



Degree Program Academic Review

Lake Superior State University

Review for the following Degree Program:

Bachelor of Science – Criminal Justice,
Generalist

May 2014

Comment [dmm1]: The School is to be commended on their timely submission of this Program Review on the CJ Generalist Program. Thank you.

I. Mission/Vision/Strategic Plan

It is the mission of the Criminal Justice/Fire Science/EMS program faculty and staff to provide an atmosphere where advanced critical thinking skills are promoted, to provide students with the highest quality educational experience, to become appropriate role models for students with added emphasis on work ethic and professionalism, to facilitate student short and long term goals through advising, and to assess the academic outcomes of the program.

The Bachelors of Science Degree, Criminal Justice Generalist is designed to provide a comprehensive background in the areas of the criminal justice field, affording students to augment the degree with a specialized minor. Specialized minors can include Corrections, Law Enforcement, Homeland Security, and Institutional Loss Control. Students can also pursue an Associate's Degree in the areas of Corrections, Law Enforcement, and Homeland Security.

The generalist degree is particularly marketable to students who are off campus (with regional centers in Escanaba, Gaylord and Petoskey, MI). The generalist degree can be delivered via distance format to students who have associate degrees in criminal justice and are located near a community college (where they will finish their elective and general education requirements). The criminal justice generalist degree is also being delivered to active police officers in Ontario via a combined effort with Sault College. These officers (primarily Ontario Provincial Police officers) have their courses provided to them via online classes and independent study.

The generalist degree program attracts considerable interest from Canadian students, more specifically students from Sault College in Sault Ste. Marie, Ontario. The School of Criminal Justice/Fire Science/EMS has a working relationship with the College, where considerable transfer credits are accepted and students are transitioned into the final year or two years of the degree. The degree offers foreign students an opportunity to gain a marketable degree attained at an American postsecondary institution. This opportunity is vital for student attainment and retention, expanding the School and LSSU reputation as an advanced leader in criminal justice education.

Moreover, the generalist degree program prepares graduates for advancements in career mobility. It attracts considerable interest from individuals currently working in the field of criminal justice and are interested in obtaining a bachelor's degree to advance.

The generalist degree also attracts interest from students who wish to pursue graduate school, particularly in a growing field of criminal justice which has seen exponential growth at the Masters level across Michigan and the United States, and emerging emphasis at the doctoral level. This is particularly important for the School of Criminal Justice/Fire Science/EMS because while it maintains its status as practitioner based program offering specialized areas, it also provides the foundation and opportunity for continued educational interest. Students afforded advanced critical thinking and scholastic standards to prepare them for possible graduate goals later.

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Comment [OU2]: For what purpose?

Comment [OU3]: Meaning?

Comment [MEW4]: Are these 2+2 programs?

Comment [OU5]: If they have associate degrees, then it does not matter where they are located.

Comment [dmm6]: I do appreciate that this is just the introduction, and it may appear later, but do you present data on this enrollment?

Comment [dmm7]: Do you give these enrollment figures later?

Comment [p8]: Can this be validated? Is there data or a reference?

Comment [OU9]: How does this fit with the mission statement?

Comment [MEW10]: Third time - I'll be looking for data to support claim.

Comment [dmm11]: Do you quantify this interest later?

Comment [p12]: There should be a note that this degree allows students a wider option of classes than the other degrees and therefore helps transfer students and those with prior learning, complete a degree.

Comment [OU13]: Data for those who are working on a bachelor?

Comment [MEW14]: Data? How many LSSU students go on to graduate school?

Comment [dmm15]: And again, do you assess and quantify graduate student success for your program graduates? Is there differential performance gains, and grad-school successes, for graduates of this program over the many other options you have?

II.

Productivity

Data has been taken from Argos, a program that provides statistical tracking in areas of ACT scoring, GPA, graduation rates, student retention, demographic variables and time to degree. While the data is useful for analysis, caution is warranted because it does not take into account all aspects of review, which will be discussed.

Comment [OU16]: Relevance?

With regard to student retention, the report follows the semester by semester enrollment of a single freshmen cohort group tracking how many semesters they (1) stay within a certain program and (2) stay at Lake Superior State University with a final graduation rate. This report only follows new freshmen or transfers that came in at a defined fall semester. Also, the semester tracking does not include summer semesters.

Comment [OU17]: Meaning?

For Fall 2010, there were 14 freshmen registered for the Criminal Justice – Generalist Degree program. The following semester this dropped to four students, accounting for 10 students who transferred into a different track. Of note, for the same freshmen cohort of Fall 2010, Criminal Justice Law Enforcement Associate track started with two students and then increased its count the next semester to 26 students. Most of the Criminal Justice-Generalist Degree students did not transfer out of the School of Criminal Justice, Fire Science & EMS to another school, but rather shifted from the generalist track to a more specialized track in that time. Given that the Law Enforcement Associate track gained 24 students and the generalist track lost 10, it can also be noted that this was a similar trend across other tracks within Criminal Justice. Of particular interest is that Criminal Justice- Law Enforcement Certification track started off with 14 students and then went down to one the following semester. These numbers suggest that for this cohort, a significant shift (drop) happened in the second semester for almost all tracks with the subsequent significant shift (gain) to the Criminal Justice- Law Enforcement Associate track.

Comment [b18]: The data is helpful here and in the following paragraphs. It might be easier to follow if the data could be put in a table or graphed.

For the freshmen cohort term of Fall 2011, there were eight students registered for the Criminal Justice – Generalist track. This number sustained itself the next semester, with a drop of five for the third semester. The fourth semester maintained that number of three students. It increased to four for the fifth semester, and sustained that count for the sixth semester. This cohort had 18 students registered for the CJ- LE Certification track in the first semester, dropped to 13 in the second semester, down to three the third semester and culminating into one student the sixth semester. For this cohort, gains were made in the CJ-LE Associate track in the third semester, moving from three to 12. The numbers from this program suggest that there is a gravitational pull for most of the tracks toward the CJ-LE Associate track which is consistent with the Fall 2010 and Fall 2011 cohorts.

Comment [dmm19]: This is an excellent summary of the trends, and could be used as findings in your program assessment plan if you had a program outcome relative to "preparing well qualified professional law enforcement personnel ready for the street or graduate school."

Once you have a finding like this the question is how you will use this information to guide changes, and to monitor how those changes impact enrollment in the next year(s).

Comment [dmm20]: You are reporting attrition from the BS Generalist to the AA Law Enforcement tracks? Do you see these AA grads return later for their online BS degree – is that an area for program growth?

These are interesting and impactful findings from your analysis of the enrollment trends. Do you have a program outcome relative to preparing graduates who are ready for professional service – and would you count those AA-LE graduates as successes?

For the Fall 2012 freshmen cohort, the CJ- Generalist track started with eight students, dropped to six in the second semester and then to three in the third and fourth semesters. The CJ-Law Enforcement certification track started with 19 students and then dropped to eight in the second semester, and then down to four for the third and fourth semester. Similar to the Fall 2010 and Fall 2011 cohorts, the Fall 2012 freshmen cohort shows a shift away from other Criminal Justice tracks to the CJ- Law Enforcement Associate track. The Fall 2013 freshmen cohort had three

Comment [p21]: This may be easier to follow if the enrollment data was transferred to a graph or table. You could then also include the other programs to show where the students went to.

students registered for the CJ- Generalist track and that went down to one for the second semester.

These numbers are drawn from the data from Argos program. However, they are somewhat misleading because they do not account for transfer students which for the CJ-Generalist track comprise to 10-15 average students, and Canadian students, which comprise on average another 10-15 students.

Comment [OU22]: It would seem to be that the conclusions across all the years would be most helpful, and one potential conclusion would be that the separation of program focuses works against the success (aka grad rate) of the overall program.

This is found to be particularly relevant in the numbers shown by Argos section on degrees granted by program. The CJ-Generalist track had four graduates counted in 2010-11; 17 graduates in 2011-12; 26 graduates in 2012-13; 34 graduates in 2013-14; and seven for 2014-15. The latter number is misleading because these are only those that have applied for graduation for December. Last month alone, there were ten Canadian students added to that list, which would mean that number would move from 7 to 17, with even more to follow given the increase in Canadian student enrollment for the CJ-Generalist track and the steady growth in transfer students from Escanaba, Gaylord and Petoskey.

Comment [OU23]: A graphic or spreadsheet might be more helpful in portraying this data.

Comment [p24]: Date?

From an internal assessment within Criminal Justice, the Criminal Justice- Generalist degree is the second most popular next to Law Enforcement Certification. The Generalist degree has 51 students in Spring 2014. This figure accurately reflects transfer students from regional areas, and Canadian students. Hence, this must be taken into consideration to afford a comprehensive overview of the track's appeal and sustainability.

In terms of demographics, 95% of students in the CJ-Generalist track are from Michigan; however, many within this track are transfer students from Escanaba, Gaylord, and Petoskey, and the remaining sector comes from Canadian transfer students. In terms of ACT scores, from 2010-2014 according to Argos data, students in the CJ-Generalist track averaged 20.4. The minimum average over that same period for ACT scoring was 14.4. The lower figure is acknowledged because some students within the program come from the county; the School of CJ/FS/EMS also functions as a community college, and are able to gain entrance with lower scoring.

Comment [dmm25]: Is there a growth potential in Alpena, Iron Mountain or Gogebic, ect?

Comment [MEW26]: ??

Comment [drf27]: Minimum average? What does this mean?

Comment [OU28]: For LSSU as a whole?

Comment [drf29]: Students?

Comment [MEW30]: Local students are not as well prepared?

Comment [MEW31]: I don't think you have this data.

The CJ-Generalist track shows a strong case for program growth and investment. It generates more revenue than expense particularly since its appeal is emphasized on regional and Canadian transfer students, which bring in external revenue to the program and LSSU. The program has favorable operating expense comparison with peers and comparable units because there is minimal cost above and beyond the costs for instructors to teach.

Comment [dmm32]: The institution did not provide this data for the programs, what information were you able to find to support this claim?

III. Demand

As of January 15, 2014, Lake Superior State University showed an enrollment of 2,290 students. While there appears to be a decline in other programs, the Criminal Justice program remains, not only popular in terms of enrolment, but the largest within the school of Criminal Justice/Fire Science/EMS, and specifically the university. The Criminal Justice program has 261 current students, down by only nine since the Fall, up by two students since Spring 2013, and down by 16 students from Fall 2012. Taking into consideration attrition through graduation, the Criminal Justice program continues to show strong demand from students within the state of Michigan, outside the state of Michigan, and Ontario.

As of Spring 2014, the Criminal Justice program hosts 262 students out of 384 (or 68.23%) of the body of the School of Criminal Justice, Fire Science/EMS. By way of contrast, the Criminal Justice program is the largest program at Lake Superior State University, leading its next program competitor of Business Administration by 36 students, Nursing by 117 students, and Fisheries/Wildlife Management/Fish Health by 153 students. By way of contrast, the Criminal Justice program is larger than the entire School of Biological Sciences which hosts eight programs; larger than the entire School of Physical Sciences & Department of Geology & Physics which host 11 programs, and the entire School of Engineering & Technology which hosts seven programs. Specifically, the Criminal Justice program accounts for 11.44% of the entire student body at Lake Superior State University. The Criminal Justice program continues to be marketable to students through consistent and large enrollment, and serves as a cornerstone for total enrolment campus wide.

From an internal assessment within Criminal Justice, there are eight specific degrees offered. The Criminal Justice Generalist degree is the second most popular next to Law Enforcement Certification. The Generalist degree has 51 students in Spring 2014. While there has been some concern over whether it should be eliminated, such an argument does not validate the strong support it shows through student enrolment. The Generalist degree has more students in it than Corrections (20), Criminalistics (13), Public Safety (6), and Loss Control (1) combined. Further, the Generalist degree at 51 students has maintained a consistent level of popularity, maximizing the Criminal Justice discipline, the School, the College and LSSU's enrollment.

By way of comparison, the Generalist degree in itself has more students than the entire Department of Political Science (30); is larger than six of seven degrees in the School of Engineering & Technology; is larger than four of five programs in the Department of Sociology & Human Services; is larger than any of the five programs in the School of Education; larger than any seven programs in the School of Mathematics & Computer Science; larger than any of the three programs in the Department of English & Communication; larger than any nine programs in the Department of History, and Humanities/Arts; and larger than any of the 11 programs in the School of Physical Sciences & Department of Geology & Physics.

Comment [p33]: Focus should be on how sought out this degree is. There could be discussion on the benefit to practitioners without degrees and to Canadian students with the Police Foundations associate degree from Ontario.

Comment [OU34]: It does not seem that the demand question has to do with student enrollment but more in terms of what does it mean for the local and broader employment potential.

Comment [MEW35]: Not a part of this review.

Comment [drf36]: How many transfer students into the program are there?

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Comment [MEW37]: Not a part of this review.

Comment [MEW38]: You should be discussing the program under review....not the entire CJ program.

Comment [OU39]: Is there a reason for these individual degrees?

Comment [dmm40]: A true statement perhaps, and entertaining to draw comparisons, but the key will be to use your enrollment data in building a case to support the changes needed to help your program advance further.

Comment [MEW41]: You could just say it's the 7th (or whatever) largest program of the 105 LSSU offers.

Lake Superior State University, as the smallest of Michigan's 15 public universities relies heavily on student enrollment (recruitment and retention) for continuance, and the Criminal Justice program has a record of consistency and marketability.

Comment [MEW42]: So what percent of all the CJ students in MI come from LSSU - in any given year?

The program is not a technical or vocational program. Therefore, there is no "track" which automatically leads to employment. The Bachelors of Science Degree, Criminal Justice Generalist degree provides students with notable skills needed to facilitate entry into the field. The program introduces students to critical thinking, writing, communication skills, organization and structure, research and analysis, and opportunities for growth and advancement in careers within the field.

Comment [OU43]: Fit with demands ? Not clear how this applies.

Comment [dmm44]: It would be very useful to have a tabulation of what are graduates of this specific program doing? This would be an essential finding of a program outcome relative to preparing graduates for work and advanced study.

The Criminal Justice- Generalist degree requires 44-45 credit hours of departmental requirements, including CJUS 101 Introduction to Criminal Justice, which teaches the fundamental overview of police, law and the courts; CJUS 102 Police Process, which offers techniques of administration which apply to criminal justice organizations; CJUS 110 Introduction to Corrections, which assesses the history and philosophy of correctional policy and the need for correctional reform; CJUS 321 Ethical Issues in Public Safety, with emphasis on the role of practitioners and relations with the various publics; CJUS 345 Statistics & Design for Public Safety, which introduces research methodology and applied statistics, affording skills needed in the field; and CJUS 401 Senior Seminar, a capstone course which leads students through the process of creation of a research model, theory development, primary research and data analysis, and emphasizes writing and presentation skills which are crucial for entry into many of the occupations in the criminal justice field.

Comment [dmm45]: A curriculum map showing what programs use each course in the CJUS category could be a useful tool for evaluation. What are the differences which provide distinction between and define each BS program?

There continues to be significant present and anticipated future demand for this program as measured by market demand for graduates, and the marketability of the program. The Criminal Justice Generalist degree provides an ideal and tangible academic achievement that improves student opportunities for employment and advancement within the field. While many of the program's graduates are working in law enforcement, corrections and related fields, some accept positions within the federal government (FBI, DEA, US Customs, etc). Graduates are also finding careers with private security firms, criminal laboratories, private practice attorneys, and education. Dr. Paige Gordier, Dean of College of ALSS and Emergency Services is an alumni of LSSU's Criminal Justice program, which demonstrates varied occupational attainment with a criminal justice degree.

Comment [dmm46]: Can this be quantified, or validated through any external measures or sources?

Comment [OU47]: Employment data? .

Comment [MEW48]: Data source?

There have been tangible measures of employment with our graduates. These include but are not limited to Clayton Graham, Probate Judge for Mackinac County, MI; Scott Strait, Sheriff of Mackinac County, MI; Steve Nusbaum, Immigration and Customs Enforcement Headquarters, Office of International Affairs in Washington, DC; Joel Postma, FBI agent, Detroit, MI; Michael Bitnar, Chippewa County Undersheriff; Robery Marchand, Sault Tribal Police Chief; Joe Micolo, Kinross District Police Chief; and Tony Fazarri, US Customs Deputy Chief.

Comment [MEW49]: What does this mean?

Comment [MEW50]: These are all CJ-Generalist degreed?

Employers of criminal justice graduates include but are not limited to Bureau of Immigration/Customs Enforcement; Bureau of Indian Affairs; Canada Customs & Revenue Agency; Coast Guard Investigative Service; Department of Justice - US Marshals; Department of Attorney General; Department of Defense; Department of Homeland Security; Department of

Comment [drf51]: Do the people who are listed have this specific degree? (this paragraph and that above)

Comment [dmm52]: Are graduates of the generalist program eligible for these jobs?

Natural Resources; Drug Enforcement Administration (DEA); Federal Bureau of Investigations; Federal Bureau of Prisons; Environmental Protection Agency (EPA); Michigan State Police; Michigan State Police Crime Labs; Ministry of Public Safety & Security; Ontario Provincial Police; Royal Canadian Mounted Police; United States Marshals Service; and U.S. Customs.

Comment [MEW53]: Ditto...all CJ-Generalist degrees?

Nationally, employment of police and detectives is projected to grow 5 percent from 2012 to 2022, slower than the average for all occupations. Continued interest for public safety will lead to new openings for officers; however, jobs may be competitive, depending on location. By way of contrast, employment of security guards and gaming surveillance officers is projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. Overall job opportunities should be excellent, especially for security guards. A related occupation within the field entails employment of private detectives and investigators is projected to grow 11 percent from 2012 to 2022, about as fast as the average for all occupations. Demand for private detectives and investigators will stem from security concerns and the need to protect confidential information. Strong competition can be expected for jobs. <http://www.stats.bls.gov/ooh/protective-service>

Comment [OU54]: Are we preparing students for the broader employment potential?

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It is contended stronger marketability for job applicants are those who attain advanced education/degrees (at the Bachelor's level) as well as graduate level for upward mobility within the field. The criminal justice generalist degree offers a degree to improve marketability for job applicants, advanced skills that can be applied through varied roles within the field, as well as option to return to academia to pursue graduate degrees later.

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The Michigan Department of Energy, Labor and Economic Growth Bureau of Labor Market Information and Strategic Initiatives shows that in Michigan, employment of criminal justice related workers shows considerable strength. For example, Police and Sheriff's patrol officers account for 17,210 positions and is projected to grow to 17,920 from 2008 to 2018, accounting for an increase of 4.1%. The average annual openings for this area of the criminal justice field in Michigan total 515 positions. Projected growth over the same 10 year period is expected to be 13.6% for private investigators, 9.4% for detectives and criminal investigators, and 3.6% for first line supervisors for police and detectives. http://milmi.org/admin/uploadedPublications/713_occ_g33.htm

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Comment [dmm55]: Are graduates of this program eligible for these jobs?

With specific regard to criminal justice and law enforcement teaching in Michigan, statistics show an increase of 7.6% of projected growth in employment. These account for occupations that have individuals teaching courses in criminal justice, corrections, and law enforcement administration. The national employment for this occupation is 12,610 with a rise in employment of 2.7% and a mean annual wage of \$62,750. <http://www.bls.gov/oes/2009/may/oes251111.htm#nat>

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Comment [MEW56]: Different degree.

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Comment [dmm57]: Are graduates of this program eligible for these jobs?

These include both educators who are primarily engaged in teaching and those who do a combination of both teaching and research. Teaching requires advanced academic credentials (from Bachelor's to terminal degrees) and demonstrates an added and growing sector of the field for criminal justice students who use their educational attainments for upward occupational mobility.

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IV.

Quality

The program has four full time faculty members, three of which have doctoral degrees and a fourth who is ABD status. All faculty members in the program have experience in the field as practitioners to varying levels (from law enforcement to criminologists), significant teaching experience, and research and publication records. These provide students with strong mentorship and experience to augment classroom instruction.

Dr. Aaron Westrick has developed and taught university and academy courses and seminars in criminal justice, sociology, tactics, and use of force and police procedure for the Macomb Police Academy, Oakland Police Academy, MI, and Michigan State University. Along with 30 years of law enforcement experience, Dr. Westrick is the principal consultant for Ballistic Armor Research Group, LLC, which specializes in government consult regarding armor research projects since 1997. His upcoming book on use of force and body armor will be released in 2014.

Professor Herb Henderson is a full time faculty member and active Police Sergeant with the Sault Ste. Marie Michigan Police. He has taught over 10 years, helping to develop and augment curricula in the criminal justice program to meet the needs of Law Enforcement, Corrections, Private Security, and Educational Employees. Specialized courses include but are not limited to: Crime Prevention, Criminal Investigation, Criminalistics, Crisis Intervention and Deviant Behavior, Evidence Identification and Collection for Patrol Officers, Gang Identification, Riot Response in Corrections, Surveillance, and Weapons of Mass Destruction-Response. Professor Henderson is also the MCOLES Director, one of only a few police academies in Michigan.

Dr. Frank Tridico has taught over 100 courses over 16 years at various institutions, is one of the country's leading researchers on far right organizations and hate crimes, started one of the earliest university courses on hate crimes in the country, and has a strong editing and publishing record. He will have two books published in 2014.

Dr. Jude Rariden brings a decade of teaching and administrative experience and over 30 years of field experience in law enforcement to the program. Collectively, all four faculty members bring

Comment [MEW58]: This entire section is input focused. There is nothing on student learning outcomes. No evidence of program quality.

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teaching, administrative, research and publication, and field experience to the program, enhancing its commitment to academic excellence.

The Criminal Justice program has provided students with an opportunity to achieve self-actualization in a number of broad areas. These include, but are not limited to:

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Comment [drf59]: This section is more appropriate for this section. Can this be more developed?

- (1) **A strong focus on critical thinking.** The emphasis on abstract thinking using concepts and a focus on critical thinking begins with the CJUS 101 Introduction to Criminal Justice and carries forward to advanced courses. This regiment introduces and acclimates students into a more advanced mindset to help attain academic excellence throughout their four years at LSSU.
- (2) **A multi-faceted approach.** The Department exposes students to varied approaches within tracks in Criminal Justice. This involves understanding the different disciplines and examining how they inter-relate on particular issues. The program also focuses on both macro and micro level of analyses in helping to gain a more comprehensive understanding of issues under study.
- (3) **A strong emphasis on writing.** The program prides itself in emphasizing and implementing writing as a central component in many of its courses. Students are expected to refine and build on their writing skills, which lend itself to the production of quality work in the CJUS 401 Senior Seminar capstone course, and further such as graduate work, law school or in criminal justice careers where writing skills are integral.
- (4) **A strong emphasis on research.** The program takes pride in being part of an elite academic community that offers undergraduate students the opportunity to undertake actual research. The program believes that all courses taught in the curriculum, and in particular the emphasis of the arch of core courses will help form the necessary foundation for the CJUS 401 Senior Seminar capstone course that involves the research process including statistical data analysis. It is contended that our students will be better prepared for graduate school, or other areas of life where these skills can be applied.

Faculty evaluations for the criminal justice faculty are exceptional. Annual reviews for faculty by the Dean are strong. One of the faculty is tenured, with the other three showing good progress toward tenure tracks. Faculty within the program demonstrate commitment to involvement within university service within the School and throughout the University, including committees such as Institutional Review Board, Retention Committee, and General Education Committees, as well as community involvement such as the Michigan Commission on Law Enforcement Standards Advisory Committee. All four faculty serve as advisors for most of the 261 criminal justice students, carrying the largest advising loads at Lake Superior State University.

Comment [OU60]: Evidence?

Comment [OU61]: This is an important aspect of the interaction with the students. Is there data to back this up?

Faculty members for the Criminal Justice program have excellent working relationships with local and state agencies. Since many Criminal Justice students have to complete an internship, it is essential that the faculty maintain those relationships, as well as fostering new internship sites, for the benefit of our students. The evaluation of these students by their internship supervisors provides the faculty with feedback about how our program prepares students for their careers.

Comment [drf62]: Recommend Including student learning and student success information here

V.

Assessment

It is the mission of the Criminal Justice/Fire Science/EMS program faculty and staff to provide an atmosphere where active learning may occur, to provide students with the highest quality educational experience, to continue to support the “professional model” as currently utilized, to become appropriate role models for students, to support the educational program by acquiring the appropriate equipment and supplies, to fulfill the advising role, and to assess the academic outcomes of the program.

There are eight program objectives:

- (1) Provide students with a broad-based, liberal education.
- (2) Provide students with the skills necessary to perform as twenty-first century criminal justice practitioners.
- (3) Assist students with their development of a set of professional ethics.
- (4) Assist students in the development of their critical thinking skills.
- (5) Assist students with the development of their writing skills.
- (6) Provide an educational atmosphere where active learning may occur.
- (7) Encourage lifelong learning.
- (8) Assess the educational outcomes of the program.

Each course within the School of CJ/FS/EMS is being assessed internally through TRACDAT at least one time. Since this is a relatively new university wide assessment feature, both the School and the LSSU are in its infancy stages of this important process. Our School is one of the more proactive schools in this regard, but more course assessments will follow with each subsequent semester.

Each individual course assessment builds from the eight program objectives. These more general objectives are interwoven into more specific, narrowed foci of individual course assessments. Each course assessment identifies course student learning outcomes. For example, for CJUS101 Introduction to Criminal Justice, six specific student learning outcomes were associated with the course. Each learning outcome is specified, an assessment method is detailed, and course assessment findings were analyzed and tied back to whether the learning outcomes were met.

Comment [dmm63]: Excellent, thank you for stating these at the start of your narrative. This list doesn't match what the School has entered in Tracdat, and there are no measures currently listed for any of the outcomes.

The outcomes listed here all focus on what the School will do, and none address what students will be able to do, achieve, know and produce at the end of this program. You can assist students in the development of professional ethics, but do you expect them to exhibit professional ethics as a criteria for graduation. How are graduates doing on this outcome, are they consistently demonstrating this trait, how did you measure it, how will you know if their capacities are declining over time? This line of questioning applies to all 8 outcomes...

Comment [dmm64]: It is necessary to differentiate between program assessment – how are graduates of the program demonstrating their proficiency of the 8 program outcomes, and course assessment, how students meet the course goals.

It is likely that some student work within specific course(s) are used as evidence of meeting program-level goals. For this, some course outcomes can be linked to program outcome, but not every course outcome is going to be an evidence point a program outcome.

The findings of your assessment activities are documented in Tracdat, however the assessment process is something which happens through activities which the faculty develop, review and act upon.

One course may be used to address course outcomes from more than one program – this can be documented in Tracdat, but it may be helpful to develop a curriculum map showing how each course is used in each program, and linking course-outcomes to program outcomes.

Once this is evaluated, the individual course assessment assesses if an action plan is needed, and if so, how issues need to be addressed to ensure that higher levels of learning outcomes can be achieved.

By way of example, in the CJUS 101 course assessment, it was found that many of the students in CJUS101 are freshmen and are taking the course as part of their first semester. This suggests that many of them have not been acclimated to post-secondary institutional standards of critical thinking, and apply conceptual frameworks to writing. The implementation of 30% of the course's weight on essays was argued to be an integral and effective means of providing the necessary skills for their undergraduate careers.

Prior to engaging in writing, students are introduced to formal, structured writing guidelines to assist in the process. Emphasis was placed on writing effectively and students are introduced to conceptual frameworks to use as levels of analysis for criminal justice issues. A conceptual framework allows for abstract ideas to be understood clearly and specifically. Concepts such as justice, ideology, power, change, consensus/order, dissent, conflict, organization, and legitimacy are introduced as instruments to critically assess criminal justice topics. Once they are applied individually, students are expected to argue relationships between such concepts in an effort to elevate the quality of debate on topics. Third, students are provided rigid structure to work within, providing clarity and precision and dissuading attempts to gravitate to areas unrelated to topics under study. A precise visual model of assignment structure is provided to students to assist with organization, structure, and continuity.

The added emphasis on writing, the conceptual framework as an application, and the rigid structured approach to essays afford students the required skills to grasp abstract critical thinking and apply formal writing skills early on in their academic careers. This was argued to be an effective action plan that will maintain and possibly elevate the academic standards of the program.

The afore-mentioned example of a course assessment accounts for how each individual course is internally reviewed applying a structured approach. The School demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

It shows that the School has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. It shows that the School assesses achievement of the learning outcomes that it claims for its programs. It shows that the School uses the information gained from assessment to improve student learning. Lastly, it shows that the School's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty.

All course and program outcomes are student focused, measurable, and rely on both direct and indirect measures. The program has established and implemented an assessment plan and accountability metrics, and has used the process to make improvements in the program.

Comment [dmm65]: Excellent start to this analysis, and the explanation below gives greater understanding – but now what happened, did increasing the course weight change student performance – how did you measure that change? What grading instrument, test or rubric was used, and can you quantify that change in any way?

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Comment [dmm66]: Not clear what "it" refers to....

Comment [dmm67]: This would be a great statement if it were substantiated by documentation in Tracdat, it would be a pretty good statement if the School had the data and simply had not entered it yet. If you need help with the latter, just let me know. This would be an OK statement if it was what you hoped to have in place soon.

The Criminal Justice program has eight tracks and three Associate Degrees. One of the challenges with such a large program is that although there are varied specialized tracks, a broad, and overarching set of program objectives are consistently applied. It is contended that all are, with renewed and accentuated emphasis on program objectives #4 (Assist students in the development of their critical thinking skills, and #5 (Assist students with the development of their writing skills). Accentuated focus on abstract reasoning, applied concepts, and a 30% grade weight distribution for CJUS 101 (Introduction to Criminal Justice) are examples of tangible tiebacks to addressing core program objectives.

Further, the Criminal Justice – Generalist track has core classes (e.g., CJUS 101 Introduction to Criminal Justice; CJUS 321 Ethical Issues in Public Safety; CJUS 345 Statistics & Design for Public Safety; and CJUS 401 Senior Seminar) that co-inside with that of all other Criminal Justice tracks and Associate degrees. Given that a systematic approach to sustaining all program objectives, and accentuating emphasis on program objectives regarding critical thinking and writing skills, are being implemented, short and long term goals are being addressed across the Criminal Justice program.

Comment [dmm68]: It is not clear how the generalist program outcomes are distinct and separate from the overlapping requirements in other programs. What are the unique program-level student learning outcomes of this degree, and how effectively are students meeting these goals?

Comment [dmm69]: overlap?

VI. Opportunity Analysis

The School of Criminal Justice/Fire Science/EMS accounts for the largest student enrolment at LSSU with 385 students; this represents 16.81% of the entire campus student body. The program of Criminal Justice within the School of CJ/FS/EMS is the largest, accounting for 262 students or 68.05% of the School's enrolment. Within the Criminal Justice program, the Criminal Justice-Generalist track accounts for an enrolment of 51 students, or 19.47% of the entire Criminal Justice program which hosts eight tracks. The Criminal Justice- Generalist track is the second most popular track within the program. Enrolment has been crucial to not only the sustenance and continuity of the Criminal Justice program, but the School of CJ/FS/EMS, the College and LSSU overall. Enrolment in the Criminal Justice- Generalist track has been higher than most other tracks within the program, an in comparison to other Schools and Departments across the university. This consistency allows for continuity of the Criminal Justice program, and offers valuable financial contributions to LSSU as an institution.

Comment [p70]: The work to complete additional transfer agreements with Southern Ontario colleges could be included here.

Comment [MEW71]: Many of the items noted below were presented earlier.

The consistency in enrolment for this track has been proven short and long term. The Criminal Justice- Generalist track has been a core element of the program. Elimination of this track would impact the structure, direction, continuity and fiscal elements of the program. The advantages the track provides both short and long term sustenance and growth.

The School of CJ/FS/EMS, and specifically the Criminal Justice- Generalist track is marketed heavily, and gains student enrolment from three regional centers: Escanaba, Gaylord and Escanaba, MI. Previously, two other regional centers were included: Alpena Community College and Northwest Community College in Traverse City. The latter have approximate student bodies of comparable to or more of LSSU. The advent of and steady growth of the Criminal Justice program's online course offerings, along with a competitive transfer credit recognition for students, are argued to be factors that can lead to vying for Alpena and Traverse

City to once again be possible regional centers. The Criminal Justice program has four full time faculty, all with more than 10 years of post-secondary teaching experience and significant online teaching experience to accommodate and grow the needs of an online presence to attract students from regional centers.

The online component of teaching has shown significant growth in the last several years. For example, Dr. Frank Tridico was hired to help grow the CJUS 345 Statistics & Design for Public Safety and CJUS 401 Senior Seminar courses within the curriculum. Both courses are required for all eight tracks within Criminal Justice, and online instruction of such courses are crucial to be able to offer it to regional centers, off campus students and students who cannot attend on campus courses to other factors (e.g., employment, time conflicts, etc.). Usage of advanced programs such as Blackboard and WIMBA are used, and regular one on one consultation have been utilized consistently by Dr. Tridico in the afore-mentioned courses using email and telephone sessions to augment instruction of online courses. The growth of varied technological resources, as well as commitment to personal one on one regular contact, afford online students unique and important options in pursuing educational goals within this program.

It is suggested that since significant student enrolment from off campus and regional centers embark on the Criminal Justice- Generalist track, that a more aggressive online presence be implemented to accommodate and grow the need. The additional presence of online courses, combined with a consistent level of demand for the track offer an unique and important opportunity for growth of the program both short and long term.

Criminal Justice as a discipline has shown exponential growth nationally through online curriculum. This has been proven to be true with the advent and expansion of accredited online colleges (e.g., Capella University, Kaplan University, Ashford University, DeVry University, University of Phoenix, etc.). In fact, there exist approximately 500 accredited online schools, offering complete tuition rates. These have helped grow the discipline of Criminal Justice; this accounts for its marketability and demand. It has also coincided with, or at least helped provide motivation for, established post secondary traditional institutions to expand satellite campuses, expand regional centers, and expand and grow online curriculum.

LSSU is in an advantageous regional position because it is within sufficient reach of smaller communities in northern Michigan, and also within proximity to Canada. The Criminal Justice program and specifically the Criminal Justice- Generalist track (which is the most marketable of all eight tracks within the program to off campus students) can expand its presence with satellite campuses, regional centers and online curriculum. It is suggested that satellite sites in areas such as Alpena, Traverse City and Sault Ste. Marie, Ontario will provide incentive for students who want to enroll with LSSU but benefit by not having to drive longer distances. This can increase enrolment for the program and the university. It is suggested that regional centers, with transfer credits and online course availability will sustain and grow the program.

The online presence is argued to account for the largest financial benefit since it requires limited investment and resources, and brings outside financial resources to LSSU through additional tuition. The Criminal Justice program has proven to be marketable regionally and nationally. The Criminal Justice- Generalist track has proven to be marketable for on campus and off campus

Comment [MEW72]: Data?

students, has shown strong potential for the program to maintain or improve quality and capacity, and adapt well to changes in budgetary constraints or program demand.

Finally, Criminal Justice as a discipline is growing exponentially at the undergraduate level, with added graduate programs being added (Masters and PhD) throughout the country. By way of example, Adrian College, a private postsecondary institution in Adrian, MI has initiated an expedited Masters program in Criminal Justice, with courses being taken in fourth year undergraduate level counting toward the graduate program, with another year of courses and thesis work. This ambitious and aggressive approach shows how some institutions are building from the growing enrolment numbers at the undergraduate level and building toward graduate programs.

Comment [drf73]: Evidence to support?

Comment [drf74]: Emphasis on other institutions... Where is LSSU, and what is needed to grow this program?

Two of the state's most prestigious graduate programs in Criminal Justice are Michigan State University in East Lansing and Eastern Michigan in Ypsilanti. Michigan State University has expanded its Masters programs to include on campus and online, with the latter affording potential greater numbers of enrolment (e.g., individuals employed in the criminal justice field that cannot attend day classes but want to advance their academic credentials; individuals who live significant distance away from the institution but want to attain a graduate degree in Criminal Justice). Eastern Michigan University offers a Master of Arts in Criminology and Criminal Justice.

By way of reputation, Michigan State University ranks as the 7th best Criminal Justice program in the nation, according to the US & World News ranking system. <http://bestcriminaljustice.com/criminal-justice-programs-in-michigan> Schools such as Ferris State University in Big Rapids, MI and Lake Superior State University in Sault Ste. Marie, MI hold strong reputations for their undergraduate programs in Criminal Justice; much of their marketability comes from the fact that they are part of elite few who offer police academies. While it is true that they are both recognized more so as practitioner model schools, and that is their strength, successful programs that expand find ways to bolster enrolment by offering alternative and marketable options.

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Criminal justice programs at the undergraduate level are being offered by most public and private post-secondary institutions in the country. The move toward more graduate programs by institutions in Michigan, as well as across the country both on campus and online, suggests that it is a response to the exponential growth at the undergraduate level. The long term goal for the Criminal Justice program at LSSU, and specifically the Criminal Justice- Generalist track, would be to offer a medium for students to potentially pursue graduate studies. It is contended that the Criminal Justice program offers its students excellent emphasis on critical thinking and writing skills embedded within its curriculum, and culminates into advanced application of statistics and applied research with its capstone course, providing to students needed skills if they pursue graduate work in the short or long term.

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The Criminal Justice- Generalist track maintains a general degree, similar to many institutions across the country that is both marketable and necessary to remain competitive with student enrolment.

Comment [dmm75]: The School has prepared a detailed and reflective Program Review. Thank you. It is clear from the narrative that the School understands the importance of program review. There are many unsubstantiated claims and the School needs to be attentive to the use of assessment data for program improvement. The School needs to give some attention to the documenting of this evidence using the resources of Tracdat as you move forward. Give particular attention to monitoring how your actions are linked to previous assessment findings, and how those actions have impacted student learning in the next cycle.