Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted these changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The Criminal Justice Department has spent considerable time developing more accurate course-level and student-level learning outcomes. Prior assessment results did not provide clear guidance as to how to improve student learning outcomes, so in 2013-2014 we established new measures that will be implemented beginning in Fall 2014 for many of our courses. In addition, we implemented graduate student exit interviews, administered in Spring 2014, to aid the department in improving student learning outcomes.

Mission / Purpose

The mission of the Department of Criminal Justice is to develop and disseminate knowledge about crime, criminal justice, deviance, and social organization through research, teaching, and service to the community. Grounded in the social sciences, and governed by the College of Arts and Sciences of The University of Alabama, the Department respects liberal values, encourages open-mindedness, and pursues in its programs both demographic and curricular diversity.

At the undergraduate level, the Department's mission is to equip students to think critically about the causes and consequences of crime and deviance; about evolving issues in the field of criminal justice; about the potential of empirical research to help guide policy development; and about the role social organization plays in the development of knowledge. Students are introduced to both established and contemporary theory, to research skills, and to the requirements of practice in the field. It is the Department's mission to properly prepare students to join the ranks of professionals working for the criminal justice system or in the social services. In addition, it is the mission of the Department to prepare those who plan to obtain advanced degrees to gain admission to prominent social science and professional graduate programs around the country.

Concerning students at the master's level, the Department's mission is development of research skills and the expansion of conceptual and practical knowledge critical to fulfillment of leadership roles in criminal justice or in the social services. Master's degree students planning to proceed to Ph.D. programs can expect from the Department thorough training in the theories, methodologies, and empirical findings that promote understanding of deviance, crime, criminal justice, and social organization.

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

SLO 1: Discipline Knowledge
Students will demonstrate a comprehensive understanding of criminological theory, law enforcement, courts, corrections, and juvenile delinquency.

Connected Document
Criminal Justice Graduate Curriculum Maps

Relevant Associations:
Data and evidence suggest goal was met.

Standard Associations
SACS 3.3.1
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures
M 1: Criminological Theory
Graduate students will demonstrate the ability to understand, evaluate, and synthesize the major theories and concepts and to apply principles from the courses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
75% of students in CJ 584 will score a B or above on embedded assessments of their ability to understand,
evaluate, and synthesize the major theories and concepts.

**Finding (2013-2014) - Target: Met**
In CJ 584 (Fall), 100% of students (N=12) got a B or better on the major assessment of their ability to understand, evaluate, and synthesize the major theories and concepts (source of evidence: Essay 2).

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

**Adjust target**
Established in Cycle: 2013-2014
Adjust target downward, since it was overwhelmingly met and we want to show continuous improvement in student learning.

**M 2: Comprehensive Examination**
Non-thesis graduate students will demonstrate proficiency in the graduate comprehensive examination.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students taking their comprehensive exams will pass questions on criminological theories and elective questions.

**Finding (2013-2014) - Target: Met**
5 of the 6 students taking comps passed on their first attempt; all 6 ultimately passed.

**SLO 2: Discipline Methodologies**
Students will demonstrate competency in conducting scientific research, from selecting a topic to research design to data collection and analysis.

**Connected Document**
Criminal Justice Graduate Curriculum Maps

**Relevant Associations:**
Data and evidence suggest goal was met.

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

**Related Measures**

**M 3: Research Methods**
Graduate students will demonstrate competence in research methodology.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
75% of students in CJ 586 will score a B or above on embedded assessments of their ability to conduct scientific research.

**Finding (2013-2014) - Target: Partially Met**
In CJ 586 (Siegfried-Speller), 100% of students got an overall grade of B or better. An average of 71.7% of students got a C or better on embedded assessments of their ability to conduct scientific research. Note: MS requested the wrong data so Kate will have to re-calculate for the embedded assessments. For our Grad courses, we are looking for a B or better.

**Sources of data:**
1. Designing a Questionnaire – 9/12 students got at least a 75% on this assignment
2. Creating an IRB Protocol – 9/12 students got at least a 75% on this assignment
3. Midterm Exam – 9/12 students got at least a 75% on this exam
4. Final Exam – 7/12 students got at least a 75% on this exam
5. Final Paper (lit review, designing a study) - 10/12 students got at least a 75% on this assignment
6. Overall class grade – 12/12 students received either an A or B (no C’s)

**M 4: Statistical Skills**
Graduate students will demonstrate competence in statistical analysis and interpretation.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
75% of students in CJ 581 will score a B or above on embedded assessments of their statistical skills.

**Finding (2013-2014) - Target: Partially Met**
In CJ 581 (Siegfried-Speller), 83.3% of students got a C or better on assessments of their statistical skills (source of data: weekly assignments).
Note: MS requested the wrong data so Kate will have to re-calculate. For our Grad courses, we are looking for a B or better.

**SLO 3: Knowledge Application**
Graduate students will integrate, apply theory, research, statistics, and policy.

**Connected Document**
Criminal Justice Graduate Curriculum Maps

**Relevant Associations:**

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

**Related Measures**

**M 5: Scholarly Activity**
Students will produce original scholarly work for presentation or publication.
Source of Evidence: Presentation, either individual or group
Target:
A baseline will be established for the percentage of students presenting their research at academic conferences or submitting it for publication (by the time they graduate).

**M 6: Thesis Writing**
Graduate students will successfully complete the thesis writing process, as judged by faculty committees.

Source of Evidence: Senior thesis or culminating major project
Target:
90% of students in CJ 599 will pass their thesis.
Finding (2013-2014) - Target: Met
100% of students who defended their thesis passed.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 4: Enrollment and Completion**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Relevant Associations:**
Data and evidence suggest goal was met. Applicants and those accepted up 15% over last year.

**Standard Associations**
SACS 3.3.1
3.3.1.3 Educational support services

**Strategic Plan Associations**
University of Alabama
1.5 Effectively use course offerings and class size to support priorities.

**Related Measures**

**M 7: Application and Enrollment**
The Department will maintain an optimal level of applications and enrollment.
Source of Evidence: Activity volume
Target:
The Department will maintain the 2011-12 level of applications and enrollment.
Finding (2013-2014) - Target: Met
The Master’s program had 27 students enrolled in Fall 2013, including 14 new admits. Of the 27, 7 graduated in December 2013, 1 dropped out of the program, and 1 decided to take the next semester off.
The Master’s program had 27 students enrolled in Spring 2014, including 9 new admits. Of the 27, 3 graduated in May 2014, and 1 transferred.
The 23 newly enrolled students represent an increase from the previous year.

**M 8: Successful Degree Completion**
The Department will maintain a high percentage of graduate students who successfully complete the degree.

Source of Evidence: Administrative measure - other
Target:
The Department will track the percentage of students who successfully complete the degree as well as the percentage that drop out of the program.
**OthOtcm 5: High Quality of Program**

The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 9: Perceived Program Quality**
Graduate students will agree the criminal justice graduate program is a quality program.

Source of Evidence: Client satisfaction survey (student, faculty)

**Target:**
Grad Program Committee will establish alumni survey for dissemination in AY 2014-15.

**Finding (2013-2014) - Target: Partially Met**

CJ Chair (Burkhalter) has conducted grad student ext interviews and will report findings.

**M 10: Eight-Year Program Review**
Strengths and opportunities revealed by eight-year program review will be assessed by faculty to determine the quality of the graduate program and any needs for adjustment.

Source of Evidence: External report

---

**OthOtcm 6: High Level of Value**

The program will be highly valued by its program graduates and other key constituencies it serves.

**Relevant Associations:**

**Standard Associations**

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.

**Related Measures**

**M 11: Graduate Employment**
Graduates will find employment in their chosen field.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**

The Graduate Program Committee will establish a procedure for collecting data on graduate employment rates.

**M 12: Employer Survey**

Employers will agree that program graduates are valuable and/or make valuable contributions to their organizations.

Source of Evidence: Employer survey, incl. perceptions of the program

**Target:**

The Graduate Program Committee will explore the possibility of periodically surveying employers of MSCJ students (survey would not need to be done every year; possibly every 3-5 years).

---

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

<table>
<thead>
<tr>
<th>Increase enrollment</th>
<th>We seek to increase MS applications and enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Established in Cycle:</strong></td>
<td>2011-2012</td>
</tr>
<tr>
<td><strong>Implementation Status:</strong></td>
<td>Planned</td>
</tr>
<tr>
<td><strong>Priority:</strong></td>
<td>High</td>
</tr>
</tbody>
</table>

**Change measure**

Bring SLO 1 (and associated measures) in line with BA Program: Change SLO 1 to “Discipline Knowledge.”

Change Measure 1.1 to “Seminar in Criminological Theory: 75% of students in CJ 584 will score a B or above on embedded assessments of their ability to understand, evaluate, and synthesize the major theories and concepts.”

A new indirect measure is needed (such as student/alumni perceptions of their discipline knowledge, comparison with curriculum in other programs, evaluations by external sources like employers, etc.). The Graduate Curriculum Committee will explore possible indirect measures for SLO 1 (student perceptions could be measured with an alumni survey, student exit interviews, etc.) and recommend a measure to the Assessment Coordinator.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Faculty teaching CJ 584 will rewrite their course-level SLOs assessing critical thinking and concept knowledge to reflect the new target, and will report whether the target was met for each relevant assessment in their course (for example, seminar papers, group projects, etc.).
Projected Completion Date: 05/2014
Responsible Person/Group: Faculty teaching CJ 584; Grad Curriculum Committee

Change measure

Bring SLO 2 (and associated measures) in line with BA Program: Change SLO 1 to “Discipline Methodologies.”

Change Measure 1.2 to “Research in the Criminal Justice Process: 75% of students in CJ 586 will score a B or above on embedded assessments of their ability to conduct scientific research, from selecting a topic to data collection and analysis.”

A new indirect measure is needed (such as student/alumni perceptions of their discipline knowledge, comparison with curriculum in other programs, evaluations by external sources like employers, etc.).

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: Faculty teaching CJ 586 will rewrite their course-level SLOs assessing methodological skills to reflect the new target, and will report whether the target was met for each relevant assessment in their course (for example, labs, research proposals, etc.). Grad Program Committee will discuss and recommend an indirect measure.
Projected Completion Date: 05/2014
Responsible Person/Group: Faculty teaching CJ 586; Grad Program Committee

Change measure

Bring SLO 2 (and associated measures) in line with BA Program: Change SLO 1 to “Discipline Methodologies.”

Change Measure 2.1 to “Research in the Criminal Justice Process: 75% of students in CJ 586 will score a B or above on embedded assessments of their ability to conduct scientific research, from selecting a topic to data collection and analysis.”

A new indirect measure is needed (such as student/alumni perceptions of their discipline knowledge, comparison with curriculum in other programs, evaluations by external sources like employers, etc.).

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Implementation Description: Faculty teaching CJ 586 will rewrite their course-level SLOs assessing methodological skills to reflect the new target, and will report whether the target was met for each relevant assessment in their course (for example, labs, research proposals, etc.). Grad Program Committee will discuss and recommend an indirect measure for SLO 2.
Projected Completion Date: 05/2014
Responsible Person/Group: Faculty teaching CJ 586; Grad Program Committee

Change measure

Keep theses as a measure of SLO 3 (Knowledge Application). New target for Measure 3.2: 90% of students in CJ 599 will pass their theses.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Implementation Description: Faculty committee chairs will report their students’ passing rates to Assessment Coordinator.
Projected Completion Date: 05/2014
Responsible Person/Group: Faculty committee chairs

Discard measure

Discard measure

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Discard measure

Discard this measure.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Establish alumni survey

Establish procedure for collecting data on grad student perceptions of program quality (such as alumni survey).

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: Grad Program Committee will establish alumni survey for dissemination in AY 2014-15.
Projected Completion Date: 07/2014
Responsible Person/Group: Grad Program Committee

Refine measure

A baseline will be established for the percentage of students presenting their research at academic conferences or submitting it for publication (by the time they graduate).
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Implementation Description: Faculty committee chairs will report their students' scholarly activity to Assessment Coordinator.
Projected Completion Date: 05/2014
Responsible Person/Group: Faculty Committee chairs

Adjust target
Adjust target downward, since it was overwhelmingly met and we want to show continuous improvement in student learning.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Criminological Theory | Outcome/Objective: Discipline Knowledge

Projected Completion Date: 10/2014
Mission / Purpose

The mission of the Department of Criminal Justice is to develop and disseminate knowledge about crime, criminal justice, deviance, and social organization through research, teaching, and service to the community. Grounded in the social sciences, and governed by the College of Arts and Sciences of The University of Alabama, the Department respects liberal values, encourages open-mindedness, and pursues in its programs both demographic and curricular diversity.

At the undergraduate level, the Department's mission is to equip students to think critically about the causes and consequences of crime and deviance; about evolving issues in the field of criminal justice; about the potential of empirical research to help guide policy development; and about the role social organization plays in the development of knowledge. Students are introduced to both established and contemporary theory, to research skills, and to the requirements of practice in the field. It is the Department's mission to properly prepare students to join the ranks of professionals working for the criminal justice system or in the social services. In addition, it is the mission of the Department to prepare those who plan to obtain advanced degrees to gain admission to prominent social science and professional graduate programs around the country.

Concerning students at the master's level, the Department's mission is development of research skills and the expansion of conceptual and practical knowledge critical to fulfillment of leadership roles in criminal justice or in the social services. Master's degree students planning to proceed to Ph.D. programs can expect from the Department thorough training in the theories, methodologies, and empirical findings that promote understanding of deviance, crime, criminal justice, and social organization.

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

SLO 1: Comprehensive Understanding
Students will demonstrate a comprehensive understanding of criminological theory, various research designs, statistical analyses, law enforcement, courts, corrections, and juvenile delinquency.

Connected Document
Criminal Justice Graduate Curriculum Maps

Relevant Associations:
Data and evidence suggest goal was met.

Standard Associations
SACS 3.3.1
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 1: Seminar Papers
Graduate students will produce seminar papers that will demonstrate ability to understand, evaluate, and synthesize the major theories and concepts and to apply principles from the courses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Ninety percent (90%) of students in CJ 581, CJ 584, and CJ 586 will write papers judged satisfactory or outstanding in their demonstration of these skills.

Finding (2012-2013) - Target: Partially Met
CJ 581: Siegfried-Spillar. 60% of students received at least an 80% on the final paper assignment, which assessed their ability to take a raw dataset and determine which analyses to run.

CJ 584: Course Instructor is no longer in the department.

CJ 586: Ninety (90%) of the students were able to write a sound research proposal that demonstrates their understanding of research concepts and principles.

Action Plan Recommendation: Develop and use grading rubric to standardize assessment, as in History M.A. (below).

History M.A.: "All MA students must take one research seminar and produce a 25- to 40-paper based on original primary research. This paper must advance an argument, illustrate analysis of evidence, be situated in the relative historiography, and be well written. Research papers will be evaluated according to the Graduate History Rubric; 90% of all student will receive a grade of "B" or better on this assignment."
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Change measure
Established in Cycle: 2012-2013
Bring SLO 1 (and associated measures) in line with BA Program: Change SLO 1 to “Discipline Knowledge.”
Change Measure 1.1 to “…

M 2: Comprehensive Examination
Non-thesis graduate students will demonstrate proficiency in the graduate comprehensive examination.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Ninety percent (90%) of non-thesis graduate students will perform satisfactory or outstanding on comprehensive exams.

Finding (2012-2013) - Target: Met
100% of eligible non-thesis graduate students (J. Andy Musick, Joseph Benson, Abby Haynes, Emily Glass, Ashley Watts, and Michael Melendez) successfully completed comprehensive exams.

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

Align measure with SLO 3
Established in Cycle: 2012-2013
Disaggregate exam scoring to separately assess questions on discipline knowledge. 90% of students taking their comprehensive exam...

SLO 2: Research Competency
Students will demonstrate competency in conducting scientific research, from selecting a topic to data collection and analysis.

Connected Document
Criminal Justice Graduate Curriculum Maps

Relevant Associations:
Data and evidence suggest goal was met.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 3: Scholarly Papers
Graduate students will write independent and original research papers suitable for publication as well as co-authored publications with faculty members.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Forty percent (40%) of students will write independent and/or co-authored research papers suitable for publication by the time of degree completion.

Finding (2012-2013) - Target: Not Met

In 2011-12, 4 students/21 enrolled had publications. 2012-13 data represents an improvement from the previous year, but target not met.

Action Plan Recommendation: This target is from the 2011-12 plan. Amend target or discuss ways to meet existing target? A brief review of other MS/MS programs doesn’t show any others with measures related to grad student publication.

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

Change measure
Established in Cycle: 2012-2013
Change measure to reflect more targeted assessment of methodological skills. 75% of students in CJ 586 will score a B or above...

M 4: Methodology
Graduate students will be able to conceptualize and design an empirical/research paper with a sound methodology.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Ninety percent (90%) of students in CJ 581 and 586 will submit empirical/research papers with sound methodologies.

**Finding (2012-2013) - Target: Met**
90% of students in CJ 586 were able to understand the link between theory and methodology and write a sound research proposal.

100% of students in CJ 581 received at least an 85% on an embedded assessment of their ability to write an APA-style manuscript.

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

**Change measure**
*Established in Cycle: 2012-2013*  
75% of students in CJ 581 will score a B or above on embedded assessments of their statistical skills.

**M 5: Thesis Writing**
Graduate students will successfully complete the thesis writing process, as judged by faculty committees.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Ninety percent (90%) of students in CJ 599 will write theses judged satisfactory or outstanding by faculty committees.

**Finding (2012-2013) - Target: Met**
100% of students in CJ 599 (Kathryn Robbins Brons, Tanya Skvortsova, and Brad Barber) successfully completed theses.

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

**Change measure**
*Established in Cycle: 2012-2013*  
Keep theses as a measure of SLO 3 (Knowledge Application). New target for Measure 3.2: 90% of students in CJ 599 will pass their...

**SLO 3: Integration of Theory, Research, Statistics, and Policy**
Graduate students will proficiently integrate theory, research, statistics, and policy.

**Connected Document**
Criminal Justice Graduate Curriculum Maps

**Relevant Associations:**

**Standard Associations**
SACS 3.3.1  
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
University of Alabama  
1.1 Promotes and enhances areas of academic, scholarship, and research excellence.

**Related Measures**

**M 6: Oral and Written Work**
Students will produce oral and written work including presentations, papers, and other exercises that integrate theory, research, statistics, and policy.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
Ninety percent (90%) of students in CJ 581, CJ 584, and CJ 586 will produce oral and written work that is judged satisfactory or outstanding in its linkage of theory, research, statistics, and policy.

**Finding (2012-2013) - Target: Not Met**
CJ 581: Using 2 measures, students were assessed on their ability to interpret statistical results to make inferences about data. Across the 2 measures, an average of 75% of students received an 80% or better on these assessments.

CJ 584: Course instructor is no longer in the department.

CJ 586: Ninety (90%) percent of students understood the role of theory in research and were able to identify an appropriate theory to support an empirical research question and a sound methodology.

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

**Discard measure**
*Established in Cycle: 2012-2013*  
Discard measure

**M 7: Presentations at Conferences**
Students will integrate theory, research, statistics, and policy in seminar papers that will be presented at regional, national, and international conferences.

Source of Evidence: Presentation, either individual or group

**Target:**
5% of our graduate students will present their research at regional and/or national conferences.

**Finding (2012-2013) - Target: Met**

Recommendations: Not sure why this target is much lower than the target for student publications.

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

**Refine measure**
**Established in Cycle: 2012-2013**
A baseline will be established for the percentage of students presenting their research at academic conferences or submitting it...

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 4: Optimal Enrollment and Completion**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Relevant Associations:**
Data and evidence suggest goal was met. Applicants and those accepted up 15% over last year.

**Standard Associations**
- **SACS 3.3.1**
  3.3.1.3 Educational support services

**Strategic Plan Associations**
- University of Alabama
  1.5 Effectively use course offerings and class size to support priorities.

**Related Measures**
- **M 8: Application and Enrollment**
The Department will maintain an optimal level of applications and enrollment.

Source of Evidence: Activity volume

**Target:**
The Department will maintain the 2011-12 level of applications and enrollment.

**Finding (2012-2013) - Target: Met**
In 2012-13, there were 33 applicants; 18 were admitted and 13 newly enrolled. This represents an increase from the previous year, in which there were 28 applicants, 15 admitted, and X newly enrolled.

- **M 9: Successful Degree Completion**
The Department will maintain a high percentage of graduate students who successfully complete the degree.

Source of Evidence: Administrative measure - other

**Target:**
Eighty percent (80%) of students will successfully complete the degree.

**Finding (2012-2013) - Target: Met**
7 students successfully completed the degree in 2012-13: 2 students in the Fall and 5 students in the Spring.

**OthOtcm 5: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Relevant Associations:**
- **Standard Associations**
  - **SACS 3.3.1**
    3.3.1.1 Educational programs, to include student learning outcomes

- **Strategic Plan Associations**
  - University of Alabama
    1.1 Promotes and enhance areas of academic, scholarship, and research excellence.

**Related Measures**
- **M 10: Perceptions of Program Quality**
Graduate students will agree the criminal justice graduate program is a quality program.

Source of Evidence: Client satisfaction survey (student, faculty)

**Target:**
The Department will establish a procedure for collecting data on the percentage of graduate students
acknowledging the quality of the Criminal Justice graduate program.

**Finding (2012-2013) - Target: Not Met**

Procedure not established.

**Related Action Plans (by Established cycle, then alpha):**

**Establish alumni survey**

Established in Cycle: 2012-2013

Establish procedure for collecting data on grad student perceptions of program quality (such as alumni survey).

For full information, see the Details of Action Plans section of this report.

**OthOtcn 6: High Quality of Program**

The program will improve and sustain a high level of recognized quality.

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

**Increase enrollment**

We seek to increase MS applications and enrollments

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

**Align measure with SLO 3**

Disaggregate exam scoring to separately assess questions on discipline knowledge. 90% of students taking their comprehensive exams will pass questions on criminological theories and elective questions.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

**Relationships (Measure | Outcome/Objective):**

Measure: Comprehensive Examination | Outcome/Objective: Comprehensive Understanding

Implementation Description: Faculty committee chairs will report their students’ achievement rates to Assessment Coordinator.

Projected Completion Date: 05/2014

Responsible Person/Group: Faculty committee chairs

**Change measure**

Bring SLO 1 (and associated measures) in line with BA Program: Change SLO 1 to “Discipline Knowledge.” Change Measure 1.1 to “Criminological Theory: 75% of students in CJ 584 will score a B or above on embedded assessments of their ability to understand, evaluate, and synthesize the major theories and concepts.”

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

**Relationships (Measure | Outcome/Objective):**

Measure: Seminar Papers | Outcome/Objective: Comprehensive Understanding

Implementation Description: Faculty teaching CJ 584 will rewrite their course-level SLOs assessing critical thinking and concept knowledge to reflect the new target, and will report whether the target was met for each relevant assessment in their course (for example, seminar papers, group projects, etc.).

Projected Completion Date: 05/2014

Responsible Person/Group: Faculty teaching CJ 584

**Change measure**

Change measure to reflect more targeted assessment of methodological skills. 75% of students in CJ 586 will score a B or above on embedded assessments of their ability to conduct scientific research, from selecting a topic to data collection and analysis.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

**Relationships (Measure | Outcome/Objective):**

Measure: Scholarly Papers | Outcome/Objective: Research Competency

Implementation Description: Faculty teaching CJ 586 will rewrite their course-level SLOs assessing methodological skills to reflect the new target, and will report whether the target was met for each relevant assessment in their course.

Responsible Person/Group: Faculty teaching CJ 586

**Change measure**

75% of students in CJ 581 will score a B or above on embedded assessments of their statistical skills.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

**Relationships (Measure | Outcome/Objective):**

Measure: Methodology | Outcome/Objective: Research Competency

Implementation Description: Faculty teaching CJ 581 will rewrite their course-level SLOs assessing statistical skills to reflect the new target, and will report whether the target was met for each relevant assessment in their course (for example, labs, data analyses, etc.).
Projected Completion Date: 05/2014
Responsible Person/Group: Faculty teaching CJ 586

Change measure
Keep theses as a measure of SLO 3 (Knowledge Application). New target for Measure 3.2: 90% of students in CJ 599 will pass their theses.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Thesis Writing | Outcome/Objective: Research Competency
Implementation Description: Faculty committee chairs will report their students’ passing rates to Assessment Coordinator.

Projected Completion Date: 05/2014
Responsible Person/Group: Faculty committee chairs

Discard measure
Discard measure

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Oral and Written Work | Outcome/Objective: Integration of Theory, Research, Statistics, and Policy

Establish alumni survey
Establish procedure for collecting data on grad student perceptions of program quality (such as alumni survey).

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Perceptions of Program Quality | Outcome/Objective: Highly Valued by Program Graduates
Implementation Description: Grad Program Committee will establish alumni survey for dissemination in AY 2014-15.

Projected Completion Date: 07/2014
Responsible Person/Group: Grad Program Committee

Refine measure
A baseline will be established for the percentage of students presenting their research at academic conferences or submitting it for publication (by the time they graduate).

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Presentations at Conferences | Outcome/Objective: Integration of Theory, Research, Statistics, and Policy
Implementation Description: Faculty committee chairs will report their students’ scholarly activity to Assessment Coordinator.

Projected Completion Date: 05/2014
Responsible Person/Group: Faculty Committee chairs
Mission / Purpose
The mission of the Department of Criminal Justice is to develop and disseminate knowledge about crime, criminal justice, deviance, and social organization through research, teaching, and service to the community. Grounded in the social sciences, and governed by the College of Arts and Sciences of The University of Alabama, the Department respects liberal values, encourages open-mindedness, and pursues in its programs both demographic and curricular diversity.

At the undergraduate level, the Department's mission is to equip students to think critically about the causes and consequences of crime and deviance; about evolving issues in the field of criminal justice; about the potential of empirical research to help guide policy development; and about the role social organization plays in the development of knowledge. Students are introduced to both established and contemporary theory, to research skills, and to the requirements of practice in the field. It is the Department's mission to properly prepare students to join the ranks of professionals working for the criminal justice system or in the social services. In addition, it is the mission of the Department to prepare those who plan to obtain advanced degrees to gain admission to prominent social science and professional graduate programs around the country.

Concerning students at the master's level, the Department's mission is development of research skills and the expansion of conceptual and practical knowledge critical to fulfillment of leadership roles in criminal justice or in the social services. Master's degree students planning to proceed to Ph.D. programs can expect from the Department thorough training in the theories, methodologies, and empirical findings that promote understanding of deviance, crime, criminal justice, and social organization.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Competent Linking of Theory, Research, Stats and Policy
Graduate students are expected to demonstrate competence in the linkage between theory, research, statistics, and policy.

Connected Document
Criminal Justice Graduate Curriculum Maps

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures
M 1: Seminar Papers and Oral Presentations
Seminars, oral presentations, and other written assignments that integrate theory, research, and policy. Ninety percent of students writing seminar papers and presenting oral presentations will perform satisfactory or outstanding.

Source of Evidence: Academic direct measure of learning - other
Target:
- No target

Finding (2011-2012) - Target: Met
3 MS students presented at conferences. 1 won an award for best paper - Andy Musick.

M 2: Presentations at Conferences
Number of graduate students who integrate theory, research, and policy in seminar papers that will be presented at regional, national, and international conferences. Feedback from professional colleagues about the quality of the papers will be collected. It is anticipated that 5% of our graduate students will present their research at regional and/or national conferences.

Source of Evidence: Presentation, either individual or group
Target:
No target

Finding (2011-2012) - Target: Met
3 MS students presented at conferences. 1 won an award for best paper - Andy Musick.
M 3: Faculty Review of Comprehensives
Faculty members will review comprehensive exams in which students demonstrate the linkage between theory, research, statistics, and policy.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
No target

Finding (2011-2012) - Target: Met
2 MS students failed the comprehensive exams on the first taking suggesting graders take their obligation seriously. All passed on subsequent comprehensives.

SLO 2: Research Skills
Graduate students will have the opportunities to to develop competency in conducting research.

Connected Document
Criminal Justice Graduate Curriculum Maps

Relevant Associations:
Data and evidence suggest goal was met.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 4: Thesis Committee Judgements
Thesis writing. Acceptance and successful completion of the thesis process is determined by three members of committee, including one member from outside the department. Percent of students whose performance is satisfactory or outstanding will be calculated.

Source of Evidence: Senior thesis or culminating major project

Target:
No target

Finding (2011-2012) - Target: Not Reported This Cycle
None completed this period

M 5: Creation of Papers Suitable for Publication
Independent and original written papers suitable for publication. Co-authored publications with faculty members. Faculty will evaluate the quality of these papers.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
No target

Finding (2011-2012) - Target: Met
MS student Andy Musick won second place at the Alabama Academy of Sciences best paper competition. 3 others had articles co-authored with faculty for publication.

SLO 3: Demonstrate Comprehensive Understanding
Graduate students are expected to demonstrate a comprehensive understanding of criminological theory, various research designs, statistical analyses, law enforcement, courts, corrections, and juvenile delinquency.

Connected Document
Criminal Justice Graduate Curriculum Maps

Relevant Associations:
Data and evidence suggest goal was met.

Standard Associations
SACS 3.3.1
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 6: Seminar Papers
Graduate seminar papers designed to access the student's ability to understand, evaluate, and synthesize the major theories, concepts, and apply principles in the graduate seminar courses. Percentage of the students who will perform satisfactory or outstanding in demonstrating a comprehensive knowledge base in the core areas of theory, research methods, and statistics.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
No target

Finding (2011-2012) - Target: Met

- MS student Andy Musick won second place at the Alabama Academy of Sciences best paper competition. 3 others presented papers.

M 7: Comprehensive Examination
Proficiency in the graduate comprehensive examination for non-thesis graduate students. Percent of students whose performance is satisfactory or outstanding (with a score of pass) will be calculated.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
No target

Finding (2011-2012) - Target: Met
All data and pass/fail rate suggest goal was met

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtm4: Program Outcome: Sustained Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:
Program Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):

We will continue to provide graduate students with a comprehensive education about criminological theories, research methodologies, and statistical analyses. Faculty members will continue to use assessment results to revise course content.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 8: Successfully Apply Criminological Theory to Events
Percentage of graduate students who understand, articulate, and can apply criminological theory to criminal justice events and situations. Number of graduate students enrolled in the program.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No target

Finding (2011-2012) - Target: Met
All data and evidence suggest goal was met

M 9: Methodology
Number of graduate students who can conceptualize and design an empirical/research paper with a sound methodology. Number of graduate students who understand how to analyze and interpret data sets using Statistical Package for the Social Sciences.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No target

Finding (2011-2012) - Target: Met
All data and evidence suggest goal was met

OthOtm5: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Relevant Associations:
Data and evidence suggest goal was met. Applicants and those accepted up 15% over last year.

Standard Associations
SACS 3.3.1
3.3.1.3 Educational support services

Strategic Plan Associations
University of Alabama
1.5 Effectively use course offerings and class size to support priorities.

Related Measures
M 10: Admissions
Percentage of new graduate admissions each fall semester.

Source of Evidence: Administrative measure - other

Target:
No target

Finding (2011-2012) - Target: Met
We had over 15% increase in applications and acceptances

Related Action Plans (by Established cycle, then alpha):
Increase enrollment
Established in Cycle: 2011-2012
We seek to increase MS applications and enrollments

For full information, see the Details of Action Plans section of this report.

M 11: Successful Completion of the Degree
Percentage of graduate students who successfully complete the graduate degree.

Source of Evidence: Administrative measure - other

Target:
No target

Finding (2011-2012) - Target: Met
All but 1 student successfully graduated as scheduled on time

OthOtcen 6: Program Outcome: Highly Valued by Program Graduates and Key Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 12: Scholarship Recognition
Percentage of graduate students whose graduate scholarship is recognized through conference presentation and/or co-authored publications with faculty members.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No target

Finding (2011-2012) - Target: Met
Unsolicited letters of thanks and endorsement suggest goal was met.

M 13: Graduate Exit Survey
Percentage of graduate students who indicate the criminal justice graduate program is a quality program. Graduate students will be asked about the quality of the graduate program in the graduate exit survey administered spring 2012.

Source of Evidence: Client satisfaction survey (student, faculty)

Target:
No target

Finding (2011-2012) - Target: Not Reported This Cycle
Not collected this period

M 14: Graduate Committee
The graduate committee will evaluate the contents of the graduate exit surveys and the quality of graduate scholarship that is presented in professional arenas.

Source of Evidence: Evaluations

Target:
No target

Finding (2011-2012) - Target: Met
Graduate Committee met regularly and all evidence suggest goal was met

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

Increase enrollment
We seek to increase MS applications and enrollments

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Admissions | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Curriculum Maps #1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered. Note that you do not need to obtain a measure from every course in which an outcome is addressed (see Map #2)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Student Learning Outcome 1 (Discipline Knowledge)</th>
<th>Student Learning Outcome 2 (Discipline Methodological Knowledge)</th>
<th>Student Learning Outcome 3 (Comprehensive understanding of theory, research, and CJ specialty areas [law enforcement, courts, and corrections])</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 581-Criminal Justice Statistics</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 2</td>
<td>CX 584-Seminar in Criminological Theory</td>
<td>Introduce</td>
<td>Reinforce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 3</td>
<td>CJ 581-Criminal Justice Statistics</td>
<td>Introduce</td>
<td>Reinforced</td>
<td>Reinforce</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2 ½ year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcome 1  (Discipline Knowledge)</td>
<td>Student Learning Outcome 2  (Methodologies Knowledge)</td>
<td>Student Learning Outcome 3  (Comprehensive understanding of theory, research, and CJ specialty areas [law enforcement, courts, and corrections])</td>
</tr>
<tr>
<td>Measure 1.1</td>
<td>Measure 2.1</td>
<td>Measure 3.1</td>
</tr>
<tr>
<td>Measure 1.2</td>
<td>Measure 2.2</td>
<td>Measure 3.2</td>
</tr>
<tr>
<td>Measure 1.3</td>
<td>Measure 2.3</td>
<td>Measure 3.3</td>
</tr>
</tbody>
</table>

Required Experience

Common Experience

Required Task

Common Assignment

Activity 1

Activity 2

Activity 3

Activity 4
<table>
<thead>
<tr>
<th>Student Learning Outcomes: Students will be able to…</th>
<th>Assessment Measures: Direct</th>
<th>Assessment Measures: Indirect (Opinion)</th>
<th>Target/Performance Criteria (if any)</th>
<th>Results</th>
<th>Interpretation &amp; Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1 (Analyze data with different statistical procedures)</td>
<td>1) Lab Homework Assignments – Each assignment required the students to run and analyze data using different statistical procedures</td>
<td>3) Early-semester anonymous feedback &amp; End of semester feedback question: “I am starting to feel comfortable with applied statistics.” (scale 1-5)</td>
<td>1) Overall class average on all homework assignments will be at least 85%. No one will be below 75%. 2) 75% of the class will receive 80% or better. 3) Improvement in the class average between early semester and end of semester feedback question.</td>
<td>1) Overall class average was 91%. Lowest overall score on homework assignments was 85%. Outcome achieved. 2) 60% of the class received at least 80%. 3) For early semester feedback, class average was 3.9 out of 5. End of semester feedback was 4.57. Goal achieved; the students felt more comfortable with applied statistics by the end of the semester. I would like the percentage of students scoring at least 80% or better on the Final Paper Assignment to improve. The students did well on the in-class lab assignments, but they were able to work in groups and I was available to answer questions during class. The take-home Final Paper Assignment was to be completed independently so some students had a difficult time analyzing the raw dataset. However, those students who came by during office hours to ask questions did much better on the Final Assignment (M = 80%) than those students who never came to office hours (M = 67%). (Note: The assignments were graded blindly). The students were always encouraged to ask questions or stop by during office hours. The End of Semester Feedback Form suggested the students felt comfortable asking questions: “The Professor was approachable when students had questions” – Mean was 5 out of 5. Overall, I will continue to encourage students to ask questions and stop by during office hours. I will also limit the amount of group work in future lab assignments.</td>
<td></td>
</tr>
<tr>
<td>SLO 2 (Interpret the statistical results to make valid inferences about the data)</td>
<td>1) Homework 7 – students were given the SPSS output and had to interpret the results 2) Final Paper – Assessed the student’s ability to correctly interpret the results of the statistical analyses they conducted on a raw dataset (out of 60 points)</td>
<td>3) End of semester anonymous feedback: “How much did you learn about reading and interpreting output?” (scale 1-5)</td>
<td>1) 75% of the class will receive at least an 80%. 2) 75% of the class will receive at least a 75% on the results section of the Final Paper. 3) Class average will be 4 out of 5. No one will score less than 2.</td>
<td>1) 83% of the class received at least an 80% on the assignment. Only two students received 70%. 2) 67% of the class received an 80% or better. 3) Class average was 5 out of 5. Goal was achieved.</td>
<td>Again, students performed much better on the in-class lab assignments than the take-home final paper assignment. In addition, the students who stopped by during office hours received a better grade on the final paper than the students who did not stop by during office hours to ask questions. As indicated earlier, students will be encouraged to attend office hours (especially since I have results showing that attending office hours improves performance in class). In addition, I plan to provide “practice” output that the students can interpret outside of class, and the correct interpretation will be posted on blackboard for them to review.</td>
</tr>
<tr>
<td>SLO 3 (Differentiate between different types of statistical analyses)</td>
<td>1) Homework Assignments – Each assignment had a “defend your analysis” section where the students had to state why they ran a particular analysis (worth 5 points)</td>
<td>2) End of semester anonymous feedback: “How much did you learn about running statistical analyses using SPSS?” (scale 1-5)</td>
<td>1) Class average on the “defend your analysis” questions will be 85% or 51/60 points. 2) Class average will be 4 out of 5. No one will select a 2 or less.</td>
<td>1) Class average was 56/60 points or 93%. Outcome was met. 2) Class average was a 4.43 and no student selected 2 or less. Outcome was met.</td>
<td>Students did extremely well differentiating between the different types of statistical analyses. No changes will be made since outcomes were achieved.</td>
</tr>
<tr>
<td>SLO 4 (Practice writing up the results to illustrate the findings using APA style)</td>
<td>1) Homework Assignments – Each assignment required that the students write all answers in APA style. 2) Final Paper Assignment – Students were required to write a APA style manuscript, which included: title page, methods, results, and tables</td>
<td>1) Overall class average for the APA style section of the homework assignments will be at least 85%. 2) 75% of the class will receive at least 75% on the Final Paper.</td>
<td>1) All students received at least an 85% on the APA style section of the homework assignments. Outcome was achieved. 2) 60% of the class received at least a 75% on the APA style section of the Final Paper Assignment.</td>
<td>As expected, the students did better on the in-class lab assignments than the final paper assignment regarding APA style. The majority of the mistakes in the final paper were “silly” errors (forgetting to italicize “N” or “M”). In the lab, the students were able to work in groups and ask questions so these “simple” mistakes were usually caught. However, the students who did poorly on this section of the paper did acknowledge that they were “time crunched” due to other final exams and knowingly turned in papers that were not in</td>
<td></td>
</tr>
</tbody>
</table>
the proper format.

In order to improve APA style formatting of statistics, I plan on including a weekly "practice" assignment where students will have to write-up the results in APA style. This practice assignment will be completed independently by each student and will not be graded. But, it will give me a better idea of who is struggling with APA style writing.