Mission / Purpose
The Bachelor of Arts in Criminal Justice is designed to provide students with the fundamental theoretical and practical skills and knowledge required to successfully pursue a career in contemporary criminal justice professions and to pursue higher education programs such as graduate or law schools. The curriculum comprises a practitioner based program that is designed to enable students to develop the analytical skills necessary to effectively function and compete in the Criminal Justice profession. These skills include an appreciation of the concept of social order and the framework of laws, and understanding of comparative legal concepts and systems; the ability to effectively communicate both orally and in written form, analytical reasoning and the application of the scientific method, and an understanding of ethical and moral issues that help define the parameters within which criminal justice practitioners must operate.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Criminal and juvenile justice systems
Students completing the program will understand the significance, historical development, and structure of contemporary criminal and juvenile justice systems.

Related Measures:

M 1: Capstone Portfolio
Students shall submit, as part of the Senior Capstone Course, a portfolio evidencing knowledge and significance of the historical development, evolution, and structure of the contemporary criminal and juvenile justice systems. The students should include an explanation of how the portfolio materials contributed to the synthesis and analysis of their foundational knowledge. The portfolio will consist of three major components: a reflective essay, a conflict management solution paper, and a paper documenting and assessing the results of an interview with a contemporary criminal justice manager. Each paper will be graded on four components (25% for each component: logic, structure, knowledge and persuasiveness). Portfolio grades for all students enrolled in the Senior Capstone Course will be maintained and disseminated among faculty in order to assess trends among cohort groups and methods to compare or modify existing material covered therein. Comparison of results will be conducted between the Hattiesburg and Gulf Park Campuses.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
80% of the students will achieve an overall score of 75 or better on the capstone portfolio.

**Findings (2011-2012) - Target: Met**
On the Hattiesburg campus, 85% (17/20) of students during the Fall 2011 academic term and 83% (20/24) of students during the Spring 2012 academic term achieved overall scores of 75 or better on the capstone portfolio. The senior capstone course (CJ 435) was not offered on the Gulf Park campus during the Fall 2011 academic term. In the Spring 2012 term, however, 100% (10/10) of students on the Gulf Park campus achieved overall scores of 75 or better on the capstone portfolio.

M 2: Capstone Reflective Essay
Students shall submit, as part of the Senior Capstone Course Portfolio, a reflective essay evidencing knowledge and significance of the historical development, evolution, and structure of the contemporary criminal and juvenile justice systems. The students should include an explanation of how the portfolio...
materials contributed to the synthesis and analysis of their foundational knowledge. The essay will be divided into five sections: criminological theory, legal theory, juvenile justice, constitutional history, and ethics. Each section will be graded on four components (25% for each component: logic, structure, knowledge and persuasiveness).

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of the students will achieve an overall score of 75 or better on the Constitutional History and Juvenile Justice sections of the reflective essay completed in the senior capstone course (CJ 435).

**Findings (2011-2012) - Target: Partially Met**
On the Hattiesburg campus, 80% (16/20) of students during the Fall 2011 academic term and 71% (17/24) of students during the Spring 2012 academic term achieved an overall score of 75 or better on the Constitutional History and Juvenile Justice sections of the reflective essay completed in the senior capstone course (CJ 435). The senior capstone course (CJ 435) was not offered on the Gulf Park campus during the Fall 2011 academic term. In the Spring 2012 term, however, 100% (10/10) of students on the Gulf Park campus achieved an overall score of 75 or better on the Constitutional History and Juvenile Justice sections of the reflective essay completed in the senior capstone course (CJ 435).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Evaluation of Reflective Essay Writing Assignment**
*Established in Cycle: 2011-2012*
Faculty who teach CJ 435 (Organization and Management) will assess (and collaborate on) the areas with which students most frequ...

**SLO 2: Oral communication skills**
Students completing the program shall possess the ability to demonstrate effective oral communication skills when functioning within traditional criminal justice employment roles.

**Related Measures:**

**M 3: Capstone Interview Presentation**
Each student will interview a contemporary criminal justice manager and share the results with the class. The interview presentation shall be for a minimum of fifteen minutes, thus facilitating classroom discussion and comprehension. The presentation will be graded on: (1) the insightfulness of the questions pertaining to management practices (2) the analysis of the interview outcomes and (3) the students ability to compare and contrast the interviewee's views with those of customary management principles. Student grades will be maintained within the department and disseminated among faculty to assess trends among cohort groups and to assist with the identification of methods to improve teaching, course requirements or materials. Comparison of results will be made between the Hattiesburg and Gulf Park campuses.

Source of Evidence: Academic direct measure of learning - other

**Target:**
70% of undergraduate students must achieve a grade of "B" or better on an interview presentation in the Senior Capstone Course.

**Findings (2011-2012) - Target: Met**
On the Hattiesburg campus, 95% (19/20) of students during the Fall 2011 academic term and 92% (22/24) of students during the Spring 2012 academic term earned grades of "B" or better on the administrative interview presentation. The senior capstone course (CJ 435) was not offered on the
Gulf Park campus during the Fall 2011 academic term. In the Spring 2012 term, however, 100% (10/10) of students on the Gulf Park campus achieved a grade of "B" or better on the administrative presentation in the Senior Capstone Course (CJ 435).

**M 4: Capstone Managerial Presentation**

Each student will present policy initiatives related to the operation of a criminal justice organization in disarray. The presentation must be a minimum of fifteen minutes, thus facilitating classroom discussion and comprehension. The presentation will be graded on the following items: (1) professional attire (2) knowledge and familiarity of the organization’s problems (3) quality of the managerial solutions proposed (4) confidence and composure in responding to questions and challenges from other classroom students. Student grades will be maintained within the department and disseminated among faculty to assess trends among cohort groups and to assist with the identification of methods to improve teaching, course requirements or materials. Comparison of results will be made between the Hattiesburg and Gulf Park campuses.

Source of Evidence: Academic direct measure of learning - other

**Target:**

70% of undergraduate students must achieve a grade of "B" or better on a managerial presentation in the Senior Capstone Course.

**Findings (2011-2012) - Target: Met**

On the Hattiesburg campus, 80% (16/20) of students during the Fall 2011 academic term and 79% (19/24) of students during the Spring 2012 academic term achieved a grade of "B" or better on the managerial presentation in the Senior Capstone Course (CJ 435). The senior capstone course (CJ 435) was not offered on the Gulf Park campus during the Fall 2011 academic term. In the Spring 2012 term, however, 100% (10/10) of students on the Gulf Park campus achieved a grade of "B" or better on the managerial presentation in the Senior Capstone Course (CJ 435).

**SLO 3: Written communication skills**

Students completing the program shall possess the ability to produce well-constructed communication in the traditional criminal justice professions.

**Related Measures:**

**M 2: Capstone Reflective Essay**

Students shall submit, as part of the Senior Capstone Course Portfolio, a reflective essay evidencing knowledge and significance of the historical development, evolution, and structure of the contemporary criminal and juvenile justice systems. The students should include an explanation of how the portfolio materials contributed to the synthesis and analysis of their foundational knowledge. The essay will be divided into five sections: criminological theory, legal theory, juvenile justice, constitutional history, and ethics. Each section will be graded on four components (25% for each component: logic, structure, knowledge and persuasiveness).

Source of Evidence: Academic direct measure of learning - other

**Target:**

80% of the students will achieve an average score of 75 or better on the Structure components (grammar and mechanics) for each of the five sections within the overall reflective essay completed in the senior capstone course (CJ 435).

**Findings (2011-2012) - Target: Partially Met**

On the Hattiesburg campus, 70% (14/20) of students during the Fall 2011 academic term and 79% (19/24) of students during the Spring 2012 academic term achieved an overall score of 75 or better on the Structure component (grammar and mechanics) for the overall reflective essay completed in the senior capstone course (CJ 435).
In the Spring 2012 term, however, 100% (10/10) of students on the Gulf Park campus achieved an overall score of 75 or better on the Structure components (grammar and mechanics) for each of the five sections within the overall reflective essay completed in the senior capstone course (CJ 435).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Writing Center**  
*Established in Cycle*: 2010-2011  
Students will be made aware of the University Writing Center and strongly encouraged to use its resources.

**M 5: Theoretical Writing Assignment**
Students will complete a writing assignment required in CJ 325 (Criminal Justice Theory), a designated Criminal Justice writing intensive course. The essay will be graded (25% for each component) on organization, knowledge, logic, and structural abilities. Students who fail to achieve a score of 75 or better will be advised to seek remedial assistance through the English Department Writing Lab, or tutoring. Students will provide documentation of their remedial assistance, and thereafter retake the necessary writing intensive course(s). Student scores will be maintained in the department and tabulated on an annual basis. Tabulation will assist the department to assess trends among cohort alumni groups. Results will be used to determine whether the curriculum should be modified to include additional composition, language, or communication courses. Comparison of results will be made between the Hattiesburg and Gulf Park campuses.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students will achieve a score of 75 or better on the theoretical writing assignment required in CJ 325 (Criminal Justice Theory).

**Findings (2011-2012) - Target: Partially Met**
On the Hattiesburg campus, 69% (33/48) of students during the Fall 2011 academic term and 82% (32/39) of students during the Spring 2012 academic term achieved overall scores of 75 or better on the theoretical writing assignment required in CJ 325 (Criminal Justice Theory). CJ 325 was not offered on the Gulf Park campus during the 2011-2012 academic year.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**CJ 325 Writing Assignments (Faculty Evaluation)**  
*Established in Cycle*: 2010-2011  
Faculty who teach CJ 325 (Criminal Justice Theory) will assess (and collaborate on) the areas with which students most frequently...

**SLO 4: Critical Thinking Skills**
Students completing the program will gain the requisite skills for rationally assessing and critically thinking through varying situations in contemporary criminal justice professions and other areas of life as well.

**Related Measures:**

**M 6: CJ 325 Theory Exam**  
CJ 325 Theory Exam

Source of Evidence: Academic direct measure of learning - other
Target:
75% of students will achieve overall scores of 70 or better on the Final Exam in CJ 325 (Criminal Justice Theory).

Findings (2011-2012) - Target: Met
On the Hattiesburg campus, 79% (38/48) of students during the Fall 2011 academic term and 77% (30/39) of students during the Spring 2012 academic term achieved overall scores of 70 or better on the Final Exam in CJ 325 (Criminal Justice Theory). CJ 325 was not offered on the Gulf Park campus during the 2011-2012 academic year.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

CJ 325 Final Exam (Faculty Evaluation)
Established in Cycle: 2010-2011
Faculty who teach CJ 325 (Criminal Justice Theory) will assess (and collaborate on) the areas on the final exam where students m...

M 7: Ethics Project
Students will complete an ethical decision-making project required in CJ 482 (Criminal Justice Ethics), which requires students to examine the myriad of ethical issues and considerations that arise in criminal justice processes. The project will be graded on three major components (each comprising one-third of the grade): conflict classification, knowledge of potential solutions, application of principles.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will achieve a score of 75 or better on the ethical decision-making project

Findings (2011-2012) - Target: Not Met
On the Hattiesburg campus, 79% (57/72) of students during the Fall 2011 academic term and 68% (17/25) of students during the Spring 2012 academic term achieved scores of 75 or better on the ethical decision-making project in CJ 482 (Ethics). CJ 482 was not offered on the Gulf Park campus during the 2011-2012 academic year.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

CJ 482 Ethical Decision Project (Faculty Evaluation and Collaboration)
Established in Cycle: 2011-2012
Faculty who teach CJ 482 (Criminal Justice Ethics) will assess (and collaborate on) the areas of the ethical decision project wh...

SLO 5: Theoretical and ethical foundation
Students completing the program will gain both a strong theoretical and ethical foundation for the concept of law and justice administration within the framework of a constitutionally mandated process.

Related Measures:

M 2: Capstone Reflective Essay
Students shall submit, as part of the Senior Capstone Course Portfolio, a reflective essay evidencing knowledge and significance of the historical development, evolution, and structure of the contemporary criminal and juvenile justice systems. The students should include an explanation of how the portfolio materials contributed to the synthesis and analysis of their foundational knowledge. The essay will be divided into five sections: criminological theory, legal theory, juvenile justice, constitutional history, and ethics. Each section will be graded on four components (25% for each component: logic, structure,
knowledge and persuasiveness).

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of the students will achieve a score of 75 or better on the Theoretical (legal and criminological) and Ethics components of the reflective essay completed in the senior capstone course (CJ 435).

**Findings (2011-2012) - Target: Met**
On the Hattiesburg campus, 85% (17/20) of students during the Fall 2011 academic term and 83% (20/24) of students during the Spring 2012 academic term achieved a score of 75 or better on the Theoretical (legal and criminological) and Ethics components of the reflective essay completed in the senior capstone course (CJ 435). The senior capstone course (CJ 435) was not offered on the Gulf Park campus during the Fall 2011 academic term. In the Spring 2012 term, however, 100% (10/10) of students on the Gulf Park campus achieved an overall score of 75 or better on the Theoretical (legal and criminological) and Ethics components of the reflective essay completed in the senior capstone course (CJ 435).

**M 8: Exit Survey**
A written exit survey instrument will be administered at the time the student applies for graduation to assess whether the acquired level of theoretical and ethical knowledge provided a sufficient foundation for the career needs of the individual. Survey results shall be tabulated on an annual basis and compared with prior results. As with all other methods, comparison will occur between the Hattiesburg and Gulf Park campuses.

**Target:**
A satisfactory theoretical and ethical foundation for career or higher educational needs will be represented by a mean of 3.25 on the five point scale (1-5). Survey results shall be tabulated on an annual basis and compared with prior results.

**Findings (2011-2012) - Target: Met**
The mean score reported by students for the theoretical and ethical foundation for career and higher educational needs was 4.60 (n= 10) for the Fall 2011 academic term and 4.44 (n=16) for the Spring 2012 academic term; thus exceeding the satisfactory targets set at 3.25.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Encourage use of the Writing Center/Lab**
Students who have writing deficiencies will be required to visit the writing center and lab.

- **Established in Cycle:** 2005-2006
- **Implementation Status:** In-Progress
- **Priority:** High
- **Implementation Description:** Fall 2006.
- **Responsible Person/Group:** Faculty in writing intensive courses.

**Enhance Exam Preparation**
Instructor will spend more time prepping students on how to prepare for examinations, which was the primary cause of missing the target.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** In-Progress
- **Priority:** High
- **Projected Completion Date:** 01/31/2010
- **Responsible Person/Group:** Philip Carlan
Focus on theory and ethics principles
Course instructor will add extra lecture to focus specifically on how best to construct and explain principles of ethics and theory.

**Established in Cycle:** 2009-2010  
**Implementation Status:** In-Progress  
**Priority:** High  
**Projected Completion Date:** 01/31/2010  
**Responsible Person/Group:** Philip Carlan

**CJ 325 Final Exam (Faculty Evaluation)**
Faculty who teach CJ 325 (Criminal Justice Theory) will assess (and collaborate on) the areas on the final exam where students most frequently struggled. Efforts will then be made to reinforce these problem areas during lectures and review sessions.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Finished  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: CJ 325 Theory Exam | **Outcome/Objective:** Critical Thinking Skills

**Responsible Person/Group:** Lisa Nored (Director)

**CJ 325 Writing Assignments (Faculty Evaluation)**
Faculty who teach CJ 325 (Criminal Justice Theory) will assess (and collaborate on) the areas with which students most frequently struggle in the writing process. Efforts will then be made to reinforce these problem areas during class sessions, as well as encouraging the students to visit the writing center and lab.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: Theoretical Writing Assignment | **Outcome/Objective:** Written communication skills

**Responsible Person/Group:** Lisa Nored (Director)

**Writing Center**
Students will be made aware of the University Writing Center and strongly encouraged to use its resources.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: Capstone Reflective Essay | **Outcome/Objective:** Written communication skills

**Responsible Person/Group:** Lisa Nored (Director, School of Criminal Justice)

**CJ 482 Ethical Decision Project (Faculty Evaluation and Collaboration)**
Faculty who teach CJ 482 (Criminal Justice Ethics) will assess (and collaborate on) the areas of the ethical decision project where students most frequently struggled. Efforts will then be made to reinforce these
problem areas during lectures and review sessions.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Ethics Project | **Outcome/Objective:** Critical Thinking Skills

**Evaluation of Reflective Essay Writing Assignment**  
Faculty who teach CJ 435 (Organization and Management) will assess (and collaborate on) the areas with which students most frequently struggle in the writing process. Efforts will then be made to reinforce these problem areas during class sessions, as well as encouraging the students to visit the writing center and lab.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Capstone Reflective Essay | **Outcome/Objective:** Criminal and juvenile justice systems

**Responsible Person/Group:** Lisa Nored (Director)

**Analysis Questions and Analysis Answers**

**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**  
Undergraduate students within the School of Criminal Justice on both the Hattiesburg and Gulf Park campuses met all target goals pertaining to Oral Communication Skills (Objective 2) and Theoretical and Ethical Foundations (Objective 5). Moreover, students did not meet ALL goals pertaining to the other three objectives but did show marked improvement in the spring 2012 term (compared to scores from the fall 2011 term): (1) understanding of the Criminal and Juvenile Justice Systems (Objective 1, Measure 1), (2) written communication skills (Objective 3, Measures 2 & 5) and (3) acquisition of critical thinking skills (Objective 4, Measure 6).

**What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**  
Assessments on the Hattiesburg campus revealed that students within the School of Criminal Justice have the greatest room for improvement in the areas of written communication (Objective 3) and critical thinking (Objective 4). Students failed to meet the target goals for both semesters on the Structure component (grammar and mechanics) of the overall capstone reflective essay (Outcome 3, Measure 2) and the ethical decision-making project (Outcome 4, Measure 7). Students also showed some weakness pertaining to a broad understanding of the Criminal and Juvenile Justice Systems (Objective 1) as measured by the Constitutional History and Juvenile Justice portion of the capstone reflective essay (Outcome 1, Measure 2); students barely met this target goal for the fall 2011 semester but then actually failed to meet the target goal in the spring 2012 semester. In order to address this weakness and motivate improvement, faculty who teach CJ 325, CJ 435 and CJ 482 will assess (and collaborate on) the areas with which students most frequently struggle in the respective writing and critical thinking areas. Efforts also will be made to reinforce these problem areas during class sessions, as well as encouraging students to visit the writing center and lab.

**Annual Report Section Responses**

**Program Summary**  
During the current assessment cycle, graduates of the criminal justice baccalaureate program continued to rate the program highly regarding knowledge attained and preparation for the workforce. Moreover, and despite the challenges associated with being down four faculty lines (for the second consecutive year), the School of
Criminal Justice continued to well serve its undergraduate students and the University community as a whole. On a positive note, the School concluded a successful search for a new faculty member, which most certainly will improve the quantity and quality of services rendered by the School. Additionally, the relevance and competitiveness of the undergraduate curriculum is closely monitored by the faculty, and assessment measures are actively incorporated to maximize the learning experience. As customary, the School also continues to implement and adhere to action plans in areas identified as improvable.

**Continuous Improvement Initiatives**

The School continues to embrace its guiding principle that quality instruction is the path to long-term success; and consistent with that mission, the School continues to select (including one tenure-track position) and make good use of quality full time and adjunct faculty members, as well as mentor and incorporate graduate teaching assistants. The School also proudly completed a successful faculty search during this past year. Moreover, the School of Criminal Justice continues to see its undergraduates acquire good jobs at the local, state and federal levels, even during a time of high unemployment around the State and nation (including positions with prestigious organization such as the FBI). Our graduates also continue to perform well when pursuing continued education in graduate school or law school. The School also continues to focus on initiatives which enhance the college experience and improve retention probabilities, which include but are not limited to: (1) active commitment to Preview sessions, (2) working closely with the Admissions regarding private enrollment appointments, as well as general tours for prospective students and parents of the facilities, (3) oversight of pre-registration and advisement windows by full time faculty, and (4) consistent office hour availability which, more often than not, far surpasses the requirements of other departments on campus.

**Closing the Loop**

The School of Criminal Justice made numerous revisions to the criminal justice baccalaureate assessment plan in 2010-2011; and as a result of this continued dedication to the evaluation process, received its third consecutive "commendable" rating. No changes were made to the assessment plan for 2011-2012, but several initiatives were implemented to address deficiencies which persisted in two major areas: written communication (Objective 3) and critical thinking (Objective 4). First, actions plans were constructed for both the (1) Constitutional History and Juvenile Justice and (2) Structure Components sections of the reflective essay composed in the senior capstone course (CJ 435). Second, action plans remained in place to monitor (and address) the written communication and critical thinking problems which were detected in Criminal Justice Theory (CJ 325); however, the School is optimistic regarding the effectiveness of these action plans because students actually met these target goals within one year (spring 2012) of the implementation of the new action plans. Lastly, new problems were detected regarding the critical thinking skills of students completing the Ethics Project (in CJ 482); the School implemented new action plans for 2012-2013 in hopes of remedying this problem, as was done in 2011-2012 for the problems in Criminal Justice Theory (CJ 325).