Motivation, Teamwork, Conflict resolution.**

Number of Students Needs Improvement	0
Number of Students that Met	0
Number of Students that Exceed Expectations	12

**Totals**

Number of Students Needs Improvement	0
Number of Students that Met	0
Number of Students that Exceed Expectations	12

Criminal Justice and Ethics, Program Review, Section 6

Program Outcome Student Learning Outcome D3 Forms

Department: Adult School of Arts and Science

Name: J Hall

Program Outcomes (PO) D3 Form

Semester	Report Date	Data Drove this Decision	Areas of Focus	Action Plan	Timeline	Anticipated Results	Report Date	Actual Results	Evidence Files
Fall	1/24/2020	Program Outcome Results	If we can continue to strengthen the quality of student and customer service to those students, in addition to our positive direction in retention, then we move away from the type of student that buys into all of our educational outcomes instead of some of them	Continue to work with instructors to improve engagement and quality of customer service.	We will reassess these outcomes in Fall 20.	Improved completion by students will lead to improved scores on these measures.			
Fall	1/22/2020	Program Outcome Results	written communication	CAGS ENGL 1103 and 1203 have just been rewritten with a focus on helping students with the kind of writing they will do in general education courses and beyond. We believe these changes will lead to improved written communication scores next fall.	Courses are already written and have just started running. We'll reassess written communication next fall when students who have taken these Comp classes will be taking assessed courses.	Improved average scores on all measures from high 2s to low 3s.	1/22/2020	Expected assessment of information literacy did not take place in Fall 2019. The outcome will be assessed and the success of this intervention measured as part of the Spring 2020 assessment.	available in spring
Spring	7/25/2019	Program Outcome Results	Scholarly side of video discussions (sources, citations, diversity)	COMM will create a strategic video discussion rubric to help faculty and students understand how to improve quality in this area	Rubric will be in place by Spring 2020	Improved percentages of 3s and 4s on SLOs 1B and 6B in Spring 2020 PO/SLO assessment			
Spring	7/25/2019	Program Outcome Results	Global Perspective	CAGS AA students consistently perform poorly on all measures of global perspective. We will examine Gen Ed curriculum to identify opportunities to insert assignments and content designed to expose students to a great global perspective.	Changes will be in pace by Spring 2020	Anticipate increase in 3s and 4s on SLOs 6.1, 6.2, 6.3, and 6.4 on the Spring 2020 PO/SLO assessment			
Fall	2/5/2019	Program Outcome Results	Program Revisions	The CJ program will be undergoing revision to both the program and courses over the next few months. These will allow stronger alignment between program content and outcomes.	Program changes will be in place by the end of Fall 19.	Program changes will result in stronger alignment, yielding better assessment of student success relative to intended outcomes.			
Fall	1/31/2019	Program Outcome Results	Information Literacy	While scores improved from 2017 to 2018, this remains the lowest scoring area of our Fall assessment. We will locate and develop additional resources to help our students in this area and will specifically address the challenges with faculty, giving them resources and the directive to engage students about issues related to information literacy.	ongoing through spring and summer 2019 - reassessed in fall 2019	Continued improvement of assessment scores in this area.			
Fall	1/31/2019	Program Outcome Results	Online Communication Competency (Outcome 1)	First, we plan to enhance rubric usage for both instructors and students, carving clearer expectations and firm standards of participation. Second, our goal is to code future students so that individuals can be reassessed in the Capstone. This will create an entrance/exit assessment strategy and dual sample size per student.	ongoing through spring and summer 18 terms	Increased scores on the Outcome 1 assessment in Fall 19.	1/24/2020	Scores on outcome one decreased from the previous measures. This cohort of students is earlier in the program than students assessed last year, meaning they have less experience with the material.	<a href="https://docs.google.com/spreadsheets/d/1wW9eyagQeMRD6A0yQaA9A-4Rx41KixQBfi_RoS3E8F/ed1?usp=sharing">https://docs.google.com/spreadsheets/d/1wW9eyagQeMRD6A0yQaA9A-4Rx41KixQBfi_RoS3E8F/ed1?usp=sharing</a>

AY 2017-2018



Criminal Justice and Ethics, Program Review, Section 7

End of Course D3 Forms

Department: Adult School of Arts and Science

Name: J Hall

End of Course Survey (EoC) D3 Form

Quarter	Report Date	Data Drove this Decision	Areas of Focus	Action Plan	Timeline	Anticipated Results	Report Date	Actual Results	Evidence Files
AY 2nd QTR, Oct - Dec	1/24/2020	EoC Survey Results	quality of feedback	IN the next quarter, we will focus instructor training on how to create feedback that helps students learn material and improve on future work (questions 5 and 6)	We'll reassess in Q4.	Percent negative scores on questions 5 and 6 will decrease in the Q4 evaluation.			
AY 1st QTR, Jul - Sep	10/17/2019	EoC Survey Results	Continued instructor training and monitoring	The Q1 EoCs for 19-20 are extremely positive with all questions at 90%, excepting Q8 (89.09% 3s and 4s). Our plan is to continue monitoring faculty and providing regular opportunities for training and encouragement. Course instructions will continue to be reviewed as courses are updated.	ongoing	We anticipate continued positive results. Significant increases are not expected due to ceiling effects coming into play.	1/24/2020	Scores on question 8 improved to over 90% for the first and second quarters of 19-20.	EoC spreadsheet on the AAIR drive
Q1	10.24.18		Timing of feedback: Several students across multiple courses mentioned instructors being slow to provide feedback.	We'll be using the instructor monitoring portal to keep an eye on the timing of grades. EoC questions going forward will specifically address the question of feedback timing. As instructors fall behind or fail to meet expected timing, we'll work with them to catch up. We'll also remind instructors of the importance of timely feedback. For those instructors identified in Q1, personal coaching will take place.	Begins immediately and will be ongoing through the next quarter and beyond.	Fewer student comments on late feedback and good scores on this specific item in the updated EoCs in Q2.	2/19/2019	Scores for instructor response time were virtually unchanged from Q1 to Q2 (3.59 to 3.58, respectively). Scores for grading timeliness, however, were markedly improved from Q1 to Q2 (3.47 on Q7 of old survey to 3.68 on Q4 of new survey).	Monthly EoC 2018-2019 spreadsheet on AAIR drive
AY 2nd QTR, Oct - Dec	2/19/2019	EoC Survey Results	Instructor timeliness	Q2 results in general are very good. Average scores are above 3.5 for all measures. A handful of students mentioned slow response times from faculty on requests for information and on grading. We will engage those faculty specifically and provide reminders in general about the importance of response and grading times for student success. Additionally, we will pointedly monitor those areas, as possible, in the Instructor Monitoring Portal, intervening where necessary. There seems to be uniform concern about the workload in ENGL 2603. The AA Program Director and ENGL faculty will take a look at the course and adjust as needed.	Instructor timeliness is ongoing. ENGL 2603 will be addressed by August 2019.	Increased scores on Q1 and Q4 in the Q3 and Q4 EoC results.	7/25/2019	Scores on Q1 and Q4 fell from the third quarter. We are continuing to monitor and coach instructors and will continue to review scores on these questions.	2018-2019 EoC spreadsheet on AAIR drive
AY 3rd QTR, Jan - Mar	4/25/2019	EoC Survey Results	reviewing instructions	Q3 results showed only one question scoring below a 90% in the top two box scores (Q8). This question deals with clarity of instructions. Upon review of the data, two classes had more than one response lower than 3 on this question - UNIV 1123 and SOCI 1203. UNIV 1123 is in the process of being rewritten, so clarity issues will be addressed during this rewrite for the July start. SOCI 1203 includes a couple of "different" elements and was being taught by a new instructor. We will review instructions for the course and work with the instructor to make sure she is clear on how to conduct the course in the future.	SOCI 1203 will be reviewed by the June start UNIV 1123 will be rewritten for the July start	Improved scores on Q8 in the 19-20 Q1 EoC surveys.			
AY 4th QTR, Apr - Jun	7/25/2019	EoC Survey Results	Instructor teaching function	Students scores on questions 5 and 7 showed the lowest percentage of 3s and 4s. Both of these deal with different areas where the instructor has the opportunity to present information (either via content of feedback) that increases their role as teacher in the course. ASAS PT faculty training for 19-20 will focus on the teaching role and how it can be specifically accomplished through the means mentioned above.	Training in 19-20 has already begun and will continue through the year. We will be monitoring these scores closely after each start.	We expect scores on Q5 and Q7 to begin to improve with the 19-20 first quarter scores and continue to improve throughout the year. The measure of success will be higher percentages of 3s and 4s on	10/17/2019	We anticipated improved scores on Q8 regarding instruction clarity. While the percentage of 3s and 4s are essentially the same for this quarter compared to Q4 of last year (89.09 compared to 89.52), there are no comments on instructional confusion from students in the two sets of EoCs for this quarter.	ASAS 2019-2020 Monthly EoC document in AAIR drive



						these items by the end of the 19-20 year.	10/17/2019	We anticipated improved scores on Q5 and Q7 related to instructor presence and quality. The 19-20 Q1 results show significant gains in percentage of 3s and 4s on these questions over Q4 of last year (Q5: 83.16 comp to 83.16, Q7: 83.75 comp to 88.59). This reflects intentional training for instructors and monitoring in these areas.	ASAS Monthly EoC 18-19 and 19-20 documents located on ASAS AAIR drive.
<b>AY 2017-2018</b>									
Q1	10.11.17		Students in UNIV 1123 stated the workload in Week 4 (the MFL week) takes away from their ability to prepare for and take the assessment exams.	After reviewing the course, assignments in Week 3 and Week 4 are being swapped to give a less time-intensive assignment in Week 4 along with MFL.	Changes are being implemented in the November starts.		November (and following) EoCs should show fewer student complaints about time stress during Week 4.	After reviewing the EoC comments for Q2, there were no comments about time stress during the MFL week.	2017-2018 EoC spreadsheet
Q2	2.8.18		A number of students in American Lit noted concerns about the emphasis on diverse authors and poetry in the course.	I have reached out to the Am Lit instructors for their feedback on the newly redesigned course to get their take on the complaints and the new open-source textbook. I will also be reviewing the course to identify needed changes.	If identified, changes will be implemented in the Fall 2018 semester.	Fewer comments with concerns about the content of the course.			
Q3	5.15.18		No clear patterns emerged from comments or quantitative scores. As these are Gen Ed courses, it is not surprising that adults students feel less prepared for them. There were sporadic comments about instructor presence, but these were not concentrated around a specific course or instructor.	Continue to work with instructors on presence in courses.					
Q4	7.26.18		Fourth quarter responses mirror those from the third quarter. Recent work to reduce the number of adjuncts to those who most adhere to our expectations seems to be producing good results.	Continue to work with instructors on presence in courses. The ASAS WIG for 18-19 focuses on introducing connective technologies in the hopes of increasing usage by instructors.	Ongoing throughout 2018-2019 academic year	The WIG goal is for 85% of our instructors to be using these technologies at the end of the year.			
<b>AY 2016-2017</b>									



Criminal Justice and Ethics, Program Review, Section 8

End of Course Evidence



2016-2017 EOC Results

			Communications	07W1 16FA													
2	7	Koerner, Joe	Administrative Communications	CRJS4203 07W1 16FA	3	4	4	5	4	4	4	4	4	4	4	4	4
4	12	Maisano, James	Interview and Interrogation Techniques	CRJS4513 08W1 16FA	4	4	4	3	4	4	4	4	4	3	4	4	3
4	12	Maisano, James	Interview and Interrogation Techniques	CRJS4513 08W1 16FA	4	4	4	4	3	4	4	4	4	3	4	4	4
4	12	Maisano, James	Interview and Interrogation Techniques	CRJS4513 08W1 16FA	4	4	4	4	3	3	4	4	4	3	3	3	4
4	12	Maisano, James	Interview and Interrogation Techniques	CRJS4513 08W1 16FA	4	4	4	4	4	4	4	4	4	4	4	4	4
3	7	Maisano, James	Anti-Terrorism and Homeland Security	CRJS4533 07W1 16FA	4	3	4	3		3	4	4		3		3	3
3	7	Maisano, James	Anti-Terrorism and Homeland Security	CRJS4533 07W1 16FA	4	4	4	3	3	4	4	4	4	4	4	4	4
3	7	Maisano, James	Anti-Terrorism and Homeland Security	CRJS4533 07W1 16FA	4	4	4	3	3	4	4	4	3	3	3	3	3
3	6	Akers, Marvin	Operations Planning and Control	POLS4613 05W1 16FA	2	3	4	2	2	2	3	3	3	3	3	2	3
3	6	Akers, Marvin	Operations Planning and Control	POLS4613 05W1 16FA	3	3	3	3	3	3	3	3	3	3	3	3	3
3	6	Akers, Marvin	Operations Planning and Control	POLS4613 05W1 16FA	3	3	3	3	3	3	3	3	3	3	3	3	3
3	10	Florence, Stan	Politics in Government Budgeting	POLS4313 09W1 16FA	4	4	4	5	4	4	4	4	4	4	4	4	4
3	10	Florence,	Politics in Government	POLS4313	4	3	4	4	3	4	3	4	3	4	3	3	3





2016-2017 EOC Results

3	7	Maisano, James	Anti-Terrorism and Homeland Security	CRJS4533 07W1 16FA	4	3	4	3		3	4	4		3		3	3	
3	7	Maisano, James	Anti-Terrorism and Homeland Security	CRJS4533 07W1 16FA	4	4	4	3	3	4	4	4		4	4	4	4	
3	7	Maisano, James	Anti-Terrorism and Homeland Security	CRJS4533 07W1 16FA	4	4	4	3	3	4	4	4		3	3	3	3	
1	5	Ackerman, George	Criminal Law I	CRJS3503 12W1 17SP	4	2	3	5	4	3	3	2		3	3	2	4	3
1	6	Johnson, Joel	Effective Personal Management for Criminal Justice Professionals	CRJS3203 01W1 17SP	4	4	4	4	4	4	4	4		4	4	4	4	4
1	8	Koerner, Joe	Police Operation Patrol	CRJS4402 01W1 17SP	4	4	4	4	3	3	4	4		3	3	3	3	4
1	4	Ackerman, George	Criminology	CRJS3113 04W1 17SP	4	4	4	4	4	4	4	4		4	4	4	4	4
1	4	Koerner, Joe	Community Relations	CRJS3813 04W1 17SP	4	4	3	3	4	4	4	4		4	4	4	4	4
1	5	Maisano, James	Politics in Government Budgeting	POLS4313 04W1 17SP	4	3	3	4	3	3	4	3		3	3	3	4	3
1	7	York, Melissa	Criminal Procedures	CRJS3703 04W1 17SP	3	3	3	5	3	3	3	3		3	3	3	3	3
					4%	75	65	67	45	44	51	71	75	49	44	49	55	47
					3%	22	31	27	33	47	40	25	24	45	56	42	42	53
					2%	2	2	4	4	5	9	0	2	0	0	5	2	0
					1%	2	2	2	0	0	0	4	0	0	0	0	0	0



2017-2018 EOC Results

NumberOfResponses	Enrollment	Instructor	Course Title	Course Code	School Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
1	7	Ackerman, George	Criminal Law II	CRJS3513 07W1 17FA	Adult School of Arts and Science	4	4	4	4	4	4	4	4	4	4	4	4	4
1	5	Akers, Marvin	Interview and Interrogation Techniques	CRJS4513 06M1 17SU	Adult School of Arts and Science	4	4	4	4	4	4	4	4	4	4	4	4	4
1	8	Johnson, Joel	Community Relations	CRJS3813 07W1 17FA	Adult School of Arts and Science	4	4	4	4	4	4	4	4	4	4	4	4	4
2	10	Maisano, James	Anti-Terrorism and Homeland Security	CRJS4533 06W1 17SU	Adult School of Arts and Science	4	4	4	1	1	1	1	1	1	1	1	1	1
2	10	Maisano, James	Anti-Terrorism and Homeland Security	CRJS4533 06W1 17SU	Adult School of Arts and Science	4	4	4	4	4	4	4	4	4	4	4	4	4
1	4	Ackerman, George	Politics in Government Budgeting	POLS4313 11W1 17FA	Adult School of Arts and Science	1	1	1		3	1	3	1	3	3	4	4	4
3	5	Akers, Marvin	Politics in Government Budgeting	POLS4313 10M1 17FA	Adult School of Arts and Science	4	4	4	5	4	4	4	4	4	4	4	4	4
3	5	Akers, Marvin	Politics in Government	POLS4313 10M1	Adult School of	4	4	4	3	4	3	3	4	3	3	3	3	4



2017-2018 EOC Results

				17FA	Arts and Science														
1	9	Koerner, Joe	Identification, Collection, and Preservation of Evidence	CRJS4103 11W1 17FA	Adult School of Arts and Science	4	4	4	4	4	4	4	4	4	4	4	4	4	4
1	6	McGowen, Marvin	Management Principles for Criminal Justice Agencies	CRJS3403 08W1 17FA	Adult School of Arts and Science	3	4	4	3	3	4	4	4	4	4	4	4	4	4
2	6	Akers, Marvin	Community Relations	CRJS3813 02M1 18SP	Adult School of Arts and Science	4	3	3	3	4	4	3	3	3	3	3	3	3	3
2	6	Akers, Marvin	Community Relations	CRJS3813 02M1 18SP	Adult School of Arts and Science	3	3	3	3	3	3	3	3	2	2	3	3	3	3
1	6	Koerner, Joe	Operations Planning and Control	POLS4613 01W1 18SP	Adult School of Arts and Science	4	4	4	4	4	4	4	4	4	4	4	4	4	4
1	11	Koerner, Joe	Introduction to Criminal Justice	CRJS3103 02W1 18SP	Adult School of Arts and Science	4	3	4	4	4	4	3	4	4	4	4	4	4	4
2	10	Ackerman, George	National Federal Government	POLS1103 03W2 18SP	Adult School of Arts and Science	4	3	4	0	3	3	3	4	4	4	4	4	3	4
2	10	Ackerman, George	National Federal Government	POLS1103 03W2	Adult School of	4	4	4	0	3	4	1	3	4	4	4	4	4	4



2017-2018 EOC Results

				18SP	Arts and Science														
2	8	Ackerman, George	Criminal Law I	CRJS3503 04W1 18SP	Adult School of Arts and Science	4	4	4	4	4	4	4	4	4	4	4	4	4	
1	4	Akers, Marvin	Criminal Law I	CRJS3503 04M1 18SP	Adult School of Arts and Science	3	3	3	3	3	3	3	3	3	3	3	3	3	
1	9	Koerner, Joe	Criminal Procedures	CRJS3703 04W1 18SP	Adult School of Arts and Science	4	4	4	4	4	4	4	4	4	4	4	4	4	
						4%	66	57	63	43	51	54	40	54	54	54	60	51	57
						3%	29	37	31	34	43	37	49	37	40	40	37	46	37
						2%	0	0	0	0	0	0	3	0	3	3	0	0	0
						1%	6	6	6	9	6	9	9	9	3	3	3	3	6

2018-2019 EOC Results

NumberOfResponses	Enrollment	Instructor	Course Title	Course Code	School Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
3	8	Ackerman, George	Criminal Law II	CRJS3513 05W1 18SU	Adult School of Arts and Sciences	4	4	4	3	4	4	4	4	4	4	4
3	8	Ackerman, George	Criminal Law II	CRJS3513 05W1 18SU	Adult School of Arts and Sciences	4	4	4	4	4	4	4	4	4	4	4
3	8	Ackerman, George	Criminal Law II	CRJS3513 05W1 18SU	Adult School of Arts and Sciences	4	4	4	4	3	3	4	3	4	4	4
2	7	Ackerman, George	Criminal Procedures	CRJS3703 07W1 18SU	Adult School of Arts and Sciences	4	4	4	4	4	4	4	4		4	4
2	7	Ackerman, George	Criminal Procedures	CRJS3703 07W1 18SU	Adult School of Arts and Sciences	4	4	4		4	3	4	4	3	3	3
2	6	Akers, Marvin	Criminal Law II	CRJS3513 05M1 18SU	Adult School of Arts and Sciences	4	3	3	3	4	3	3	3	4	3	3
2	6	Akers, Marvin	Criminal Law II	CRJS3513 05M1 18SU	Adult School of Arts and Sciences	4	3	3	3	3	3	3	3	3	3	3
2	7	Akers, Marvin	Cultrl Dvrsty: The Color of Justice	CRJS4003 07M1 18SU	Adult School of	2	1	2	4	2	3	3	3	2	4	3

2018-2019 EOC Results

			Race, Ethnicity, and Crime in Amer		Arts and Sciences															
2	7	Akers, Marvin	Cultrl Dvrsty: The Color of Justice Race, Ethnicity, and Crime in Amer	CRJS4003 07M1 18SU	Adult School of Arts and Sciences	4	4	4	3	4	3	3	4	4	4	4				
2	7	Koerner, Joe	Cultrl Dvrsty: The Color of Justice Race, Ethnicity, and Crime in Amer	CRJS4003 07W1 18SU	Adult School of Arts and Sciences	3	3	3		3	3	3	3	1	2	2				
2	7	Koerner, Joe	Cultrl Dvrsty: The Color of Justice Race, Ethnicity, and Crime in Amer	CRJS4003 07W1 18SU	Adult School of Arts and Sciences	4	4	3	3	4	3	3	3	4	4	4				
2	4	Maisano, James	Principles of Investigation	CRJS4113 08W1 18FA	Adult School of Arts and Sciences	4	4	4	3	4	4	4	4	4	4	4				
2	4	Maisano, James	Principles of Investigation	CRJS4113 08W1 18FA	Adult School of Arts and Sciences	4	4	4	4	4	4	4	4	4	4	4				
1	9	Woods, Tanisha	Introduction to Criminal Justice	CRJS3103 08W1 18FA	Adult School of Arts and Sciences	4	4	4	4	4	4	4	4	4	4	4				
		<b>First Quarter EoC questions are different than the rest of the year</b>					86	71	64	43	71	43	57	57	64	71	64			
						7	21	29	43	21	57	43	43	14	21	29				









2018-2019 EOC Results

2	4	Furey, Dennis	Anti-Terrorism and Homeland Security	CRJS4533 04W1 19SP	Adult School of Arts and Sciences	4	4	4	4	0	4	3	4	4	3	2	
4	6	Mullins, Amanda	Criminal Law I	CRJS3503 04W1 19SP	Adult School of Arts and Sciences	3	3	3	3	1	2	2	3	3	4	3	
4	6	Mullins, Amanda	Criminal Law I	CRJS3503 04W1 19SP	Adult School of Arts and Sciences	4	4	4	4	4	4	4	4	4	4	4	
						4%	63	70	70	78	67	70	59	63	70	67	67
						3%	33	22	26	19	19	19	33	33	26	30	22
						2%	0	0	0	0	0	7	4	0	0	0	7
						1%	4	4	4	4	11	4	4	4	4	4	4

Criminal Justice and Ethics, Program Review, Section 9

Curriculum Reviews

**Program Review**

A complete program review was initiated in July 2018. This review encompassed reviewing all courses and course material. The review was completed in February 2019. Based upon the review the following classes are in the process of being re-written:

CRJS 3003 Victimology	Completed
CRJS 3013 Introduction to Corrections	June 2020 (est. completion date)
CRJS 3413 Domestic Violence	Completed
CRJS 4013 Human Trafficking	Completed
CRJS 4402 Police Operations	March 2020 (est. completion date)

The following classes have been reviewed and need updating:

CRJS 4003 Cultural Diversity In Law Enforcement  
CRJS 4533 Anti-Terrorism and Homeland Security  
CRJS 4103 Identification, Collection, and Preservation of Evidence

During this review the need for consistency within the program was identified. All classes need to be formatted to following the same type of objective learning. There will be an accumulative type assignment with each class to evaluated student learning outcomes for the course. The over use of discussion questions as time filler will be done away with and the courses will maintain no more than one online discussion question. The written assignments for each lesson will be applicable to the course material for the week and allow students to apply what they have learned from the text, discussion, and other resources during the week. The idea is to utilize each week as a building block for the following week and end the course with an assignment to show growth in learning throughout the course.

The remaining courses are in need of rubrics for discussions and assignments. This will aid in adding consistency in course work, grading, and participation expectations.

The following classes are fully functional after the review and are only in need of rubric continuity:

CRJS 3103 Introduction to Criminal Justice  
CRJS 3503 Criminal Law I  
CRJS 3513 Criminal Law II  
CRJS 3703 Criminal Procedures  
CRJS 3813 Community Relations  
CRJS 4403 Police Administration  
CRJS 4513 Interview and Interrogation Techniques  
CRJS 4113 Principles of Investigation

Criminal Justice and Ethics, Program Review, Section 10

Retention/Persistence Rates

Academic Year

2016-2017

Overall Retention Rate  
at MACU \*

**56.69%**

\* Retention for Student Enrolled in Fall 2016 and Returning in Fall 2017

**Retention of 2016-2017 \***

School: Adult School of Arts and Sciences

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Level	Division	School	Program	University wide Retention **	Program Retention**
Undergraduate	CAGS	Adult School of Arts and Sciences	Communication, Media, and Ethics, BS	37.50%	37.50%
			Criminal Justice and Ethics, BS	39.06%	34.36%
			General Studies, AA	50.00%	25.42%

\*Retention for Student Enrolled in Fall 2016 and Returning in Fall 2017

\*\*Program Retention is different than University Wide Retention due to considering student transfer among difference schools or programs

**Exits of 2016-2017**

School: Adult School of Arts and Sciences

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Level	Division	School	Program	Student Exits*	Student Graduates*	Student Losses*
Undergraduate	CAGS	Adult School of Arts and Sciences	Communication, Media, and Ethics, BS	27	7	20
			Criminal Justice and Ethics, BS	51	9	39
			General Studies, AA	100	12	59
Subtotal: CAGS				178	28	118

\*Student Exits = Student Graduates + Student Losses

Academic Year

2017-2018

Overall Retention Rate  
at MACU \*

**58.37%**

\* Retention for Student Enrolled in Fall 2017 and Returning in Fall 2018

**Retention of 2017-2018 \***

School: Adult School of Arts and Sciences

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Level	Division	School	Program	University wide Retention **	Program Retention**
Undergraduate	CAGS	Adult School of Arts and Sciences	Communication, Media, and Ethics, BS	74.07%	59.26%
			Criminal Justice and Ethics, BS	47.54%	44.26%
			General Studies, AA	44.07%	18.64%

\*Retention for Student Enrolled in Fall 2017 and Returning in Fall 2018

\*\*Program Retention is different than University Wide Retention due to considering student transfer among difference schools or programs

**Exits of 2017-2018**

School: Adult School of Arts and Sciences

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Level	Division	School	Program	Student Exits*	Student Graduates*	Student Losses*
Undergraduate	CAGS	Adult School of Arts and Sciences	Communication, Media, and Ethics, BS	14	3	7
			Criminal Justice and Ethics, BS	46	12	32
			General Studies, AA	51	3	33
Subtotal: CAGS				111	18	72

\*Student Exits = Student Graduates + Student Losses

2018-2019

Academic Year

Overall Retention Rate  
at MACU \*

**60.09%**

\* Retention for Student Enrolled in Fall 2018 and Returning in Fall 2019

**Retention of 2018-2019 \***

**School: Adult School of Arts and Sciences**

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Level	Division	School	Program	University wide Retention **	Program Retention**
Undergraduate	CAGS	Adult School of Arts and Sciences	Communication, Media, and Ethics, BS	56.00%	52.00%
			Criminal Justice and Ethics, BS	64.81%	62.96%
			General Studies, AA	37.50%	18.75%

\*Retention for Student Enrolled in Fall 2018 and Returning in Fall 2019

\*\*Program Retention is different than University Wide Retention due to considering student transfer among difference schools or programs

**Exits of 2018-2019**

**School: Adult School of Arts and Sciences**

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Level	Division	School	Program	Student Exits*	Student Graduates*	Student Losses*
Undergraduate	CAGS	Adult School of Arts and Sciences	Communication, Media, and Ethics, BS	15	3	11
			Criminal Justice and Ethics, BS	29	9	19
			General Studies, AA	28	2	20
Subtotal: CAGS				72	14	50

\*Student Exits = Student Graduates + Student Losses



Criminal Justice and Ethics, Program Review, Section 11

Instructor/Faculty Evaluations

Instructor:	Amanda Mullins
Course Name:	Criminal Law II
Course #, Sect #:	CRJS3513 11W1

Instructor Coaching Component	Unacceptable (Zero Points)	Needs Improvement (One Point)	Meets Expectations (Two Points)	Raw Score (Auditors enter scores in this column)	Comments
Course setup	Course is not set up prior to start date.	Prior to course beginning instructor: 1) posts welcome message, but no video; 2) does not complete any of the following: attendance set up, calendar, office hours, contact information	Prior to course beginning instructor will: 1) post welcome message and welcome video 2) set up attendance report; 3) create course calendar in D2L; 4) post office hours and contact information in News section;	2	
Instructor Presence	No hours of availability are posted.	Instructor notifies class of at least 2 hours of availability each week, but limits means of interaction	Instructor notifies class of at least 2 hours of availability each week via multiple modalities, including at least one "face to face" option	2	
Frequency of Discussion Posts	Discussion comments posted on 1 day, or less, for each discussion question.	Discussion comments posted on at least 2 different calendar days for each discussion question.	Discussion comments posted on at least 3 different days for each discussion question.	1	Discussion replies made on two days during the week. We need to stay engaged with the class and respond atleast every other day.
Quality of Discussion Responses	Less than 1/2 of postings reflect Instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	3/4 of postings reflect Instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	Most postings reflect Instructional value (this may include: directing students to course materials, ask probing questions or creating an atmosphere of critical thinking).	0	
Biblical concept or truth	No biblical concept or truth presented in discussion responses or News section.	Posted Biblical concepts, but failed to do so on a weekly basis.	At least 1 biblical concept or truth presented in weekly discussion and/or weekly in News section.	2	
Number of posts per discussion question	No discussion responses were posted.	Posts are made, but does not meet the minimum requirement OR posts later than Day 6	Number of discussion responses are equal to 1/2 (1 discussion question per week) or 1/3 (2 discussion questions per week) of the number of students enrolled in the course.	1	1/3rd of the posts were not consistently responded to.
Quality of graded feedback on assignments and discussion threads	Only a numeric grade is given; no narrative feedback for Dropbox assignments or discussions.	Grading feedback on assignments is present, but includes little instructive value, or fails to meet the expectations of the instructor agreement (personalized, encouraging, explaining ways to improve and providing resources). Does not use rubric, when available.	Grading feedback on assignments and discussions includes instructive value, meeting the expectations of the instructor agreement (personalized, encouraging, explaining ways to improve and providing resources). Points students to tutorial resources, when appropriate. Uses rubric, when available, and explains score to student.	0	Feedback was minimal if existant at all. There where several assignments given a grade and no feedback was left nor was the assignment even viewed by the instructor.
Timeframe of grading assignments	Assignments graded and returned greater than 7 days.	Assignments graded and returned within 7 days.	Assignments graded and returned within 5 days.	0	Some assignments took over 8 days to grade and return to students.
Attendance posting	No Attendance is posted.	Attendance roster is setup but not completed by day 1 in weeks 2 and 3.	Attendance roster is setup prior to the course start date and accurately taken by day 1 in weeks 2 and 3.	2	
Mid-Term Grades Posting	No Mid-Term Grades Posted	Mid-Term Grades Posted but not by day 5 of Week 3.	Mid-Term Grades posted by Day 5 of Week 3.	2	
Final Grades Posted to portal and released to students	Grades posted to portal and released to students greater than 10 days .	Grades posted to portal and released to students within 10 days .	Grades posted to portal and released to students within 7 days .	2	
Engagement Practices (Weekly Use of News Section)	Instructor does not post beyond initial setup.	Instructor inconsistently posts in the News Section.	Instructor posts weekly overview in News Section including expectations for the students discussions and assignments along with a brief summary of the content for the week.	2	
Engagement Practices (Virtual Office) BONUS CATEGORY	Instructor did not reply or exceeded 24 hours with responses (-1 point)		Instructor replied to all Virtual Office questions within 24 hours with the exception of Sunday if instructors have included this communication in their faculty expectations. (+1 point)	0	

16 Total (out of 24)

Instructor:	Akers
Course Name:	CRJS4003
Course #, Sect #:	08W1 19F1

Instructor Coaching Component	Unacceptable (Zero Points)	Needs Improvement (One Point)	Meets Expectations (Two Points)	Raw Score (Auditors enter scores in this column)	Comments
Course setup	Course is not set up prior to start date.	Prior to course beginning instructor: 1) posts welcome message, but no video; 2) does not complete any of the following: attendance set up, calendar, office hours, contact information	Prior to course beginning instructor will: 1) post welcome message and welcome video 2) set up attendance report; 3) create course calendar in D2L; 4) post office hours and contact information in News section;	2	
Instructor Presence	No hours of availability are posted.	Instructor notifies class of at least 2 hours of availability each week, but limits means of interaction	Instructor notifies class of at least 2 hours of availability each week via multiple modalities, including at least one "face to face" option	1	
Frequency of Discussion Posts	Discussion comments posted on 1 day, or less, for each discussion question.	Discussion comments posted on at least 2 different calendar days for each discussion question.	Discussion comments posted on at least 3 different days for each discussion question.	1.5	Some discussions are on 3 days, others on fewer.
Quality of Discussion Responses	Less than 1/2 of postings reflect instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	3/4 of postings reflect instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	Most postings reflect instructional value (this may include: directing students to course materials, ask probing questions or creating an atmosphere of critical thinking).	2	Very good on this.
Biblical concept or truth	No biblical concept or truth presented in discussion responses or News section.	Posted Biblical concepts, but failed to do so on a weekly basis.	At least 1 biblical concept or truth presented in weekly discussion and/or weekly in News section.	2	
Number of posts per discussion question	No discussion responses were posted.	Posts are made, but does not meet the minimum requirement OR posts later than Day 6	Number of discussion responses are equal to 1/2 (1 discussion question per week) or 1/3 (2 discussion questions per week) of the number of students enrolled in the course.	1	Hitting the minimum threshold is hit and miss. Some discussions have no responses.
Quality of graded feedback on assignments and discussion threads	Only a numeric grade is given; no narrative feedback for Dropbox assignments or discussions.	Grading feedback on assignments is present, but includes little instructive value, or fails to meet the expectations of the instructor agreement (personalized, encouraging, explaining ways to improve and providing resources). Does not use rubric, when available.	Grading feedback on assignments and discussions includes instructive value, meeting the expectations of the instructor agreement (personalized, encouraging, explaining ways to improve and providing resources). Points students to tutorial resources, when appropriate. Uses rubric, when available, and explains score to student.	1	This is an area for growth. There is encouragement in much of the feedback, but less in terms of instructional value. There is frequently discussion of APA issues, but fewer references to specific content issues or other ways to improve.
Timeframe of grading assignments	Assignments graded and returned greater than 7 days.	Assignments graded and returned within 7 days.	Assignments graded and returned within 5 days.	1	Typically completing within 7 days. This is another area for growth.
Attendance posting	No Attendance is posted.	Attendance roster is setup but not completed by day 1 in weeks 2 and 3.	Attendance roster is setup prior to the course start date and accurately taken by day 1 in weeks 2 and 3.	2	
Mid-Term Grades Posting	No Mid-Term Grades Posted	Mid-Term Grades Posted but not by day 5 of Week 3.	Mid-Term Grades posted by Day 5 of Week 3.	2	
Final Grades Posted to portal and released to students	Grades posted to portal and released to students greater than 10 days .	Grades posted to portal and released to students within 10 days .	Grades posted to portal and released to students within 7 days .	2	
Engagement Practices (Weekly Use of News Section)	Instructor does not post beyond initial setup.	Instructor inconsistently posts in the News Section.	Instructor posts weekly overview in News Section including expectations for the students discussions and assignments along with a brief summary of the content for the week.	1.5	Weekly posts and some updates on specific assignments, but no overview each week.
Engagement Practices (Virtual Office)	Instructor did not reply or exceeded 24 hours with responses (-1 point)		Instructor replied to all Virtual Office questions within 24 hours with the exception of Sunday if instructors have included this communication in their faculty expectations. (+1 point)		No posts to virtual office.
<b>BONUS CATEGORY</b>					
You do a great job of interacting with students. Work on timing and on connecting feedback with course resources and ways to improve based on content.				19	Total (out of 24)

Instructor:	<b>Akers</b>				
Course Name:	<b>CRJS4003</b>				
Course #, Sect #:	<b>08W1 19F1</b>				
<b>Instructor Coaching Component</b>	<b>Unacceptable (Zero Points)</b>	<b>Needs Improvement (One Point)</b>	<b>Meets Expectations (Two Points)</b>	<b>Raw Score (Auditors enter scores in this column)</b>	<b>Comments</b>

Instructor:	Mandy McNeely
Course Name:	Introduction to Criminal Justice
Course #, Sect #:	CRJS3103 08W1

Instructor Coaching Component	Unacceptable (Zero Points)	Needs Improvement (One Point)	Meets Expectations (Two Points)	Raw Score (Auditors enter scores in this column)	Comments
Course setup	Course is not set up prior to start date.	Prior to course beginning instructor: 1) posts welcome message, but no video; 2) does not complete any of the following: attendance set up, calendar, office hours, contact information	Prior to course beginning instructor will: 1) post welcome message and welcome video 2) set up attendance report; 3) create course calendar in D2L; 4) post office hours and contact information in News section;	2	Great set up.
Instructor Presence	No hours of availability are posted.	Instructor notifies class of at least 2 hours of availability each week, but limits means of interaction	Instructor notifies class of at least 2 hours of availability each week via multiple modalities, including at least one "face to face" option	2	You have done a great job of getting involved. Thank you
Frequency of Discussion Posts	Discussion comments posted on 1 day, or less, for each discussion question.	Discussion comments posted on at least 2 different calendar days for each discussion question.	Discussion comments posted on at least 3 different days for each discussion question.	2	
Quality of Discussion Responses	Less than 1/2 of postings reflect Instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	3/4 of postings reflect Instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	Most postings reflect Instructional value (this may include: directing students to course materials, ask probing questions or creating an atmosphere of critical thinking).	2	
Biblical concept or truth	No biblical concept or truth presented in discussion responses or News section.	Posted Biblical concepts, but failed to do so on a weekly basis.	At least 1 biblical concept or truth presented in weekly discussion and/or weekly in News section.	2	
Number of posts per discussion question	No discussion responses were posted.	Posts are made, but does not meet the minimum requirement OR posts later than Day 6	Number of discussion responses are equal to 1/2 (1 discussion question per week) or 1/3 (2 discussion questions per week) of the number of students enrolled in the course.	2	
Quality of graded feedback on assignments and discussion threads	Only a numeric grade is given; no narrative feedback for Dropbox assignments or discussions.	Grading feedback on assignments is present, but includes little instructive value, or fails to meet the expectations of the instructor agreement (personalized, encouraging, explaining ways to improve and providing resources). Does not use rubric, when available.	Grading feedback on assignments and discussions includes instructive value, meeting the expectations of the instructor agreement (personalized, encouraging, explaining ways to improve and providing resources). Points students to tutorial resources, when appropriate. Uses rubric, when available, and explains score to student.	2	Excellent job on providing feedback and keeping the Program Director involved with potential student issues. Thank you.
Timeliness of grading assignments	Assignments graded and returned greater than 7 days.	Assignments graded and returned within 7 days.	Assignments graded and returned within 5 days.	2	
Attendance posting	No Attendance is posted.	Attendance roster is setup but not completed by day 1 in weeks 2 and 3.	Attendance roster is setup prior to the course start date and accurately taken by day 1 in weeks 2 and 3.	2	
Mid-Term Grades Posting	No Mid-Term Grades Posted	Mid-Term Grades Posted but not by day 5 of Week 3.	Mid-Term Grades posted by Day 5 of Week 3.	2	
Final Grades Posted to portal and released to students	Grades posted to portal and released to students greater than 10 days .	Grades posted to portal and released to students within 10 days .	Grades posted to portal and released to students within 7 days .	2	
Engagement Practices (Weekly Use of News Section)	Instructor does not post beyond initial setup.	Instructor inconsistently posts in the News Section.	Instructor posts weekly overview in News Section including expectations for the students discussions and assignments along with a brief summary of the content for the week.	2	Ms. Mandy, your weekly overview was really indepth. You can shorten this to highlight specific areas without cutting and pasting the overview from the syllabus.
Engagement Practices (Virtual Office)	Instructor did not reply or exceeded 24 hours with responses (-1 point)		Instructor replied to all Virtual Office questions within 24 hours with the exception of Sunday if instructors have included this communication in their faculty expectations. (+1 point)	1	

25 Total (out of 26)

Instructor:	Dennis Furey
Course Name:	Principles of Investigation
Course #, Sect #:	CRJS4113 08W1

Instructor Coaching Component	Unacceptable (Zero Points)	Needs Improvement (One Point)	Meets Expectations (Two Points)	Raw Score (Auditors enter scores in this column)	Comments
Course setup	Course is not set up prior to start date.	Prior to course beginning instructor: 1) posts welcome message, but no video; 2) does not complete any of the following: attendance set up, calendar, office hours, contact information	Prior to course beginning instructor will: 1) post welcome message and welcome video 2) set up attendance report; 3) create course calendar in D2L; 4) post office hours and contact information in News section;	1.5	Embed your video in the News Article area of D2L.
Instructor Presence	No hours of availability are posted.	Instructor notifies class of at least 2 hours of availability each week, but limits means of interaction	Instructor notifies class of at least 2 hours of availability each week via multiple modalities, including at least one "face to face" option	2	I know you are always available to your students. Stipulate exact times for the course information.
Frequency of Discussion Posts	Discussion comments posted on 1 day, or less, for each discussion question.	Discussion comments posted on at least 2 different calendar days for each discussion question.	Discussion comments posted on at least 3 different days for each discussion question.	2	
Quality of Discussion Responses	Less than 1/2 of postings reflect instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	3/4 of postings reflect instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	Most postings reflect instructional value (this may include: directing students to course materials, ask probing questions or creating an atmosphere of critical thinking).	2	Great job on interacting with the students and keeping them involved with the course and course material.
Biblical concept or truth	No biblical concept or truth presented in discussion responses or News section.	Posted Biblical concepts, but failed to do so on a weekly basis.	At least 1 biblical concept or truth presented in weekly discussion and/or weekly in News section.	2	
Number of posts per discussion question	No discussion responses were posted.	Posts are made, but does not meet the minimum requirement OR posts later than Day 6	Number of discussion responses are equal to 1/2 (1 discussion question per week) or 1/3 (2 discussion questions per week) of the number of students enrolled in the course.	2	Exceeded the expectations and provided a solid base for the students.
Quality of graded feedback on assignments and discussion threads	Only a numeric grade is given; no narrative feedback for Dropbox assignments or discussions.	Grading feedback on assignments is present, but includes little instructive value, or fails to meet the expectations of the instructor agreement (personalized, encouraging, explaining ways to improve and providing resources). Does not use rubric, when available.	Grading feedback on assignments and discussions includes instructive value, meeting the expectations of the instructor agreement (personalized, encouraging, explaining ways to improve and providing resources). Points students to tutorial resources, when appropriate. Uses rubric, when available, and explains score to student.	1.5	Denny, you give excellent feedback. I would like to see more input as to the assignment. Meeting requirements and Format.
Timeframe of grading assignments	Assignments graded and returned greater than 7 days.	Assignments graded and returned within 7 days.	Assignments graded and returned within 5 days.	2	
Attendance posting	No Attendance is posted.	Attendance roster is setup but not completed by day 1 in weeks 2 and 3.	Attendance roster is setup prior to the course start date and accurately taken by day 1 in weeks 2 and 3.	2	
Mid-Term Grades Posting	No Mid-Term Grades Posted	Mid-Term Grades Posted but not by day 5 of Week 3.	Mid-Term Grades posted by Day 5 of Week 3.	2	
Final Grades Posted to portal and released to students	Grades posted to portal and released to students greater than 10 days .	Grades posted to portal and released to students within 10 days .	Grades posted to portal and released to students within 7 days .	2	
Engagement Practices (Weekly Use of News Section)	Instructor does not post beyond initial setup.	Instructor inconsistently posts in the News Section.	Instructor posts weekly overview in News Section including expectations for the students discussions and assignments along with a brief summary of the content for the week.	1.5	Denny, I have not done this myself. We need to add discussion expectations and a brief summary for the following week.
Engagement Practices (Virtual Office) BONUS CATEGORY	Instructor did not reply or exceeded 24 hours with responses (-1 point)		Instructor replied to all Virtual Office questions within 24 hours with the exception of Sunday if instructors have included this communication in their faculty expectations. (+1 point)	1	

23.5 Total (out of 24)

Instructor:	Mandy McNeely
Course Name:	Victimology
Course #, Sect #:	CRJS3003 09W1 19F1

Instructor Coaching Component	Unacceptable (Zero Points)	Needs Improvement (One Point)	Meets Expectations (Two Points)	Raw Score (Auditors enter scores in this column)	Comments
Course setup	Course is not set up prior to start date.	Prior to course beginning instructor: 1) posts welcome message, but no video; 2) does not complete any of the following: attendance set up, calendar, office hours, contact information	Prior to course beginning instructor will: 1) post welcome message and welcome video 2) set up attendance report; 3) create course calendar in D2L; 4) post office hours and contact information in News section;	2	Excellent Job Ms. Mandy.
Instructor Presence	No hours of availability are posted.	Instructor notifies class of at least 2 hours of availability each week, but limits means of interaction	Instructor notifies class of at least 2 hours of availability each week via multiple modalities, including at least one "face to face" option	2	
Frequency of Discussion Posts	Discussion comments posted on 1 day, or less, for each discussion question.	Discussion comments posted on at least 2 different calendar days for each discussion question.	Discussion comments posted on at least 3 different days for each discussion question.	1	Weeks 2, 4, and 5 were late to students.
Quality of Discussion Responses	Less than 1/2 of postings reflect instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	3/4 of postings reflect instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	Most postings reflect instructional value (this may include: directing students to course materials, ask probing questions or creating an atmosphere of critical thinking).	2	
Biblical concept or truth	No biblical concept or truth presented in discussion responses or News section.	Posted Biblical concepts, but failed to do so on a weekly basis.	At least 1 biblical concept or truth presented in weekly discussion and/or weekly in News section.	1.5	You missed a Biblical Reference on week 5.
Number of posts per discussion question	No discussion responses were posted.	Posts are made, but does not meet the minimum requirement OR posts later than Day 6	Number of discussion responses are equal to 1/2 (1 discussion question per week) or 1/3 (2 discussion questions per week) of the number of students enrolled in the course.	1	Weeks 2, 4, and 5 Late responses to students. Did not meet minimum requirements
Quality of graded feedback on assignments and discussion threads	Only a numeric grade is given; no narrative feedback for Dropbox assignments or discussions.	Grading feedback on assignments is present, but includes little instructive value, or fails to meet the expectations of the instructor agreement (personalized, encouraging, explaining ways to improve and providing resources).	Grading feedback on assignments and discussions includes instructive value, meeting the expectations of the instructor agreement (personalized, encouraging, explaining ways to improve and providing resources). Points students to tutorial resources, when appropriate. Uses rubric, when available, and explains score to student.	2	Ms. Mandy you are a great instructor and I am grateful to have you on my team.
Timeframe of grading assignments	Assignments graded and returned greater than 7 days.	Assignments graded and returned within 7 days.	Assignments graded and returned within 5 days.	1	The average return time on your grading was 6 days.
Attendance posting	No Attendance is posted.	Attendance roster is setup but not completed by day 1 in weeks 2 and 3.	Attendance roster is setup prior to the course start date and accurately taken by day 1 in weeks 2 and 3.	2	
Mid-Term Grades Posting	No Mid-Term Grades Posted	Mid-Term Grades Posted but not by day 5 of Week 3.	Mid-Term Grades posted by Day 5 of Week 3.	1	Exceeded 5 Day minimum for posting grades
Final Grades Posted to portal and released to students	Grades posted to portal and released to students greater than 10 days .	Grades posted to portal and released to students within 10 days .	Grades posted to portal and released to students within 7 days .	2	
Engagement Practices (Weekly Use of News Section)	Instructor does not post beyond initial setup.	Instructor inconsistently posts in the News Section.	Instructor posts weekly overview in News Section including expectations for the students discussions and assignments along with a brief summary of the content for the week.	2	
Engagement Practices (Virtual Office) BONUS CATEGORY	Instructor did not reply or exceeded 24 hours with responses (-1 point)		Instructor replied to all Virtual Office questions within 24 hours with the exception of Sunday if instructors have included this communication in their faculty expectations. (+1 point)	1	

20.5 Total (out of 24)

**Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement**

Name: Dennis Purdy  
 Course: CDS4433  
 Section: 02W1  
 Term: SP  
 End Date: 6/2/19

Scale: 0=not at all  
 3=partial  
 5=met expectations

	Possible #	Actual #	Comments
1a. Welcome message posted to the news section 5 days prior to the start date.	1	1	
1b. Participation created by start date	1	1	
1c. Calendar developed for the course start date	1	1	
1d. News item with office hours and means of contact	1	1	
2a. Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of choice (video chat, YouTubeU, etc.)	1	1	
2b. to students interested in for assistance within 24 hours	1	1	
3c. Post to the News Section of the course	1	1	
3d. Post a biblical or trusts via discussions or the News Section	1	1	
4a. from the previous week is to be accurate if recorded on the first of Weeks 2 and 3.	1	1	
4b. Mid-term must be submitted to the MACU Portal by 5 Saturday of Week 3	1	1	
4c. Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
4e. Must respond to at least 1/4 (one discussion) or 1/4 (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
4f. Discussion should be instructive, referencing course materials or supplemental resources	1	1	
4g. Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
5a. Feedback on all student work must be with comments, within 5 days of the due date.	1	1	
5b. When available, rubrics must be used for and rubric scores explained in student feedback	1	1	
5c. Feedback should be personalized to student, instructive, and both and areas for improvement	1	1	
5d. As feedback should point students to tutorial resources	1	1	
<b>TOTAL</b>		<b>18</b>	

Supplemental Feedback from Program Director:



**Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement**

Instructor:	Amanda Mullins
Course:	CRJ53503
Section:	04W1
Term:	SP
Eval Date:	4/1/23

Scale: 0=not at all  
 .5=partial .75= most met  
 1=met expectations

	Possible Pts	Actual Pts	Comments
<b>1a</b> Welcome message posted to the class within 5 days prior to the start date.	1	1	
<b>1b</b> Participation method established by start date.	1	1	
<b>1c</b> Calendar developed for the course by start date.	1	1	
<b>2a</b> News item with visual choice (forms, video clip, YouSee, etc.)	1	1	
<b>2b</b> Response to student questions or requests for assistance within 24 hours.	1	1	
<b>2c</b> Post weekly updates to the News Section of the course.	1	1	
<b>2d</b> Post a biblical verse or truth weekly via discussion in the News Section.	1	1	
<b>3a</b> Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
<b>3b</b> Mid-term grades must be submitted to the MACJ Portal by Day 5 (Monday) of Week 3.	1	1	
<b>3c</b> Final grades must be posted to D2L and the MACJ Portal no later than 7 days after the end of the course.	1	1	
<b>4a</b> Discussion posts should be instructive, relevant to course materials or supplemental resources.	1	1	
<b>4b</b> Discussion posts should be instructive, relevant to course materials or supplemental resources.	1	1	
<b>5a</b> Feedback on all student work must be completed with comments within 5 days of the due date.	1	1	
<b>5b</b> When available, rubrics must be used for grading and specific rubric scores explained in student feedback.	1	1	
<b>5c</b> Feedback should be personalized to student, encouraging, instructive, explaining both strengths and areas for improvement.	1	1	
<b>5d</b> As appropriate, feedback should direct students to full-text resources.	1	1	
<b>TOTAL</b>	<b>18</b>	<b>18</b>	

Additional Feedback from Program Director:

Ms. Amanada, you are a welcome addition to the CJ Program. Thank you.

Criminal Justice and Ethics, Program Review, Section 12

University Senate Documents Related to Program

**Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)**  
 MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

**PURPOSE: Request for Approval of Curriculum Revisions**

Curriculum proposal for:   New Program Outcomes – Criminal Justice and Ethics    
 Submitted by:   Marvin Akers   College/School   CAGS Criminal Justice and Ethics   Date:   8.2.18  


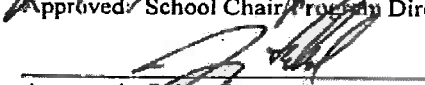
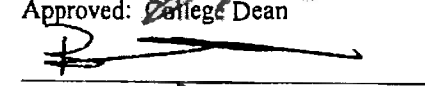


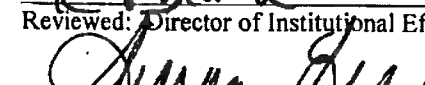
**Process to request approval to revise an existing degree program/concentration/emphasis:**

- Fill out the attached Faculty/Senate Proposal form. *Note: this form is not for use to change an existing program into a new degree or emphasis. (approval to develop is not required for any items on this list)*
- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form – keep in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the Faculty agenda a minimum of 7 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

Curriculum components Requested change for:	What is needed (show changes in <u>strikeout</u> and <u>highlights</u> format, e.g., <del>old</del> and <u>new</u> format) Use the MACU Catalog for information and format examples
Admission requirements Course description Degree Program name Program description Program outcomes	Submit your completed proposal form showing all revised or new information.
Course (information changes)	Submit your completed proposal form and revised degree evaluation form (if applicable) (A course change includes changes in name, department, prefix, number, level, pre-requisites, and credit hours)
Course (new)	Submit proposal form with course name, prefix, and course description and (CAS) semester rotation and/or (CAGS) length of course use catalog format) and revised degree evaluation form (if applicable)
Degree evaluation form (degree sheet)	Submit your completed proposal form and revised degree evaluation form (the University Registrar or VPAA Office will assist with these changes)

**Required Signatures**

1. Obtain all signatures **IN THE ORDER LISTED** for purpose of appropriate collaboration, communication and approval.
2. The signature form must always accompany your proposal. You can expect revisions at all levels of review.
3. Changes requested at any level below should be made before you receive that reviewer's signature.
4. Submit your proposal to be listed on the next Faculty Meeting agenda: Upon receipt of notification of approval of your proposal from the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.

	8-8-18	
Approved: School Chair/Program Director	Date	Comments
	8/8/18	
Approved: College Dean	Date	Comments
	8/8/18	
Approved: Vice President for CAGS (CAGS Only)	Date	Comments
	8-9-18	
Reviewed: University Registrar	Date	Comments
	8-14-18	
Reviewed: Director of Institutional Effectiveness	Date	Comments
	8-15-18	
Approved: Vice President for Academic Affairs	Date	Comments

**Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)**

MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

<p><b>Proposal Request to Make Changes to Existing Curriculum or for new courses:</b> (state primary area of change – name of revised degree, new or revised course, etc.)</p>	<p align="center"><b>Proposal to Change: Program Outcomes for Criminal Justice and Ethics</b></p>
<p><b>Proposal to Change - explain revisions and actions being requested (show changes in <del>strikeout</del> and highlights, e.g., <del>old</del> and new format)</b></p>	
<p>The changes to the Program Outcomes (PO's) and Student Learning Outcomes (SLO's) were needed to bring the program <u>in</u>line with the rest of the university. The previous PO's and SLO's did not meet the needs of evaluating the program or the students.</p>	
<p><b>Rationale (information supporting proposal – why you are making changes)</b></p>	
<p>The new PO's and SLO's were written specifically for the Criminal Justice and Ethics Degree. The source material in each class can be evaluated using specific PO's and SLO's written to correlate with the information gained from the students. Previous PO's and SLO's <del>and</del> only allowed for the evaluation of those specific classes identified. The new PO's and SLO's will allow for evaluation across the board and allow for more data to be gained and evaluated for the purpose of improving the program.</p>	
<p><b>Other information (show new courses, course description changes, etc.)</b></p>	
<p> </p>	
<p><b>Correlation to the Assessment System &amp; Program Improvement</b></p>	
<p>These updated outcomes bring the assessment system more in line with University Outcomes and allow us to better measure student progress in areas significant to criminal justice professionals.</p>	
<p><b>Budget and Correlation to Strategic Planning (include additional adjunct or any other expected costs)</b></p>	
<p>This change will incur no additional costs.</p>	
<p><b>Other (Attach all pertinent degree program evaluation forms showing revisions with <del>strikeout</del> and highlights, e.g., <del>old</del> and new format)</b></p>	
<p>See attached Program Outcomes and Student Learning Outcomes.</p>	
<p><b>SUBMITTED BY:</b>  <ul style="list-style-type: none"> <li>• Name/Title</li> <li>• College/School</li> </ul> </p>	<p>Marvin Akers, Interim Criminal Justice Program Director                  CAGS/Criminal Justice and Ethics</p>
<p><b>Proposed Effective Date:</b></p>	<p>September 1, 2018</p>

## **Program Outcomes and Student Learning Outcomes Criminal Justice and Ethics**

- 1. Graduates will demonstrate an understanding of the laws, Constitutional requirements, and legally defined procedures that criminal justice professionals employ while operating in professional criminal justice environment.**
  - Students will identify applicable case law
  - Students will identify Constitutional requirements as they pertain to legal precedent
  - Students will explain legal procedures as they apply to criminal justice procedures
  
- 2. Graduates will demonstrate an in depth understanding of diversity and inequality as manifested in the criminal justice system locally and nationally.**
  - Students will identify the impact of diversity in criminal justice
  - Students will identify the impact of inequality in criminal justice
  - Students will explain the differences found in local and national criminal justice systems
  
- 3. Graduates will demonstrate an understanding of the investigative process, including: initial response, securing the scene, and interviewing and data analysis.**
  - Students will explain the fundamental process of criminal investigations
  - Students will identify the elements of a criminal act
  - Students will identify the importance of initial response
  - Students will identify the actions necessary in securing of crime scenes, major incidents and accidents
  
- 4. Graduates will demonstrate an understanding of contemporary concepts and practices for supervisors in law enforcement, including emphases on character, motivation, teamwork, and conflict resolution.**
  - Students will be able to explain the supervisor's role in the criminal justice system
  - Students will explain the importance of the following as it relates to the concept of supervision: Character, Motivation, Teamwork, Conflict resolution
  
- 5. Graduates will demonstrate the ability to communicate effectively both orally and in writing.**
  - Students will demonstrate the ability to use appropriate style, grammar, and mechanics in documenting interviews, reports, evidence and other writing functions
  - Students will demonstrate audience appropriate and effective oral communication
  - Students will conduct academic research for criminal justice analysis and action

**Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)**

<p><b>Proposal Request to Make Changes to Existing Curriculum or for new courses:</b> (State primary area of change – name of revised degree, new or revised course, etc.)</p>	<p>Proposal to Change: <i>Course name change, program description change.</i></p>
<p><b>Proposal to Change - explain revisions and actions being requested (show changes in <i>strikeout and highlights</i>, e.g., old and new format)</b></p>	
<p>The changes to the Degree Program are needed to allow students to fill desired educational requirements in line with their needs and desires. There are currently 36 hours of Criminal Justice Administration class required. The goal is to keep the required 36 hours, while dividing them into career specific opportunities. Students will be required to take a core of 30 hours and have the opportunity to choose 6 hours from major electives to meet the required 36 hours for the Criminal Justice and Ethics degree.</p> <p>→ Course Name Change:  <del>CRJS 4003 Cultural Diversity: The Color of Justice, Race, Ethnicity and Crime in America</del>                  CRJS 4003 Cultural Diversity in Law Enforcement</p> <p>→ Program Description Change:                  The Criminal Justice and Ethics program is designed to provide current and prospective law enforcement professionals with a wide range of knowledge relevant to the issues they face in the communities they serve. The Criminal Justice and Ethics Degree offers training in soft skills, including: collaboration (<del>community partnerships</del>), problem solving (<del>crisis intervention</del>); conflict resolution (<del>de-escalation techniques</del>), and communication (<del>communicating with the mentally ill</del>). Criminal Justice instructors are practitioners who have or are currently working in the field, allowing for an emphasis on practical application for criminal justice professionals.</p>	
<p><b>Rationale (information supporting proposal – why you are making changes)</b></p>	
<p>The new class selection in the Criminal Justice Program would allow students to select 6 elective hours in the degree program enabling students to focus on career objectives. For example, if a student works in corrections the student will be given the choice to take Introduction to Corrections to concentrate on their career path.</p> <p>The course title for the cultural diversity course currently reflects the title of the textbook and is not inclusive of all areas of diversity.</p> <p>The program description changes remove specific examples, allowing for greater flexibility within the curriculum to meet these stated areas of emphasis.</p>	
<p><b>Other information (show new courses, course description changes, etc.)</b></p>	
<p>See attached program sheet.</p>	
<p><b>Correlation to the Assessment System &amp; Program Improvement</b></p>	
<p>The program changes give students more options within the program to take courses geared to their specific area of focus.</p>	
<p><b>Budget and Correlation to Strategic Planning (include additional adjunct or any other expected costs)</b></p>	
<p>This change will incur additional costs of updating outdated courses. Some of these will be completed as part of the Program Director's duties, but as many as 4 may be sent to outside specialists for update at a total potential cost of \$3200.</p> <p>UPDATE:                  CRJS 3013 Introduction to Corrections</p>	

**Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)**

CRJS 3413 Domestic Violence CRJS 4013 Human Trafficking CRJS 4402 Police Operations CRJS 4533 Anti-Terrorism and Homeland Security CRJS 4003 Cultural Diversity in Law Enforcement	
Other (Attach all pertinent degree program evaluation forms showing revisions <i>with strikethrough and highlights, e.g., old and new format</i> )	
(This section is currently empty)	
<b>SUBMITTED BY:</b> <ul style="list-style-type: none"> <li>▪ Name/Title</li> <li>▪ College/School</li> </ul>	Marvin Akers, Criminal Justice Program Director TAGS/Criminal Justice and Ethics
<b>Proposed Effective Date:</b>	August 1, 2019

## Faculty/Senate Checklist – CHANGES (*New or Revised Courses/Curriculum Components*)

### University Core

Specific courses within the University Core are listed on the first page of this catalog section.

\*Courses from the major may apply to the areas marked in the University Core.

### University Core

Bible/Theology (12 hrs)

Communication (9 hrs)

U.S. History and Government (6 hrs)

Science (6 hrs plus 1 hr of lab)

Math (3 hrs)

Social Sciences (3 hrs)

Humanities (6 hrs – 3 hrs must be literature)

### Orientation Requirement

Orientation (3 Hrs)

UNIV 1123 Success at MACU

### Major Requirements

Criminal Justice and Ethics Major (36 Hrs)

~~CRJS 3003 Victimology~~

CRJS 3103 Introduction to Criminal Justice

CRJS 3503 Criminal Law I

CRJS 3513 Criminal Law II

CRJS 3703 Criminal Procedures

CRJS 3813 Community Relations

CRJS 4003 ~~Cultural Diversity: The Color of Justice, Race, Ethnicity and Crime in America~~ Cultural Diversity In Law Enforcement

~~CRJS 4103 Identification, Collection, and Preservation of Evidence~~

CRJS 4113 Principles of Investigation

CRJS 4403 Police Administration

CRJS 4513 Interview and Interrogation Techniques

CRJS 4533 Anti-Terrorism and Homeland Security

### Major Electives (6 hours)

*Students may choose any two of these courses to fulfill the requirement.*

~~CRJS 3003 Victimology~~

~~CRJS 4103 Identification, Collection, and Preservation of Evidence~~

CRJS 3013 Introduction to Corrections

CRJS 3413 Domestic Violence

CRJS 4013 Human Trafficking

CRJS 4402 Police Operations

### Electives (39 Hrs)

\*Choose thirty-nine (39) hours from any area.

A student must have a minimum of 40 hours of 3000 and 4000 level courses in order to receive a Bachelor degree. Please note: This may require the student to take at least four (4 Hrs) of upper division elective hours in order to meet this graduation requirement.

Total University Core 46

Total Orientation 03

Total Criminal Justice and Ethics Major 36

Total Electives 39

Total Required Hours 124



**Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)**

Do not change form wording

**PURPOSE: Request for Approval of Curriculum Revisions**

Curriculum proposal for: Program Changes – Criminal Justice and Ethics  
 Submitted by: Marvin Akers College/School CAGS Criminal Justice and Ethics Date: 4.15.19

**Process to request approval to revise an existing degree program/concentration/emphasis:**

- Fill out the attached Faculty/Senate Proposal form. *Note: this form is not for use to change an existing program into a new degree or emphasis. (approval to develop is not required for any items on this list)*
- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form – keep in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the agenda a minimum of 5 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

Curriculum components Requested change for:	What is needed (show changes in <i>strikeout and highlights</i> format, e.g., <i>old and new format</i> ) Use the MACU Catalog for information and format examples
Admission requirements Course description Degree Program name Program description Program outcomes	Submit your completed proposal form showing all revised or new information.
Course (information changes)	Submit your completed proposal form and revised degree evaluation form (if applicable) (A course change includes changes in name, department, prefix, number, level, pre-requisites, and credit hours)
Course (new)	Submit proposal form with course name, prefix, and course description and (CAS) semester rotation and/or (CAGS) length of course use catalog format) and revised degree evaluation form (if applicable)
Degree evaluation form (degree sheet)	Submit your completed proposal form and revised degree evaluation form (the University Registrar or VPAA Office will assist with these changes)

**Required Signatures**

1. Obtain all signatures **IN THE ORDER LISTED** for purpose of appropriate collaboration, communication and approval.
2. The signature form must always accompany your proposal. You can expect revisions at all levels of review.
3. Changes requested at any level below should be made before you receive that reviewer's signature.
4. Submit your proposal to be listed on the next Faculty Meeting agenda: Upon receipt of notification of approval of your proposal from the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.

*[Handwritten Signature]* 4-30-19  
 Approved: School Chair/Program Director Date \_\_\_\_\_ Comments \_\_\_\_\_

*[Handwritten Signature]*  
 Approved: College Dean Date 4/30/19 Comments \_\_\_\_\_

*[Handwritten Signature]* 5/2/19  
 Approved: Vice President for CAGS (CAGS Only) Date \_\_\_\_\_ Comments \_\_\_\_\_

*[Handwritten Signature]* 5-7-19  
 Reviewed: University Registrar Date \_\_\_\_\_ Comments \_\_\_\_\_

*[Handwritten Signature]* 5-7-19  
 Reviewed: Chief Financial Officer Date \_\_\_\_\_ Comments \_\_\_\_\_

*[Handwritten Signature]* 5.8.19  
 Reviewed: Director of Institutional Effectiveness Date \_\_\_\_\_ Comments \_\_\_\_\_

*[Handwritten Signature]* 5.9.19  
 Approved: Vice President for Academic Affairs Date \_\_\_\_\_ Comments \_\_\_\_\_

Criminal Justice and Ethics, Program Review, Section 13

External Review Documents (Advisory Boards, etc.)

Criminal Justice and Ethics, Program Review, Section 14

Professional Development of Faculty Documentation

## DEPARTMENTAL DOCUMENTATION OF PROFESSIONAL DEVELOPMENT

Name	Professional Training Attended	Location	Date
Trina Arnold	High-Impact Practices for Student Success, Inside Higher Ed.	Webcast	5 Mar-19
Trina Arnold	Implementing Transformational Analytics Strategies, Inside Higher Ed	Webcast	26 Feb-19
Trina Arnold	Adding Action to Your Online Course: Outside-The-Box Techniques to Increase Student Engagement from a Distance. Inside Higher Ed.	Webcast	6 Mar-18
Trina Arnold	National Youth Summit on Women Suffrage: The Ballot and Beyond	Webcast panel discussion	21 May-19
Trina Arnold	Teaching in a Digital Age.	Webcast	22 May-19
Trina Arnold	URX Training	Campus	Ongoing
J Hall	High-Impact Practices for Student Success, Inside Higher Ed.	Webcast	5 Mar-19
J Hall	DiJulius Group Customer Service Academy	Online	Spring 2019
J Hall	Agile Teaching	Webcast	8 Jan-19
J Hall	Improving Student Success with Video and Active Learning	Webcast	6 Dec-18
J Hall	Why Competency-Based Education Matters	Webcast	30 Aug-18
Marvin Akers	Emergency Response To Pipeline Incidents	Seminar	22 Jun-18
Marvin Akers	Law Enforcement Legal Updates	Seminar	10 Mar-18
Marvin Akers	Opiate Addiction Education and Identification	Seminar	1 Jul-18
Marvin Akers	S00200B ICS FOR SR/IAI	Webcast	4 Apr-18
Marvin Akers	IS00100B INTRO TO ICS 100	Webcast	5 Apr-18
Marvin Akers	IS00700A NIMS AN INTRO	Webcast	4 Apr-18

Criminal Justice and Ethics, Program Review, Section 15

Strategic Plans and Budgets Related to Program (WIG Notebook)

**WILDLY IMPORTANT GOALS**

MAZU WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Dashboard
<p><b>WIG #1</b> We will align our daily actions with the Five Operational Values and assess departmental progress by May 31, 2020.</p>				
<p><b>WIG #2</b> By May 31, 2024, the university will annually increase its unduplicated student headcount by 2% (2,109 to 2,178) by developing new degree and certificate programs, increasing retention, and expanding into new student markets.</p>				
<p><b>WIG #3</b> By May 31, 2020, the University will exceed its 2019-20 projected net revenue by \$100,000 to provide additional 2% cost of living increases. (The ability to meet this goal will be determined at the end of each fiscal month.)</p>				
UNIT WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Dashboard
<p><b>UNIT WIG</b> Create a "remarkable" curricula in which students will not only see Jesus Christ, but will be challenged to demonstrate academic excellence through research, communication, and critical thinking.</p> <p>1) Create 3 new course contents and revise 3 course contents for the newly revised Christian Ministries Degree program. Our goal is to have these courses ready to offer by May 2020.</p> <p>2) Review the content of 3 current courses to address rigor and textbook issues. Our goal is to revise the content of these courses to be sure that academic rigor is in balance, assignment instructions are clearly stated, and assignments are of higher quality. We will review the content of these courses within the Christian Ministries program by May 2020.</p>	<p>The unit will measure the success of the Lead Measure through the following ways: 1) unit faculty will monitor the CTR based on review of student work to be assessed. The unit will monitor the success of the Lead Measure by reviewing the retention to the person of Jesus Christ and ensuring the course content for instructional clarity and quality of assignments as well as clearly written assignments will be noted and suggestions for revision will be noted. 2) approved reviews will be sent to Campus specialists via a feedback form; 3) the review of the course will be discussed in weekly WIG meetings; and, 4) meeting goal achievement on the WIG instrument.</p> <p>The effectiveness of this WIG will be measured by an increase in the number of courses that reference the person of Jesus Christ, a reduction in the number of students who submit poorly written assignment instructions, and a reduction in the number of assignments that appear to have little or poor academic quality or rigor.</p>			
<p><b>ADMS WIG</b> Foster a culture of accountability by encouraging a 20% increase in instructor performance on annual evaluations by May 31, 2020.</p>	<p>Continue weekly reviewing of teaching expectations for all FT and PT faculty.</p>	<p>Conduct a deep review of all FT and PT faculty performance.</p>		

Provide a summary narrative below of whether the Unit WIGs were achieved. (Deadline every May 31st)

Empty space for summary narrative				
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# WILDLY IMPORTANT GOALS 18-19

MACU WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
<p>WIG #1</p> <p>By May 31, 2019, we will create, implement, and sustain a university-wide culture that becomes a REMARKABLE MACU experience.</p>				
<p>WIG #2</p> <p>By May 31, 2019, the University will exceed its 2018-19 projected net revenue by \$610,000 in order to provide cost of living bonuses, as well as future development initiatives.</p>				
Unit WIG Statements	Lag Measure	LEAD Measure 1	LEAD Measure 2	Type of Scoreboard
<p>In support of MACU WIG 1, the Adult School of Arts and Sciences will foster a culture of communication that leads to connection.</p>	<p>By May 31, 2019, 85% of ASAS faculty will be using communication technology (beyond email) to connect with students.</p>	<p>ASAS staff will provide monthly training in the use of communication technologies for faculty.</p>	<p>ASAS staff will monitor faculty through the Adjunct Monitoring System on a weekly basis.</p>	

Provide a summary narrative below of whether the Unit WIGs were achieved. (Deadline every May 31st)







Criminal Justice and Ethics, Program Review, Section 16

Other Pertinent/Substantive Evidence (i.e. Student Scores on non-MACU Standardized Tests (State/National/Professional); Feedback from Professional Entities that are non-MACU affiliated, Course Equivalency Program Results

## CRIMINAL JUSTICE

### COURSE CHANGES

#### CJ 101 INTRODUCTION TO CRIMINAL JUSTICE

ADD

MACU: CRJS 3103 [ADD NOTE 1]

#### CJ 105 CRIMINAL LAW I

ADD

MACU: CRJS 3503 [ADD NOTE 1]

#### CJ 106 CRIMINAL LAW II

ADD

MACU: CRJS 3513 [ADD NOTE 1]

#### CJ 108 CRIMINAL PROCEDURES

ADD

MACU: CRJS 3703 [ADD NOTE 1]

NWOSU: CJUS 4223 [ADD NOTE 1]

#### CJ 109 EVIDENCE

ADD

MACU: CRJS 4103 [ADD NOTE 1]

#### CJ 110 FUNDAMENTALS OF CRIMINAL INVESTIGATION

ADD

MACU: CRJS 4113 [ADD NOTE 1]

#### CJ 111 POLICE COMMUNITY RELATIONS

ADD

MACU: CRJS 3813 [ADD NOTE 1]

NWOSU: CJUS 4503 [ADD NOTE 1]

#### CJ 112 POLICE OPERATIONS PATROL

ADD

NWOSU: CJUS 3223 [ADD NOTE 1]

## CJ 114 CULTURAL DIVERSITY

ADD

MACU: CJRS 4003 [ADD NOTE 1]

## CJ 115 POLICE ADMINISTRATION AND ORGANIZATION

ADD

MACU: CJRS 4403 [ADD NOTE 1]

NWOSU: CJUS 4603 [ADD NOTE 1]

## CJ 116 ETHICS IN CRIMINAL JUSTICE

ADD

SSC: CJ 2103 [ADD NOTE 1]

EOSC: CRJS 2293 [ADD NOTE 1]

## COMMON COURSE DESCRIPTION CHANGES

### CJ 101 INTRODUCTION TO CRIMINAL JUSTICE

Overview of the criminal justice system to include police, courts, and corrections.

### CJ 102 INTRODUCTION TO LAW ENFORCEMENT

History, development, and functions of law enforcement.

## STUDENT LEARNING OUTCOMES

### **INTRODUCTION TO LAW ENFORCEMENT (CJ 102)**

1. Explain history and development of policing
2. Explain technology, practices, and training in policing
3. Examine ethical issues, problems, and accountability in policing

### **INTRODUCTION TO CRIMINAL JUSTICE (CJ 101)**

1. Identify the components of the criminal justice system
2. Describe the history and development of the criminal justice system
3. Examine contemporary issues in criminal justice
4. Identify criminal justice theories

Criminal Justice and Ethics, Program Review, Section 17

Program Review Evaluation

Program Review Evaluation  
Criminal Justice, 2019

**Program Strengths**

Strong Leadership from Akers

Implementation of new course options within CJ

Effective system of assessment

Stability of leadership and curriculum

CAGS

- Dedicated faculty, vast knowledge/experience of criminal justice profession
- Program Director and faculty will to go above and beyond for students
- Effective system of assessment – outcomes, data gathering, and program/instructor evaluations

**Program Areas for Improvement**

- Ongoing faculty development/recruitment
- Develop consistency in grading through 100% rubric coverage for all courses
- Consistency in course objectives/outcomes
- 100% evaluation and correction of all classes
- Meeting the needs of students

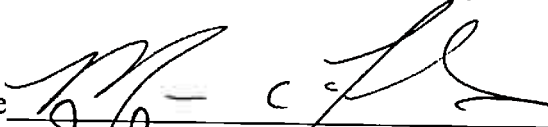
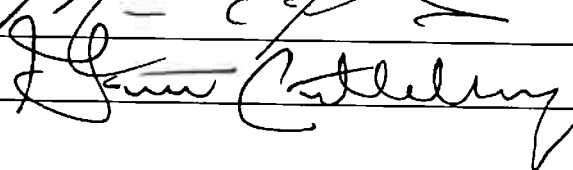
Program Review Evaluation

Criminal Justice, 2019


Program Strengths – see previous page

Program Areas of Improvement – see previous page

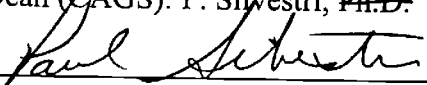
Program Chairs and Directors: G. Castleberry, Ph.D., Marvin Akers MLPA

Signature  date signed 2-24-20  
Signature  date signed 2-24-20

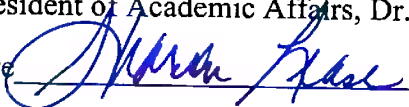
Director of Institutional Effectiveness, Ray Dillman, M.A.

Signature  date signed 2.24.2020

Program Dean (OAGS): P. Silvestri, <sup>Ed. D.</sup> Ph.D.

Signature  date signed 2/24/20

Vice-President of Academic Affairs, Dr. Sharon Lease

Signature  date signed 2.24.20