

Provost's Comprehensive Program Review Report

Institution: Middle Georgia State University

Academic Program Name: B.S. in Criminal Justice

CIP Code: 430100

College or School: School of Education and Behavioral Sciences

Department: Psychology and Criminal Justice

Date of Last Internal Review: 6/13/2016

Outcome of Previous Program Review (brief narrative statement): Enhance the program. Hire an additional faculty member if the number of graduates increase. Increase graduation rates 25%. Contract with external reviewer to assess curriculum prior to the next CPR.

Current Date: 6/10/2021

Provost Response: Academic Affairs acknowledges the documented value of the B.S. in Criminal Justice. It is a viable and valuable academic program that has responded appropriately to market forces and workforce needs. The innovation in curriculum development and attentiveness to authentic application of the discipline content are admirable. The program's demonstrable commitment to academic strategic planning, efficiencies, and innovation have yielded positive enrollment growth. The collaboration in interdisciplinary activities and program development are applauded.

Program Quality and Productivity Improvement Plan: Following a review of the Chairs Report, the IERB comments, and the Deans appraisal, the Office of the Provost concurs with the findings and supports the documented plan of action.

Categorical Summation

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

Program MEETS Institution's Criteria

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

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

Program PARTIALLY MEETS Institution's Criteria and will be re-evaluated in _____.

Program DOES NOT MEET Institution's Criteria

Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

Program will be voluntarily terminated.

Other (identify/add text):

Provost or VPAA Signature:



Date:

7/8/2021

Comprehensive Program Review Report

Academic Program Name: B.S. in Criminal Justice

College or School: School of Education & Behavioral Sciences

Department: Psychology and Criminal Justice

Date of Last Internal Review: June 13, 2016

Outcome of Previous Program Review (brief narrative statement, if applicable):

Current Date: April 9, 2021

Executive Summary: *Provide a summary related to the academic program's quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal. Include a statement of plans for action based on the overall categorical summation contained in the next section.*

The B.S. in Criminal Justice is a popular and productive program. It produces quality graduates who are in-demand in our region in a variety of law enforcement and related fields. The School has a major quality assurance initiative underway to build in peer-observation and feedback of teaching practices in all of our programs. We are proud of the significant work this program has undertaken to streamline the curriculum, making it possible for students to take advantage of prior coursework, include job-related training for credit (via PLA), and also now have several attractive minors that can be incorporated into the undergraduate program of study.

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Other (identify/add text):

Academic Dean Signature: *David M. Bick*

Dean of Graduate Studies Signature (when applicable):

Date: April 9, 2021

IERB's Comprehensive Program Review Rubric and Evaluation

Program Reviewed: BS Criminal Justice

Contextual Notes: Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program

The current political and social environment may cause a decrease in enrollment.

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment	<i>This program has significantly positive enrollment trends and robust credit hour production</i>	<i>This program has stable or moderately positive enrollment trends and healthy credit hour production</i>	<i>This program has negative enrollment trends and weak credit hour production</i>		The focus has moved to online education, which is growing steadily. The in-person enrollment has dropped (from 108, 77, 24, and 6 in Macon, Cochran, Warner Robins, and Dublin, respectively, to 53, 34, 5, and 5). However, this decrease was offset by the rapid increase of online students by 193.10% from 58 to 170 in the past 5 years. Overall, the number of students enrolled has slightly decreased by 3.66% from 273 to 267.
Graduation Trends USG benchmark: Bachelor's Degrees: 10 graduates/year Graduate, Associate's or	<i>Three year rolling average greatly exceeds USG minimum benchmark for degrees conferred</i>	<i>Three year rolling average meets or exceeds USG minimum benchmark for degrees conferred</i>	<i>Three year rolling average does not meet USG minimum benchmark for degrees conferred; the program is "low performing" by USG definition</i>		The graduation rate seems to be holding steady. Hopefully the increase in online enrollment will continue and increase graduation rates soon. The graduation rate seems to fluctuate (24, 48, 42, 23, and 49) for the past 5 years, but is well above the benchmark.

IERB's Comprehensive Program Review Rubric and Evaluation

Certificates: 5 graduates/year Programs falling under these benchmarks are designated as "low performing"					
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Program Strengths of Note:

The change in coursework required for the degree allowed for more graduates, and the program was able to add sufficient enrollment to offset the uptick in graduates. Courses that are able to be given online are a great strength.

Areas of Serious Concern:

Is there a system to monitor academic integrity (i.e. proctored exams)?

Other Comments:

The reduction of criminal justice courses in the major (more free electives) allows for students to select minors, and transfer students. Are students able to be employed after graduation? If so, where? What are the employment rates for this degree?



Comprehensive Program Review

FY 2020 – 2021

Institution: Middle Georgia State University

Academic Program: BS Criminal Justice

College or School: School of Education and Behavioral Sciences

Department: Psychology and Criminal Justice

CIP Code: 430100

Date of Last Internal Review: June 13, 2016

Faculty Completing Report: Paul Gladden

Current Date:

5 Year Enrollment by Campus and Graduation Trends

Enrollment: 5 year growth for programs by locations is 30.84% for Online. The overall 5 year growth regardless of campus is -0.55%.

Campus	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5 YR Growth	Fall 2016 compared to Fall 2020 only
Macon	108	83	72	60	53		
Cochran	77	59	71	59	34		
Warner Robins	24	15	9	13	5		
Dublin	6	8	9	9	5		
Eastman	0	1	0	0	0		
Online	58	70	102	135	170	30.84%	193%
Off Campus	0	0	0	0	0		
Total	273	236	263	276	267	-0.55%	-2%

Graduates

- For data consistency, the fiscal year is in which the degree was awarded. For example, fiscal year 2019 includes degrees conferred in Summer 2018, Fall 2018, and Spring 2019.

FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	5 YR Growth	FY16 compared to FY20 only
24	48	42	23	49	19.54%	104%

Include a narrative that discusses:

- Program purpose and mission
- Align of program mission with department, school, and institutional mission
- Program age, tracks, concentrations, etc
- Accreditation information/status
- Method(s) of delivery
- Changes since last review
- Benchmarks of progress
- Plans for action
- Shifting trends and market forces that may impact program demand

Instructions:

- **A *quality* CPR Self-Study Document requires *effective* communication that**
 - *is clear to any reader, requires no interpretation, thoroughly connects the dots, flows logically across all areas.*
- **For the program self study *be sure* to address all the required elements referenced in the template and evaluated in the hierarchy of rubrics.**
- **Submit a document that is at *minimum* three pages in length.**

Program Purpose and Mission-

The Bachelor of Science program in Criminal Justice aims to produce graduates with both the academic knowledge and applied skills needed to work successfully with various Criminal Justice agencies, in an effort to administer law, achieve justice, reduce crime, and enhance domestic security. In addition, the program aims to promote ethical and critical thinking, based in a strong foundation of theoretical, methodological, and practical perspectives within Criminal Justice.

Align of program mission with department, school, and institutional mission-

The program’s mission is aligned with the department and institution mission because it aims to provide quality instruction to students in criminal justice and inspire scientifically literate and ethical thinkers with the potential to be professional practitioners.

Program age, tracks, concentrations, etc-

The B.S. in Criminal Justice began in 2013.

In addition to aiming to provide quality instruction with broad coverage of diverse areas of the field of Criminal Justice, the program contains an optional track in Homeland Security and Emergency Management. The optional track in Homeland Security and Emergency Management contains four courses (12 credit hours): Homeland Security, Emergency Management, Terrorism, and White Collar and Cyber Crime.

Accreditation information/status-

Beyond SACSCOC, there is no additional/external accrediting body for the field of criminal justice at this level.

Method(s) of delivery-

Since Fall 2019, the program has been available fully online only.

Changes since last review-

Since the last review, the B.S. in Criminal Justice has moved to a fully online delivery mode. Previously, it had been trending to be more online each semester, but different classes were being offered in different formats in such a way that students couldn't easily take all needed or preferred classes on a particular campus or in a particular format. Given resource limitations/faculty spread across multiple campuses and in order to have the entire program offered consistently on a particular "campus" (online)/particular method of delivery, we opted to move the program fully online as of Fall 2019. Enrollment has been steady or increasing since that change.

Also starting in Fall 2019, we implemented significant structural changes to the program to make it substantially more flexible for students. The aim, in part, was to increase progression, retention, and graduation rates by reducing excess "fall through" credit hrs. (not counting toward the 120 hrs. for the degree), while maintaining broad/thorough coverage of different areas of criminal justice. In particular these changes helped with flexibility for transfer students and students who change their major to criminal justice, as well as providing increased flexibility to minor in another subject. The number of required credit hours in upper-level Criminal Justice courses was reduced from 51 credit hours to 39. Those 12 credit hours became entirely freely chosen courses (as did 9 other credit hrs. of general electives previously chosen from a particular list of courses). These changes more than doubled the number of graduates from the program in 2019-2020 (49 total graduates) compared to 2018-2019 (23 total graduates).

In addition to substantially increasing our number graduates (due to courses previously not counting toward the degree suddenly counting as electives), the program changes also allowed the department chair to aim to be much more efficient with course scheduling (see positive results below under benchmarks of progress).

To allow for diverse student needs (e.g., nontraditional students who work full time), the program added an alternate capstone course for students to select for those that preferred it over the already existing internship course- independent study/capstone. Many of the students in the program already have work experience in a criminal justice agency, so the internship option was not necessarily realistic or even optimal for them to complete.

The Criminal Justice faculty also reviewed and slightly revised the program's student learning objective (SLO) statements and program assessment measures in an effort to revise them to ensure a good "match" between the stated SLO and the measure of that SLO.

Benchmarks of progress-

Over the last 5 years, the enrollment in the B.S. in Criminal Justice is slightly down (-.55% growth averaged across 5 years or -2% comparing Fall 2020 to Fall 2016). However, there was a significant/noticeable decrease in enrollment in both the A.S. and B.S. programs in Criminal Justice. Comparing enrollment in Fall 2017 to Fall 2020, there has been an increase of 31 students (i.e., enrollment growth of 13% comparing Fall 2017 to Fall 2020). Thus, the program is highly viable and productive and has enrollment growth in recent years. See below shifting trends and market forces section for speculation about what might help explain the enrollment decline in Fall 2017 compared to Fall 2016 and the subsequent rebound.

The B.S. program has seen nearly 31% annual growth in the online campus over the last 5 years and 193% growth, comparing Fall 2016 to Fall 2020. However, this is partly attributable to moving the program entirely online in Fall 2019 and no longer offering the program face to face on other campuses (and a steady trend in our course offerings in that direction prior to Fall 2019). This shift to fully online reflects student demand for that format as well resource limitations preventing us from offering the program in entirety elsewhere.

As noted above, we more than doubled our number of graduates from the B.S. program in Criminal Justice in FY 2020 (49 total graduates) compared to FY 2019 (23 total graduates). This also represents nearly 20% annual growth over 5 years. The change from FY 2020 compared to FY 2019 is due in large part to the program described above that make the program much more flexible for transfer students and students changing their major to Criminal Justice. Despite the

higher number of graduates in FY 2020, enrollment in the program remained student in Fall 2020 compared to Fall 2019. The program changes were expected to decrease enrollment in Fall 2020 due to many students suddenly being closer to earning their degree under the Fall 2019 catalog. But, enrollment was relatively steady.

As noted above, the new flexible program allowed the department chair to aim for increased resource efficiency in terms of the percentage of class “seats” filled (out of the total available “seats”) in Criminal Justice course sections. The percentage of CRJU seats filled in a baseline comparison semester in 2018 (before the program changes were implemented) was 51% filled (49% empty seats). In Spring 2020 (after the program changes), the percentage of seats filled was 86% across all CRJU courses. Thus, the program changes and a focus on scheduling/resource efficiency enabled substantial improvement in that efficiency. This is also partly attributable to moving the program fully online, making it easier to schedule for resource efficiency (i.e., fewer course sections than previously offered without decreasing enrollment by credit hours or number of Criminal Justice majors).

Plans for action-

The B.S. in Criminal Justice continues to be both viable and productive in terms of enrollment and number of graduates. We have recently made large changes to the program that appear to have been successful in increasing the number of graduates (at least in the short-term) and reducing the number of “fall through” credit hours students have when they graduate. Due to the larger number of graduates starting in Fall 2019, we expected a possibly significant decrease in enrollment in the short-term. Arguably, this could be followed by substantial enrollment growth as word spreads that our program has become more flexible to transfer students, returning students who haven’t completed their degrees, and students changing their major to Criminal Justice. We plan to continue monitoring if we get an expected increase in enrollment in the near future.

In addition, these changes allowed for greatly increased efficiency in terms of the ratio of numbers of empty seats out of total available seat count for courses within the program (see above). We plan to continue monitoring seat/resource efficiency in this way and make adjustments as needed to increase it.

We plan to implement a new quality assurance program via the use of peer evaluation of online courses.

Although not part of the B.S. program, we are in the process of creating a Master’s-level track in Homeland Security within the MSIT (Master’s in Information Technology). This could lead to a need to hire additional part-time faculty to teach courses within the B.S. program since the

current full-time faculty will presumably be teaching a couple new graduate level courses in CRJU.

Shifting trends and market forces that may impact program demand-

Over the last 5 years, there have been very well-known cases of police shootings, protests, violence, and calls to “defund the police” that likely impact the demand/desirability of a degree in Criminal Justice for many students who would have otherwise been interested in a career in law enforcement. Although I don’t have systematic data to support it, anecdotally, a few students have reported changing their major or opting to choose another major because they wish to not be involved in such controversies. We had a noticeable enrollment decrease in Fall 2017 (compared to Fall 2016), which might be attributed to intense protests over police shootings and retaliation killings of policeman in the prior year (mid 2016). Enrollment growth rebounded and enrollment growth resumed in Fall 2018 and Fall 2019 and has remained steady. The program remains quite healthy in terms of enrollment/number of majors, but continued police/policing controversies could be a factor that could shift enrollment in the program.

Given that we more than doubled our number of graduates in one year (2019-2020 compared to 2018-2019), our steady enrollment in Fall 2020 shows the health of the program. The larger number of graduates were expected to potentially decrease our enrollment in the short-term.