Since the 2002/03 academic year the Justice Department has been through a tumultuous series of faculty personnel events, including a retirement, termination, a death of a new hire, and a resignation. Consequently the Department began the 2004/05 academic year with 50% of its faculty being new faculty, and only one member of the department having been a full-time Justice faculty for more than two years. The significant turnover, besides being disruptive to the normal functioning of the Department, frustrated the implementation of the assessment plans. Therefore, during the fall of 2004 the Justice faculty reviewed the Department’s Mission Statement and its assessment plans. Subsequently, with input from the entire faculty, a new Mission Statement has been developed, along with new assessment plans for the Bachelor of Arts in Justice and the Master of Arts in Administration of Justice. The revised Justice Mission Statement and the Student Outcomes Assessment Plan for the B.A. in Justice are attached with this report.

Program Objective 1: Provide an intellectually challenging Justice curriculum that prepares students for professional employment.

The primary assessment tool for Objective 1 is the monitoring of the syllabi, assignments and exams for the Justice core courses (JUST 110, 125, 222, 251, 300X, 340, 358 and 460. While syllabi have been collected each semester by the Justice administrative assistant, the same has not been true with regarding the exams and assignments that are necessary for an assessment of Objective 1. The turnover of faculty has resulted in sparse evidence of exams and assignments. Consequently, Justice faculty have been tasked with submitting the required copies of exams and assignments to the administrative assistant who will compile them as necessary for assessment purposes. Additionally, submission of the exams and assignments for assessment will be written into the workloads of the Justice faculty. In May of 2005 the Justice Student Outcomes Assessment Committee will review the available syllabi, exams and assignments for JUST 110, 222, 251 and 340.

A second assessment tool applicable to Objective 1 is the review of IAS student evaluations. In May of 2005, the IAS evaluations for JUST 110, 222, 251 and 340 will be reviewed with regard to course content, amount learned, and intellectual challenge. At this time, the Department has not received the IAS evaluations that were conducted for JUST 110, 222 and 340 in the fall of 2004; the evaluations were lost in transit to the contractor responsible for compiling the evaluations. However, evaluations from the fall of 2003 will be reviewed, as well as evaluations from spring of 2004.

A third assessment tool relevant to Objective 1, is the perceptions of the Justice Advisory Committee. The Committee’s membership was revised in the spring of 2004 due to the retirement from their justice related employment of a few of the members. The Committee represents agencies in law enforcement, adult and juvenile corrections, criminal prosecution and
criminal defense. Justice interns have worked with each of the agencies represented by the Committee with the exception of criminal defense. The Committee members universally praised the quality of work performed by interns and did not indicate any dissatisfaction with the level of preparation demonstrated by the interns. For the spring semester of 2005, the Department, for the first time, has placed an intern with the Public Defender Agency. The intern is providing investigative services for criminal defense purposes, and the agency is delighted with the results and has requested that two student interns be placed with it for the next semester.

Program Objective 2: Provide students with a core of knowledge regarding the criminal justice system, preparing them for employment in criminal justice agencies or graduate studies in criminal justice related fields.

The assessment tools for Objective 2 are the same as for Objective 1. In general what has been indicated regarding the assessment of Objective 1 is true regarding the assessment of Objective 2. In addition, the Department has routinely discussed potential curriculum changes with the Justice Advisory Committee. One result of these conversations has been the creation of JUST 125, Addictive Processes, as a required course for the Justice major.

In summary, the Bachelor of Arts in Justice program is meeting its stated objectives. Justice agencies, the recipient of the program’s product, indicate satisfaction with the quality of education received by Justice graduates. Students, themselves, indicate a satisfaction with the program. The number of Justice majors just exceeded 100 this spring of 2005. Each semester, the majority of Justice undergraduate courses have several students waitlisted. The prevalence of waitlists for Justice undergraduate courses is partially due to the reduction in such courses being offered each semester in order to accommodate the basic needs of the Master of Arts in Administration of Justice program. This situation will remain until the Justice Department receives at least one more full-time faculty to bring its full-time faculty compliment to five professors.

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