

**UNIT PROGRAM SELF-STUDY REPORT**  
**Seven-Year Review**  
**Department of Criminal Justice**  
**Thomas Harriot College of Arts & Sciences**  
**East Carolina University**

**Executive Summary**

The Department of Criminal Justice has completed a self-study of the unit's BS, MS, and Certificate programs, including the teaching, research, and service components. For this self-study, we considered the programs in the context of the mission and strategic goals of the department, the Harriot College of Arts and Sciences, and the University. We are committed to the University's mission of student success, regional transformation and serving the public, and the unit's high quality instructional, research and service activities are a critical and on-going part of that mission.

The principal mission of the Department of Criminal Justice is to educate the next generation of criminal justice leaders. In addition to the programs assessed as part of this self-study, the unit also provides minors in Criminal Justice, Criminal Law and Legal Process, and Forensic Science. Additionally, the Department offers criminal justice course(s) utilized in the Department of Political Science for its undergraduate Security Studies concentration as well as its graduate Certificate in Security Studies. Other features of the Department of Criminal Justice include an undergraduate field experience-internship, study abroad, student organizations, scholarships/assistantships, career and academic advising, and other extra-curricular programs. The Department currently has nine tenured/tenure-track faculty (with terminal degrees; includes unit administrator) and four fixed-term teaching instructors with over 700 majors, over 250 minors, roughly 65 graduate students, and 25 certificate students. Numerous part-time instructors are also utilized to meet course demand in all programs each semester. The unit does not contribute to the General Education curriculum. The undergraduate program is the 3<sup>rd</sup> largest major on the College and the 10<sup>th</sup> largest major in the university. The graduate program is the 12<sup>th</sup> largest degree-seeking graduate program in the university.

Our graduates fill a critical need in the local community and beyond, filling essential jobs in law enforcement, the courts, and corrections, as well as placements in graduate school and law school. Our master's candidates receive promotions within agencies and fulfil a crucial post-secondary education role upon receipt of the criminal justice education certificate. The department faculty is interdisciplinary and conducts both basic and applied research. Demand for both the undergraduate and graduate programs is strong, and the department has several interdisciplinary connections that students can pursue. A stand-alone online BS Criminal Justice for select populations has been proposed to university leadership.

a. Overall quality of each degree/certificate

**BS Criminal Justice**

The BS degree in Criminal Justice provides excellent preparation for the criminal justice profession and/or advanced study. Students are exposed to all aspects of the field including law enforcement, courts/law, and corrections, and required courses in criminological theory and criminality, multicultural issues and inequity, research methods, and statistics (among others) ensures graduate have a well-rounded liberal arts education. Minors and complementary degree pathways afford students the opportunity to explore subfields such as the law and forensic science more deeply. Our forensic science laboratory is state-of-the-art and allows for

real-world application and our required field experience ensures that students have exposure to their intended career before graduation.

Our assessment methods have changed since the last academic program review and indicate significant improvement in many areas including cultural beliefs and values (measured as perceptions of various cultural groups as well as knowledge of group history and identity) and criminological theory. Areas of concern include research methods and juvenile justice. Diversity among our majors is improving, and student survey results are positive with 90% of students who completed the survey indicating that they are satisfied or very satisfied with overall instruction in the program. Our professional advising model and use of prerequisites to facilitate course sequencing helps ensure students' progress steadily through the degree. Although assessment shows improvement in knowledge gains in criminological theory, we need to do additional work to lower the DFW rate in our crime and criminality course. Additional work is also needed to improve the gender and racial/ethnic diversity of students seeking the BS Criminal Justice.

### **MS Criminal Justice**

Students who graduate with the MS degree in Criminal Justice degree emerge with skills and knowledge that enhance their marketability – they are well-equipped to advance in their career and/or pursue advanced study. The degree provides a solid base of key criminal justice principles for students who may not have had comprehensive instruction in criminal justice at the undergraduate level, and core and elective courses in multicultural issues and inequity, comparative and transnational criminal justice, and ethical behavior ensure graduates are prepared for leadership positions in the field. Two required courses in research methods and statistical interpretation prepare students for their professional paper capstone experience and the fully online nature of the program makes it accessible to students regardless of location.

Our assessment results suggest that a recent curriculum and pedagogical changes have had a positive influence. Students meet the majority of criteria for success and improvement continues in the research methods and statistical interpretation outcome. The average time-to-degree over the review period is 2.54 years and the median time-to-degree is 2.20 years. The average 3-year graduation rate is 70%. As most MS Criminal Justice students are part-time, these times are acceptable to the unit. Enrollment has been stable in recent years and graduates who completed the graduating student survey (average response rate of 44%) indicate overwhelming satisfaction with their academic experience. However, additional work is needed to improve the racial/ethnic diversity of students seeking the MS Criminal Justice.

### **Certificate in Criminal Justice Education**

The Certificate in Criminal Justice Education is the only certificate of its kind in the UNC System and provides students with enhanced knowledge of contemporary criminal justice issues while simultaneously preparing students to effectively deliver instruction at the community college or vocational level. Like the MS Criminal Justice, the fully online nature of the program makes it accessible to students state-wide. Assessment in criminal justice education shows consistent success with outcomes assessment scores averaging over 90%.

#### **b. Strengths and weaknesses of the department**

##### *Teaching*

The Department of Criminal Justice produces consistently high student credit hours, and derived FTE indicates the unit is very productive. Faculty have been involved in numerous campus-wide initiatives related to teaching such as teaching an Honors College seminar, creating

learning modules for the Office for Faculty Excellence, and serving as mentors for the campus (e.g., online teaching mentor). Many also take advantage of professional development opportunities including four who are Writing Across the Curriculum (WAC) Academy and Advanced Academy Fellows, four who participated in CourseFIT (designed to transition face-to-face courses to an online environment), one who was selected for the Alternative Textbook Program, one who was selected for the BB&T Faculty Leadership Fellow program, and one who was selected for the BB&T Active Learning & Leadership program.

Additional successful programming in the department related to teaching is an annual European Criminal Justice Study Abroad and faculty mentoring for undergraduate honors projects, and as thesis and dissertation committee members for outside departments. We also continue to enhance student experiences, including the development of additional dual major degree pathways, development of a “Cold Case” directed study for graduate students (in partnership with the State Bureau of Investigation), and development of the Criminal Justice Living-Learning Community Program to enhance the undergraduate major experience for select first-year students. We seek to support additional student research opportunities including an honors track for talented undergraduates and a BS/MS degree plan option. Additional faculty will be needed, however, to achieve these plans.

### *Research*

Publication (average 13 per year over self-study period) and presentation (average 17 per year) numbers have shown significant variation year-to-year with declines in the most recent years. This is likely attributed to the resignation of one of the unit’s more prolific scholars and the sustained disruptions caused by the COVID-19 pandemic. Similarly, the total number of grant submissions, as well as the overall proposed amount, was on an upward trajectory before declining in recent years. The average number of proposals submitted each year is 5, and the unit averages 1.5 grant and contract awards each year. Preparing competitive grant proposals remains a concern and an area of focus. However, overall, the department’s tenure-line faculty have been quite productive.

Several faculty members have received recognitions or appointments involving research-related activities over the last seven years. Heidi Bonner received the Dean’s Early Career Award (THCAS), and Jon Sorensen received the ECU Scholar Award. Michele Stacey and Heidi Bonner were both selected to participate in the ECU Leadership Development Academy (formally the Chancellor’s Leadership Academy), and Scott Walfield and Heidi Bonner were both selected to participate in the ECU Engagement and Outreach Scholar’s Academy. Scott Walfield was also recently selected by the Dean of THCAS to take part in the National Center for Faculty Development and Diversity Faculty Success Program, and Heidi Bonner was recently selected to take part in the UNC BRIDGES program.

### *Service*

Our faculty have served (or continue to serve) many roles on university and college committees, including Faculty Senate subcommittees such as the Research/Creative Activities Committee, Distance Education and Learning Technology Committee, Educational Policies and Program Committee, and the Faculty Grievance Appellate Committee, the Student Conduct Board, the Institutional Review Board (IRB), and the THCAS Council on Anti-Racism and Equity Steering Committee. Additionally, our faculty have been selected for numerous professional development activities related to service and outreach activities including the Chancellor’s Leadership Academy/Leadership Development Academy, the BB&T Faculty Leadership Fellows Program and the BB&T Active Learning & Leadership program, the Engagement Outreach Scholars Academy, and BRIDGES. Mark Jones received the Faculty Impact Award for his work with

criminal justice internships. Faculty also serve the community and the profession in a variety of ways at the international, national, state, and local levels.

### *Regional Transformation*

We require an annual field experience, which puts numerous soon-to-graduate students into agencies across the region, state, and country. We also hold an annual Criminal Justice Career Fair which brings in recruiters from the region, the rest of the state, and beyond. Finally, we also recently started a Social Justice in Criminal Justice series and coordinated two bilateral agreements Beaufort County Community College and Sampson Community College. Additional programming is planned this year, and additional agreements are forthcoming.

### c. Major findings

The department has sustained quality instruction that meets student demand even as enrollments increase and faculty size has remained relatively flat. However, our small faculty size in comparison to our enrollments means we are limited in our ability to both grow our programs and invest in additional opportunities for students – personnel allocations limit the ability of the unit to strategically expand the program.

Research productivity metrics have declined in recent years, in part due to the COVID-19 pandemic and in part due to, again, the demands placed on a very small faculty group. This includes needed department and college service responsibilities that result in high average service loads among each faculty group. Grantsmanship has suffered due to the substantial understaffing of tenure line faculty which impedes the unit's ability to focus more on these activities while striving to support the teaching, scholarship, and service demands. An investment in tenure-line faculty is needed to ensure the unit meets its goals, particularly in research and graduate instruction.

### d. Significant actions or changes planned

The most significant actions planned in this self-study are provided below:

- Continue to advocate for additional faculty to support the unit mission and future expansion plans including an accelerated BS Criminal Justice/ MS Criminal Justice and an online BS Criminal Justice.
- Continue to seek additional faculty resources to offer more options for course delivery mode and more variety in course scheduling.
- Continue to advocate for reduced class sizes and active learning instructional space
- Maintain the successful professional advising model for our undergraduate program and continue to advocate for additional advising support.
- Maintain the current teaching load assignments for tenure-track faculty and those with significant department administrative responsibilities.
- Create initiatives and linkages to other departments to increase the gender diversity of the BS Criminal Justice and the racial/ethnic diversity of the BS Criminal Justice and MS Criminal Justice to support better representation in the criminal justice profession.
- Pursue tutoring options for BS Criminal Justice students, particularly in criminological theory, research methods, and statistics.
- Pursue additional bilateral agreements with local community colleges to facilitate transfer for students earning the AAS in Criminal Justice Technology degree.
- Secure the resources to offer core courses in the MS Criminal Justice and certificate each semester to reduce over enrollment in graduate courses and facilitate better course sequencing

- Evaluate the feasibility of additional program options including an honors track for undergraduates, a graduate certificate in crime analysis and crime mapping, and short summer courses designed for practitioners.
- Continue to assess student opinion on department programs and operations, particularly regarding instruction and programming around gender and racial equity, and develop responses based on identified needs and gaps.
- Continue to seek resources to restart our Criminal Justice Living-Learning Community Program.
- Expand the work of the Social Justice Committee, including the creation of a premiere lecture series and increased involvement of our student population in planning and programming.

## 1a. Program Purpose: BS Criminal Justice

### 1.1a Program Purpose

The purpose of the Bachelor of Science in Criminal Justice program is to prepare students for a career in the criminal justice profession or pursue an advanced degree in criminal justice, law, or a related field. The degree program pairs well with complementary majors and minors in Psychology, Political Science, Sociology, and Chemistry (for those with a forensic science interest), among others, and is complemented by two program minors, Criminal Law and Legal Process and Forensic Science, as well as a stand-alone Criminal Justice minor. These additional learning opportunities provide many pathways for career preparation and graduate/legal education. Our diverse faculty ensures that students are exposed to numerous career prospects and research interests. The program also provides extracurricular learning and leadership opportunities to ensure that our students receive a well-rounded educational experience. Many of our faculty members have also received training in the latest pedagogical techniques and outreach and engagement leadership.

### 1.2a Alignment with University Mission and Strategic Initiatives

The BS Criminal Justice aligns with the University's [mission](#) and [strategic initiatives](#) as follows:

- Commitment: Maximize Student Success
  - Our professional advising model and course sequencing contributes to our robust retention and graduation rates.
  - The program undergoes regular curriculum revisions to ensure our course offerings and sequencing helps to maximize student success. For example, we recently added several new electives to the curriculum and established an ENGL 2201 prerequisite for our writing-intensive courses.
  - Several faculty members have received training in the latest pedagogical techniques, including those related to online instruction.
  - We created an Undergraduate Student Handbook that provides key information on unit programming, degree requirements, and unit policy. Similarly, we developed a Field Experience Handbook that provides essential information about the timing and agency approval process for the required field experience course.
- Commitment: Serve the Public
  - Several faculty members have pursued outreach and engagement professional development opportunities such as the Engagement and Outreach Scholars Academy and the BB&T Active Learning and Leadership Academy.
  - We have several courses and opportunities which equip students with the opportunity to succeed in a global and multicultural society.

- Our commitment to social justice enhances our mission to “educate the next generation of criminal justice leaders.”
- Our graduates pursue numerous career opportunities as public servants in the fields of criminal justice and public safety including law enforcement, courts, institutional and community corrections, juvenile justice, and victim advocacy (among others). A number also seek further education, including those interested in criminal prosecution or defense.
- Commitment: Lead Regional Transformation
  - We developed a transfer plan for Associate of Applied Sciences students to matriculate into our Bachelor of Science in Criminal Justice degree program at the junior level with 60 semester hour credits to expand degree program access for select North Carolina Community Colleges.
  - We created a new 4-year degree pathway which allows students to earn a BA in Chemistry along with the BS Criminal Justice and the minor in Forensic Science, creating a new pipeline for forensic science laboratory employment.
  - Our program has been identified as a program with tremendous opportunity for investment in an online BS Criminal Justice which, if developed, would provide access to undergraduate Criminal Justice education to those for which face-to-face instruction is not feasible.

### **1.3a Unique Features of the Program**

There are numerous unique features of the BS Criminal Justice program including:

- Three student organizations (Alpha Phi Sigma: the National Criminal Justice Honor Society, the Criminal Justice Student Organization, and the Mock Trial Association).
- Three minors – Criminal Justice, Criminal Law and Legal Process, and Forensic Science.
- A forensic science laboratory equipped with state-of-the-art equipment including a recently acquired 3D scanner.
- A required 9-semester hour field experience in the final semester before graduation.
- An annual study abroad opportunity.
- An annual Criminal Justice Career Fair.
- A Criminal Justice Living-Learning Community.
- A core course, JUST 3700 (Race, Crime, and Special Populations in the Criminal Justice System), which is designated as a university “cultural diversity” course that focuses on multicultural issues.
- Elective courses that focus on comparative and transnational criminal justice topics (e.g., JUST 4620, 5000).
- Social justice in criminal justice programming.

### **1.4a Impact of External Factors on Program Enrollment and Market Demand**

There are nine other institutions in the UNC system that offer an undergraduate degree in criminal justice (per the UNC SO dashboard, these are enrollments in the specific area of first major noted as “Criminal Justice/Safety Studies” under the general area of major “Homeland Security, Law Enforcement, Firefighting and Related Protective Services”).

The BS Criminal Justice at ECU has one of highest enrollments and highest number of degrees awarded per data from the UNC System Office dashboard and IPEDS. Data from ECU (presented later) indicates that enrollments are higher than those indicated on the UNC SO dashboard. Three UNC institutions – Elizabeth City State University, University of North Carolina at Pembroke, and Western Carolina University – participate in NC Promise, which offers

significantly reduced student tuition costs of \$500 per semester. All three UNC Promise institutions offer an undergraduate program in criminal justice.

Enrollment (source: UNC SO dashboard)

|        | Fall 14 | Fall 15 | Fall 16 | Fall 17 | Fall 18 | Fall 19 | Fall 20 |
|--------|---------|---------|---------|---------|---------|---------|---------|
| ECU    | 420     | 544     | 525     | 585     | 735     | 590     | 560     |
| ASU    | 525     | 482     | 459     | 421     | 439     | 496     | 556     |
| ECSU   | 192     | 126     | 126     | 116     | 133     | 156     | 179     |
| FSU    | 405     | 414     | 360     | 285     | 285     | 349     | 376     |
| NC A&T | 406     | 449     | 423     | 462     | 416     | 431     | 438     |
| NCCU   | 598     | 643     | 684     | 683     | 710     | 639     | 638     |
| UNCC   | 884     | 773     | 347     | 372     | 292     | 337     | 353     |
| UNCP   | 472     | 503     | 464     | 428     | 466     | 528     | 536     |
| WCU    | 549     | 510     | 527     | 510     | 474     | 511     | 494     |
| WSSU   | 77      | 55      | 69      | 66      | 64      | 66      | 70      |

Degrees Awarded – UNC System Institutions (source: IPEDS)

|        | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------|------|------|------|------|------|------|
| ECU    | 181  | 172  | 177  | 203  | 167  | 191  |
| ASU    | 160  | 158  | 146  | 131  | 110  | 127  |
| ECSU   | 46   | 30   | 31   | 34   | 23   | 20   |
| FSU    | 127  | 133  | 112  | 119  | 115  | 101  |
| NC A&T | 52   | 76   | 76   | 95   | 104  | 106  |
| NCCU   | 124  | 138  | 131  | 124  | 139  | 116  |
| UNCC   | 267  | 259  | 218  | 189  | 192  | 217  |
| UNCP   | 97   | 127  | 138  | 130  | 113  | 133  |
| WCU    | 168  | 133  | 148  | 153  | 119  | 142  |
| WSSU   | 21   | 24   | 43   | 32   | 31   | 34   |

In North Carolina, 23 private colleges and universities also offer a criminal justice degree. Degrees awarded for 2020 ranged from 4 (Catawba College) to 65 (North Carolina Wesleyan College).

Research conducted for an expansion proposal indicates that there could be a strong demand for an online BS Criminal Justice in North Carolina. For example, an examination of potential markets highlights that nearly 108,000 active-duty military personnel are on the four largest bases in NC. Nationwide, roughly 7% of enlisted military personnel have a bachelor's degree so there could be a significant market among enlisted personnel in NC. Further, there are roughly 500 law enforcement agencies in NC that employ over 23,000 sworn police officers. Applying national educational trends among law enforcement to NC means there are about 11,500 potential transfer students and 4,600 first-year students among law enforcement officers. Finally, there are roughly 11,000 correctional officers in NC which includes a potential market (based on national trends) of 7,150 first-year students and 2,200 transfer students.

Additionally, the national job market for criminal justice professions is robust with over 1.5 million jobs in 2019 and over 130,000 annual openings. In NC, there were nearly 54,000 jobs in 2019 (13% above the national average) and 4,400 annual openings. The EMSI workforce profile data notes 366 alumni working in the selected targeted criminal justice positions which makes ECU third amongst regional talent providers for these positions.

Students earning a BS Criminal Justice have several potential career options. A representative example of market outlook from the Bureau of Labor Statistics Occupational Outlook Handbook is presented below:

- [Police and detectives](#): employment is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations. Numerous sources indicate that the policing profession is facing a nationwide [recruitment shortage](#).
- [Forensic science technicians](#): employment is projected to grow 14 percent from 2019 to 2029, much faster than the average for all occupations. However, it is a small occupation and competition for jobs is expected to be strong.
- [Probation officers and correctional treatment specialists](#): employment is projected to grow 4 percent from 2019 to 2029, about as fast as the average for all occupations.

## 1b. Program Purpose: MS Criminal Justice

### 1.1b Program Purpose

The purpose of the Master of Science in Criminal Justice program is to prepare students for advancement in the criminal justice profession or further advanced criminal justice study, and/or prepare students for the criminal justice teaching field pursuant to institutional requirements. In addition to the unit certificate in Criminal Justice Education, the program also accepts some courses that are also required in the graduate certificates in Security Studies and Public Management and Leadership (both housed in the Department of Political Science).

### 1.2b Alignment with University Mission and Strategic Initiatives

The MS Criminal Justice aligns with the University's [mission](#) and [strategic initiatives](#) as follows:

- Commitment: Maximize Student Success
  - Enrolled students receive regular and ongoing advising beginning with their acceptance into the program. This includes a welcome packet, regular communication of upcoming courses and progress toward degree, and communication of expectations and opportunities outside of the classroom.
  - The program undergoes regular curriculum revision to ensure course offerings and sequencing maximize student success. For example, we recently added several new elective courses to the curriculum. These courses cover important and current topics of interest to those in the criminal justice system such as hate crime and terrorism.
  - A Graduate Student Handbook provides key information on unit programming, degree requirements, and unit policy.
  - A newly created Canvas orientation module introduces incoming students to the department, the faculty, graduate level study and expectations, as well as available services on campus, such as the University Writing Center.
- Commitment: Service the Public
  - The program is entirely online creating greater access to graduate education in criminal justice.
  - The GRE was removed as an application requirement removing a potential barrier to access.
- Commitment: Lead Regional Transformation
  - Students come from all regions of North Carolina with many actively working in local criminal justice agencies.
  - Students complete a professional paper as a capstone project with many using data from their agencies to address complex problems and resulting in findings



that can be shared with their agencies.

### 1.3b Unique Features of the Program

There are numerous unique features of the MS Criminal Justice including:

- Fully online degree program.
- Consistently ranked in the US News and World Report, which utilizes the degree of engagement in instruction, faculty credentials and training, the services and technologies provided by the university, expert opinion, and student excellence metrics as part of its ranking formula.
- Only ranked program in North Carolina.
- Collaborative graduate certificates with Political Science (e.g., Security Studies and Public Management and Leadership).
- A core course, JUST 6700 (Diversity Issues in Criminal Justice), that focuses on multicultural issues including current topics related to the role of racial and ethnic, as well as women and the LGBTQ, groups in the criminal justice system as employees, victims, and offenders.
- Elective courses that focus on comparative and transnational criminal justice topics (e.g., JUST 5000, 6620).
- Core and elective courses that focus on ethical behavior (e.g., JUST 6300, 6615, 6625).
- A professional paper capstone experience (JUST 6991).

### 1.4b Impact of External Factors on Program Enrollment and Market Demand

There are three other institutions in the UNC system that offer a graduate degree in criminal justice (per the UNC SO dashboard, these are enrollments in the specific area of first major noted as “Criminal Justice/Safety Studies” under the general area of major “Homeland Security, Law Enforcement, Firefighting and Related Protective Services”). The MS Criminal Justice at ECU has the highest enrollments and highest number of degrees awarded on average per data from the UNC System Office dashboard and IPEDS. Data for fall 2021 are not available via the UNC SO dashboard or IPEDS but per internal records show that the Fall 2021 semester was the largest in program history for new students in terms of applications (54), acceptances (40), and first-time enrollments (31).

Enrollment (source: UNC SO dashboard)

|      | Fall 14 | Fall 15 | Fall 16 | Fall 17 | Fall 18 | Fall 19 | Fall 20 |
|------|---------|---------|---------|---------|---------|---------|---------|
| ECU  | 29      | 48      | 63      | 71      | 72      | 64      | 67      |
| FSU  | 38      | 33      | 46      | 30      | 28      | 33      | 46      |
| NCCU | 37      | 39      | 50      | 43      | 50      | 42      | 36      |
| UNCC | 17      | 15      | 18      | 18      | 20      | 28      | 28      |

Degrees Awarded (source: IPEDS)

|      | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|
| ECU  | 10   | 11   | 14   | 26   | 30   | 22   |
| FSU  | 10   | 6    | 19   | 9    | 9    | 8    |
| NCCU | 8    | 4    | 29   | 17   | 20   | 22   |
| UNCC | 11   | 7    | 6    | 9    | 8    | 2    |

In North Carolina, 6 private colleges and universities also offer a criminal justice degree. Two are new (Barton College and Lenoir-Rhyne University) and only show degrees awarded for 2020.

Degrees awarded for 2020 ranged from 2 (Guilford College) to 15 (North Carolina Wesleyan College).

## 1c. Program Purpose: Certificate in Criminal Justice Education

### 1.1c Program Purpose

The Certificate in Criminal Justice Education is intended for students interested in community college or vocational teaching in criminal justice. The focus is on enhancing knowledge of contemporary criminal justice issues while simultaneously preparing students to effectively deliver instruction. The certificate can be taken on its own or in conjunction with the MS Criminal Justice.

### 1.2c Alignment with University Mission and Strategic Initiatives

The Certificate in Criminal Justice Education aligns with the University's [mission](#) and [strategic initiatives](#) as follows:

- Commitment: Maximize Student Success
  - The certificate provides qualifications for Criminal Justice teaching at the community college or vocational level.
  - The certificate offers advanced education on the foundations of Criminal Justice while providing the opportunity for students to specialize through a large selection of elective courses. For example, students may choose to specialize in policing by taking our Seminar in Law Enforcement (JUST 6012) and Principles in Criminal Justice Administration and Management (JUST 6300). A Graduate Student Handbook provides key information on unit programming, degree requirements, and unit policy.
  - A newly created Canvas orientation module introduces incoming students to the department, the faculty, graduate level study and expectations, as well as available services on campus, such as the University Writing Center.
- Commitment: Service the Public
  - The program is entirely online creating greater access to graduate education in criminal justice.
  - The GRE was removed as an application requirement removing a potential barrier to access.
- Commitment: Lead Regional Transformation
  - Students come from all regions of North Carolina and use skills learned in this program to teach at their local and regional Community Colleges.

### 1.3c Unique Features of the Program

The Certificate in Criminal Justice Education is original to the unit. No other program in the UNC system has a graduate certificate in Criminal Justice Education. Like the MS Criminal Justice, the Certificate is fully online.

### 1.4c Impact of External Factors on Program Enrollment and Market Demand

There are no other graduate certificate programs in Criminal Justice Education in the state. Per the Bureau of Labor Statistics Occupational Outlook Handbook, the market demand for [postsecondary teachers](#) is strong. Overall employment is expected to grow 9% from 2019-2029 (much faster than average for all occupations).

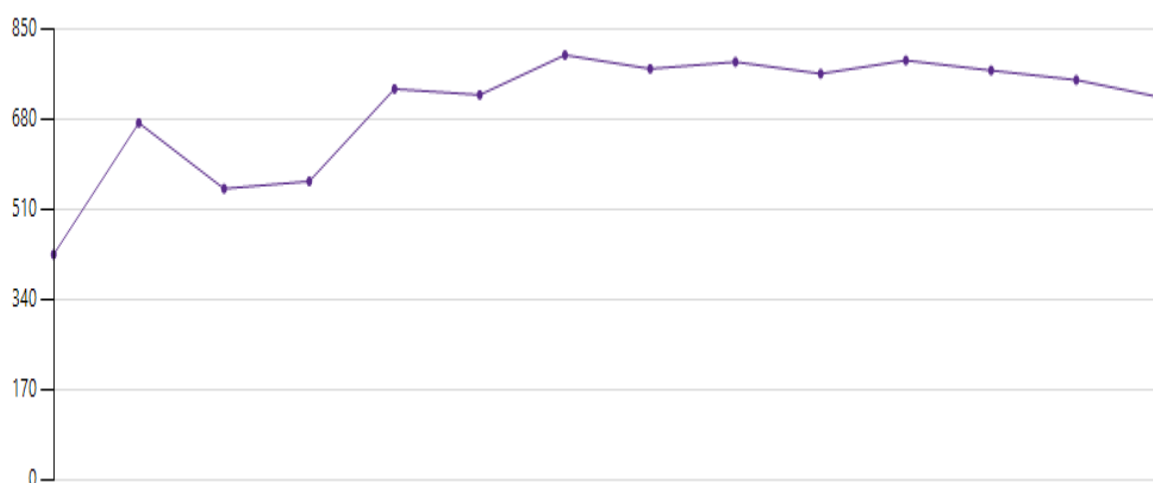
## 2a. Enrollment, Degrees and Student Success: BS Criminal Justice

### A. Enrollment and Degree Analysis

#### 2.1a Enrollment Trend

Enrollment in the BS Criminal Justice has been robust. Students can declare the major once they have successfully passed JUST 1000 with a 'C' or better so, even though intended majors are reported in addition to declared majors starting in Fall 2015, the enrollment trend is largely accurate. Enrollment declined in 2015-2016 but rebounded in Fall 2016. Average enrollment over the last four academic years is 772. The lower enrollment in Fall 2020 and Spring 2021 can largely be attributed to the COVID-19 pandemic, and the unit's full transition to online instruction for the 20-21 AY. Although not programs that are assessed under this self-study, and not counted in enrollment, it is important to note the large number of minors in the unit as they impact class demand as well (Criminal Justice minor = 128 students, Criminal Law and Legal Process minor = 42 students, and Forensic Science minors = 96 students). Criminal Justice is the 3<sup>rd</sup> largest major in the college (behind Biology and Psychology) and the 10<sup>th</sup> largest major in the university.

Total Enrollment



|               | F14        | S15        | F15        | S16        | F16        | S17        | F17        | S18        | F18        | S19        | F19        | S20        | F20        | S21        |
|---------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| New Students  | 0          | 5          | 10         | 1          | 124        | 5          | 160        | 5          | 144        | 4          | 143        | 5          | 137        | 4          |
| New Transfers | 4          | 11         | 29         | 22         | 55         | 14         | 70         | 15         | 43         | 11         | 53         | 14         | 50         | 18         |
| Continuing    | 414        | 649        | 501        | 527        | 541        | 695        | 549        | 752        | 587        | 737        | 573        | 740        | 553        | 690        |
| Returning     | 8          | 9          | 10         | 14         | 18         | 13         | 23         | 4          | 15         | 15         | 23         | 14         | 15         | 10         |
| <b>Total</b>  | <b>426</b> | <b>674</b> | <b>550</b> | <b>564</b> | <b>738</b> | <b>727</b> | <b>802</b> | <b>776</b> | <b>789</b> | <b>767</b> | <b>792</b> | <b>773</b> | <b>755</b> | <b>722</b> |

Most BS Criminal Justice students are full-time, with part-time enrollment ranging from 2% to 5%. The percentage of BS Criminal Justice students who are women has slowly trended upward from a low of 36% in Fall 2014. As of Spring 2021, the percentage of female and male students was equal for the first time. More work is needed, however, to bring the percentage of women undergraduate students in line with their representation in the broader university (59%). This is imperative as certain professions in the criminal justice field lag considerably behind others when

it comes to gender diversity. For example, the percentage of women in law enforcement nationally is about 12%. We will continue to promote the need for gender diversity in criminal justice jobs and continue to support research efforts aimed at improving recruitment in criminal justice positions as well as initiatives to increase representation in the program of study.

The percentage of students from historically disadvantaged populations pursuing the BS Criminal Justice major has remained largely flat, peaking at a high of 32% in Spring 2016 and a low of 28% (Fall 2018, Fall 2020, and Spring 2021). Additional work is needed to bring the proportion of undergraduate students from historically disadvantaged populations who are pursuing the BS Criminal Justice up to the proportion in the university (36%). We will continue to promote the need for increased representation from underserved communities in criminal justice jobs and seek strategic linkages with other departments and colleges to highlight useful double major or major-minor opportunities to attract more students to the BS Criminal Justice. Highlighting our focus on social justice programming (discussed later) in the department may also make the major (and the field) more attractive to such prospective students. Most students are of traditional college age over the entire review period – an average of 96% of students from 2014 to 2021 were under age 24.

The mean weighted high school GPA has increased over the review period, from 3.41 in Fall 2014 to 3.57 in Spring 2021. Spring 2020 admitted students had the highest mean high school weighted GPA at 3.61. However, SAT scores have declined over the review period. Scores for those in the 50<sup>th</sup> percentile have declined from 1000 to 960. For those in the 75<sup>th</sup> percentile, scores have declined from 1070 to 1020. The decline is less dramatic when the redesigned SAT scores are used (1070 to 1060 for those in the 50<sup>th</sup> percentile and 1140 to 1128 for those in the 75<sup>th</sup> percentile). ACT scores have remained flat over the review period, sitting at 19 for the 25<sup>th</sup> percentile, 21 for the 50<sup>th</sup> percentile, and 23 for the 75<sup>th</sup> percentile.

Raw data on enrollment trends and student diversity are provided in Appendix A.

### **2.2a Degrees Conferred**

The number of BS Criminal Justice degrees has fluctuated over the review period, ranging from a high of 203 in the 2017-18 AY to a low of 168 the following year. The average number of degrees conferred per year is 182. The percent of women earning BS Criminal Justice degrees has increased from 34% to 47%. Degrees earned by students from historically disadvantaged populations have decreased slightly from a high of 34% in the 2017-18 AY to a low of 28% in the 2019-20 AY.

### **2.3a Graduate Completion Rates and Time-to-Degree**

Not applicable.

### **2.4a Strategic Initiatives Regarding Enrollment Management**

The unit is in the unfortunate position of confronting both potential expansion and contraction simultaneously. Criminal Justice is a popular field of study with numerous (and sustainable) job opportunities. To broaden access and our impact on the region, we developed two new transfer agreements in 2020-21 for local community colleges (Beaufort County Community College and Sampson Community College) for students earning the AAS in Criminal Justice. Additional community college partners have reached out and we expect three additional agreements this year from Pitt Community College, Edgecombe Community College, and Wake Technical Community College. Students from historically disadvantaged populations make up an average of 53% of the student bodies from these five community colleges (ranging from 41% at BCCC to 66% at ECC). Students who are women make up an average of 64% (ranging from 54% at

WTCC to 76% at ECC). Increasing access to the BS Criminal Justice for qualified AAS transfer students will help increase the diversity of our undergraduate population and bring the representation of these student populations in line with their representation in the broader university.

Additionally, the Strategic Enrollment Planning implementation team, in spring 2021, identified the BS Criminal Justice as a program with “tremendous opportunity for growth” and recommended institutional investment to support the development of an online BS Criminal Justice. The program is primed for considerable expansion with appropriate resources. However, continued growth is not sustainable with current faculty resources and more faculty are needed to support a potential increase in the major population because of transfer students as well as support the development of a stand-alone online BS Criminal Justice. Further, it may soon be necessary to restrict enrollment in the BS Criminal Justice degree by limiting enrollments in JUST 1000 to reduce the number of majors declaring each semester, or by raising the GPA requirement for admission into the degree program.

## **B. Student Success**

### **2.5a 3-Year Trend: D/F/W Rates in 1000- and 2000-level courses**

JUST 1000 (Introduction to Criminal Justice) is the introductory course for the BS Criminal Justice major, and students typically take it in their first semester. Successful completion allows them to be admitted to the major. Of the 42 sections of JUST 1000 taught during the review period, 13 had a DFW rate higher than 15% - five had DFW rates between 20 and 25%. JUST 2004 is the prerequisite for all upper-level JUST courses and is typically taken in the second semester. Of the 36 sections of JUST 2004 taught during the review period, 16 had a DFW rate higher than 15% (11 of those 16 had a DFW rate between 20 and 33%). There were 24 sections of JUST 2009 (Correctional Systems) and 27 sections of JUST 2012 (Police and Society) taught face-to-face during the review period. Of those, each only had one section with a DFW rate higher than 15%.

Lower-level criminal Justice courses are taught exclusively face-to-face except for the occasional section covered by a part-time instructor that cannot be taught during evening hours (most of our part-time instructors work full-time and are not available to teach during the day). This occurred in five out of 29 sections for JUST 2009 and two out of 29 sections for JUST 2012. Fall 2020 sections were exclusively online due to the COVID-19 pandemic and students were offered a pass/fail option for all courses. None of these courses are considered in this analysis.

The higher DFW rates in JUST 2004 are concerning and are likely due, in part, to included content on the theoretical underpinnings of criminology and criminal justice (which some students find more difficult to grasp than other introductory content in criminal justice) as well as different pedagogical methods (including interactive lectures and writing assignments) used compared to other introductory courses. Most introductory criminal justice courses are applied in nature which allows instructors to teach using videos and other aids such as guest visitors (e.g., justice practitioners) who typically share their experiences with students. Assessment, given class sizes, tends to be via quizzes, exams, and through external engagement mechanisms such as TopHat. However, JUST 2004 is a theoretical course that requires the instructor to discuss topics such as inequality, culture, social structure, social processing, conflict, and social justice. Many of the theories that are discussed in the course are often abstract and difficult to follow and the students are often required to synthesize materials via written assignments that may prove challenging to grasp.

The department has recommended the use of the Starfish reporting system by all undergraduate instructors, and many faculty choose to use Starfish as a means of intervention which provides early feedback to both the student and his/her advisor. A tutoring option for key courses would likely help alleviate the higher DFW rate and we will continue to seek tutoring support for BS Criminal Justice majors.

### **2.6a Job Placements and Graduate/Professional School Enrollments**

Job placement and graduate school enrollment data is available for the BS Criminal Justice from NC Tower, which provides information on graduates employed in NC. Data are available for four years and indicate that, on average, 78% of graduates are employed in North Carolina one year after graduation. The unit does not collect stand-alone data on graduates, but a number enjoy success in graduate programs with many entering our MS Criminal Justice program or law school immediately following graduation in addition to some continuing in other programs to earn the PhD. The faculty are supportive in writing letters of recommendation and acting as professional references, a common occurrence for graduates seeking federal employment.

### **2.7a Licensure Pass Rate**

Not applicable.

### **2.8a Actions Taken to Improve Student Success**

When the unit transferred from the College of Human Ecology (no longer in existence) to the Thomas Harriot College of Arts and Sciences, it maintained the professional advising model that had been in place since the last review. The THCAS Advising Center utilizes the same advisors who have been serving criminal justice undergraduate majors and minors since 2010. With over a decade of experience each, and an advising model that takes students from declaration of the major to graduation, the dedicated criminal justice advisors play a key role in student success.

We have also focused on providing courses that meet job market trends in the field, student interest, and changes in the broader society and conducted a comprehensive curricular review in 2016. We also recently added several new elective courses including JUST 3150 (Introduction to Crime Analysis), JUST 4450 (Accountability and Ethics in Criminal Justice), JUST 4602 (Gender-Based Violence), JUST 4605 (Hate Crime), and JUST 4625 (Crime and Health), to name a few. We also created a new minor, Criminal Law and Legal Process, for students interested in going to law school. Although THCAS has a few majors with pre-law concentrations, ours is the only minor that includes coursework in criminal law and criminal courts and is intended for students interested in criminal prosecution or defense. Increases in student participation in department activities have been fostered by increases in student research opportunities such as Research & Creative Achievement Week, expansion of student organizations (e.g., Alpha Phi Sigma, the Criminal Justice Student Organization, and the Mock Trial Association), and the development and implementation of a Criminal Justice Living Learning Community to improve freshman transition and retention.

The unit has also fostered student success by adding new prerequisites to certain classes including requiring completion of ENGL 2201 before enrollment in upper-level writing-intensive courses and conducting regular WI course assessment and revision. We have also maintained the successful Criminal Justice Career Fair, including last year, offering it in a virtual format due to the COVID-19 pandemic. The Career Fair includes local, state, and federal agencies from many different areas of criminal justice and allows students the opportunity to access recruiters early in their degree program. This is essential as the application process for many criminal justice jobs can take over a year. We have also maintained our required field experience for

graduating seniors which allows students to experience what potential employment in various sub-fields might entail, and many faculty incorporate practitioner guest speakers and agency recruiters in the classroom.

We also created an Undergraduate Student Handbook and a Field Experience Handbook, as well as updated sections of the website pertaining to undergraduate students including information on the field experience and information for transfer students. Further, the unit created some initial programming for social justice in criminal justice events last year which complements our required 3700 course and ensures students have exposure to the reality of racial bias in criminal justice. Finally, due to the COVID-19 pandemic, all faculty were required to quickly embrace the use of Canvas and other online technologies. One positive outcome has been that students now have access to meet virtually (e.g., with WebEx) with their instructors to discuss course material. This may result in better student performance in course work. We also have enhanced forensic science laboratory equipment for state-of-the-art instruction including the recent acquisition of a 3D scanner.

## **C. Action Plans**

### **2.9a Seven-Year Plans and Resources Needed**

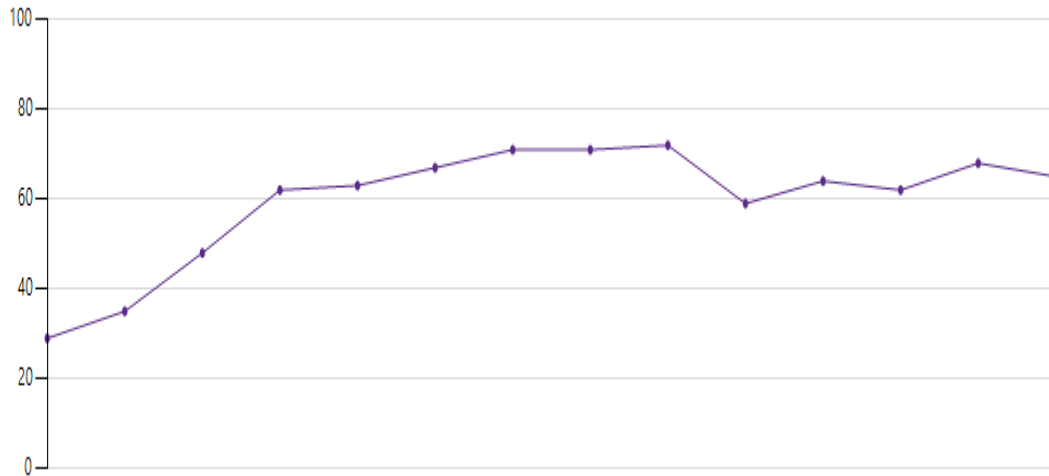
The unit plans to continue pursuing bilateral agreements with interested community college partners to facilitate additional pathways for transfer students as well as seeking the resources to offer an online BS Criminal Justice. Many faculty are committed to employing evidence-based pedagogical approaches and the unit administrator supports the professional development of faculty in these areas. Additionally, we have begun creating career progression programming that will be embedded in core courses as well as begun developing career fact sheets to support student career exploration and academic advising. Additional faculty and graduate teaching assistants are immediate needs as is access to larger lecture and active learning classrooms. However, the Graduate School does not offer teaching assistantships to online students (our MS Criminal Justice population) and, therefore, this resource is not available to the unit.

## **2b. Enrollment, Degrees and Student Success: MS Criminal Justice**

### **2.1b Enrollment Trend**

Like the BS Criminal Justice, enrollment in the MS Criminal Justice has been robust. Enrollment has increased from 29 students in Fall 2014 to an average of 65 for the last three academic years. Enrollments declined to 59 in Spring 2019 but rebounded, and the Fall 2021 cohort is the largest in program history. Criminal Justice is the 12th largest degree-seeking graduate program in the university.

**Total Enrollment**



|               | F14       | S15       | F15       | S16       | F16       | S17       | F17       | S18       | F18       | S19       | F19       | S20       | F20       | S21       |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| New Students  | 14        | 11        | 23        | 19        | 22        | 16        | 18        | 13        | 19        | 10        | 20        | 7         | 26        | 13        |
| New Transfers | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| Continuing    | 14        | 23        | 24        | 43        | 40        | 51        | 51        | 54        | 53        | 49        | 41        | 53        | 41        | 51        |
| Returning     | 1         | 1         | 1         | 0         | 1         | 0         | 2         | 4         | 0         | 0         | 3         | 2         | 1         | 1         |
| <b>Total</b>  | <b>29</b> | <b>35</b> | <b>48</b> | <b>62</b> | <b>63</b> | <b>67</b> | <b>71</b> | <b>71</b> | <b>72</b> | <b>59</b> | <b>64</b> | <b>62</b> | <b>68</b> | <b>65</b> |

The majority of MS Criminal Justice students are part-time (a reflection of the large number of working professionals enrolled in the program) with full-time enrollment ranging from 26% to 42%. The percentage of MS Criminal Justice students who are women has fluctuated greatly over the course of the review period from a high of 49% in Spring 2021 to a low of 32% in Spring 2019. The average over the course of the review period is 40% but more recent terms have shown an increase in the proportion of women students.

The percentage of students from historically disadvantaged populations pursuing the MS Criminal Justice major has also fluctuated from a low of 17% (Fall 2014) to a high of 36% (Spring 2018). However, enrollment of students from historically disadvantaged populations averages 27% over the review period and has been declining in recent terms. More work is needed to attract students from these populations to match the university proportion (31%). Challenges in recruitment of these populations includes the racial and ethnic diversity of our BS Criminal Justice student population. Several BS Criminal Justice graduates enroll in the MS Criminal Justice and gains made in increasing the diversity of our BS Criminal Justice will affect the MS Criminal Justice. As with the BS Criminal Justice, we will continue to promote the need for increased representation from underserved communities in criminal justice jobs and highlight our focus on social justice programming (discussed later). Roughly a quarter of MS Criminal Justice students are of traditional college age over the entire review period which reflects the predominantly mid-career professional market that the program serves. An average of 23% of students from 2014 to 2021 were under age 24.

The average undergraduate GPA of admitted students has increased over the review period, from 3.02 in 2010-2011 to 3.19 in 2020-2021. The average undergraduate GPA over the review period is 3.19. Raw data on enrollment trends and student diversity are provided in Appendix B.

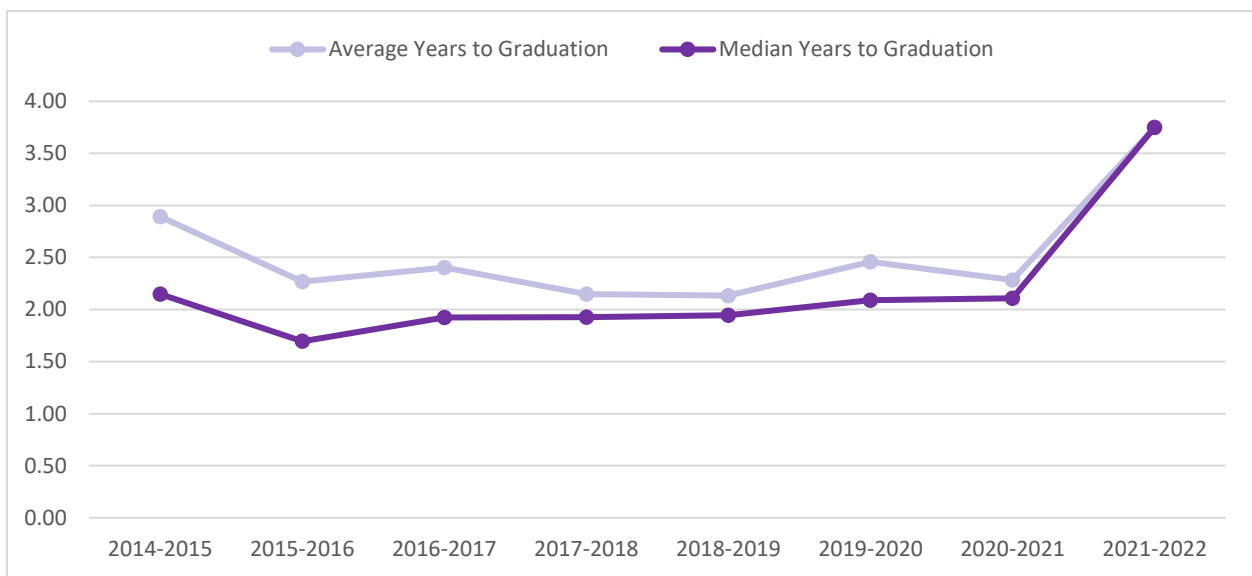


### 2.2b Degrees Conferred

The number of MS Criminal Justice degrees has fluctuated over the review period, ranging from a high of 30 in the 2017-18 AY to a low of 6 in 2013-2014. In the last three academic years, the average number of degrees awarded has been 26. The percent of women earning MS Criminal Justice degrees has averaged 46%. Degrees earned by students from historically disadvantaged populations has increased from a low of 18% to a high of 31% - the average is 25%.

### 2.3b Graduate Completion Rates and Time-to-Degree

The average time-to-degree over the review period is 2.54 years and the median time-to-degree is 2.20 years. The average 3-year graduation rate is 70%. The increase in time-to-degree at the end of the review period is likely attributed to disruptions to enrolled students caused by the COVID-19 pandemic. Given that full-time enrollment should lead to degree in two years, and most MS Criminal Justice students are part-time, these times are acceptable to the unit. Quality and consistent advising helps ensure that time-to-degree is not excessive.



### 2.4b Strategic Initiatives Regarding Enrollment Management

The unit removed the GRE as a requirement for application which removed potential bias in the applicant pool as well as allowed for a greater number of prospective students. Additionally, the Graduate School has created custom online advertising for the program to attract more prospective students. Consistent ranking in the US News and World Report (including ranking as the number one online graduate program in criminal justice in North Carolina) means the program is highly regarded and attractive to potential students. This is evidenced by the fact that the program experienced its largest increase this fall with 54 applications, 40 admissions, and 31 enrollments. Additionally, the applicant pool this fall was diverse with applicants from historically disadvantaged populations representing 27% of the pool and female applicants comprising 62% of the pool. Likewise, the enrolled student pool was 59% female and 17% nonwhite. The continued growth of the graduate program means additional course sections will be needed in coming semesters to support timely degree completion.

## **B. Student Success**

### **2.5b 3-Year Trend: D/F/W Rates**

Not applicable.

### **2.6b Job Placements and Graduate/Professional School Enrollments**

Nearly all students enrolled in the MS Criminal Justice are already employed in the criminal justice field and are pursuing a graduate degree for advancement in the field. This was the primary intent of the MS Criminal Justice when it was created and meets faculty expectations.

### **2.7b Licensure Pass Rate**

Not applicable.

### **2.8b Actions Taken to Improve Student Success**

Students in the MS Criminal Justice program are advised by the Graduate Program Director. Given that the majority of students in the program are currently employed full time, advising focuses on course selection and completion of the degree. Career planning is discussed for students who are not currently employed in the field or who wish to seek additional opportunities for which the program may prepare them, such as teaching or continued graduate education. DegreeWorks plans are utilized to ensure effective communication of degree progress. Additionally, the unit recently completed a Graduate Student Handbook as well as a new student orientation (provided in Canvas). Newly enrolled students are required to review both once enrolled. Finally, the unit also added appropriate prerequisites to ensure students were completing introductory coursework before moving to advanced content (e.g., requiring completion of JUST 6000 (Criminal Justice Principles) and JUST 6201 (Seminar in Research Methods and Statistical Interpretation) before enrollment in JUST 6800 (Program Evaluation)). We also eliminated admissions in the summer as it meant students were getting advanced elective coursework prior to their introductory courses. The unit also created a Certificate in Criminal Justice Education to meet the needs of graduate students interested in teaching criminal justice at the community college or undergraduate levels. Enrollment for the Certificate started in Spring 2015.

## **C. Action Plans**

### **2.9b Seven-Year Plans and Resources Needed**

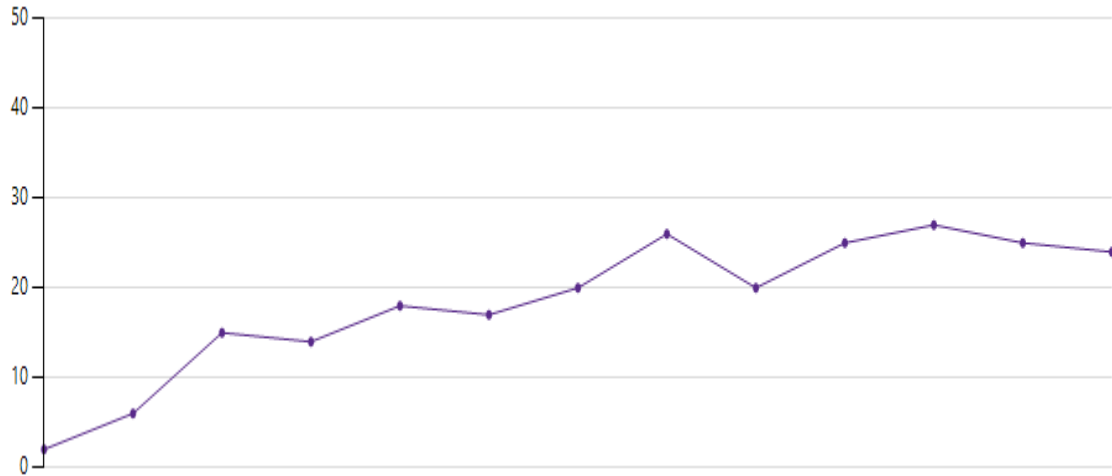
With increased demand comes a need to offer additional sections of graduate courses. Graduate courses are capped at 25 and almost reach the cap during each enrollment period. Courses are currently sequenced with certain core courses offered in the fall and certain core courses offered in the spring. For new students enrolling in the spring, this means they cannot take JUST 6000 and JUST 6201 until the fall semester. For the Spring 2022 semester, we hope to offer all core courses each semester moving forward to ensure a more logical sequencing of course content as well as a more seamless progression toward degree.

## **2c. Enrollment, Degrees and Student Success: Certificate in Criminal Justice Education**

### **2.1c Enrollment Trend**

Many MS Criminal Justice students also elect to take the Certificate in Criminal Justice Education so enrollment in the certificate is steady. The certificate was first offered in Spring 2015 and enrollment increased steadily before stabilizing – average enrollment over the last three years is 25 students.

**Total Enrollment**



|               | S15      | F15      | S16       | F16       | S17       | F17       | S18       | F18       | S19       | F19       | S20       | F20       | S21       |
|---------------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| New Students  | 2        | 1        | 3         | 2         | 1         | 2         | 2         | 6         | 5         | 3         | 3         | 5         | 3         |
| New Transfers | 0        | 0        | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| Continuing    | 0        | 5        | 12        | 12        | 17        | 15        | 18        | 20        | 15        | 22        | 23        | 19        | 20        |
| Returning     | 0        | 0        | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 1         | 1         | 1         |
| <b>Total</b>  | <b>2</b> | <b>6</b> | <b>15</b> | <b>14</b> | <b>18</b> | <b>17</b> | <b>20</b> | <b>26</b> | <b>20</b> | <b>25</b> | <b>27</b> | <b>25</b> | <b>24</b> |

As with the MS Criminal Justice, most students enrolled in the certificate are part-time with full-time enrollment ranging from 10% to 44%. The percentage of certificate students who are women has fluctuated over the course of the review period, averaging 37%. However, more recent semesters have shown an increase in the proportion of women students including a high of 50% in Spring 2021.

The percentage of students from historically disadvantaged populations pursuing the certificate has also fluctuated. More than 40% of enrolled students were from these populations in the 2016-17 and 2017-18 school years. However, the proportion has declined significantly in the last three academic years, averaging 17% of enrolled students.

An average of 16% of certificate students are of traditional college age over the entire review period which reflects the predominantly mid-career professional market that the program serves. The certificate is also likely attractive to those nearing the end of their criminal justice practitioner careers who are seeking post-retirement employment.

The average undergraduate GPA of admitted students has varied over the review period and averages 3.19.

Raw data on enrollment trends and student diversity are provided in Appendix C.

### **2.2c Degrees Conferred**

The number of certificates awarded has ranged from 8 (the initial year degrees were awarded) to 24. In the last three academic years, the average number of certificates awarded has been 21. The percent of women earning certificates has averaged 38%. Certificates earned by students from historically disadvantaged populations has increased from a low of 14% to a high of 33% - the average is 27%.

### **2.3c Graduate Completion Rates and Time-to-Degree**

Not applicable.

### **2.4c Strategic Initiatives Regarding Enrollment Management**

As mentioned, the unit removed the GRE as a requirement for application which removed potential bias in the applicant pool as well as allowed for a greater number of prospective students. The number of certificates awarded has increased steadily as a proportion of the number of MS Criminal Justice degrees awarded. Additionally, the Graduate School has created custom online advertising for the program to attract more prospective students. While some students are certificate-only students, most are also pursuing the MS Criminal Justice and we expect the number of certificates awarded to increase as enrollment in the MS Criminal Justice increases. Since program inception, 80 students who have earned the MS Criminal Justice have also concurrently earned the certificate; four subsequently earned the MS Criminal Justice after completing the certificate.

## **B. Student Success**

### **2.5c 3-Year Trend: D/F/W Rates**

Not applicable.

### **2.6c Job Placements and Graduate/Professional School Enrollments**

Nearly all students enrolled in the certificate are already employed in the criminal justice field and are pursuing a graduate certificate for supplemental or post-retirement employment. This was the primary intent of the Certificate in Criminal Justice Education when it was created and meets faculty expectations.

### **2.7c Licensure Pass Rate**

Not applicable.

### **2.8c Actions Taken to Improve Student Success**

As noted in the previous section, students in the Certificate in Criminal Justice Education program are advised by the Graduate Program Director. DegreeWorks plans are utilized to ensure effective communication of degree progress and a Graduate Student Handbook as well as a Canvas student orientation are provided to incoming students.

## **C. Action Plans**

### **2.9c Seven-Year Plans and Resources Needed**

As mentioned, we plan to offer additional sections of graduate courses to meet student demand. Starting in the Spring 2022 semester, we will offer all core courses each semester moving forward to ensure a more logical sequencing of course content as well as a more seamless progression toward degree.

### 3a. Curriculum, Learning Outcomes and Student Satisfaction: BS Criminal Justice

#### A. Curriculum Analysis

The link to degree requirements as published in the Catalog is listed below. See Appendix D for an updated curriculum map from *Nuventive Improve* that illustrates alignment of student learning outcomes to courses in the curriculum.

[http://catalog.ecu.edu/preview\\_program.php?catoid=25&pooid=6597&hl=%22criminal+justice%22&returnto=search](http://catalog.ecu.edu/preview_program.php?catoid=25&pooid=6597&hl=%22criminal+justice%22&returnto=search)

#### 3.1a Course Sequences and Prerequisites

Many principles are introduced to students in Introduction to Criminal Justice (JUST 1000) and reinforced in subsequent topic-specific courses. In JUST 1000, students get an initial exposure to features of policing, courts and law, and corrections (the three pillars of the discipline) as well as an introduction to criminological theory, ethical principles, research methods, and cultural beliefs and values. Reinforcement occurs at both the lower and upper level. For example, fundamental concepts in corrections are reinforced in Correctional Systems (JUST 2009) before assessment. Cultural beliefs and values are embedded throughout the curriculum and reinforced in Correctional Systems (JUST 2009), Policing and Society (JUST 2012), and The Juvenile Justice System (JUST 3200). Additional reinforcement occurs before assessment in Race, Gender, and Special Populations in the Criminal Justice System (JUST 3700). The only outcome for which content is not introduced at the lower level is statistics. Students receive an introduction in JUST 3800 (Research Methods) and reinforcement and assessment occur in JUST 3900 (Statistics).

The program has several prerequisites that have been established to ensure proper course sequencing. All students must pass JUST 1000 with a C or better (ensuring adequate comprehension of introductory material) before being admitted to the major. Students are also required to successfully pass Crime and Criminality (JUST 2004) before enrolling in courses at and above the 3000-level. Requiring JUST 3800 before JUST 3900 ensures students gain an understanding of how to conduct research before learning how quantitative analysis can support the research enterprise. Additionally, this prerequisite ensures students cannot take two of the more difficult courses in the curriculum in the same semester. Further, students may not enroll in writing-intensive courses (JUST 3500, 3502, and 4300) until they have successfully completed ENGL 2201. This ensures students get a proper foundation in writing before taking discipline-specific writing intensive courses. Finally, BS Criminal Justice majors are required to take a 9-semester hour field experience (JUST 4990) and JUST 4500 in the final semester before graduation. Requiring the field experience in the final semester ensures that students have a proper foundation in the field before experiential learning. Additionally, the unit requires that all other coursework for the degree be completed before a student can enroll in JUST 4990 and JUST 4500.

The goals and objectives of the field experience program are fivefold. First, it allows students to apply and integrate the knowledge, values and skills acquired in the classroom setting to a practitioner setting. Second, students can apply theory to practice settings to develop professional competency. Third, it allows students to directly experience how those working in the criminal justice system interact with the people the system services. Fourth, it allows students to collaborate with a professional team of justice practitioners. Finally, it gives students the opportunity to apply professional ethics, standards, and methods to evaluate criminal justice practice.

The features of the internship program include: an orientation prior to the start of the internship, placement approval process (including a completed articulation agreement with the placement site), online assignments that are required to evidence the goals and objectives of the program, and documentation of completion of the required number of contact hours (e.g., in the 15-week fall and spring semesters students must complete 415 contact hours, while the 11-week summer semester require 375 contact hours).

### **3.2a Curricular Review and Innovation**

The unit regularly assesses the curriculum to ensure it is current. Initial responsibility for curriculum review lies with the Executive Committee (Chair of the Department, Undergraduate Program Director, and Graduate Program Director). Proposed changes are discussed with the Assessment Coordinator and the Chair of the Curriculum Committee, as well as the academic advisors, to ensure any proposed changes or additions are feasible and will not result in unintended consequences. All faculty serve on the unit Curriculum Committee, and faculty often propose new courses and other adjustments to the curriculum to meet student need and changes in the field. Additionally, numerous faculty incorporate pedagogical innovations in the classroom.

The unit conducted a comprehensive revision and update of undergraduate courses (course descriptions, student learning objectives, prerequisites) in 2016, and a second revision to add additional prerequisites and create new elective courses in 2019.

Further, in response to the societal outcry following the murder of George Floyd in 2020 (coupled with the long-standing inequities inherent in the criminal justice system) the department developed a number of initiatives to ensure that our students are prepared to fairly dispense justice to all communities including those who have historically been denied justice and equality (e.g., people of color, women, and those who identify as LGBTQIA+). This included the development of a department Social Justice Committee and the creation of “Social Justice in Criminal Justice” programming for students. Activities this year will continue that programming and include a new premiere lecture series on topics of social justice and equity, diversity, and inclusion.

The unit also surveyed students last year to seek their perspective on anti-racism and diversity, equity, and inclusion in the department and will continue to do so moving forward. Further, we have asked the Office on Equity and Diversity to hold focus groups with students from historically disadvantaged populations to elicit additional feedback. Some of our new courses reflect this focus (e.g., an elective Hate Crime course) and a recent MS Criminal Justice graduate and member of the Haiiwa-Saponi tribe is tentatively scheduled to teach a special topics course on Missing and Murdered Indigenous Women in Spring 2022.

Finally, several faculty members are currently engaged in research that has a social justice theme. For example, one faculty is collaborating with members of other departments on a project that examines whether transgendered sex workers experience harassment and other discriminatory practices when they encounter police officers. Another is examining current trends in hate crime, and two faculty have examined disproportionate treatment in policing and how such measures of disproportionality are operationalized and analyzed. Other faculty members are engaged in similar research of people who have been historically mistreated by justice officials.

## **B. Student Learning Outcomes Assessment**

### **3.3a Strengths and Weaknesses**

Students have been assessed on several learning outcomes since the last academic program review. The assessments have been reviewed and modified over time based on the results as well as to reflect changes in the curriculum. The biggest change since the last review is in the method in which the assessments are completed. Outcomes assessments are embedded in subject matter courses so that students are assessed on their knowledge of the outcome at the time that it is reinforced. The second adjustment to the assessment methodology occurred during the 2018-2019 academic year. This revision introduced a pre-test/post-test design to the majority of the outcomes assessments and students complete the assessment at the beginning of the course, prior to being exposed to the material, and again after the material has been covered. This allows for a direct assessment of the increase or decrease in knowledge over the course. Given these changes, the data presented below reflect the most recent iteration of the assessment methodology.

Strengths: Students showed significant improvement in test scores between the pre-test and post-test for Criminal Law (2018-2019:  $t=-14.094$ ,  $p<.05$ ; 2020-2021:  $t=-23.551$ ,  $p<.05$ ); Cultural Beliefs and Values (2018-2019:  $t=9.137$ ,  $p<.05$ ); Corrections (2019-2020:  $t=-5.968$ ,  $p<.05$ ); Criminological Theory (2019-2020:  $t=-27.124$ ,  $p<.05$ ); and Law Enforcement (2020-2021:  $t=-8.992$ ,  $p<.05$ ).

Weaknesses: Students struggled in Research Methods (2018-2019: 44.7% scored a 70% or better on the post-test,  $t=-8.229$ ,  $p<.05$ ; 2020-2021: 46.8% scored a 70% or better on the post-test,  $t=-1.328$ , NS). Students also struggled in Juvenile Justice (2019-2020: 68.2% scored a 70% or better on the post-test,  $t=-6.245$ ,  $p<.05$ ).

Students are required to complete a course (JUST 3700: Race, Gender, and Special Populations in the Criminal Justice System) which directly addresses issues of cultural diversity. The Cultural Beliefs and Values outcomes assessment is embedded in that course.

### **3.4a Significant Differences Based on Program Delivery**

We have no online programs at the undergraduate level.

### **3.5a Changes Made in Response to Ongoing Assessment**

We have made several changes in response to on-going assessments. First, as stated, the assessment methodology has been significantly changed to improve outcomes assessment. These changes reflect changes to requirements from the university as well as data generated from prior assessments. Second, the department created an ad-hoc Textbook Adoption Committee for the purpose of standardizing the textbooks utilized in core undergraduate courses. This decision was directly informed by assessment outcomes that showed differences in performance across sections taught by full-time versus part-time instructors utilizing different instructional materials. Third, the department has implemented several curricular and pedagogical changes. For example, a series of elective courses have been added to the curriculum, including JUST 4450: Accountability and Ethics in Criminal Justice. The Ethical Principles outcomes assessment has been embedded in this new course to better assess students' understanding of ethics and leadership. Pedagogical changes have also been made - for example, faculty have incorporated additional technologies into their classes with the adoption of programs such as TopHat or Turning Point for the purpose of increasing classroom participation. Faculty focused on Research Methods have increased course discussion in areas where students have struggled, such as experimental research design and validity, while faculty

teaching Juvenile Justice have incorporated alternative methods of content delivery, such as the use of infographic and blog posts assignments, as well as crossword puzzles for the review of material.

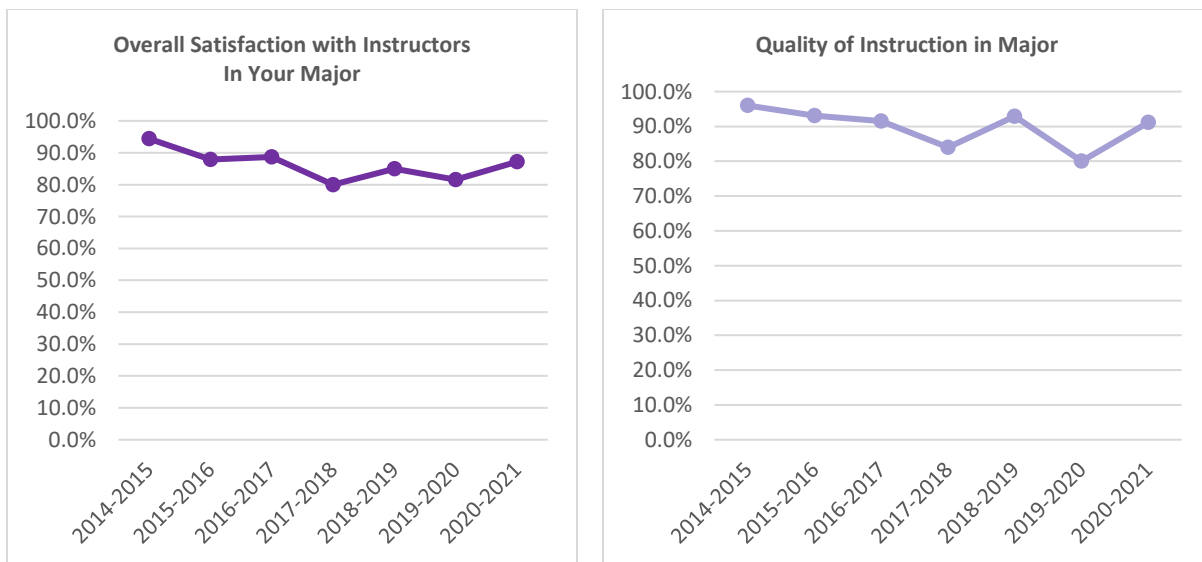
### 3.6a Effectiveness of Changes

Students perform at or above the standard on the majority of recently assessed outcomes and have shown improvement in scores over time. For example, in the Criminal Law outcome, in 2018-2019 75.4% of students scored above a 70% on the post-test, while in 2020-2021, 92.7% of students scored above a 70%. Likewise, for the Juvenile Justice outcome, in 2019-2020, 68.2% of students scored above a 70% on the post-test, while in 2020-2021, 93.3% of students scored above a 70%.

## B. Student Satisfaction

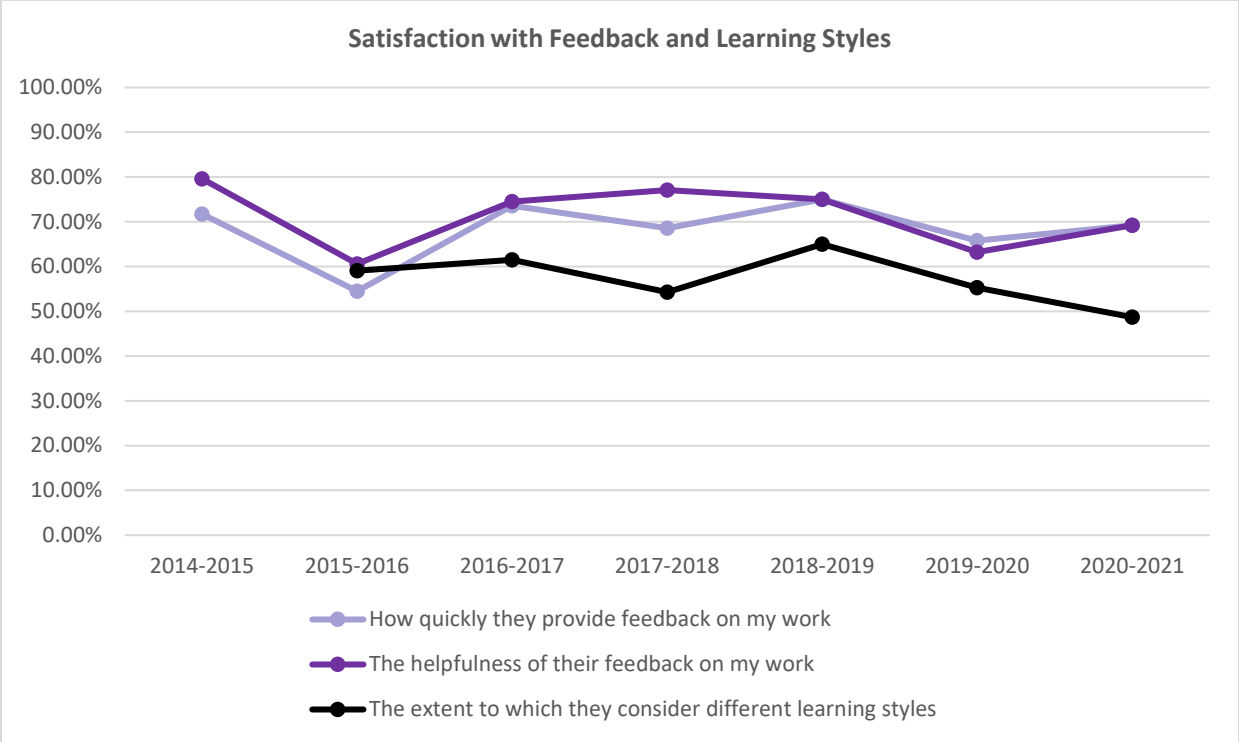
### 3.7a Graduating Student Satisfaction

Seven years of data (2014-2021) available to us via the Graduating Student Survey indicates that overall satisfaction with the department’s instructors has remained high and essentially flat, with an average of 86.4% of graduates giving ratings of satisfied or very satisfied. However, this feedback should be interpreted with caution because the average response rate of 24% from graduating seniors is quite low. Ratings for how carefully instructors explain the expectations of student performance and how well they explain course material is similarly high, as are metrics related to use of instructional technology, the extent to which classroom discussion is encouraged, and the ability to motivate students (see Appendix E). Additionally, graduates overwhelmingly rated the quality of instruction in the major as good or excellent (89.8% average).



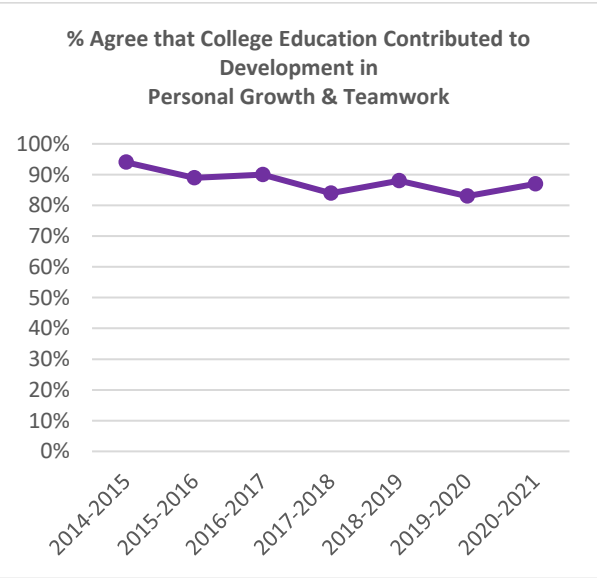
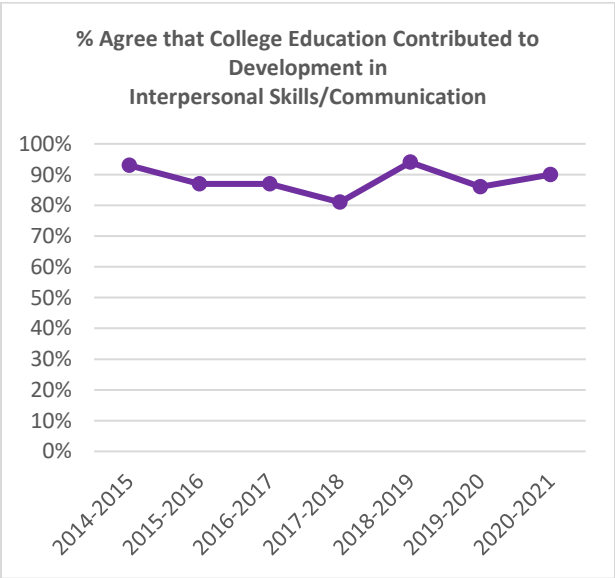
Areas of concern included timeliness (average of 68% reporting satisfied or very satisfied) and utility of feedback (average of 71%), and the extent to which instructors consider different learning styles (average of 57%). This may reflect dissatisfaction among students who are in larger classrooms (most courses have caps of 63 students or more) and/or a desire among students to have more choice in the forms content delivery and assessment. All these areas warrant further investigation.

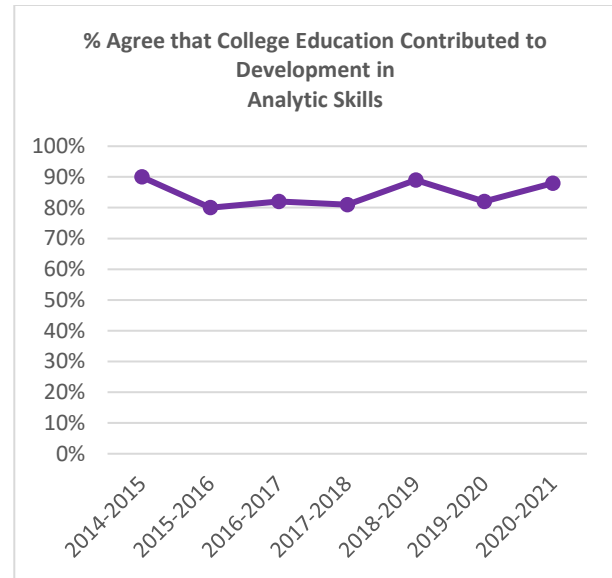
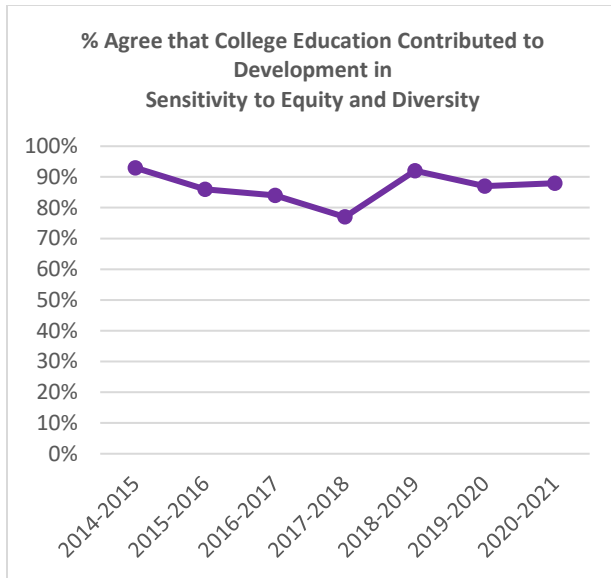




**3.8a Graduating Student Evaluation of Knowledge and Skills**

As shown in the graphs below, graduates indicated that they perceived their skills to be somewhat or very much improved because of their college education (full breakdown of metrics for each indicator provided in Appendix E).





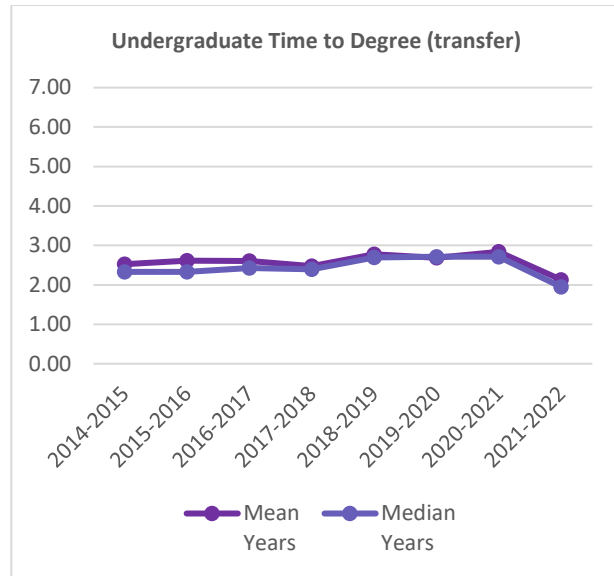
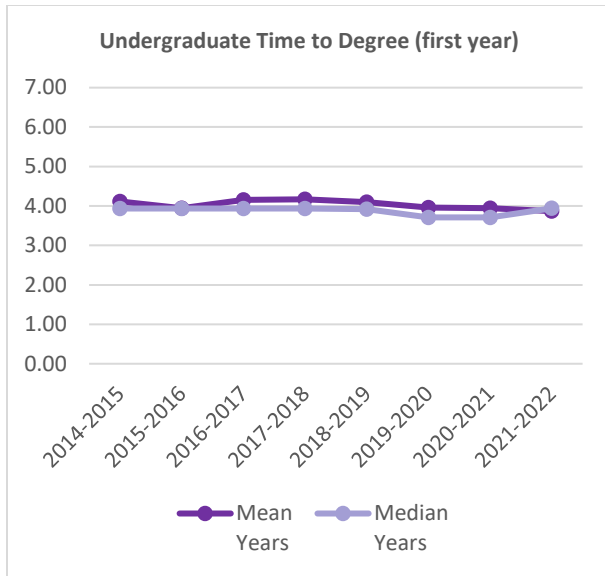
Among the items used to assess interpersonal skills and communication, the lowest average was speaking effectively (83%). For the items used to assess personal growth and teamwork the lowest averages were developing leadership skills (83%) and working effectively as a team (84%). For sensitivity to equity and diversity the lowest averages were sensitivity to issues associated with gender equity (85%) and sensitivity to issues associated with racial equity (85%) Finally, for analytic skills, the lowest averages were applying scientific methods to inquiry (79%) and using mathematical skills (73%)

### 3.9a Employer Evaluation of Gradating Students

We do not formally survey our local employers, but we do have several occupations and agencies represented on our department Advisory Board. They do provide feedback on graduate preparation for the workforce or advanced study including any potential refinements needed in the program of study. Most recently, they were instrumental in providing feedback and suggestions when we were developing our Criminal Law and Legal Process minor.

### 3.10a Actions Taken

As noted previously, professional advising plays a key role in student success and we believe it also leads to timely degree completion for both first year and transfer students (noted in graphs below). We retained this advising model when the department transferred to the Thomas Harriot College of Arts & Sciences. Faculty are encouraged to pursue professional development related to pedagogical techniques and many have sought opportunities to improve their teaching effectiveness (described further in section 4).



## C. Action Plans

### 3.11a Planned Curricular and Pedagogical Changes

We plan to pursue approval of an accelerated BS Criminal Justice/MS Criminal Justice in the near term. Longer term plans include developing an honors track for undergraduates to create additional opportunities for research. Students enrolled in JUST 3800 are typically required to complete a writing assignment using a hypothetical research question that relies on the quantitative protocol to research an area of interest. More specifically, students are required to write and submit a 7-page research proposal that included the following sections: an introduction, theory to be tested, hypothesis, literature review, plans to gather data, plans to analyze data, and potential findings. The goal of the assignment is to help students better understand the process of research and to gain an appreciation of how researchers use scientific methods to arrive at their conclusions/results. The primary purpose of an honors track would be to give highly motivated students the chance to take a deeper dive into the research enterprise by taking part in projects that demonstrate how knowledge is created in the criminal justice discipline as well as the difficulties inherent in conducting social science research.

We also plan to develop a peer assessment mechanism for all instructors (not just those on the tenure-track) as well as a rubric that can be used to evaluate teaching effectiveness in annual evaluations.

### 3.12a Improving Educational Experiences and Overall Satisfaction

We intend to maintain the successful professional advising model already in place and will continue to seek additional faculty resources to offer more options for course delivery mode and more variety in course scheduling (e.g., ability to offer forensic science lab courses outside of evening hours). We will also continue to assess student opinion on department programs and operations, particularly regarding instruction and programming around gender and racial equity.

### 3.13a Resources Needed

The unit needs more faculty to enhance course offerings and another advisor to reduce the substantial demands on the two existing professional advisors. Additional physical space for

faculty offices may be necessary, and large classroom space to facilitate active learning is in short supply. Lab courses in forensic science are taught in a shared lab space owned by the Department of Chemistry. Although Chemistry has asked for an upgrade to the space, the audio-visual equipment (e.g., projector, screen) remains outdated.

### **3b. Curriculum, Learning Outcomes and Student Satisfaction: MS Criminal Justice**

The link to degree requirements as published in the Catalog is listed below. See Appendix D for an updated curriculum map from *Nuventive Improve* that illustrates alignment of student learning outcomes to courses in the curriculum.

[http://catalog.ecu.edu/preview\\_program.php?catoid=24&poid=6292&hl=%22criminal+justice%22&returnto=search](http://catalog.ecu.edu/preview_program.php?catoid=24&poid=6292&hl=%22criminal+justice%22&returnto=search)

## **A. Curriculum Analysis**

### **3.1b Course Sequences and Prerequisites**

As with the BS Criminal Justice, many principles are introduced to students in Criminal Justice Principles (JUST 6000) and reinforced in subsequent topic-specific courses. In JUST 6000, students get an initial exposure to features of policing, courts and law, and corrections (the three pillars of the discipline) as well as an introduction to criminological theory, ethical principles, and skills that will be needed to successfully pass Professional Paper (JUST 6991). Reinforcement occurs throughout the core coursework. For example, *fundamental concepts in criminological theory* are reinforced in Seminar in Criminal Behavior (JUST 6201) before assessment. Elements needed for the JUST 6991 course are reinforced in JUST 6201 and Program Evaluation (JUST 6800) before assessment and mastery in JUST 6991. Outcomes for *applied research and statistical interpretation and program evaluation* are introduced, reinforced, and assessed in Seminar in Research Methods and Statistical Interpretation (JUST 6001). Additional reinforcement occurs in JUST 6800 and JUST 6991. For program evaluation, after introduction in JUST 6001, reinforcement, assessment, and mastery occur in JUST 6800.

The program has established a few prerequisites to ensure proper course sequencing. Students must successfully complete JUST 6000 and JUST 6001 before enrolling in JUST 6800. This ensures that students are not attempting an advanced methods course before receiving foundational knowledge. Students are also precluded from attempting JUST 6991 until they are in their final semester.

### **3.2b Curricular Review and Innovation**

As with the BS Criminal Justice, the unit regularly assesses the graduate curriculum to ensure it is current and follows the same process for curricular review and implementation of proposed changes described previously. Curricular review is conducted routinely (every 2-3 years) by the Executive Committee in collaboration with the curriculum committee chair and the assessment coordinator. This review assesses the course outcomes, outcomes assessments, and course descriptions to ensure that the curriculum is current in terms of changes in the profession and broader society and that important outcomes are being addressed. Like new course content in the undergraduate program, the MS Criminal Justice also offers a new elective on Hate Crime. We will continue to survey students to seek their perspective on anti-racism and diversity, equity, and inclusion needs in course content.

The unit conducted a comprehensive revision and update of graduate courses (course descriptions and student learning objectives) in 2018, and a second revision to create new

elective courses in 2019.

## **B. Student Learning Outcomes Assessment**

### **3.3b Strengths and Weaknesses**

Students in the graduate program have been assessed on a variety of outcomes since the last self-study.

Strengths: Students have consistently performed well, average scores above 80% annually, in Criminological Theory (2018-2019 average 82.7; 2019-2020 average 80; 2020-2021 average 86.8); Professional Paper Presentation (2018-2019 average 93; 2019-2020 average 95.5; 2020-2021 average 95); Professional Paper (2017-2018 average 79.6; 2018-2019 average 90; 2019-2020 average 83.6; 2020-2021 average 86.7); Program Evaluation (2018-2019 average 81.4; 2019-2020 average 91; 2020-2021 average 91.1); and Ethical Principles (2017-2018 average 94.4).

Weaknesses: Students have been inconsistent in their performance, average scores below 80% in most years although improving, in Research Methods and Statistical Interpretation (2017-2018 average 75.2; 2018-2019 average 70; 2020-2021 average 82.4). This outcome is assessed relatively early in the program and student's research skills are reinforced during courses taken later in the program, including program evaluation and professional paper. This reinforcement is evident in the improved scores seen in the program evaluation, professional paper, and professional paper presentation outcomes.

We offer several elective courses that contribute to students understanding of cultural diversity. Many of these courses were added as part of our curriculum revision during the 2019-2020 academic year. These courses include: JUST 5000- Comparative Criminal Justice; JUST 6502- Criminal Justice and Terrorism; JUST 6605- Hate Crime; JUST 6615- Criminal Justice and Society; JUST 6620- Transnational Crime; and JUST 6700- Diversity Issues in Criminal Justice.

### **3.4b Significant Differences Based on Program Delivery**

We have no face-to-face programs at the graduate level.

### **3.5b Changes Made in Response to Ongoing Assessment**

There have been numerous curricular and pedagogical changes made in response to assessment results, including adjustments to the assessment instruments. For example, the Professional Paper assessment was adjusted in 2018-2019 to limit the types of professional papers students could write to provide more structure to the course and reflect the types of data and writing students are most likely to encounter in their professional careers. Likewise, the Professional Paper Presentation was adjusted to reflect the changes to the paper as well as to better incorporate the use of technology during the presentation into the rubric. The Professional Paper rubric is being revised again this AY to better assess student's ability to synthesize literature and conduct independent research as well as to clarify expectations on the assessment. The Research Methods and Statistical Interpretation assessment was changed in 2020-2021 to better reflect the information provided during the course and better assess students understanding and mastery of research methods. On the curricular side, the department added several elective courses, including JUST 6625: Ethics in Criminal Justice, in which the Ethical Principles outcomes assessment has been embedded. Pedagogically, faculty have incorporated a variety of techniques into their classes, including the use of scaffolded writing assignments with faculty and peer feedback, one-on-one meetings with students to discuss feedback on

assignments, role playing as a grant reviewer to evaluate research proposals, as well as providing supplementary materials to buoy what is provided by traditional textbooks and readings.

### 3.6b Effectiveness of Changes

Students have generally performed at or above the standard on most of the outcomes assessments. The changes that have been put into effect have been made to increase the rigor of those assessments after a period in which assessment scores were exceedingly high, for example the 2016-2017 average scores on all assessments were over 90. The increase in rigor is reflected in the slightly lower scores on some of the assessments. The faculty see this as an improvement over the prior assessments and have worked to make pedagogical changes to reflect the increased rigor of the program.

## B. Student Satisfaction

### 3.7b Graduating Student Satisfaction

Although responses were relatively small for most years (response rates averaged 44%), students indicated overwhelming satisfaction with their academic experience at ECU (100% for each of the five years surveyed). Responses to the question regarding how well graduate education prepared the student to practice in the discipline or profession was also overwhelmingly positive (see Appendix F).

|  | AY        | Very Prepared/<br>Prepared<br>(N) | Total | Percentage of<br>Very<br>Prepared/<br>Prepared |
|--|-----------|-----------------------------------|-------|--|
| How well prepared are you to practice in your discipline or profession | 2016-2017 | 6                                 | 6     | 100.0%   |
|  | 2017-2018 | 8                                 | 10    | 80.0%  |
|  | 2018-2019 | 18                                | 20    | 90.0%  |
|  | 2019-2020 | 6                                 | 6     | 100.0%   |
|  | 2020-2021 | 3                                 | 3     | 100.0%   |

### 3.8b Graduating Student Evaluation of Knowledge and Skills

The Graduate Student Exit Survey measures several items that the MS Criminal Justice program is not designed to provide (e.g., support to develop intellectual property, training and preparation for entrepreneurial thinking, and opportunities for creative expression). Overall responses each year varied widely from 3 in 2020-2021 to 20 in 2018-2019. Over the 5-year period for which data are available, average satisfaction with opportunities for conducting research was 70% and with research ethics training and understanding was 62% (Appendix F).

### 3.9b Employer Evaluation of Gradating Students

As previously noted, we do not formally survey our local employers. Most MS Criminal Justice students are already employed and are seeking advancement. We do not have information on how well the MS Criminal Justice prepares them for advancement.

### 3.10b Actions Taken

The unit recently removed the summer application deadline as a summer admission meant new students were taking advanced electives during summer session before their introductory courses. Additionally, graduate students are advised at the unit level and the Graduate Program

Director recently developed DegreeWorks plans for all students to ensure more consistent access to information on progress toward degree. We also created a Graduate Handbook and a Canvas orientation course for newly admitted students.

### **C. Action Plans**

#### **3.11b Planned Curricular and Pedagogical Changes**

We have recommended programs of study for both full and part-time students starting in either the fall or spring semester. To facilitate faster time-to-degree and foster better course sequencing, we plan to offer all core courses for the degree each semester. This change will also allow us to potentially add additional needed prerequisites, such as requiring completion of JUST 6800 before taking JUST 6991. Students are less successful when they attempt both courses in the same semester. We also plan to evaluate the feasibility and potential market for a certificate in crime analysis and crime mapping.

#### **3.12b Improving Educational Experiences and Overall Satisfaction**

We will continue the advising process currently employed, including the use of DegreeWorks to model the program of study for each enrolled student. As with the BS Criminal Justice, we will also continue to assess student opinion on department programs and operations, particularly regarding instruction and programming around gender and racial equity.

#### **3.13b Resources Needed**

We currently already utilize a part-time instructor to teach one to two graduate classes each semester. The graduate program continues to grow and more faculty with the terminal degree (PhD) are needed to support graduate teaching. Additionally, we anticipate increased recruitment to the program with the creation of an accelerated BS/MS option.

### **3c. Curriculum, Learning Outcomes and Student Satisfaction: Certificate in Criminal Justice Education**

#### **A. Curriculum Analysis**

The link to degree requirements as published in the Catalog is listed below. See Appendix D for an updated curriculum map from *Nuventive Improve* that illustrates alignment of student learning outcomes to courses in the curriculum.

[http://catalog.ecu.edu/preview\\_program.php?catoid=24&poid=6327&hl=%22criminal+justice%22&returnto=search](http://catalog.ecu.edu/preview_program.php?catoid=24&poid=6327&hl=%22criminal+justice%22&returnto=search)

#### **3.1c Course Sequences and Prerequisites**

The only outcomes assessed in the Certificate in Criminal Justice Education are criminological theory and criminal justice education. As with the MS Criminal Justice, fundamental concepts in criminological theory are introduced in Criminal Justice Principles (JUST 6000) and reinforced in Seminar in Criminal Behavior (JUST 6201) before assessment. Students are introduced to concepts in criminal justice education in Seminar in Criminal Justice Education (JUST 6002) before reinforcement and assessment.

#### **3.2c Curricular Review and Innovation**

As with the MS Criminal Justice, the unit regularly assesses the certificate curriculum to ensure it is current and follows the same process for curricular review and implementation of proposed changes described previously.

## **B. Student Learning Outcomes Assessment**

### **3.3c Strengths and Weaknesses**

Exclusive to the Certificate program, students are assessed within the Criminal Justice Education Course. Students show consistent success in their ability to prepare and present educational material (2015-2016 average 94.6; 2016-2017 average 100; 2017-2018 average 100; 2018-2019 average 98.1; 2020-2021 average 92.4).

### **3.4c Significant Differences Based on Program Delivery**

We have no face-to-face programs at the graduate level.

### **3.5c Changes Made in Response to Ongoing Assessment**

Several pedagogical changes have been implemented in the Criminal Justice Education program. These include the addition of online course presentations on incorporating discussion in online classes, demonstrations of course material delivery, student lead class discussions, and role-playing activities to encourage audience interaction.

### **3.6c Effectiveness of Changes**

Students in the Certificate program generally perform well above the criterion for success on the outcomes assessments with the average score over 90%.

## **B. Student Satisfaction**

Not applicable (no data collected).

### **3.7c Graduating Student Satisfaction**

Not applicable (no data collected).

### **3.8c Graduating Student Evaluation of Knowledge and Skills**

Not applicable (no data collected).

### **3.9c Employer Evaluation of Gradating Students**

As previously noted, we do not formally survey our local employers. Most Certificate students are already employed and are seeking an additional credential to supplement existing employment or to prepare for a second career post-retirement. We do not have information on how well the Certificate in Criminal Justice Education prepares students for post-secondary teaching at the community college or university level.

### **3.10c Actions Taken**

Actions taken for the MS Criminal Justice apply to the Certificate in Criminal Justice Education. Specifically, the unit recently removed the summer application deadline as a summer admission meant new students were taking advanced electives during summer session before their introductory courses. Additionally, graduate students are advised at the unit level and the Graduate Program Director recently developed DegreeWorks plans for all students to ensure more consistent access to information on progress toward degree. We also created a Graduate Handbook and a Canvas orientation course for newly admitted students.

## **C. Action Plans**

### **3.11c Planned Curricular and Pedagogical Changes**

Currently, a key course for the certificate (JUST 6002 – Seminar in Criminal Justice Education) is only offered during the spring semester. If necessary due to increased demand, we intend to



offer it in both semesters.

### 3.12c Improving Educational Experiences and Overall Satisfaction

As with the MS Criminal Justice, we will continue the advising process currently employed, including the use of DegreeWorks to model the program of study for each enrolled student.

### 3.13c Resources Needed

The certificate program is tightly embedded with the MS Criminal Justice and we expect it to grow as the MS Criminal Justice grows. The faculty resource needs for the certificate program are tied to the needs of the MS Criminal Justice.

## 4. Strength of Faculty: Teaching, Research and Scholarship

### A. Faculty Resources

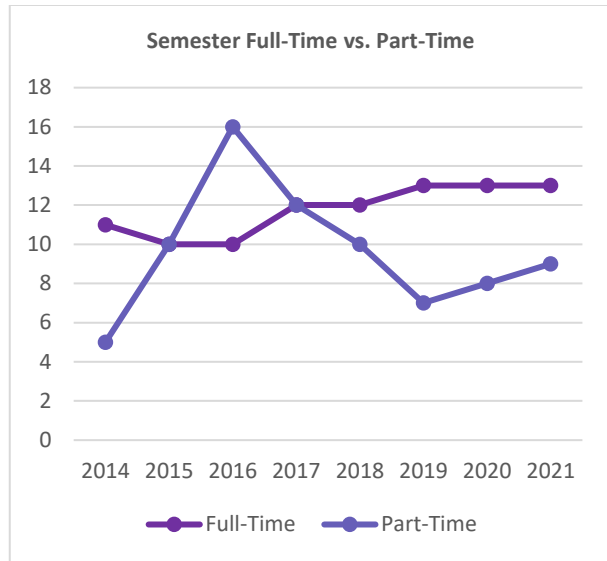
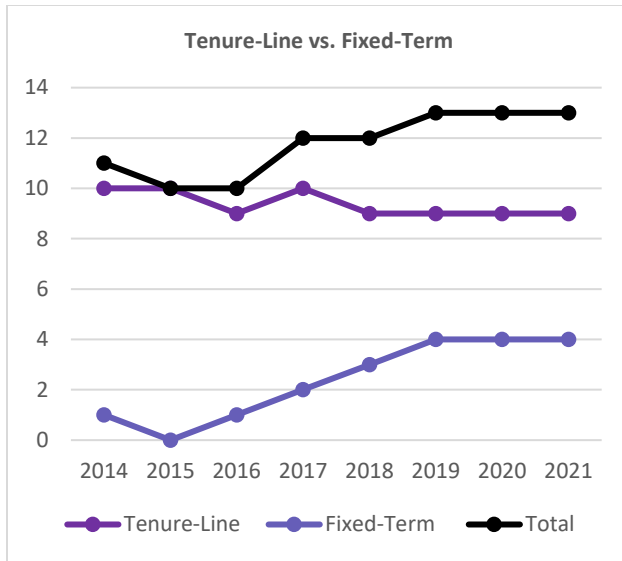
#### 4.1 Faculty Profile

For 2021-2022, we have 9 full-time faculty members tenured or tenure track, and 4 full-time fixed term faculty members. In addition, in both semesters of 2021-2022 we will also have 9 part-time fixed term faculty members teaching one or more courses each per semester. These data are summarized in the table below. Faculty biosketches are available in Appendix G.

| Rank/Title            | Number | Tenure Status | Full/Part Time | Highest Degree | Demographics       |                                       |
|-----------------------|--------|---------------|----------------|----------------|--------------------|---------------------------------------|
|                       |        |               |                |                | Male/Female        | Race/Ethnicity                        |
| Professor             | 3      | Tenured       | Full           | PhD            | 3 Males            | 2 White, 1 Black                      |
| Assoc. Professor      | 2      | Tenured       | Full           | PhD            | 2 Females          | 2 White                               |
| Assist. Professor     | 4      | Untenured     | Full           | PhD            | 2 Males, 2 Females | 3 White, 1 Two or More Races/Hispanic |
| Fixed Term Instructor | 3      | Not Eligible  | Full           | MS             | 2 Males, 1 Female  | 3 White                               |
|                       | 1      | Not Eligible  | Full           | JD             | 1 Female           | 1 White                               |
| Teaching Instructor   | 9      | Not Eligible  | Part           | MS             | 8 Males, 1 Female  | 1 White, 2 Black                      |

#### 4.2 Faculty Resources

Since the last program review, new hires have largely replaced departing faculty and the overall number of faculty in the unit has changed from a low of 10 to a high of 13 despite growth in all programs, particularly the graduate program. The overall composition of the faculty has changed to include four fixed-term instructors (up from one in 2014) – the number of tenure-line faculty has remained flat at 9. An investment in tenure-line faculty is needed to ensure the unit meets its goals, particularly in research and graduate instruction.



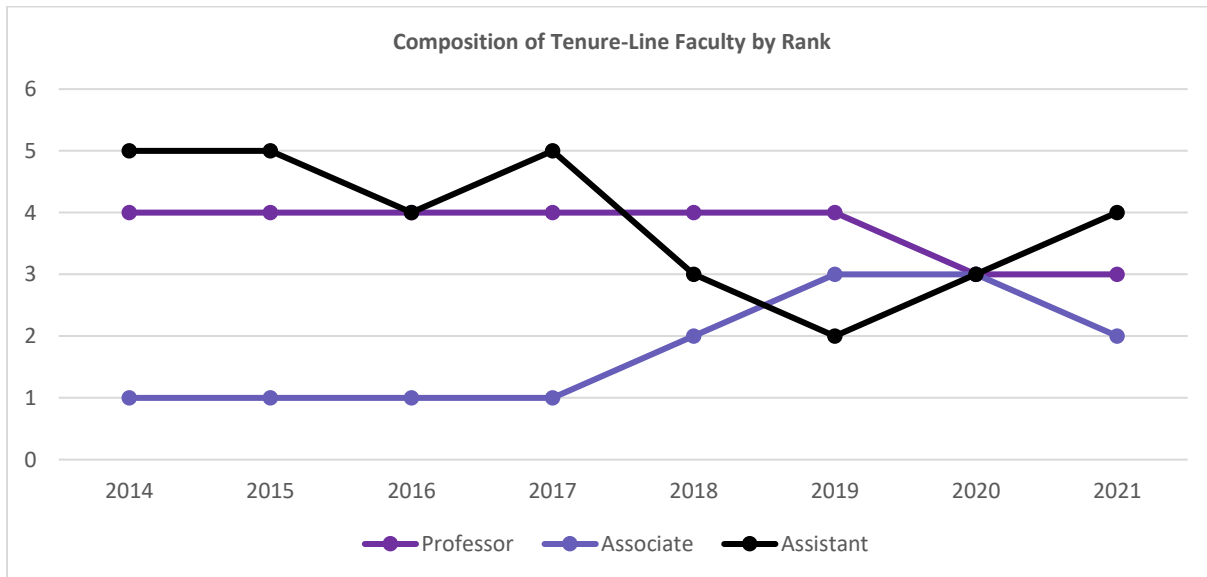
Thirty-one percent of all full-time faculty in the department are fixed-term instructors. A review of all other departments in THCAS indicates that Criminal Justice has the 4<sup>th</sup> highest percentage of fixed-term faculty, behind English (43%), Chemistry (38%), and Mathematics (38%). Among the social science disciplines, Criminal Justice has the highest percentage.

|        | Fixed Term | Tenure Stream | Total | % Fixed Term |
|--------|------------|---------------|-------|--------------|
| CRMJST | 4          | 9             | 13    | 31%          |
| PSYC   | 8          | 21            | 29    | 28%          |
| ANTH   | 3          | 9             | 12    | 25%          |
| ECON   | 2          | 15            | 17    | 12%          |
| SOCI   | 1          | 13            | 14    | 7%           |
| HIST   | 1          | 19            | 20    | 5%           |
| POLS   | 0          | 16            | 16    | 0%           |

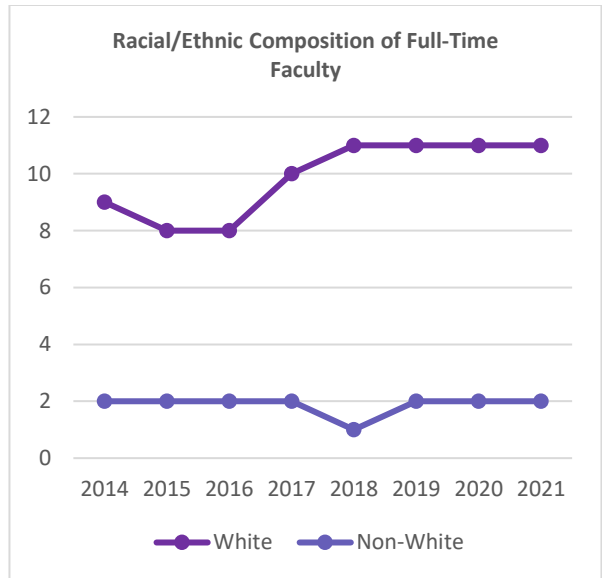
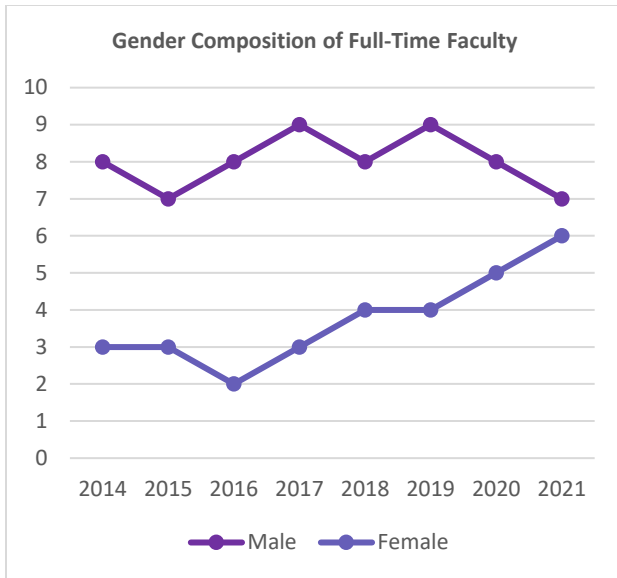
The department has no Graduate Teaching Assistants and relies on part-time instructors to meet course demand. The need for part-time instructors has changed as more fixed-term faculty have been added but the unit does not have enough full-time faculty to achieve its goals. Part-time faculty needs have ranged from 5 to 16 in each semester and average 8. While we are fortunate to have a group of qualified and effective part-time instructors, recruitment of part-time instructors is complicated by several factors. Instructors for the BS Criminal Justice must be local as courses are face-to-face. Additionally, part-time instructors hold MS degrees and have not historically taught methods and statistics courses – these courses are reserved for full-time faculty that hold the PhD. Thus, there are limits on the recruitment pool and sometimes full-time faculty are put on overloads to cover courses for which a part-time instructor cannot be found. Finally, our part-time instructors work full-time. This limits their availability to evening or online and increases the likelihood that other work responsibilities may interfere with classroom instruction. This is especially problematic when part-time instructors are responsible for teaching all sections of one course (e.g., one must be in the evening and one must be online) or all sections of a specialty area (e.g., all sections of forensic science laboratory courses are offered in the evening). Fixed-term faculty teach the brunt of larger lecture sections and have a significant workload as the unit has no GTAs to assist with grading.

### 4.3 Actions Taken to Recruit, Retain, and Advance Faculty

Faculty who have been hired since the unit transferred to THCAS have had the opportunity to apply for start-up funding, and REDE and THCAS have been instrumental in providing critical support to new tenure-line faculty. There is no doubt that access to essential start-up funding has enhanced the unit's ability to attract quality scholars. Retention of tenure-track faculty has been difficult, but the unit promoted two women faculty to Associate Professor since the last review (Bonner, Stacey). A third tenure-track male faculty member (Walfield) will start the tenure process in Spring 2022. Additionally, for the first time in its history, the unit administrator is a woman (Bonner). While the composition of the faculty in terms of rank and gender has become more balanced in recent years, all three faculty holding the Professor rank are male. Support and mentoring to ensure women faculty members holding the rank of Associate Professor progress towards the Professor rank is critical to ensure representation at the highest ranks.



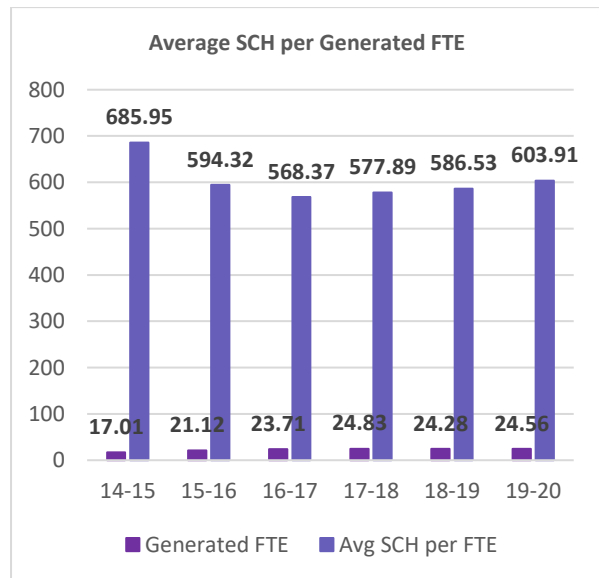
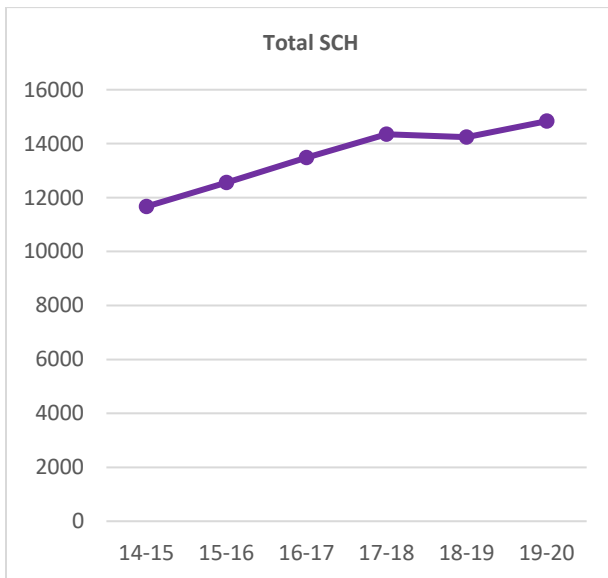
The unit has sought to diversify its faculty in several ways, including working closely with the Office for Equity and Diversity to improve advertising of open positions to reach under-represented groups, and encouraging members of Personnel and Faculty Search committees to attend professional development aimed at reducing bias in selection processes. Additionally, the unit encourages recruitment for, and attendance at, the Emerging Scholars Symposium as another means to attract quality future candidates from under-represented groups. While the gender composition of the faculty has improved considerably, representation among the full-time faculty from historically disadvantaged groups remains an area of focus.



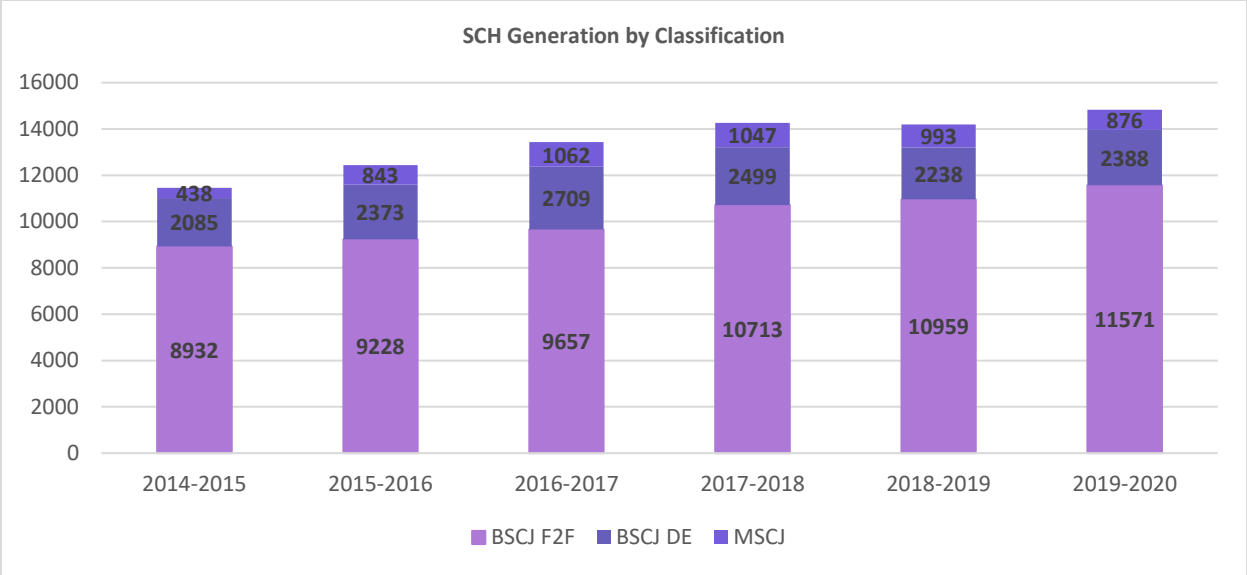
## B. Analysis of Teaching Productivity

### 4.4 Trend in Student Credit Hour Production

The unit does not contribute to the General Education Curriculum, although select courses are utilized by other departments (e.g., Political Science, Sociology). As shown in the graphs below, student credit hour production has been trending upwards and average SCH per generated FTE is high.



At the undergraduate level, all courses are traditionally taught face-to-face save for JUST 4500 and JUST 4990 (courses taken during the last semester of instruction when students are completing their field experience). In select instances, a section may be taught online due to the need for variety in scheduling (e.g., to ensure all sections of one course are not taught in the evening). At the graduate level, all courses are taught online.



**4.5 Teaching Load**

Per the UNC Code, the teaching load for a faculty member at ECU is expected to average 5 courses/AY. The most recent Delaware study refers to 2019 and here we provide some data related to AY 2019-2020 that relates to workload:

The Department of Criminal Justice had 14.8 FTEs during AY 19-20, generated 14,613 SCHs (almost 1,000 SCHs per FTE) that resulted in 24.56 gFTE with a ratio of 1.66 gFTEs/FTE, teaching 85 sections with an average of 5.74 sections per FTE. Unfortunately, we have no means to compare to other units or other departments directly but the 2017 Delaware Study indicates that Criminal Justice in the third lowest in cost (instructional expenditures per student FTE) and its cost is 37% lower than the average of our peers our peers. While salaries are part of this equation, our deferential ratio with our peers suggest greater teaching loads in number of sections, number of students per section or a combination of both. Additionally, our writing-intensive courses are capped at 35, significantly above ECU’s recommended cap of 25.

Fixed-term faculty teach as many as 8 sections per academic year and research productive faculty are assigned a 3:2 teaching load. Release time is allocated to faculty who have substantial service responsibilities in the department (Chair, Field Experience Director, Graduate Program Director, and Undergraduate Program Director). Additionally, new tenure-track faculty are given a 2:2 load to facilitate development of research agendas early in their careers (a reduced load was a recommendation from the last program review). Many new tenure-track faculty also apply for (and receive) start-up packages which reduce their assigned teaching load further. Finally, faculty who have external grant funding also receive course buyouts as budgeted in the grant. In 2020-2021, according to figures provided by the College for AY 2021-22 planning and resource requests, the derived FTE for the department was 1.66; for tenure-line faculty it was 1.33.

**4.6 Contributions of Graduate Teaching Assistants**

The Graduate School does not offer teaching assistantships to online students and, therefore, does not allocate teaching assistants for the unit.

**4.7 Achievements and Support**

Over the last seven years, numerous faculty members have been recognized for their efforts in

teaching including nominations for the Distinguished Graduate Faculty Mentor award and the College STAR Effective Instructional Practices award, an award for Honored Instructor (from ECU Campus Living and the ECU Residence Hall Association), and SAGE Junior Faculty Professional Development Teaching Award.

Faculty have also been involved in numerous campus-wide initiatives related to teaching including teaching an Honors College seminar, creating learning modules for the Office for Faculty Excellence, presenting at the Universal Design for Learning workshop, serving as a mentor for Teaching with Technology/CourseFIT, and serving as an ECU online teaching mentor. Many also take advantage of professional development opportunities including four who are Writing Across the Curriculum (WAC) Academy and Advanced Academy Fellows, four who participated in CourseFIT (designed to transition face-to-face courses to an online environment), one who was selected for the Alternative Textbook Program, one who was selected for the BB&T Faculty Leadership Fellow program, and one who was selected for the BB&T Active Learning & Leadership program; both programs foster leadership development in the classroom.

Additionally, the unit provides an annual European Criminal Justice Study Abroad and faculty have served as mentors for undergraduate honors projects, and as thesis and dissertation committee members for outside departments. We also developed a new four-year degree plan pathway in collaboration with the Department of Chemistry for students seeking careers in crime laboratories (BSCJ with BA Chem and Forensic Science minor) and recently conducted a “Cold Case” directed study for graduate students (in partnership with the State Bureau of Investigation). Additionally, we also recently procured a 3D scanner for the forensic science laboratory (the first university program in the region to do so) to enhance instruction in this minor. Finally, the unit developed the Criminal Justice Living-Learning Community Program to enhance the undergraduate major experience for select first-year students.

The program administrator seeks to support faculty teaching by supporting efforts for professional development (including release time), by scheduling regular “teaching brainstorming” meetings, and by providing standardized syllabus templates and undergraduate core course textbook adoption. Additionally, all new faculty are assigned a faculty mentor and all part-time faculty are assigned a full-time fixed-term instructor as a mentor. This gives part-time instructors an additional connection to the department and helps disseminate unit expectations and norms.

Finally, we seek to support additional student research opportunities including an honors track for talented undergraduates and a BS/MS degree plan option. Additional faculty will be needed, however, to achieve these plans.

## **C. Analysis of Research, Scholarship and Creative Activities**

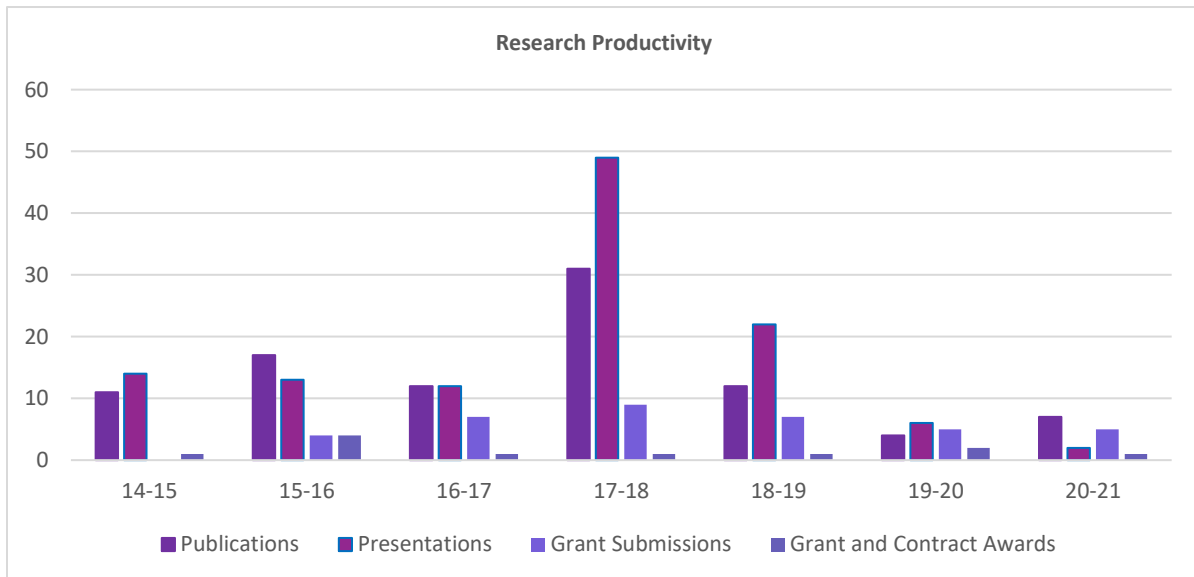
### **4.8 Major Achievements**

Several faculty members received recognitions or appointments involving research-related activities over the last seven years. Heidi Bonner received the Dean’s Early Career Award (THCAS) as well as the Founder’s Award from the North Carolina Criminal Justice Association in 2017. Mark Jones received the 2018 American Correctional Association’s Peter P. Legins Research Award (national) and Jon Sorensen received the ECU Scholar Award. Jon Sorensen served as the director of the Capital Jury Project and Heidi Bonner is a member of the National Institute of Justice standing review panel on domestic violence. Michele Stacey and Heidi Bonner were both selected to participate in the ECU Leadership Development Academy (formally the Chancellor’s Leadership Academy) and Scott Walfield and Heidi Bonner were both selected to participate in the ECU Engagement and Outreach Scholar’s Academy. Scott

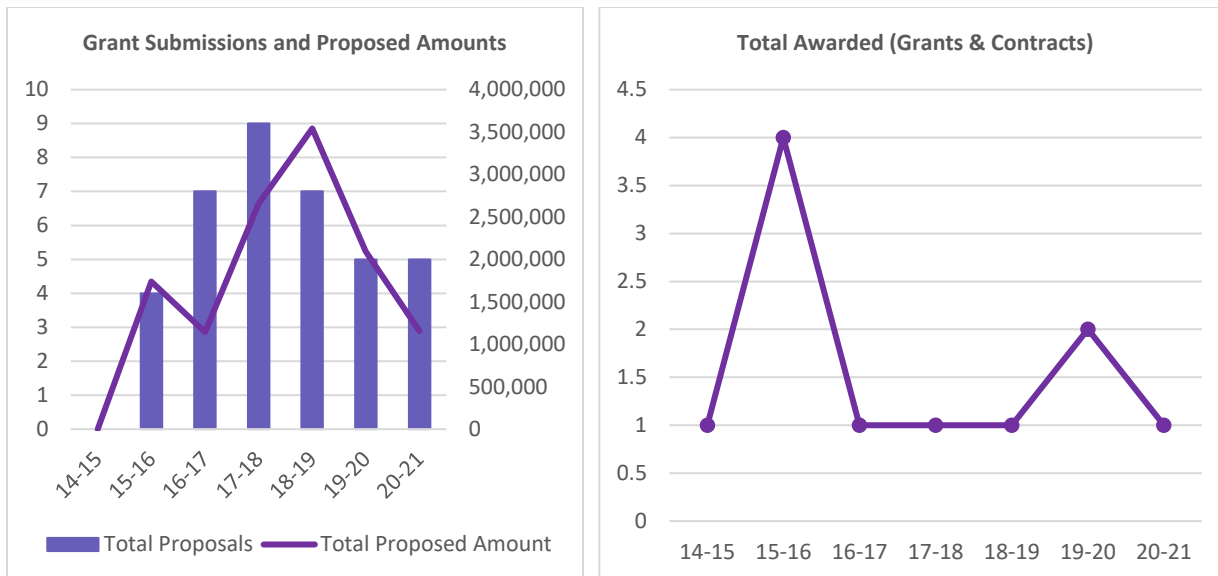
Walfield was also recently selected by the Dean of THCAS to take part in the National Center for Faculty Development and Diversity Faculty Success Program and Heidi Bonner was recently selected to take part in the UNC BRIDGES leadership program. The unit also received its largest multi-year grant award in 2015-2016, a National Institute of Justice subcontract totaling \$750,000.

#### 4.9 Strengths and Weaknesses

Over the last seven years, the unit has published 94 journal articles and given 118 presentations. The unit averages 13 publications a year and 17 presentations. As shown in the graph below, both publications and presentations dropped off significantly in the last two years. This is likely attributed to the resignation of one of the unit's more prolific scholars (Sorensen) and the sustained disruptions caused by the COVID-19 pandemic. Additionally, two of the unit's three tenure-track faculty members are recent doctoral graduates and new to full-time academia (Bryson, year 2; and Malkin, year 1).



The total number of grant submissions, as well as the overall proposed amount, was on an upward trajectory before declining in recent years. The average number of proposals submitted each year is 5 with annual average proposed amounts (for all submissions) of \$1.7 million. The unit averages 1.5 grant and contract awards each year.



#### 4.10 Support for Research, Scholarship and Creative Activities

The unit presents an annual Chair’s Faculty Excellence Award to the faculty member who has demonstrated excellence in teaching, research, and service. Additionally, nearly half of the departmental operating budget of \$33,000 is utilized for travel and professional development. New faculty have been successful at securing start-up funds and all tenure-track faculty are assigned a 2:2 load (in addition to any release time provided as part of a start-up).

#### D. Analysis of Service and Outreach Activities

##### 4.11 Achievements and Support

Our faculty have served (or continue to serve) many roles on university and college committees including Faculty Senate subcommittees such as the Research/Creative Activities Committee, Distance Education and Learning Technology Committee, Educational Policies and Program Committee, and the Faculty Grievance Appellate Committee, the Student Conduct Board, the Institutional Review Board (IRB), and the THCAS Council on Anti-Racism and Equity Steering Committee.

Additionally, our faculty have been selected for numerous professional development activities related to service and outreach activities including the Chancellor’s Leadership Academy/Leadership Development Academy, the BB&T Faculty Leadership Fellows Program and the BB&T Active Learning & Leadership program, the Engagement Outreach Scholars Academy, and BRIDGES. Mark Jones received the Faculty Impact Award for his work with criminal justice internships.

Several faculty have served (or continue to serve) on international, national, state, and local boards/committees such as John F. Finn Institute for Public Safety, ASIS International Research Council, North Carolina Department of Public Safety, Adult Corrections Division, Mental Health Task Force, North Carolina Criminal Justice Standards Division, North Carolina Criminal Justice Association, Center for Family Violence Prevention, Pitt County Offender Reentry Council, Pitt-Greenville Crime Stoppers, Pitt Community College Continuing Education Advisory Board, and ECU Police Department Strategic Planning. Faculty are also involved in numerous divisions of the American Society of Criminology including the Division of Women and Crime,



Division on Policing, and the Division of Queer Criminology where Michele Stacey serves as Executive Counselor.

In addition to serving as reviewers and editors for numerous journals, faculty have also conducted reviews for the Bureau of Justice Assistance (BJA), the National Institute of Justice (NIJ), the Office of Community Oriented Policing Services, the Office on Violence Against Women, and the National Science Foundation. Ongoing outreach efforts include the annual Criminal Justice Career Fair, the required field experience at the undergraduate level, outreach to local community colleges and criminal justice agency partners, and publicizing department activities through our website, social media, and press releases.

## **E. Action Plans**

### **4.12 Support and Resources Needed**

To support the teaching, research, and service activities of the faculty, the unit plans to:

- Continue to advocate for additional faculty to support the unit mission and future expansion plans including an accelerated BS Criminal Justice/ MS Criminal Justice and an online BS Criminal Justice.
- Continue to seek additional faculty resources to offer more options for course delivery mode and more variety in course scheduling.
- Continue to advocate for reduced class sizes and active learning instructional space
- Maintain the successful professional advising model for our undergraduate program and continue to advocate for additional advising support.
- Maintain the current teaching load assignments for tenure-track faculty and those with significant department administrative responsibilities.
- Create initiatives and linkages to other departments to increase the gender diversity of the BS Criminal Justice and the racial/ethnic diversity of the BS Criminal Justice and MS Criminal Justice to support better representation in the criminal justice profession.
- Pursue tutoring options for BS Criminal Justice students, particularly in criminological theory, research methods, and statistics.
- Pursue additional bilateral agreements with local community colleges to facilitate transfer for students earning the AAS in Criminal Justice Technology degree.
- Secure the resources to offer core courses in the MS Criminal Justice and certificate each semester to reduce over enrollment in graduate courses and facilitate better course sequencing
- Evaluate the feasibility of additional program options including an honors track for undergraduates, a graduate certificate in crime analysis and crime mapping, and short summer courses designed for practitioners.
- Continue to assess student opinion on department programs and operations, particularly regarding instruction and programming around gender and racial equity, and develop responses based on identified needs and gaps.
- Expand the work of the Social Justice Committee, including the creation of a premiere lecture series and increased involvement of our student population in planning and programming.

Additionally, we will continue to seek resources to continue our Criminal Justice Living-Learning Community Program which is currently on hiatus because our advisors are no longer able to provide essential support for its operation.

The unit will also continue to actively seek external resources to support research agendas and the unit administrator will continue to develop and implement mentoring programming for tenure-line faculty.

## 5. Regional Transformation – Economic Development/Public Service

### 5.1 Activities in Support of Regional Transformation

We require an annual field experience, which puts numerous soon-to-graduate students into regional agencies. We also hold an annual Criminal Justice Career Fair which brings in recruiters from the region, the rest of the state, and beyond. Finally, we also recently started a Social Justice in Criminal Justice series and coordinated two bilateral agreements with local community colleges. Additional social justice programming and additional articulation agreements are forthcoming.

### 5.2 Plans to Support Regional Transformation

In addition to continuing the field experience and Career Fair, both of which are staples of the department, we plan to pursue additional bilateral agreements to better facilitate transfer from students earning the AAS in Criminal Justice Technology. We will also seek to expand our Social Justice in Criminal Justice series to incorporate invited lectures that can be promoted to the broader community. Additional resources for honorariums and travel costs will be necessary. We will also finalize and implement our career development program to improve student readiness for the workplace and will seek to incorporate a means of employment tracking so we can better assess graduate outcomes. As discussed previously, the development of an online BS Criminal Justice requires significant resources but would make our undergraduate degree accessible to numerous constituents in the region. Finally, there is a market among practitioners for summer short courses in areas of forensic science and crime analysis. Resources to design and market such courses are necessary, as is the funds to support faculty who would provide instruction.

## 6. Resources

### 6.1 Adequacy of Resources Provided to Maintain Program Quality

Our primary source of operating funding is the state fund allocation, which is transferred to us via the College. These funds support faculty travel and professional development, supplies, photocopying and postage, utilities, among other necessities, and roughly half of the annual operating budget goes to faculty travel and professional development. The unit has been able to support faculty needs with its operational budget and has acquired additional equipment (e.g., 3D scanner) and provided supplemental support to faculty with its priority fund and departmental allocations from grant funding. A new endowment designed for department use will also provide a means of support for expenditures that exceed the operating budget. A significant source of frustration is the now 5-year computer replacement cycle which means faculty productivity is often hampered in later years by the need to reimage and replace batteries on aging equipment.

As discussed previously personnel allocations limit the ability of the unit to strategically expand the program and negatively affects faculty recruiting and retention. Although the unit has hired several quality scholars over the last seven years, severe understaffing and stagnant pay makes it difficult to attract and retain talented faculty. Exit interviews indicate that some faculty left for opportunities afforded to spouses/partners. Several others, however, indicated that they left ECU to take academic employment elsewhere because, among other things, they were

offered a more competitive salary as an incentive to leave. Given the institutional emphasis on research, scholarship, and grant seeking, the substantial understaffing of tenure line faculty impedes the unit's ability to focus more on these activities while striving to support the teaching, scholarship, and service demands placed on a very small faculty group. In the same vein, further growth, and development in programming, such as number of majors, course sections offered, new study abroad, international exchange partnerships, and more are hampered by the extremely limited number of faculty. For example, the MS Criminal Justice (nationally ranked by four external organizations) often has overenrolled core courses (25+ students per section). Due to a shortage in available faculty, it's very difficult to increase the number of course sections offered. While there are opportunities to increase admissions and enrollment in the graduate program, the large class sizes not only have an adverse effect on student learning but impact faculty mentoring and research productivity.

As previously noted, the department generates almost 1,000 SCHs per FTE and faculty teach an average of 5.74 sections per FTE. A smaller full-time faculty must still accomplish all the things a larger one must in terms of research productivity and staffing required service roles, including directors and coordinators, but the unit size means those expectations and responsibilities cannot be spread as widely. The five tenured faculty (including the unit administrator) serve on an average of 12 department and college committees each, one serves as a director, and one serves as a director and a coordinator. The four tenure-track faculty serve on an average of six, and the four fixed-term faculty serve on an average of five. One fixed-term faculty member also serves as a director. The tenure-track and fixed-term faculty also have primary responsibility for advising the three student organizations in the department.

## **6.2 Projected Space Needs to Support the Program**

The department offices are largely located in one building, which is helpful in building cohesion and morale. If the faculty were to expand significantly offices would likely be allocated in other buildings – space for potential new hires is always a concern. Many faculty members utilize active learning strategies and the traditional classroom spaces assigned to Criminal Justice are not conducive to these activities.

We also utilize a lab space assigned to the Department of Chemistry. They have been gracious with this shared space and have recently centralized oversight which reduces the burden on the unit administrator. However, the computer and A/V in the space needs updating and requests by Chemistry to do so have not yet been realized.

The department could explore how to better utilize room capacities. Data from 2019 and 2020 indicates that JUST courses average 58 students across all levels, with over 24 students at the graduate level, 60 students in upper-level undergraduate courses and 77 students in lower-level undergraduate courses. While we could potentially increase the capacity in the lower-level undergraduate courses, current limitations in staffing some of these courses with part-time temporary instructors does not allow the flexibility to accommodate greater demand in the upper levels without creating inequities among faculty. We are aware that while lower-level course class sizes are below the regular size of other departments, upper level undergraduate and graduate level courses are above that mark as reflected by our high SCH/FTE ratio.

## **7. Other Operational or Programmatic Outcomes**

### **7.1 Outcomes that Enable the Program to Achieve Its Objectives**

The department has not formally assessed outcomes over the last seven years.

Leadership in the department has been stable, with the former Chair serving for a decade before stepping down to faculty and the current Chair having served as a long-time member of faculty before assuming the role in August 2020. Other leadership changes have occurred over the last year, including changes in the Graduate Program Director and Field Experience Director, but these have caused minimal disruptions. Staff turnover has been a concern but has been stable for the last two years. Competitive salaries for SHRA staff would help in retention of good support staff.

The unit has experienced consistent turnover in faculty, particularly at the tenure-track level, and lost two tenured faculty (one resignation, one retirement) in Spring 2020. Rebuilding will take time. Start-up support from REDE and THCAS has been instrumental in attracting quality candidates, and exceptions to the imposed hiring freeze over the last two years to fill vacancies have been welcome. However, the unit is woefully understaffed and proposed expansion opportunities, instruction and curricular innovation, and research metrics will likely suffer if more faculty (particularly tenure-line) are not hired.

## **7.2 Action Plans**

The unit will continue to advocate for more resources and continue to seed department leadership positions with potential candidates for unit leadership. However, a small faculty means succession planning is difficult. SHRA staff morale is currently good but retention of qualified staff requires concerted efforts by the administration to use adjustments, reclassifications, and raises and bonuses to reward good work. The unit will complete its code revision this academic year and will assess the efficacy of changes to tenure, promotion, and operation processes over the coming years to ensure the revisions are having the intended effect.