

Criminal Justice Program Review

The Criminal Justice undergraduate program was completely renovated in 2002 consistent with the standards and recommendations of the Academy of Criminal Justice Sciences. The curriculum is one that promotes a general study of the systems and agencies that make up the Criminal Justice System with emphasis on: law, corrections, law enforcement and forensic evidence. This holistic approach to instruction is consistent with future trends involving the integration of law, forensic science and law enforcement into a single medium for instruction.

Our students populate all the Criminal Justice Agencies throughout the State and in the main have little trouble finding relevant employment. The criminal justice system is and always will be a growth industry. We consistently have the largest undergraduate enrollment. For purposes of this report the self-study provided by the Academy of Criminal Justice Sciences for ACJS accreditation will be used as a guide.

The Western Association of Schools and Colleges views program review to include an internal component that encompasses systematic processes to evaluate the capacity, and outcomes of degree programs to determine quality and effectiveness in pursuit of curricular improvement (WASC, 2013).

Academy of Criminal Justice Sciences Certification Standards for College/University

Criminal Justice/Criminology Baccalaureate Degree Programs Standards

A: Program Mission

A.1 The program has a stated mission and set of purposes derived from and consistent with the overall mission and purposes of the institution of higher education.

The baccalaureate degree is designed to prepare the undergraduate student academically for careers in administration, criminal justice, criminology, law enforcement, probation and parole, and public safety.

The Criminology and Criminal Justice major emphasizes the development of knowledge, critical thinking, as well as oral and written communication skills. Students are encouraged to examine the American justice system pertaining to its function, equality, and effectiveness from social, ethical, and political perspectives.

This mission statement embraces these portions of the Marianist Values:

Provide an excellent education.

- a. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities.

Educate for service, justice and peace.

- a. Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation to Change

- a. Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully.

Section B: Program Structure and Curriculum.

B.1 The Program has stated program outcomes and learning objectives.

The program clearly specifies and publishes program goals, objectives, and requirements. The institution's mission and purposes are reflected in the specific educational objectives of the program. Requirements for the program are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry.

The Criminal Justice Program Learning Outcomes

Upon completion of this program students will be able to:

1. Explain the inherent complexities and day-to-day operations of the American criminal justice system.
2. Conduct Criminal Justice research
3. Discuss the basic rights guaranteed to each individual by both state and federal constitutions and laws.
4. Distinguish race, gender and social class and the causes of crime.
5. Integrate forensic science and prosecutorial law in criminal investigations

B.2 The curriculum

The broad scope of the field of criminal justice/criminology is reflected in the undergraduate curriculum and is a balanced presentation of the issues of the field, including; Administration of Justice, Corrections, Criminological Theory, Law Adjudication, Law Enforcement and Research and Analytic Methods.

Chaminade Criminal Justice Program content areas.

Administration of Justice

Contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice

Corrections	History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders
Criminological Theory	The nature and causes of crime, typologies, offenders, and victims
Law Adjudication	Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making
Law Enforcement	History, theory, practice and legal environment, police organization, discretion, and subculture
Research and Analytic Methods	Quantitative-including statistics- and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for undergraduate students

Section C: Faculty for Baccalaureate Degree Programs

Criminal Justice/criminology faculty credentials, number, diversity of educational and professional experience, time commitment and performance are sufficient to accomplish the program’s mission and objectives.

The undergraduate program has the largest on-campus enrollment and has for the last nine years. There are three full time faculty positions and one half faculty and administrative position.

Dr. Janet Davidson Ph.D., a graduate of the University of Hawaii Dr. Davidson has an active research agenda and publication record. She advises students, supervises internships, sponsors the Alpha Sigma Phi criminal justice honor society and finds time to provide service experiences for her students with the Hawaii Department of Public Safety.

Dr. Joseph Allen Ph.D., is a graduate of the University of Hawaii, advises students, supervises internships, provides service learning opportunities with Crime Stoppers Hawaii and is the sponsor of the Criminal Justice Club.

Collin Lau J.D. teaches our law courses. Collin advises students, supervises internships and teaches many overloads that meet our teaching responsibilities

Professor Ronald Becker is the Director of the Criminal Justice programs has a M.Ed. and a J.D. He has an active research agenda and publication record. He is a recognized expert in the processing of underwater crime scenes. He advises students, supervises faculty and staff, and represents the program within the criminal justice community.

C.1 Faculty workloads

Faculty assignments and workloads allow adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service compatible with the mission and purposes of the institution and program.

Although the faculty is dedicated it is seriously overextended and sorely in need of an additional faculty line. The size of the enrollment in relation to the size of faculty would never allow ACJS accreditation.

Enrollments reflected in numbers of courses taught and hours assessed.

		2009-2010	2010-11	2011-12	2013-13	2013-14
	Number of Classes	1724	1825	2005	1900	1709
	Number of Hours	5172	5475	6015	5696	5127

Bachelor's Degrees Granted 2004-2014

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Criminal Justice Degrees	62	53	49	68	50	52	61	61	68	70

C.2 Core courses

At least two-thirds of the core required courses for the degree are taught by full-time faculty.

All core courses and all sections of core courses are taught by full time faculty.

Section D: Admission and Articulation Standards:

The institution specifies and publishes requirements for admission into, continuation in, termination from, or re-admission to its criminal justice/criminology program(s), which are compatible with its educational purposes. Graduation requirements are clearly stated in appropriate publications and are consistently applied in the process for awarding degrees. Degrees awarded accurately reflect student attainments.

As provided for in the Chaminade University Undergraduate catalog the Bachelor of Science degree in Criminal Justice requires the completion of a general education core as well as a major field of concentration. The B.S. degree requires the completion of a minimum of 120 semester hours of

credit. A cumulative grade point average of 2.0 (C) or better must be earned for all courses completed at Chaminade. A cumulative grade point average of 2.0 (C) or better is also required in the major. One year of residence, normally the senior year (30 semester hours), is required. At least half of the upper division credits required for the major must be completed at Chaminade.

The following Criminology and Criminal Justice courses must be completed for a Bachelor of Science degree in Criminology and Criminal Justice:

Students must complete the pre-major requirements of:

CJ 151, Criminal Justice Systems

CJ 201, Foundations in Criminology

CJ220, Criminal Investigation

CJ 223, Introduction to Law

CJ 270, Supervision and Management

CJ 291, Juvenile Justice Systems

Students must also complete the major requirements and one of the following: PSY 321, PSY 424, SO 401, or SO 407.

CJ 315 Behavioral Science Statistics

CJ 375 Contemporary Legal Issues

CJ 423 Criminal Law

CJ 424 Criminal Procedure

CJ 432 Law Enforcement

CJ 451 Corrections

CJ 470 Management and Public Administration

CJ 490 Capstone Seminar

CJ491 Juvenile Deviancy and Juvenile Delinquency

Section E: Student Services Standards:

All students in the criminal justice/criminology program have access to appropriate and effective orientation, academic advisement, career development, and placement counseling.

All Criminal Justice students are provided a faculty adviser with who they are required to meet prior to each semester's registration. Each student signs a four year plan and contract indicating that if they take the appropriate courses in the order available and consistent with their advisor's input they will graduate in four years. There is an academic hold on each student's account that is not

removed until they have met with their advisor. Only the student's advisor (and appropriate administrative personnel) can remove the academic hold.

We have no intern coordinator and advising and placement into internships is based on student interest and motivation. Each faculty member handles internship placement and supervision as part of their academic workload.

We have no placement coordinator the faculty attempts to provide information to students regarding recent vacancy postings in various criminal justice agencies. Each year the Criminal Justice Club organizes and operates the CJ Expo. The Expo is a career fair comprised of criminal justice agencies from around the state. Attendance is always high and students discover the plethora of agencies seeking employees.

Section F: Integrity Standards:

The criminal justice/criminology program exemplifies high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, external agencies and organizations, and the general public.

All teacher evaluations are considered and reviewed. Any deficiencies are addressed in writing to the faculty member who must respond in writing the method or methods he or she will employ in rectifying the deficiencies. All allegations of discrimination are referred to the University Compliance Office.

One of the easiest ways for a criminal justice program to lose its credibility is to operate in an unethical manner. The most expensive advertising available will not fill seats in a program that does not follow the highest professional and academic standards. The relationship that we have with criminal justice agencies; federal, state and local, bespeaks of the high esteem in which we and our graduates are held.

The best advertising a criminal justice program can do is to supply well qualified, prepared and ethical students to prospective criminal justice employers. Our students are the best advertising dollar we can spend.

F.1 Providing Information

The program presents itself to students and other members of the interested public by providing disseminated program information that is clear, complete, and accurate.

Appropriate publications, print or electronic, contain the criminal justice/criminology program's mission and expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; courses currently offered; academic policies, procedures and requirements for the criminal justice/criminology degree.

Section G: Program Quality and Effectiveness Standards:

The program undergoes systematic evaluation of all program components and uses the results for program improvement.

Program Annual Assessment Report Summary

1. Program Information:

Division	Behavioral Sciences
Program	Criminology & Criminal Justice
Level	Undergraduate
Academic Year	2012-2013
Submitted by	Joe Allen
Phone/email	x4879; joseph.allen@chaminade.edu
Date Submitted	10/01/13

2. Outcomes Assessed and Program Evaluation.

Outcomes assessed for this AY	Assessment Process	Access to/Archive of Results
All Program Learning Outcomes (N=79 students)	Comprehensive/Exit Exam (79 items; multiple choice & true-false format)	Results posted to CUH WASC evidence online site; raw data on Joe Allen's computer
Student Evaluation of CCJ Program (N=79 students)	Exit Survey (8 items; Likert scale format)	Results posted to CUH WASC evidence online site; raw data on Joe Allen's computer
Student Evaluation of CCJ Program & Integration of Marianist Values (N=79 students)	Exit Survey (5 items; Likert scale format)	Results posted to CUH WASC evidence online site; raw data on Joe Allen's computer

3. Results, concerns and discoveries. Make sure appropriate statistical notations are utilized (N size, mean, standard deviation, frequency distribution, etc). What conclusions or discoveries were made from these results?

Results & Discoveries																																																		
1. Overall Comprehensive/Exit Exam Results (N=79): During the most recent assessment cycle, students achieved a correct response rate of 70.2%, decreasing from last year's results (75.8%). Prior to this last assessment period, overall scores for students had increased for the past 5 assessment periods.																																																		
2. Specific Comprehensive/Exit Exam Results (N=79): Most Recent Assessment Cycle <ul style="list-style-type: none"> • Students scored above 80% in the following courses: CJ 201, CJ 223, and CJ 291. • Students scored below 60% in the following courses: CJ 470. • Student performance improvement of >+5% was seen in the following courses: none. • Student performance decreases of >-5% were seen in the following courses: CJ 432, CJ 470, and CJ 491. 																																																		
3. Feedback on CCJ Program (N=79): During the most recent assessment, the mean student rating of faculty/administration on all assessed items was 4.44 (on a scale of 1-5). The range of mean scores for the assessed items was between a low of 4.27 ('Academic advising for CCJ students was readily available and useful') to 4.60 ('CCJ faculty were well-qualified and knowledgeable in their subject areas').																																																		
4. Feedback on CCJ Program & Marianist Values (N=79): During the most recent assessment, the mean student rating of the program's expression/support of the Marianist values of all items was 4.58 (on a scale of 1-5).																																																		
5. This is the third assessment cycle where data have been collected and analyzed by program type (e.g., DUG, AUP, and Online); however, the capstone course was not offered during the evening program during this cycle, only online. The table below compares the percentages of correct responses by course and overall for DUG and Online students.																																																		
	<table border="1"> <thead> <tr> <th>Course</th> <th>DUG (N=44)</th> <th>Online (N=35)</th> </tr> </thead> <tbody> <tr><td>151</td><td>58%</td><td>59%</td></tr> <tr><td>201</td><td>88%</td><td>74%</td></tr> <tr><td>220</td><td>72%</td><td>80%</td></tr> <tr><td>223</td><td>85%</td><td>90%</td></tr> <tr><td>270</td><td>68%</td><td>65%</td></tr> <tr><td>291</td><td>92%</td><td>83%</td></tr> <tr><td>315</td><td>71%</td><td>70%</td></tr> <tr><td>375</td><td>72%</td><td>70%</td></tr> <tr><td>423</td><td>66%</td><td>60%</td></tr> <tr><td>424</td><td>62%</td><td>64%</td></tr> <tr><td>432</td><td>75%</td><td>65%</td></tr> <tr><td>451</td><td>75%</td><td>78%</td></tr> <tr><td>470</td><td>44%</td><td>34%</td></tr> <tr><td>491</td><td>64%</td><td>58%</td></tr> <tr><td>OVERALL</td><td>72%</td><td>69%</td></tr> </tbody> </table>	Course	DUG (N=44)	Online (N=35)	151	58%	59%	201	88%	74%	220	72%	80%	223	85%	90%	270	68%	65%	291	92%	83%	315	71%	70%	375	72%	70%	423	66%	60%	424	62%	64%	432	75%	65%	451	75%	78%	470	44%	34%	491	64%	58%	OVERALL	72%	69%	
Course	DUG (N=44)	Online (N=35)																																																
151	58%	59%																																																
201	88%	74%																																																
220	72%	80%																																																
223	85%	90%																																																
270	68%	65%																																																
291	92%	83%																																																
315	71%	70%																																																
375	72%	70%																																																
423	66%	60%																																																
424	62%	64%																																																
432	75%	65%																																																
451	75%	78%																																																
470	44%	34%																																																
491	64%	58%																																																
OVERALL	72%	69%																																																

Conclusions & Concerns

1. Assessment of PLOs via comprehensive/exit exam show that the target rate of 70% was not met in the most recent cycle for the following courses: CJ 151, CJ 270, CJ 423, CJ 424, CJ 470, and CJ 491.
2. Student evaluation of the CCJ Program is solid as are their assessment of the program and its integration of the Marianist values.
3. Across program type (DUG/Online), student results are similar, including: performance on the exit exam, feedback on the program and faculty, and assessment of the program in terms of Marianist values.
4. Assessment of PLOs continues to be limited to the comprehensive/exit examination and student feedback/assessment instruments.

4. Use of Results. Did the results lead to program changes? If so, describe the changes made. If not, describe why changes were not needed.

1. Assessment of PLOs via comprehensive/exit exam: Overall, exam results have shown some a decreased level of performance over the past academic year. Prior to this, there was an overall positive and relatively linear improvement for all courses. It is suggested that faculty re-emphasize the SLOs for their courses to achieve previously held levels of performance.
2. Student evaluation of the CCJ Program & integration of the Marianist values: no program changes deemed necessary.
3. Assessment of AS: After not receiving any referrals to the exit materials by the AEOP for AS students since 2009, the AEOP was reminded to do this. For the 2011-2012 AY, there were 11 individuals who completed the exit materials. Unfortunately, the referrals ceased again once the 2012 CY began and persisted for the 2012-13 AY. The AEOP needs to consistently remind students to take the exit materials. Analysis of the results for the AEOP AS students is in a holding pattern until this is accomplished; trends cannot be established when significant breaks in the data occur.

5. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

All assessment activities have been disseminated to CCJ faculty, CCJ Program Coordinator, Division Chair and the Provost via e-mail. Results posted to CUH WASC evidence online site.

Program Annual Assessment Student Feedback on Faculty

Scale

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

I found academic advising for CCJ students readily available and useful.		Mean
Delivery Method	A mixture of in-person and on-line on military bases.	4.66
	All in-person on the main CUH campus.	4.43
	All online.	3.25
	Other style or mixture.	4.21
Mean for All Delivery Methods		4.41

I found faculty readily-available and willing to provide information outside the classroom.		Mean
Delivery Method	A mixture of in-person on various military bases and on-line.	4.53
	All in-person on the main CUH campus.	4.59
	All online.	4.00
	Other style or mixture.	4.43
Mean for All Delivery Methods		4.52

I found the CCJ program administration to be helpful and available.		Mean
Delivery Method	A mixture of in-person on various military bases and on-line.	4.66
	All in-person on the main CUH campus.	4.61
	All online.	3.25
	Other style or mixture.	4.29
Mean for All Delivery Methods		4.51

I found the CCJ curriculum challenging.		Mean
Delivery Method	A mixture of in-person on various military bases and on-line.	4.50
	All in-person on the main CUH campus.	4.40
	All online.	4.50
	Other style or mixture.	4.50
Mean for All Delivery Methods		4.43

I found the CCJ faculty well-prepared.		Mean
Delivery Method	A mixture of in-person on various military bases and on-line.	4.66
	All in-person on the main CUH campus.	4.59
	All online.	3.75
	Other style or mixture.	4.64
Mean for All Delivery Methods		4.53

The textbooks and materials used in courses were relevant and up-to-date.		Mean
Delivery Method	A mixture of in-person on various military bases and on-line.	4.47
	All in-person on the main CUH campus.	4.42
	All online.	4.25
	Other style or mixture.	4.43
Mean for All Delivery Methods		4.42

Faculty used classroom audiovisual equipment competently.		Mean
Delivery Method	A mixture of in-person on various military bases and on-line.	4.29
	All in-person on the main CUH campus.	4.44
	All online.	3.00
	Other style or mixture.	4.36
Mean for All Delivery Methods		4.36

G.1 Teaching evaluations Day Criminal Justice Undergraduate Teaching Evaluations 2011

Q1 – Course requirements were clearly stated

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
377	270	101	4	1	1	4.69	98%

Q2 - Class time was used productively

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
377	268	87	13	8	1	4.63	94%

Q3 – The instructor was consistently well prepared for class sessions

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
377	275	88	9	3	2	4.67	96%

Q4 – Academic requirements for this course were challenging

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
376	223	113	33	6	1	4.47	89%

Q5 – The instructor demonstrated knowledge of the subject

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
376	305	66	4		1	4.79	99%

Q6 – Overall the quality of the instructor’s teaching was high

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
376	284	78	9	4	1	4.70	96%

Q7 – I gained a significant amount of knowledge from this course

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
376	263	96	12	3	2	4.64	95%

Q8 – Overall I feel this was a good course

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
376	268	89	14	4	1	4.65	95%

Q9 – I would recommend this instructor’s course to another student

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
376	282	76	11	5	2	4.68	95%

Scale

1 Strongly Disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

Criminal Justice teaching evaluations over the last eight years have been scored in the Strongly Agree and Agree categories in excess of 90% or higher.

H: Equitable access to women and minorities.

Does the Program recruit students that reflect underrepresented gender and racial groups.

H.1 Gender data

Gender and Registered Credits

2012-13 Academic Year		2013-2014 Academic Year	
Day Undergraduate		Day Undergraduate	
Male	Female	Male	Female
438	651	485	597
1,312	1951	1455	1791

H.2 Ethnicity data

Ethnicity and Registered Credits

2012-13 Academic Year		2013-2014 Academic Year	
Asian		Asian	
97		91	
291		273	
Black		Black	
26		29	
78		87	
Hispanic		Hispanic	
23		19	
69		57	
Native American		Native American	
9		3	
27		9	
NH/PI		NH/PI	
91		64	
273		192	
White		White	
78		51	
237		153	

At Chaminade multiculturalism is alive and well in race and gender distributions throughout the student population. Chaminade is a Hawaiian serving institution and recruits heavily among Native Hawaiians and people for the Pacific Region. That mission is strongly reflected in the students that make up the criminal justice program.

Discussion

Program Accreditation (external review)

The Academy of Criminal Justice Sciences Program Accreditation process is rigorous and detailed. In most details we comply and excel, the one lingering aspect of default is in the number of faculty. The accreditation process is expensive and depending on the number of days spent on campus can exceed \$9000. The end result would be a determination of lack of compliance regarding faculty number and a proposed revisit. Our curriculum reflects the Academies rigid standards and our faculty are highly productive. It would be prudent to postpone professional accreditation until faculty staffing can be supplemented.

Program Assessment

An analysis of assessment data suggests that there is a problem in five course areas as reflected by poor performance on the assessment instrument. There is a disconnect between student learning outcomes for five courses and the questions related to those courses contained in the assessment instrument. We continually upgrade content in response to collected data. We have replaced the instructor in our Management and Supervision course in that it was not possible to impose upon this adjunct the importance of student outcomes and that they be thoroughly covered in class materials. The instructors for all courses with low accuracy rates, have been gathered to review assessment questions pertaining to their courses to determine whether or not they are consistent with course student learning outcomes (from whence the assessment questions came) as contained in course syllabi. We hope to align assessment questions with course student learning outcomes in these five courses.

Program Integrity

The criminal justice discipline is different from most others in that it is essential that students begin to see themselves as part of the system as quickly as possible. The consequences of bad choices can have a detrimental effect on their future and their chosen careers.

Our relationship to students and to the agencies they wish to work for is a demanding one in that loss of credibility with either is the death of the program. When students are hired by agencies and representatives from these agencies participate in our activities, discussions and recruitment we know we are doing something right. We are the recognized benchmark for the state and the region and we work arduously to maintain our place and reputation in the professional community.

Student Satisfaction

It is axiomatic that good teachers make for satisfied students. More and more is expected of criminal justice students than ever before. In our program it is a B.Sc. degree requiring science and math. We added to our curriculum a statistics course.

The criminal investigation course and text has moved from “cop shop 101” to an integration of criminal investigation, law and forensic science. Students are required to take prelaw classes and to learn to read, discuss and apply United States Supreme Court Cases. Student evaluations tell us that students are satisfied with their cadre of instructors and the quality of instruction. The road to the future suggests an ever greater collaboration between forensic science, criminal justice and the law. It is time for that collaboration to begin and future student enrollments and satisfaction will depend upon it.

References

Western Association of Schools and Colleges. 2013. 2013 Handbook of Accreditation. Senior College and University Commission.