## Section-I  Mission Statement, Goals and Objectives

1.a: Mission and Goals  
Goals are adequate and represent a nice balance between the academic and the applied. Committee members were impressed by the level of service – especially community service – performed by the faculty.

1.b: Goal Alignment  
The committee unanimously agreed that all CJ program goals are in alignment with the overarching goals of IU East.

1.c: Goal Monitoring  
The ability to monitor goals appeared to be well established. The two primary mechanisms (Yearly Faculty Activity Reports and Program Learning Outcome assessments) are both adequately used to monitor program and campus goals. The committee was also impressed with the SAFARI document. It would appear SAFARI is an excellent means of counting activities performed by the CJ faculty.

## Section-II  Program Resources

2-1.a: Faculty and Staff  
The committee was impressed by the quality of both the full-time and part-time faculty. Full-time faculty are knowledgeable, dedicated, and truly committed to their students. They all come from highly ranked schools in the areas of Criminology/or and Criminal Justice. Adjunct faculty come from the same high quality graduate institutions. Many adjunct faculty also bring in their real-life experience as practitioners in the CJ field. This program has received several national recognitions.

2-1.b: Instructional Quality  
All CJ faculty and staff are actively taking additional training in programs offered through their Center for Teaching and Learning, especially online Quality Matters Training. It is important to note that this training is time consuming and very involved. The faculty and staff should be commended for their continual participation in this and other continuing education programs. This shows they are committed to active learning in their classrooms.
One senior faculty member in the department, in particular, also serves as an Online Lead Faculty member in order to assist the other faculty and staff in the development and implementation of online classes. She is an excellent resource!

2-1.c: Faculty Staffing

The CJ program has four full-time faculty and six primary adjunct faculty. All in all, these folks are doing an outstanding job of supporting their students, both in and out of the classroom. Regarding full-time faculty, there was a concern by the committee that they are overextended. The expectations of their teaching, service and research loads may prove to be a burden to the faculty if that is not already true. Despite this, all of these faculty are doing an outstanding job in all three areas. This is a testament to their exceedingly high level of professionalism and dedication to their students. Their load of service, teaching, and research is well above what is expected at institutions of similar stature and size.

The committee felt that there was a need for additional faculty. As it stated in their report, “As of the spring semester 2015, the ratio of Criminal Justice students to full-time faculty was approximately 39:1. This ratio is higher than the overall campus ratio at IU East of 15:1.” A ratio like 39:1 is untenable and needs to be addressed. For the quality of the program and for stability it would make sense to add tenure track faculty. Their enrollments would suggest they can afford this additional faculty line.

<table>
<thead>
<tr>
<th>Course Headcount</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td>388</td>
<td>491</td>
<td>460</td>
<td>459</td>
</tr>
</tbody>
</table>

2-1.d: Support Staff

The HSS Advising office is comprised of four (4) full-time student advisors and one administrative assistant. The Criminal Justice Program has an advisor assigned to complete course advisement for all Criminal Justice students.

The full-time (professional) advisors are a helpful and add a much needed component to this program. They seem to be extremely knowledgeable and helpful, especially for adult transfer students (which can be complicated for advising). The advising hold implemented every semester is an outstanding idea. This ensures that students are constantly in touch with advisors during their time at IU East.

Administrative assistants are adequate as well.

2-1.e: Faculty Teaching Load

Teaching load is 3-3 for full-time faculty and 4-4 for adjuncts. The committee was split on whether those were reasonable expectations. One member felt it was a very “heavy” load but the 3/3 and 4/4 model is what is typically used within the IU system. The use of “shells” for online
learning is a vital tool for adjuncts. This gives adjuncts a nice structure to use for their course, but still gives them some autonomy with specific assignments and activities they want to include in their course.

The use of student/classroom assistants for larger sections of courses needs to continue. This will help an overburdened faculty.

2-1.f: Faculty Scholarship Involvement
The committee felt that the amount of scholarship produced by the CJ faculty was impressive. The faculty in this program have set a goal of 1 publication per year. This is a lofty goal given their teaching and service requirements as well. Despite this, the faculty are meeting, and for some, exceeding this goal.

| Practitioner publications, newsletter, book review | 3 | 5 | 6 |
| Participation in professional conference (presentation or attendance) | 1 | 0 | 0 |
| Serving as a reviewer (textbook, peer-reviewed article or practitioner publication) | 9 | 11 | 8 |
| Giving a Brown-Bag Lecture (campus-based or community-based) | 2 | 2 | 1 |
| Giving a colloquium or invited lecture | 1 | 3 | 5 |

2-1.f: Faculty Service Involvement
The committee was impressed by the level of services performed by the faculty. Full-time faculty serve on quite a high number of school, university, and other committees. It is very important to note, that full-time faculty are also highly involved in several community projects (i.e., data analysis for Indiana counties, community organizations, etc.). This “outside” involvement maintains a vital link to the local community. This may help to facilitate future civic engagement by the students in the program.

One suggestion would be to provide some indications of service with clear impact and significance. So rather than merely listing service activities it would be helpful to provide information on the impact of those activities.

2-2.a: Physical Facilities
There appears to be adequate spacing in all labs, classrooms, and facilities.
2-2.b: Technology Infrastructure
IU East has excellent technological infrastructure.

2-2.c: Equipment Inventory
The committee had no concerns about the equipment available to faculty and staff.

2-3.a: Budget
The budget model, especially money from online classes, seems to work very well for this program and HSS, in general. The Dean of HSS is exceedingly willing to fund professional development, as well as unique experiences for HSS students in CJ and other majors.

2-3.b: Enrollment and Retention Budgetary Contribution
Currently, the CJ program has steady enrollment and credit hour growth. Again, the use of online courses has helped to balance and sustain budgets. The department and Dean seem very willing to use the HSS budget for retention and student engagement.

2-3.c: External Funding Sources
The CJ program is currently looking at several different ways to secure external funding. Currently, they are developing a minor in Ethnic and Minority Diversity. The committee would encourage faculty to continue to seek outside funding via grants. It would be most beneficial for faculty and staff in the CJ program to work in collaboration with each other and maybe to involve local criminal justice and social service agencies. Such a collaborative approach would broaden grant opportunity.

2-4.a: Library Resources
The committee had no concerns about the library resources available to faculty and staff.

2-4.b: Library Technology
The committee had no concerns about the library technology available to faculty and staff.

2-5.a: Instructional Programs-Curriculum
There is an adequate variety of course offerings in the three key CJ areas of police, courts, and corrections. The CJ program also offers foundation courses in theory, methods and statistics. There are also substantial offerings in law, civil rights, CJ management & administration, and ethics and diversity. The CJ program also offers senior seminars and internships. The CJ curriculum covers all of the necessary criminal justice content areas as compared to other CJ programs across the U.S. The use of online courses has helped to give CJ students more flexibility when, where, and how they take their classes, which in turn has helped keep enrollment steady.

2-5.b: Ongoing Curriculum Revision
The committee felt that the CJ faculty have a very sound and successful curricular revision process. Curriculum revision appears to be an ongoing process in the CJ program. The committee would encourage the CJ faculty to continually expand their CJ offerings in the future.
They may want to consider including some more interdisciplinary electives from Psychology, Political Science (although they already offer courses), Philosophy, etc.

The CJ program successfully monitors student progress via assessment data. Evidence of how this process works can be seen in their revision of the CJUS K300 course to include CJ specific topics and problems.

2-5.c: Advising and Mentoring
It appears that the use of professional advisors in the CJ program is a very successful model. The fact that these folks are discipline-specific is crucial, plus students have access to them all year round on a full-time daily basis. The professional advisors seemed extremely knowledgeable, approachable, and focused on student success. Communication between CJ faculty and professional advisors helps to continually improve course offerings and make faculty aware of any recurrent issues.

The committee was also very impressed with how these professional advisors would bring to the attention of full-time CJ faculty exceptional students, who then had the option of working with faculty mentors. This type of faculty mentoring is especially crucial for the students who want to pursue an advanced degree, and even those who want to work in the field.

2-5.d: Course Scheduling
The rotation of courses appears to be adequate. Having a specifically laid out rotation of courses really helps students to plan their schedules instead of guessing and hoping that a course will be offered. In addition, the CJ program has a nice balance of in-person, online, and hybrid courses that they offer every semester. The department chair earnestly seeks out faculty input regarding course offerings and scheduling.

2-5.e: General Education Course Offerings
The CJ program also offers two general education courses (P100 and P200). Additionally, a third course, CJUS K300, has also been requested. There appears to be no specific issues with continuing this rotation.

2-5.f: Co-curricular Student Activities
The CJ program has an extracurricular club with Political Science. They also offer their students membership in Alpha Phi Sigma. A recent trip comprised of both Political Science and CJ students was taken to Washington DC.

2-6.a: Program Assessment
The CJ program actively uses both direct and indirect assessment tools. They recently (2015) reworked their assessment data collection. They are also contemplating the use of different methods to collect assessment data for the program (an electronic survey instrument). Their benchmark for program success is a 70% in the proficient progress category or above on both the common exam (GE) and the senior exit exam (CJ student specific). They also collect data via a senior exit survey. It is important to note that all faculty, including adjuncts, participate in the CJ program assessment process. This is unique and I believe that it encourages accountability, both
at the individual level and the department level. Getting more faculty involved in assessment is difficult, but crucial for the success of any program. CJ program has also made great strides in increasing the sample size of students completing assessment information (from 2013-2015). The CJ program needs to continue their current assessment plan in order to decide if future changes need to be implemented. Their focus on longitudinal data collection will assist with this.

The committee would encourage the CJ faculty to assess majors at other points in the program instead of waiting until the end. It might provide insight as to where problems crop up in the program. For example, perhaps some students are not learning what they need to in lower level courses, struggling as they progress due to the lack of knowledge, and then never making it to the senior course. Only testing students in the senior course would miss the issues with students who never make it that far.

2-6.b: Assessment-based Program Revisions
The program has recently changed both assessment procedures and assessment instruments. As a result, the percentage of CJ students meeting Program Learning Outcomes has dramatically increased from 2013-2015. This shows that department changes in assessment have been effective in “closing the loop.” The committee encourages the CJ program to continue to examine the possible difference in learning outcomes between online and in-person courses and across types of faculty member.

2-7.a: Outreach and Community Involvement- External Constituencies
As mentioned previously, the CJ program faculty work on a variety of service/professional projects for the Richmond community and beyond.

2-7.b: Publicity and Marketing
The CJ program actively sends out mailers (i.e., direct marketing) to prospective students, practitioners, and community organizations. Continued collaboration with external affairs will help publicize the CJ program. Internally, the CJ program actively emails students regarding department events and activities.

2-7.c: Professional Association Involvement and Community Organizations
Full-time faculty and adjuncts are participating in all of the appropriate CJ and Criminology specific local, regional, and national organizations. They are fully committed to getting their students more involved in these activities. Given the composition of their student population, the lack of participation in professional organizations is understood (and typical). The CJ program has an active chapter of Alpha Phi Sigma, which is the CJ student honor society. One suggestion for increased participation in this society might be for IU East to assist students with the hefty initiation fee of $50. Maybe HHS could pay half or the entire Alpha Phi Sigma fee for qualified students or purchase some graduation regalia for these students (i.e. honor cords). They may also try an initiation ceremony/end-of-the-year party honoring these students.
2-8.a: Program Strengths
The CJ program has a variety of strengths. The faculty and staff are extremely dedicated and hard working. They seem to be able to manage a very demanding teaching, research, and service load. They have a very strong online component to their program. Their curriculum offers a nice balance between the academic side of CJ and the applied side. The CJ program continually strives to give their students unique academic experiences and they are succeeding. The professional advising portion of the program is extremely important for students as well. The chair has very strong leadership skills and seems genuinely interested in involving his entire faculty in programmatic decisions. Their research productivity is also impressive given their teaching and service loads.

2-8.b: Areas for Improvement
The CJ program needs to continue to address recruitment and retention. This is difficult for all schools and programs. They do need to focus more specifically on alumni outreach and obtaining information on their alumni. The committee is aware how challenging this can be. Program assessment strategies are moving in the right direction, but much more data is needed in this area to make lasting curricular changes. As mentioned earlier, the committee would encourage implementing assessment that could identify issues in students before the senior year. This could help improve retention and student success.

They may also want to consider developing more certificate programs to attract working professionals who just need certification rather than a master’s degree. The committee would encourage the consideration of launching joint programs with other regional campuses. If they are able to secure another faculty line they may want to think about adding in some “forensics-based” courses as well.

2-8.c: Key Issues Facing the Program
The committee agreed that the most important issue for the program is a need to increase the number of resident faculty. The ratio of faculty to students is high and an increase in faculty would allow more flexibility in the CJ program. CJ definitely needs another faculty line or two to continue the excellent work that is being done in their program across teaching, service, and research. The necessary senior faculty are in place and can serve as outstanding mentors to new hires. More full-time faculty will help to expand the CJ curriculum as well as alleviate some of the service demands on current faculty.