

AS Criminal Justice CPR Index (AY22-23)

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Comprehensive Program Review

AY 2022 – 2023

Institution: Middle Georgia State University

Academic Program: AS in Criminal Justice

College or School: School of Education and Behavioral Sciences

Department: Psychology and Criminal Justice

CIP Code: 430100

Date of Last Internal Review: 3/2018

Faculty Completing Report: Paul Gladden

Current Date: 12/11/2022

5 Year Enrollment by Campus and Graduation Trends

Enrollment

Campus	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	5 YR Growth	Fall 2018 compared to Fall 2022 only
Macon	11	9	10	4	6		
Cochran	8	9	3	5	10		
Warner Robins	4	2	1	1	2		
Dublin	1	1			2		
Eastman							
Online	10	8	16	20	20	18.92%	100%
Off Campus					2		
Total	34	29	30	30	42	5.42%	24%

Graduates

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

AY 2018	AY 2019	AY 2020	AY 2021	AY 2022	5 YR Growth	AY2018 compared to AY2022 only
33	17	17	16	7	-32.13%	-79%

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

Program purpose and mission-

The mission of the Associate of Science program in Criminal Justice is to produce graduates who have a solid foundation in the theories and applications of criminal justice and to produce students who can critically think and solve problems related to the field. The A.S. program often serves as a step in the pathway toward our B.S. degree in Criminal Justice, or to allow students to transfer to other USG schools for their junior and senior coursework, with minimal friction. It aims to prepare students for entry-level careers related to the field of criminal justice. The program introduces students to the major theories, concepts, relevant legal structures, and applications of criminal justice.

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

The program's mission is aligned with the department, school, and institution mission because it aims to provide quality instruction to students in criminal justice and inspire students to become lifelong learners who strive to reach their potential as critically thinking problems solvers and potential professional practitioners in the field of criminal justice.

Program age, tracks, concentrations, etc.-

The A.S. program in Criminal Justice is a long-standing, 60- credit hour, program offering at MGA that serves to prepare students for entry into our B.S. program in Criminal Justice, which began in Fall 2013 (the B.S. program has an optional track in Homeland Security and Emergency Management). There are no tracks or concentrations in the A.S. program in Criminal Justice. In addition to the 42 credit hours required in the core curriculum (Areas A through E), the A.S. program consists of 12 credit hours (4 courses) in Criminal Justice, including Introduction to Criminal Justice (CRJU 1100), Introduction to Criminology (CRJU 2316), Introduction to Criminal

Law (CRJU 2317), and Introduction to Corrections (CRJU 2318). It also includes 6 credit hours of Area F electives chosen by the student (with an academic advisor) to suit their interests or broaden their area of focus and additional knowledge.

Accreditation information/status-

Beyond SACSCOC, there is no extra/external accrediting body for criminal justice at this level.

Method(s) of delivery-

Since Fall 2019, the 4 Area F Criminal Justice courses required for the A.S. program have been available fully online only. Students can complete core curriculum courses (Areas A through E) on campus if they choose. In Spring 2023, to assess how well this delivery method is serving our students' needs and preferences, we will be conducting a brief survey of our criminal justice majors (both A.S. and B.S.) to identify the numbers of our current students who would, ideally, prefer to have the criminal justice courses available in person at particular campuses. The results will be summarized and reported to the Dean of Education and Behavioral Sciences.

Changes since last review-

As noted above, just after the last time the A.S. program in Criminal Justice was reviewed, the program began to be offered fully online in Fall 2019. In other words, the 4 Area F Criminal Justice courses have only been available online since Fall 2019. Further, 3 of the 4 courses (along with most upper-level CRJU courses) are being offered as half-session (7.5 week) courses. As noted above, we will soon be surveying our criminal justice majors to assess if this shift to fully online and half-session courses is adequately serving the needs and preferences of our current students. Prior to Fall 2019, enrollment at the university had been trending to be more online each semester (as for the B.S. degree which is a larger sample size), but different classes were being offered in different formats in such a way that students could not 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 to have the entire program offered consistently on a particular "campus" (online)/particular method of delivery, we opted to move both the A.S. and B.S. Criminal Justice programs fully online as of Fall 2019.

Second, in Fall 2020, we changed the Area F (major) requirements for the A.S. in Criminal Justice to allow any 1000 or 2000-level courses to count as the 6 hours of Area F electives. This shift allowed for increased flexibility for students to choose or transfer coursework suited to their interests and focus area. Another aim of these changes, 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),

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

Benchmarks of progress:

As can be seen above, enrollment has been steady or increasing since the change to fully online (and mostly half-session) courses (5.42% total, 5-year, enrollment growth and 18.92% online student enrollment growth). However, based on the enrollment data above, a little over half of our A.S. degree students in Criminal Justice student appear to prefer to take classes through the online campus, but it is important to note that (1) the other roughly half (N=20 students) are spread across 4 campuses (Macon, Cochran, Warner Robins, and Dublin), and (2) the A.S. students are a small sample size overall and do not necessarily represent the preferences of the B.S. students in Criminal Justice.

In our prior review of this program completed in 2018, the A.S. degree program in criminal justice had been shrinking from Fall 2015 to Fall 2017 (from 39 to 36 to 22 students (Fall 2017)), along with general enrollment at the University and a reduction in the number of available associate degree offerings at the institution at that time. So, compared to our Fall 2017/our prior review, we appear to have nearly doubled the number of students enrolled in the A.S. program. Thus, the A.S. program has stabilized and rebounded since it “bottomed” around Fall 2017. From Fall 2018 until Fall 2022, the overall enrollment in the A.S. program in Criminal Justice has remained steady around 30 students enrolled, until a significant jump to N=42 students this year in Fall 2022. Thus, based on enrollment growth, the program appears to continue to be both viable and productive.

In contrast to the steady to increasing enrollment in the program since Fall 2018, the graduation numbers for the A.S. in Criminal Justice indicates a consistent downtrend in recent years. It is important to note that most of our Criminal Justice students opt for the B.S. in Criminal Justice and its graduate numbers do not show this same trend (although the graduate numbers significantly fluctuate year to year for the B.S. degree, it is up overall for the same 5-year period). We believe some of this decrease in graduates in the A.S. program is due to the decrease in enrolled students that continued until Fall 2017 (N=22 as discussed above). Prior data on our A.S. degree program indicated that the average time to degree complete for non-transfer students was between 3.7 to 4.6 years (with substantial numbers of part-time students), so this explanation appears to fit well to possibly explain the trend for decreases in numbers of graduates over the last few years. Thus, because enrollment has rebounded-stabilized and increased- since then, we expect the number who complete the A.S. degree to increase over the next few years.

Plans for action:

The A.S. in Criminal Justice continues to be both viable and productive in terms of enrollment and recent enrollment growth. Also, because the A.S. degree in criminal justice constitutes the same courses as the first 2 years of the B.S. degree in criminal justice and the B.S. degree is a significantly larger program, the A.S. degree does not rely on any additional faculty/resources to offer. However, it remains an open, empirical, question if the fully online delivery method as

the sole delivery method best serves the preferences of most of our students or if a substantial portion would opt to take courses face to face at 1 particular campus. It also remains an open question if students prefer our current online model of offering primarily half-session (7.5 week) courses or if many would prefer full semester/full session (15 week) courses. As noted above, we will soon be surveying our criminal justice majors (A.S. and B.S. seekers) to assess their preferences regarding delivery methods/campus preferences and session preferences (i.e., half-session versus full session online courses).

Second, we have also just begun implementing (AY 2022-2023) a new quality enhancement program via full-time faculty mentoring part-time faculty within the program. This program is aimed at supporting and evaluating the part-time faculty's courses and benefiting the mentor and mentee to reflect on the construction and effectiveness of their online teaching approaches.

Third, we will closely monitor the number of graduates in the A.S. program to evaluate if our hypothesis that the enrollment decline that "bottomed" around Fall 2017 is largely or partially responsible for our recent decrease in number of graduates from the A.S. program.

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 could 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 do not 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. However, the A.S. program in Criminal Justice does not appear to have been negatively impacted in Fall 2020, when a decrease might have been expected (enrollment went up 1 student from 29 to 30 students). Overall, the program remains healthy in terms of enrollment, but repeated or ongoing police/policing controversies could be a factor that could shift enrollment in the program.

Further, increased general public conversation about the value of obtaining a college degree could negatively impact enrollment in social science programs (and others) generally. We aim to enhance program quality over the coming years through peer-evaluation initiatives and by documenting and expanding opportunities for student "signature experiences" and high impact practices in our programs.

Note: The narrative areas should be as direct as possible, address all the areas/elements referenced above, and be of sufficient length to represent your academic program holistically since the last review. In drafting the CPR note the principle function is to "address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission."

USG Academic and Student Affairs Handbook 2.3.6 “consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to ***address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution’s mission***. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence”

IEB's Comprehensive Program Review Rubric and Evaluation

Date Reviewed: 3-29-23

Program Reviewed: A.S. Criminal Justice

<p>Contextual Notes: Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program</p> <p>The program may still be rebounding from its low point in 2017. The program may also be suffering from a general shift in public attitude towards law enforcement. In 2019, the program moved to online classes only.</p>

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>				The upward trend in enrollment is online. The Cochran campus is holding steady while other campuses are trending downwards.
Graduation Trends USG benchmark: Bachelor's Degrees: 10 graduates/year Graduate, Associate's or Certificates: 5 graduates/year <small>Programs falling under these benchmarks are designated as "low performing"</small>		<i>Three year rolling average meets or exceeds USG minimum benchmark for degrees conferred</i>			Although number of graduates still exceeds the benchmark, there is a noticeable downward trend. Hopefully, with the increase in enrollment, graduation rates will go up.

IEB's Comprehensive Program Review Rubric and Evaluation

Program Strengths of Note: The growth of the online program is encouraging. The planned student survey also appears to be a way to find a good balance between on-campus and online classes/students. The A.S. program adds no additional cost as coursework is the same for the B.S. program. Flexibility for both students and faculty in terms of semester scheduling shows concern for student success. The faculty mentoring program will provide support for part-time faculty.

Areas of Concern: The decrease in graduation rates is a concern, although the numbers are still above the minimum benchmark. Plans for enhancing program quality could be more specific: what "signature experiences" and high-impact practices will be used?

Other Comments: Could students in the B.S. degree plan apply for the A. S. degree to improve graduation rates?

Comprehensive Program Review Report

Academic Program Name: AS in Criminal Justice

College or School: School of Education & Behavioral Sciences

Department: Psychology and Criminal Justice

Date of Last Internal Review: March 2018

Outcome of Previous Program Review (brief narrative statement, if applicable): Program meets institutional criteria and plan to retain.

Current Date: 5/8/2023

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 A.S. in Criminal Justice continues to be both viable and productive in terms of enrollment and recent enrollment growth. Also, because the A.S. degree in criminal justice constitutes the same courses as the first 2 years of the B.S. degree in criminal justice and the B.S. degree is a significantly larger program, the A.S. degree does not rely on any additional faculty/resources to offer. We have purposefully retained this A.S. degree as the field of criminal justice is still undergoing professionalization, making even a 2-year degree a valuable credential.

It is an open question whether awarding this A.S. en route to the B.S. degree would help or hinder retention in our B.S. program. Students who initially seek the A.S. seem to be a different group than those enrolling in the B.S. program. Criminal justice programs have experienced a brief decline in enrollment since 2020, possibly due to the broader national conversation and cultural/political climate. However, we have seen a reversal of this trend in the past year and so remain optimistic about enrollment and graduation trends.

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 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):

Academic Dean Signature: *David M. Birk*
Dean of Graduate Studies Signature (when applicable):

Date: 5/8/2023

Comprehensive Program Review Report Academic Program Name: AS in Criminal Justice
School of Education & Behavioral Sciences
Department: Political Science

Provosts Response:

After careful review and consideration of the comprehensive program review for the Associate of Science (A.S.) in Criminal Justice, I concur with the analysis presented by the Institutional Effectiveness Board, Department Chair, and Dean. It is evident that strategic action is necessary to address the challenges and enhance the effectiveness of the program.

To strengthen the A.S. in Criminal Justice program, I support the proposed action steps recommended by the Department Chair and Dean. One important aspect to consider is the balance between online and face-to-face courses. While the A.S. degree has seen viability and recent enrollment growth, it remains crucial to assess if the current fully online delivery method best serves the preferences of our students. Exploring the possibility of offering face-to-face courses at specific campuses alongside online options can provide students with more flexibility and cater to their individual learning preferences.

In addition, the implementation of high-impact practices should be a priority. These practices, such as internships, research projects, and community engagement, can provide students with practical experiences and a greater connection to the field of criminal justice. By incorporating these practices into the curriculum, we can enhance the learning outcomes and better prepare our students for their future careers.

Furthermore, it is essential to consider the progression and linkage between the A.S. and Bachelor of Science (B.S.) programs in Criminal Justice. Streamlining the progression from the A.S. to the B.S. program can provide students with a clear pathway for their academic and professional growth. This can include aligning course offerings, mapping out transferable credits, and establishing effective advising mechanisms to guide students seamlessly from one program to the next.

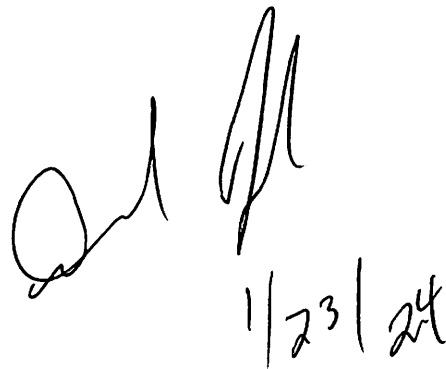
By striking a balance between online and face-to-face courses, implementing high-impact practices, and improving the progression and linkage between the A.S. and B.S. programs, we can strengthen the quality of education and provide our students with a well-rounded learning experience in the field of criminal justice.

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.
- X Program PARTIALLY MEETS Institution's Criteria and will be re-evaluated in 3 Years _____.
- X Program DOES NOT MEET Institution's Criteria
 - X Program will be placed on a 2 year 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:



The image shows two handwritten signatures in black ink. The first signature is on the left and the second is on the right. Below the second signature, the date "1/23/24" is written in black ink.