

Undergraduate Criminology Program Review

November 2002

I. Program Mission Statement

The faculty of the Criminology program are committed to provide quality instruction to undergraduate and graduate students on subjects that fall within the scope of the discipline, conduct research that contributes to the body of knowledge in the field, and engage in service that allows practical application of our knowledge and skills. In conjunction with the goals of the University, the College, and the Department, our program is based on the philosophy of a liberal arts education, grounded in social science methodologies. The focus for undergraduate students is to achieve mastery of basic academic competencies and a basic level of expertise in the field of criminal justice/criminology. The graduate program promotes a more critical examination of criminal justice/criminology issues, as well as enhancing analytical and communication skills. Faculty seek opportunities to involve students in a range of professional activities to facilitate their entry into the job market or further educational pursuits.

II. Statement of Program Goals, Objectives and Assessment Strategies

GOAL 1: PROVIDE EXCELLENT INSTRUCTION USING A QUALITY CURRICULUM FOR BOTH UNDERGRADUATE AND GRADUATE STUDENTS IN THE FIELD OF CRIMINOLOGY THAT WILL EQUIP THEM WITH THE NECESSARY SKILLS TO SUCCESSFULLY TRANSITION FROM SCHOOL TO WORK AND/OR FURTHER EDUCATIONAL PURSUITS. (Supports University Bread and Butter Goals 3 and 9, and Visionary Goals 4 and 5)

Objective:

1. Review curriculum each year and make changes as needed to reflect new information in the discipline as well as changing student interests and employer demands.

Assessment:

1. *Catalog course listings will reflect curriculum changes from year to year.* The name of the program was changed from Criminal Justice to Criminology, and the curriculum for the program was changed substantially when the University went through conversion from the quarter system to the semester system in 1998. In response to the fact that a number of students in the Criminology program are non-traditional students who are working, our program was designated an evening/weekend program. Courses for the Criminology program were designated by the CRIM prefix, and the major was designed with several tracks: policing, legal research, corrections, juvenile justice, women in the criminal justice system, advanced degree, and general track. After a couple of years, we no longer had anyone on the faculty who could teach several of the courses in the legal research track, and no one had chosen the women in the criminal justice system track, so those tracks were eliminated in 2000. Further changes were made in 2001 to change the course number on the Juvenile Delinquency course from a 3000 level to a 2000 level to

facilitate the transfer of credits for students coming to West Georgia from a two-year school where Juvenile Delinquency is taught at a 2000 level. We also increased the options in Core Area F (2) to include other 2000 level courses so transfer students who had equivalent courses at a two-year school would not lose the credits from their major area. In addition, we decided to eliminate the tracks altogether, as most students were choosing the General Track, and the few who were selecting other tracks were often having difficulty scheduling the courses they needed and we were making a number of substitutions each semester. Most recently, in 2002, we are submitting changes to eliminate or change the pre-requisites for our courses and to cross-list the SOCI courses that Criminology faculty teach as both SOCI and CRIM. This will make it easier for students to enroll for our courses and for the Criminology program to be given the FTE credits for our students.

2. *Written student feedback from the Internship and the Senior Capstone course will indicate changes the students would like to see in the program.* Each semester, students in the Internship program are required to write a paper summarizing their field experiences, relating their field experiences to their coursework, and reflecting on what they have learned from their internship. Excerpts from those papers provide feedback to faculty about the courses students find helpful in the course of their internships and the areas where they feel unprepared. This information is shared with faculty and used for future course preparation. Beginning in 2001, students in the Senior Capstone course are asked to complete an evaluation of the Criminology program. These responses provide feedback on student perceptions of program strengths and weaknesses and are used for future program planning.
3. *Written student evaluations of courses will indicate student's evaluation of faculty teaching.* Each semester, for each course taught by University faculty, students are asked to complete faculty evaluation form. These forms are turned in to the Department Secretary, who enters the data into a computer database and generates a summary report for each faculty member for each course. These student evaluations are used by faculty members to make adjustments/ revisions to their courses. Faculty evaluations are on file with the Department Secretary.
4. *Written evaluations of faculty teaching by peers may be available in individual faculty members' promotion and tenure materials.* When faculty members apply for promotion and/or tenure, they may request a peer review of their teaching to include in their dossiers. In addition, all adjunct faculty members are required to undergo peer review each semester that they teach. Faculty members use peer evaluations to make adjustments/revisions to their courses. If peer reviews have been requested, they will be available in each faculty member's teaching portfolio.
5. *Written and oral feedback from agencies where students are placed for internships will indicate changes employers would like to see in the program in terms of student preparation for employment.* Each semester, for each student placed in an internship, the site supervisor is asked to complete a written performance evaluation. In cases where these forms are not returned, the Internship Coordinator attempts to make

telephone contact to solicit feedback on the student. In addition, the Internship Coordinator makes a site visit for each intern during the course of the semester, so supervisors have an opportunity to provide oral feedback at that time as well. Generally, the responses have been positive, with most supervisors finding our students well prepared for work in their chosen field. On the occasions where a student's work was not satisfactory, the problems tended to be related to the student's immaturity, inappropriate behavior, or lack of personal motivation, not their lack of knowledge or understanding of the discipline. Employers are routinely asked by the Internship Coordinator to provide input regarding changing demands/needs in the field, and these are relayed back to program faculty. For example, law enforcement agencies are requesting that students take courses in accounting and computer science to enable them to graduate with skills necessary to deal with drug forfeiture cases and increasing caseloads in cybercrime, and other white collar crimes such as credit card fraud and identity theft. This information is passed on to Criminology faculty, who advise students of such.

Objective:

2. Structure classes so as to incorporate assignments that will foster the development of effective oral and written communication, critical and independent thinking, problem-solving, and the use of technology.

Assessment:

6. *Course syllabi will reflect various activities and assignments faculty members incorporate into their courses to enhance written and oral communication skills, critical and independent thinking, problem-solving, and the use of technology.* All course syllabi are available on the Department's website and from the Department Secretary.
7. *Student portfolios created in the Senior Capstone course will demonstrate student abilities in communication skills, critical and independent thinking, problem-solving, and the use of technology.* Student portfolios developed by students in the Senior Capstone course are available from the Criminology Coordinator.

Objective:

3. Advise students to help them select appropriate courses that will meet graduation requirements as well as fit their interests and long-term goals.

Assessment:

8. *Signed advisement forms collected by the Department Secretary each semester will document faculty advising as will documentation in individual student files faculty members may create for their own use in working with their advisees.* Advisement forms are available from the Department Secretary. Individual student advising files are available from each individual faculty member, if he/she so chooses to use that system.

Objective:

4. Offer the Senior Capstone course each semester to prepare students for the transition from school to work and/or further educational pursuits.

Assessment:

9. *Student portfolios created in the Senior Capstone course will demonstrate student abilities in communication skills, critical and independent thinking, problem-solving, and the use of technology.* Student portfolios from the Senior Capstone course documenting student proficiency in knowledge and skills needed to make a successful transition from school to work are available from the Criminology Coordinator.
10. *Course bulletins, filed syllabi, and the master schedule in the Dean's office each semester will document the availability of the Senior Capstone course.* Course bulletins are available from the Registrar's Office and on-line on the University's website.

Objective:

5. Respond to the needs of non-traditional students by offering evening and weekend classes.

Assessment:

11. *Course bulletins, filed syllabi, and the master schedule in the Dean's office each semester will document the availability of evening and weekend classes.* Although weekend classes have only been offered a couple of times, several evening classes are offered each semester. Course bulletins are available from the Registrar's Office and on-line at the University's website.

Objective:

6. Offer students the opportunity for an applied educational experience through the internship.

Assessment:

12. *Completed and signed variable credit forms filed in the Department Secretary's office each semester will document student internships for which course credit was given.* From semester conversion in Fall '98 through Fall '02, 195 students have been placed in supervised internships. Completed forms for internship credit are available from the Department Secretary.
13. *Individual student files kept by the Internship Coordinator will document student internship placements, intern activities, intern feedback about their experience, and*

intern site supervisor's performance evaluations of student intern's work . Individual intern files available from the Internship Coordinator.

14. *Follow-up surveys conducted one year later with students who completed internships will document students' job/educational status, whether the internship experience was helpful for them in their current job/educational program, and any changes they would recommend. After students have had an opportunity to be out of their internships for at least a year, a follow-up survey is sent to them to see if they are employed or in graduate/professional school, if so, if they are employed or pursuing further education in their chosen field, and whether they think their internship experience was helpful in getting them to their current position. Since semester conversion, surveys have been conducted for students who completed their internships during calendar year 1998, 1999, 2000 and 2001.*

Objective:

7. Support special programs of the University that offer enhanced learning opportunities for students (e.g. Advanced Academy, Honors College, XIDS courses, Learning Communities, WAC, etc.).

Assessment:

15. *Syllabi and individual faculty members' annual reports will document faculty involvement in the University's special academic programs . Specific activities for individual faculty members are listed in each faculty member's Annual Report.*

Year	Adv Acad	Honors	XIDS	Learn Com	WAC	Other
1998		1				1 Dist Lrng
1999			1		1	
2000		1			1	
2001		1	3		3	

GOAL 2: ENCOURAGE AND SUPPORT FACULTY RESEARCH AND OTHER PROFESSIONAL ACTIVITIES THAT ENHANCE FACULTY SKILLS AND EXPERTISE, THUS ADDING VALUE TO THE CLASSROOM EXPERIENCE AND OTHER FACULTY-STUDENT ACTIVITIES. (Supports University Bread and Butter Goals 3 and 6, and Visionary Goal 1)

Objective:

1. Encourage faculty members to be actively involved in research in their respective areas of interest.

Assessment:

1. *Faculty members' research activities will be documented in their annual reports.* Annual reports are on file in the department secretary's office; more detailed information on faculty members' research activities is available in individual faculty members' dossiers.

Objective:

2. Encourage faculty members to be actively involved in other opportunities for professional growth and development (e.g. actively participate in professional organizations, review/edit journal articles/books, attend professional conferences, take specialized courses, etc.)

Assessment:

2. *Faculty members' involvement in professional growth and development activities will be documented in their annual reports, through signed travel authorization forms kept by the Department Secretary, and by copies of certificates, letters of acknowledgement, etc.* Annual reports, information on faculty travel, and certificates, letters, etc. are on file in the department secretary's office or available from individual faculty members. A summary of activities is provided below:

Year	Memberships in Prof Orgs	Offices held in Prof Orgs	Editorial Boards	Book/Article Reviews	Conferences attended	Special Courses Taken
1998	11		1		9	8
1999	15	2	3	2	9	3
2000	16	2	3	6	12	1
2001	16	5	4	6	6	2

Objective:

3. Encourage faculty members to present their work at professional meetings.

Assessment:

3. *Faculty members' presentations at professional meetings will be documented in their annual reports.* Annual reports are available in the department secretary's office. A summary of presentations is included below:

Year	Internat'l Conf	National Conf	Reg Conf	State Conf	Local Conf
1998		4		1	1
1999		6	5		2
2000	2	5	4	3	1

2001		5	2	2	1
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Objective:

4. Encourage faculty members to actively pursue internal and external grant funding for special projects.

Assessment:

4. *Copies of grant proposals, whether funded or not, will document faculty members' pursuit of internal and/or external funds; these proposals will also be listed in each faculty member's annual report.* Annual reports are available from the department secretary's office. A summary of grant proposals submitted and funded is included below:

Year	Ext Proposals	Ext Awards	Int Proposals	Int Awards
1998	3	2	2	2
1999	2		1	1
2000	3		1	1
2001			1	1

Objective:

5. Encourage faculty members to publish their work in appropriate media.

Assessment:

5. *Copies of published work will document faculty members' publishing activities; these publications will also be listed in each faculty member's annual report.* Annual reports are available from the department secretary's office. A summary of faculty publications is included below:

Year	Books	Book Chaps	Journal Articles	Encyclopedia Entries	Technical Reports	Other
1998	1	2	1		1	1
1999	2	2	4	1	3	
2000	3	8		3	1	
2001	2	2	1	6	5	1

Objective:

6. Encourage faculty members to integrate their professional activities into their teaching.

Assessment:

6. *The teaching section of the annual report as well as the self-assessment will document faculty members' efforts to incorporate the benefits of their professional activities into their teaching. Annual reports are available from the department secretary's office.*

GOAL 3: ENCOURAGE AND SUPPORT POSITIVE FACULTY-STUDENT INTERACTIONS IN BOTH FORMAL AND INFORMAL ENVIRONMENTS TO ENHANCE STUDENT LEARNING AND DEVELOPMENT, AND FOR GRADUATE STUDENTS, TO SOCIALIZE THEM INTO THE PROFESSION. (Supports University Bread and Butter Goals 2, 3 and 6, and Visionary Goal 1, 2 and 5)

Objective:

1. Involve students in faculty research and other professional activities.

Assessment:

1. *Involvement of students in faculty research and other professional activities will be documented in each faculty member's annual report. Annual reports are available from the department secretary's office. Below is a summary of faculty efforts to involve students in research and other professional activities:*

Year	Faculty/Student Research Proj	Faculty Sponsor for Student Res	Faculty bring student to conf	Other
1998	2		1	
1999	1	1	1	
2000	1		2	
2001	2	1	2	

Objective:

2. Assist students with their research papers and projects.

Assessment:

2. *Faculty members who spend more than the expected amount of time providing assistance to students with their own research papers/projects will keep a record of this activity and include that information in their annual reports. Substantial assistance will be documented by signed forms indicating participation on position paper committees, thesis committees, dissertation committees, etc. Annual reports are available from the department secretary's office. A summary of faculty involvement with students in their papers and projects is included below:*

Year	Undergrad Student Res Project	Grad Pos Paper Committees	Grad Thesis Committees	Dissertation Committees	Other
1998		1	1	2	
1999		2		1	
2000		5	2		
2001		6	3		

Objective:

3. Co-author papers with students.

Assessment:

3. *Copies of papers co-authored by a faculty member and student will document that the work was a collaborative project.* These accomplishments will also be included in the faculty member's annual report. Annual reports are available from the department secretary's office.

YEAR # CO-AUTHORED

FACULTY/STUDENT PAPERS

1998	2
1999	1
2000	1
2001	2

Objective:

4. Encourage/assist/sponsor students in presenting their research at professional meetings or student competitions.

Assessment:

4. *Copies of letters indicating faculty sponsorship of a student in a student research competition or professional meeting will document that type of mentoring.* Faculty members will also include information on student sponsorships and/or having students make formal presentations of their work in their annual reports. Annual reports are available from the department secretary's office. Also, see the previous Tables.

Objective:

5. Support student clubs where members are encouraged to engage in activities relevant to

the field.

Assessment:

5. *Paperwork to establish student clubs will document that such clubs exist. Membership lists, minutes of club meetings, club newsletters, and other written material will document level of club activity.* In 1999 the department organized a local chapter of the Lambda Alpha Epsilon Fraternity, sponsored nationally by the American Criminal Justice Association. The club is open to all Criminology majors and minors. The club meets regularly during each semester and engages in a variety of activities, such as tours of criminal justice facilities, hosting speakers, and social outings. In April 2002, the club hosted Eric Hickey, a nationally known expert on serial killers, as a featured speaker. Paperwork establishing these clubs on campus is available in the Student Activities Office, and documentation of club activities is available from the club sponsor.

Objective:

6. Provide honor societies for majors who meet the membership criteria.

Assessment:

6. *In 2000 the department organized a local chapter of Alpha Phi Sigma National Criminal Justice Honor Society.* Students must have at least a 3.25 average in their major courses with a t least a 3.0 overall to be eligible for membership. These students also participate in the Lambda Alpha Epsilon Fraternity and are given special recognition at graduation.

Objective:

7. Nominate students for appropriate University and other awards.

Assessment:

7. *Copies of nomination letters for student awards will document faculty members' activities in that regard.* Faculty have not submitted copies of these letters to the department secretary in the past, but began to do so as of January 2001 so that we could keep a record.

Objective:

8. Sponsor informal activities for faculty members and students to interact outside of the classroom.

Assessment:

8. *Informal activities involving faculty members and students may or may not be documented.* As much as possible, though, the Criminology Program Coordinator will

document these activities and pass them along to the Department Chair, who will include that information in the annual report for the Department. The Criminology Program Coordinator had not documented these activities in the past but began to do so as of January 2001.

GOAL 4: ENCOURAGE AND SUPPORT FACULTY MEMBERS IN COLLABORATING WITH EACH OTHER (BOTH IN AND OUTSIDE OF THE DEPARTMENT) AND IN ACTIVELY PURSUING OPPORTUNITIES TO WORK WITH FACULTY IN OTHER INSTITUTIONS. (Supports University Bread and Butter Goals 3 and 7, and Visionary Goal 1)

Objective:

1. Support collaborative activities between faculty members inside and outside the department to build collegiality and strengthen the program.

Assessment:

1. *Faculty member activities that involve collaborative efforts with other faculty members either inside or outside the department will be included in each faculty member's annual report.* These can include team teaching, collaborative research, Learning Community, etc. These activities may also be documented by copies of grant proposals/awards, printed programs of events, copies of work produced, etc. Annual reports are available from the department secretary's office. A summary of collaborative activities of Criminology faculty follows:

Year	Team Teaching	Collab. Research	Learning Comm	Other
1998	1	2		
1999	2	4		
2000		9		
2001		5		

Objective:

2. Support the development of interdisciplinary courses and programs.

Assessment:

2. *Catalog and bulletin listings will indicate involvement of faculty members in interdisciplinary courses and programs (e.g. XIDS, Women's Studies course, Environmental Studies course, etc.)* . Semester bulletins are available from the Dean's Office in the College of Arts and Sciences, and these will document faculty who teach interdisciplinary courses. Since semester conversion in 1998, the involvement of the Criminology faculty in these courses has been limited due to our need to offer an adequate number of major courses for our own students. Particularly since the College of Arts and Sciences changed to a 3-3 teaching load in 2000, which removed approximately

10 courses from our list of offerings for the year, we have had to focus primarily on teaching courses within our program. Dr. Stone team taught an XIDS course in the fall of 1999, and in odd numbered years she teaches a course in Women in the Criminal Justice System, which is approved for the Women's Studies minor. Dr. Ferguson teaches a course once a year, Racial and Cultural Minorities, and a course in even numbered years, Race and Crime, that are approved for the Africana Studies minor. Dr. Fuller is on the Honors College Committee and teaches an honors course in Social Problems. Otherwise, although we support interdisciplinary courses/programs and encourage our students to take these courses when appropriate, we have not been able to provide a great deal in the way of teaching support.

Objective:

3. Support faculty members in collaborative activities with their counterparts at other institutions to build collegiality and expand our network, which will benefit both faculty and students.

Assessment:

3. *Faculty member activities that involve collaboration with faculty members at other institutions will be included in each faculty member's annual report.* These activities may also be documented by copies of grant proposals/awards, printed programs of events, copies of work produced, etc. Annual reports are available from the department secretary's office.

Objective:

4. Support faculty members in actively pursuing competitive professional activities that will enhance their knowledge and expertise (e.g. scholarships to specialized courses, fellowships, exchange teaching at another university) and that will involve their working with another university or agency.

Assessment:

4. *Faculty member awards of scholarships, fellowships, invitations, etc. that involve working with another university or agency will be included in each faculty member's annual report.* Annual reports are available from the department secretary's office.

GOAL 5: PROVIDE A RANGE OF SERVICE ACTIVITIES WITHIN THE UNIVERSITY AND IN THE LARGER COMMUNITY TO APPLY ACADEMIC KNOWLEDGE TO PRACTICAL PROBLEMS, BUILD A STRONG PARTNERSHIP BETWEEN THE UNIVERSITY AND THE SURROUNDING COMMUNITY, AND TO CONTRIBUTE TO EFFORTS BY THE UNIVERSITY AND THE LARGER COMMUNITY TO

IMPROVE THE QUALITY OF LIFE FOR ALL CONCERNED. (Supports University Bread and Butter Goals 4, 5, 6, 7 and 8, and Visionary Goals 1 and 5)

Objective:

1. Participate in University governance tasks.

Assessment:

1. *Faculty members' involvement with various University committees is documented in each faculty member's annual report and by records of elections/appointments to committees and other working groups, minutes of meetings, reports, etc.* Annual reports are available from the department secretary's office. Records of elections/appointments to various committees and positions are available from the Dean's Office in the College of Arts and Sciences and the Office of the Vice-President for Academic Affairs. Depending on the entity responsible for the committee (Arts and Sciences or Academic Affairs), minutes of meetings and reports should be available as well. Minutes of department meetings are available from the department secretary. A summary of faculty involvement in University, College and Department committees is included below:

Year	University Comm	College Comm	Dept Committees
1998	4	3	8
1999	7	6	6
2000	6	4	8
2001	8	6	8

Objective:

2. Participate in University activities designed to promote a healthy, supportive environment for faculty members, staff and students.

Assessment:

2. *Participation in general University activities may be included in each faculty member's annual report.* Annual reports are available from the department secretary's office. These reports may not document all of the activities that faculty members participate in on campus, however, as many are informal or hosted/sponsored by other departments/offices. Criminology faculty are actively involved in campus life, however, participating in activities sponsored by the Africana Studies Program, the Women's Studies Program, the Anthropology Program, AAUP, the Center for Teaching and Learning, the EXCEL Center, the Art/Music/Theatre Departments, the Athletic Program, and various student groups.

Objective:

3. Sponsor/advise student groups.

Assessment:

3. *Signed forms of faculty sponsorship/advisement of student groups are available in the student activities' office, and will also be documented in each faculty member's annual report.* Registration forms for each student group are available in the Student Activities Office, and Criminology faculty will list those groups they sponsor/advise in their Annual Reports, which are available from the department secretary's office. Since 1998, Criminology faculty have sponsored/advise the following student groups:

YEAR	FACULTY MEMBER	ORGANIZATION
1998	Bruce DiCristina Sandra Stone (fraternity)	Alpha Kappa Delta (Soc. Honor Society) Alpha Tau Omega
1999	Bruce DiCristina Sandra Stone Florence Ferguson	Alpha Kappa Delta (Soc. Honor Society) Alpha Tau Omega (fraternity) Lambda Alpha Epsilon (CJ fraternity)
2000	Ron Hunter Florence Ferguson Sandra Stone	Alpha Phi Sigma (Nat'l CJ Honor Society) Lambda Alpha Epsilon (CJ fraternity) Alpha Tau Omega (fraternity)
2001	Ron Hunter Ron Hunter Florence Ferguson/Chris Williams Sandra Stone	Alpha Phi Sigma (Nat'l CJ Honor Society) Chi Phi (fraternity) Lambda Alpha Epsilon (CJ fraternity) Alpha Tau Omega (fraternity)

Objective:

4. Reward University and community service in faculty evaluations.

Assessment:

4. *Department promotion and tenure policies/criteria will include a service component.* Department promotion and tenure policies do include a service component, and service activities are ranked in order of importance as agreed upon by department faculty. See Chair's comments attached to each faculty member's annual report for documentation of Chair's inclusion of service activities in overall annual evaluation.

Objective:

5. Volunteer with community agencies.

Assessment:

5. *Volunteer activities with community agencies will be documented in each faculty member's annual report.* Annual reports are available from the department secretary's office. Criminology faculty are actively involved in a variety of community agencies and projects. Examples of these activities include: serving as a municipal judge, coordinating a local arts festival, serving as a member and on governing boards of state and local civic clubs and service agencies, volunteering with social services agencies to provide direct services to clientele, serving as a mediator in the local courts, and doing presentations in our areas of expertise to local community groups.

Objective:

6. Provide consulting services to local, regional, state, and federal agencies as requested.

Assessment:

6. *Consulting work will be documented in each faculty member's annual report.* Annual reports are available from the department secretary's office. Criminology faculty provide professional consultation services to a variety of organizations. Examples include: assisting service providing agencies with strategic planning, evaluating programs for service providing agencies, serving on advisory/governing boards for state and local organizations, developing a risk assessment instrument for a county juvenile court, and conducting special studies at an agency's request.

III Program Statement of Curriculum Learning Outcomes, Processes to Assess These Outcomes and Assessment Results

Learning Outcome:

1. Knowledge of the basic structure and functions of the main components of the criminal justice system – law enforcement, courts, corrections and juvenile justice.

Assessment:

1. Completion of CRIM 1100, Introduction to Criminal Justice, in Core Area F(1).
2. Completion of at least one course in the following areas: law enforcement, courts, corrections, juvenile justice.
3. Knowledge of content in each course may be measured in a variety of ways, depending on the individual professor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer-based exercises, class discussions.

Learning Outcome:

2. Knowledge of the main theories in criminology that offer various ways of understanding why people commit crime.

Assessment:

4. Completion of CRIM 3240, Criminology Theory in Major Area 1 with a grade of “C” or better. Theories will also be covered in some other courses, but not in as much detail.
5. Knowledge of content in each course may be measured in a variety of ways, depending on the individual professor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer-based exercises, class discussions.

Learning Outcome:

3. Knowledge of the basic research methods in the social sciences.

Assessment:

6. Completion of SOCI 4000, Research Methods, with a grade of “C” or better, and completion of one additional research course, either SOCI 4003, Statistics, or SOCI 4613, Qualitative Methods. Research methods may also be discussed in some other courses, but not in as much detail.
7. Knowledge of content in each course may be measured in a variety of ways, depending on the individual professor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer-based exercises, class discussions.
In research courses, students may also be asked to conduct an original research project.

Learning Outcome:

4. Knowledge of how the major criminal justice institutions respond to crime, criminals and victims.

Assessment:

8. Completion of CRIM 1100, Introduction to Criminal Justice, in Core Area F(1).
9. Completion of at least one course in the following areas: law enforcement, courts, corrections, juvenile justice. Criminal justice systems’ response to crime, criminals and victims may also be covered in other, topic specific courses.

10. Knowledge of content in each course may be measured in a variety of ways, depending on the individual professor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer-based exercises, class discussions.

Learning Outcome:

5. Ability to ask relevant questions and engage in research to explore special issues in criminology/criminal justice and their effects on the larger society.

Assessment:

11. Completion of four additional upper division Criminology courses to broaden the student's exposure to criminology subject matter or to allow the student to concentrate in an area of his/her particular interest.
12. Completion of at least one course in the following areas: law enforcement, courts, corrections, juvenile justice. Criminal justice systems' response to crime, criminals and victims may also be covered in other, topic specific courses.
13. Completion of SOCI 4000, Research Methods, with a grade of 'C' or better, and completion of one additional research course, either SOCI 4003, Statistics, or SOCI 4612, Qualitative Methods. Research methods may also be discussed in some other courses, but not in as much detail.
14. Knowledge of content in each course may be measured in a variety of ways, depending on the individual professor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer-based exercises, class discussions. In research courses, students may also be asked to conduct an original research project.
15. Student portfolios compiled during the Senior Capstone course, which provide samples of students' written communication skills, knowledge of career options (including advanced studies), knowledge of criminology/criminal justice subject matter, their ability to conduct basic research in the field, and their ability to use technology appropriately.

Learning Outcome:

6. Knowledge of the roles of race/ethnicity, class and sex in criminal behavior and societal response to crime.

Assessment:

16. Completion of Core Area F (2), which includes SOCI 1101 and a choice of several other SOCI and CRIM courses that address basic issues in Sociology and Criminology. In addition, the issues of race/ethnicity, class and sex are covered to some extent in most, if not all, CRIM courses, although they are explored in more detail in specific courses such as CRIM 2245, Juvenile Delinquency, CRIM 3241, Corrections, CRIM 4280, Race and Crime, CRIM 4231, Women in the Criminal Justice System, and CRIM 4712, Law and Society.
17. Knowledge of content in each course may be measured in a variety of ways, depending on the individual professor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer-based exercises, class discussions.

Learning Outcome:

7. Ability to apply criminology theories, principles and concepts to address “real life” problems and situations in the criminal justice field; ability to engage in critical thinking/analysis.

Assessment:

18. Completion of Core Area F(3), which requires three courses that require some degree of critical thinking/analysis. Students may choose from a variety of courses in Accounting, Computer Science, Economics, Philosophy or Political Science.
19. Completion of SOCI 4000, Research Methods, with a grade of “C” or better, and completion of one additional research course, either SOCI 4003, Statistics, or SOCI 4612, Qualitative Methods. Research methods may also be discussed in some other courses, but not in as much detail.
20. Completion of two writing intensive courses (WAC).
21. Completion of at least one course in the following areas: law enforcement, courts, corrections, juvenile justice.
22. Completion of four additional upper division Criminology courses to broaden the student’s exposure to criminology subject matter or to allow the student to concentrate in an area of his/her particular interest.
23. Job performance evaluations by site supervisors in internship placements. Completion of a paper as a requirement of the internship where the student is asked to discuss the relationship between his/her coursework and his/her field experience.
24. Student portfolios compiled during the Senior Capstone course, which provide samples of

students' written communication skills, knowledge of career options (including advanced studies), knowledge of criminology/criminal justice subject matter, their ability to conduct basic research in the field, and their ability to use technology appropriately.

25. Critical thinking/analysis skills may be measured in each course in a variety of ways, depending on the individual professor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer-based exercises, class discussions.

Learning Outcome:

8. Demonstration of strong oral and written communication skills.

Assessment:

26. Completion of two writing intensive courses (WAC).
27. Completion of at least one course in the following areas: law enforcement, courts, corrections, juvenile justice, all of which involve some requirements for oral and/or written communication.
28. Completion of four additional upper division Criminology courses to broaden the student's exposure to criminology subject matter or to allow the student to concentrate in an area of his/her particular interest. All upper division courses include opportunities for the development of oral and written communication skills.
29. Student portfolios compiled during the Senior Capstone course, which provide samples of students' written communication skills, knowledge of career options (including advanced studies), knowledge of criminology/criminal justice subject matter, their ability to conduct basic research in the field, and their ability to use technology appropriately.
30. Oral and written communication skills may be measured in a variety of ways in each course, depending on the individual professor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer-based exercises, class discussions.

Learning Outcome:

9. Ability to utilize appropriate technology in the study of criminology/criminal justice issues.

Assessment:

31. Completion of the two research courses, at least one of which will introduce the student to appropriate statistical software for use in criminology research.
32. Completion of major courses, most, if not all, of which require some basic technology skills, particularly the ability to perform basic tasks on the computer and engage in basic research on the Internet and in the library.
33. Student portfolios compiled during the Senior Capstone course, which provide samples of students' written communication skills, knowledge of career options (including advanced studies), knowledge of criminology/criminal justice subject matter, their ability to conduct basic research in the field, and their ability to use technology appropriately.
34. Basic technology skills may be measured in a variety of ways, depending on the individual professor and the size of the class, but may include any number of the following: class projects, small group activities, formal research papers, power-point presentations, written assignments, and computer-based exercises.

Learning Outcome:

10. Knowledge of career options in criminology/criminal justice, including pursuit of advanced degrees.

Assessment:

35. Completion of courses that deal specifically with one or more components of the criminal justice system, as these will expose the student to career options in those settings.
36. Attendance at criminal justice career fairs.
37. Student portfolios compiled during the Senior Capstone course, which provide samples of students' written communication skills, knowledge of career options (including advanced studies), knowledge of criminology/criminal justice subject matter, their ability to conduct basic research in the field, and their ability to use technology appropriately.
38. Completion of an internship in a criminal justice agency.

Learning Outcome:

11. Ability to engage in ethical behavior in a professional work setting.

Assessment:

39. Completion of the required course in ethics, CRIM 4230. Professional ethics and ethical dilemmas will also be discussed in other upper level

Criminology courses, although not in as much detail.

40. Job performance evaluations by site supervisors in internship placements.

41. At the present time, the Criminology program is not conducting an exit exam for majors, although faculty members are engaging in discussion about possibly implementing such an exam in the future.

Criminology courses that meet particular learning objectives are listed below. Some courses may focus more on some objectives while partially covering others, but students will at least have had some exposure to the material after completing that course.

Course	Obj 1	Obj2	Obj3	Obj4	Obj5	Obj6	Obj7	Obj8	Obj 9	Obj1 0	Obj1 1
Crim1100 Intro CJ	X	X		X		X					
Crim2245 Juv Del	X	X	X	X	X	X	X			X	X
Crim2272 Law enf	X			X		X				X	
Crim2273 Crim Proc	X			X		X	X	X			
Crim3240 Crim Th		X	X		X	X	X	X			
Crim3241 Correc	X	X	X	X	X	X	X	X	X	X	X
Crim3242 DrugAbus		X		X	X	X	X	X	X		
Crim3333 Victimol				X	X	X	X	X			
Crim 4230 Ethics				X	X	X	X	X			X
Crim4231 Wmn inCJ	X	X		X	X	X	X	X	X	X	X
Crim4232 FamViol		X	X	X	X	X	X	X			X
Crim 4233 Gangs	X	X	X	X	X	X	X	X	X		
Crim4247 CrimLaw	X			X	X	X	X	X	X	X	
Crim 4248 CompJust	X			X	X	X	X	X	X		
Crim4250 CrimPrev	X	X		X	X	X	X	X	X	X	

Crim4255 YouthCrime Comm	X	X	X	X	X	X	X	X	X	X	X	X
Crim4277 Pol in Soc	X			X	X	X	X	X	X	X	X	X
Crim4278 Pol-Com Relations	X		X	X	X	X	X	X	X	X	X	X
Crim4280 ContIssues				X	X	X	X	X				
Crim4284 SrCapston					X		X	X	X	X	X	X
Crim4285 Practicum	X			X		X	X		X	X	X	X
Crim4286 Internship	X			X		X	X	X	X	X	X	X
Crim4293 CorrProgs	X	X	X	X	X	X	X	X	X	X	X	X
Crim4402 PrisonLaw	X			X	X	X	X	X	X			X
Crim4712 Law/Soc		X		X	X	X	X	X				
Crim4981 DirRead				X	X	X	X	X				
SOCI4000 ResMeth			X		X	X	X	X	X			
SOCI4003 Statistics			X		X	X	X	X	X			
SOCI 4323 Cult/Rac Min			X	X	X	X	X	X	X			
SOCI 4543 Deviance		X	X	X	X	X	X	X	X			
SOCI461 QualMeth			X		X	X	X	X	X			

IV. General Statement of Program Condition

Program Highlights

The Criminology program has several special characteristics. It is the only Criminology program in the University of Georgia system, and perhaps in the state, meaning that it is liberal arts based and not focused on the applied elements of more traditional Criminal Justice programs. Within our University, the Criminology program is the only program in the College of Arts and Sciences designated an evening/weekend program, and it is one of only a few that requires a 2.5 GPA for

admission to the major. Further, the Criminology program is also one of the few programs in the University that incorporates an internship into its curriculum.

Meeting UWGs “Bread and Butter Goals”

The strategies used within the criminology program to meet UWGs “Bread and Butter Goals” are identified within each of the “Program Goals and Objectives” described within **Section II.**

Contributions to UWGs “Visionary Goals”

The strategies used within the criminology program to meet UWGs “Visionary Goals” are identified within each of the “Program Goals and Objectives” described within **Section II.**

Current Strengths:

- X Require 2.5 GPA for acceptance into the major

- X Increasing number of majors

- X Diverse faculty (demographically and in terms of disciplines)

- X All but one faculty member have worked in one or more areas of the criminal justice system

- X Only Criminology program in the state

- X Internship program

- X Students are getting jobs in their field

Current Weaknesses:

- X Faculty also support Sociology undergraduate and graduate programs, decreasing the number of Criminology courses offered each semester

- X Many students who want to major in Criminology cannot meet the GPA requirement

X Program faculty has had a lot of turnover since semester conversion in 1998

X No budget for recruitment materials

Current Opportunities:

X Growing number of jobs in criminal justice field

X Growing enrollment of University increases potential pool of majors

X Current events (e.g. terrorist attacks, Internet exploitation of children, identity theft, Enron, etc.) increase interest in the criminal justice field

X New faculty hires offer opportunities to add new courses

X More criminology students are expressing an interest in graduate work

Current Threats:

X Budget cuts limit possibilities for new faculty lines, adding to workload of existing faculty as number of majors increases and diluting quality of faculty-student relationships; also limits possibility of expanding graduate courses and building Criminology graduate program

X Nearby colleges/universities are adding/expanding criminal justice programs

X Law enforcement agencies are looking for new hires with more specific training/skills (e.g. accounting, computer skills, second language fluency) regardless of whether they have a background in criminal justice

X Students are increasingly having difficulty passing criminal background checks and polygraph tests for internships and hiring in criminal justice agencies

- X Increasing liability concerns are beginning to limit student opportunities for meaningful, “hands on” internships in criminal justice agencies, especially at the federal agencies and some state agencies as well

Utility:

With semester conversion, Criminology faculty began to re-define the Criminology Program, and many changes have occurred since. We have the only Criminology program in the state, with the rest being Criminal Justice programs or Justice Studies programs or something similar, most of which are housed within Political Science Departments. We decided to leave our program liberal arts based, which we believe provides our students with a broader, more mature understanding of the complexities of the world within which crime occurs. During the first three years there were faculty and course changes, but the program has now begun to stabilize and develop an identity. A 2.5 minimum GPA was instituted as a requirement for admission into the major in 1996, which resulted in a loss of majors, but since 1998 the number of majors has almost doubled. Current faculty members are productive and actively working to build the program further.

We feel that we are preparing our students for success following completion of their undergraduate work. Our alumni and current students are generally satisfied with the program. Agency personnel in the community seem pleased with our program as well, as they are eager to provide internship opportunities and often jobs to our students. For the most part, students receive positive feedback both as interns and as employees. Our students that have gone on to law or graduate school have also done well.

Utility issues will be further addressed within the **Overall Program Assessment** that follows.

Vitality:

Our program is strong in terms of professional activities of faculty and faculty involvement in the larger university and surrounding community. Our faculty members have recently received awards for research, teaching and service. Criminology faculty have not been able to provide a great deal of support to other special programs (e.g. XIDS, Learning Communities, etc.) of the University in recent years due to our efforts to build our program, adequately serve our majors, and meet all of the other demands placed on our time. This is not likely to change in the near future, as the number of majors continues to increase but we are getting no new faculty lines. Time constraints affect our ability to provide a great deal of research opportunities for undergraduate students as well. Nevertheless, it is our belief that we offer a quality program and students who complete the Criminology major graduate with a solid base of knowledge and adequate skills to enable them to perform successfully at just about any entry level position throughout the criminal justice system. Those who have chosen to continue on for an advanced degree have generally been prepared for that arena, too. All in all, we feel positive about our program and believe we are on the right track. We look forward to our continuing growth and development over the next few years.

Vitality issues will be further addressed within the **Overall Assessment** that follows.

Overall Assessment of the Criminology Program:

Enrollment:

During the early 1990s, the enrollment in what was then called the Criminal Justice Program was over 100 majors. The quality of the program was somewhat lacking, however. As the department began to plan for semester conversion in the mid-1990s, the faculty, in consultation with the Department Chair and the Dean decided to make some revisions to the program. The program was changed from Criminal Justice to Criminology, with an emphasis on a strong liberal arts foundation. The requirements for acceptance into the program as a major were changed to include a minimum 2.5 GPA in the student's core curriculum courses, and that the student would need to complete the core prior to being allowed to enroll in major area courses. In addition, new faculty were added as other faculty retired or moved to another institution, bringing new areas of expertise that broadened the course offerings for the program. As a result of the new 2.5 GPA requirement, instituted in 1996, the number of majors began to drop. By 1998, the number of Criminology majors had decreased to less than 50. As we have strengthened our program, and as the admission standards for the University have increased, the number of Criminology majors has been increasing over the past few years. By fall 2000, there were 53 majors and another 32 students designated as "pre-crim," meaning that they indicated Criminology as their area of interest with the registrar's office, but they had not yet been officially admitted to the program as a major. Most of the "pre-crim" students were still freshmen or sophomores, completing their core courses. In Spring 2002, there were 78 majors, and another 24 students designated "pre-crim." Thus, with majors and pre-majors combined, we have had a 20% increase just over a year. Further, for the 2000-2001 academic year, our program awarded 25 Bachelor of Science degrees in Criminology. This was followed by 23 degrees awarded in 2001-2002.

Contributions to the Core:

The Board of Regents did not approve a criminal justice/criminology course as an acceptable option under the list of social sciences options courses in Core Area E. A sub-committee of the Regents' Advisory Committee on Criminal Justice is working on a new proposal, however, to obtain approval for a course that would be entitled Justice Studies. Presently, the Criminology program's contribution to the core consists of the Social Problems course, which is taught by Criminology faculty.

Advising:

With the exception of new faculty during their first year, all Criminology faculty members participate in advising students. In addition, Dr. Stone, Dr. Williams, and Dr. Hunter assist with advising for freshmen and sophomores in the EXCEL Center and Dr. Fuller assists with students in the Honors College.

Syllabus Preparation:

All Criminology faculty maintain current syllabi for their courses, and these syllabi are posted on the University's website.

Encouraging Critical Thinking/Independent Research:

Criminology faculty encourage critical thinking/independent research to some degree in all courses, although these skills are stressed more in upper level courses, particularly as students are given opportunities to apply theories and research methodologies to practical problems in the criminal justice field. Critical thinking/independent research skills are specifically evaluated in assigned research papers, in independent study/directed research courses, and in the Criminology Theory, Research Methods and Senior Capstone courses each student is required to pass with a "C" or better in order to graduate.

Writing:

With semester conversion, the University began to place more emphasis on the development of strong written communication skills in students. Students in the College of Arts and Sciences are required to pass at least two courses designated as writing intensive, meaning that the faculty member teaching the course has been certified through the Writing Across the Curriculum (WAC) program and the course meets minimum standards established by the Executive Committee for that program in terms of number and type of assignments. One of the required WAC courses has to be in the major, and the second may or may not be, depending on the student's choice. These courses are capped at 20 students, as they require a great deal of work from the faculty member. As of spring 2002, four of the five Criminology faculty members have been WAC certified. The fifth faculty member is in his first year at the University, and has not been required to be certified. He will, however, become WAC certified during the next academic year. The Senior Capstone course is WAC approved, and is taught by Dr. Hunter each semester. Dr. Ferguson, Dr. Fuller and Dr. Stone take turns supplementing the Senior Capstone with at least one additional Criminology WAC course each semester. These additional courses often serve other students as well as Criminology majors, since all Arts and Sciences graduates must have two WAC courses and one can be outside the student's major.

Technology Skills:

Although most, if not all, courses now require students to utilize the internet and other computer skills, some may focus on development of these skills more than others. For example, the research methods course may require students to do activities that involve use of SPSS statistical analysis software, and other courses may incorporate computer exercises provided by the textbook publisher or that the faculty member has devised on his/her own. The Senior Capstone course specifically incorporates the development of computer skills into the course requirements, however, as students need to leave that course equipped with all of the basic skills they will need for entry level jobs in the criminal justice system.

Ethics/Professionalism:

Students are required to take a professional ethics course as a part of the major, and ethics are

discussed in a variety of other courses as well. For students who do internships, one of the monthly class meetings is devoted exclusively to the discussion of ethics, and ethical issues come up in other discussions throughout the semester and during the site visits. Further, the Senior Capstone course incorporates discussions on ethics and professional behavior as a part of preparation for entry into the workforce or advanced/professional educational programs.

Job/Career Preparation:

Students in the Criminology program are assisted in job/career preparation in a variety of ways. The Senior Capstone course includes sessions on resume writing, letter writing, and job searches, as well as searching for information and completing applications to graduate schools. Students are often given an opportunity to participate with faculty in research projects or obtain faculty guidance in conducting research projects of their own. Some students experience presenting their research at professional conferences or other student research competitions. Student clubs often provide guest speakers on different criminal justice careers, and the University and other entities often sponsor job fairs that include a number of criminal justice agencies. Finally, Criminology students have the opportunity to participate in an internship before graduation, which allows them a chance to develop some “hands on” skills in their particular area of interest.

Contributions to Other Programs:

As mentioned in an earlier section under Goals and Objectives, three members of the Criminology faculty offer courses to support the XIDS program, the Women’s Studies program, the Africana Studies program, and the Honors College.

Contributions to the Sociology Undergraduate Program:

Criminology faculty currently teach many courses in sociology. Several of the courses are in the process of being cross listed in that they are beneficial to both criminology and sociology students. Criminology faculty also teach other basic sociology courses as needed within the department.

Contributions to the Master’s Degree Programs in Sociology and Gerontology:

In addition to their teaching responsibilities within the Criminology undergraduate program, the Criminology faculty support the graduate program by teaching both 5000 and 6000 level courses in Criminology and Sociology .

Contribution to the State of Georgia:

The Criminology program provides highly qualified entry level workers to a number of state agencies in the criminal justice field, including municipal police departments, county police and sheriffs’ departments, correctional facilities and community programs, juvenile facilities and community programs, and court-related services. A few of our graduates pursue advanced degrees, and some obtain employment in non-related fields. Although we do not track all of our graduates at this time, based on those who do keep in touch it would be fair to say that most of

our graduates remain in the state, and most find gainful employment soon after graduation.

V. Departmental Achievements

All of the data provided are broken down by the individual years of 98-99, 99-00, 00-01 and 01-02 as well as totals for these four years since the semester system began.

A.	Number of students graduating.	98	99	00	01	Total
		35	24	25	23	107
B.	Proportion of graduating students going on to graduate or professional schools.	Data currently unavailable				
C.	Types of Licensure	N/A				
D.	How does the department prepare students for Licensure?	N/A				
E.	Other notable achievements.					

Students must have completed all core curriculum requirements with a grade point average of 2.5 or higher to be admitted to the criminology program.

VI. Student Achievements.

A.	Total Published Research Papers	98	99	00	01	Total
		2	1	1	2	6
B.	Total Presentation	98	99	00	01	Total
		1	1	2	1	5
C.	Total Internships	98	99	00	01	Total
		30	35	36	47	148
D.	Total Co-Ops	N/A				
E.	Total Scholarships	N/A				
F.	Total Fellowships	N/A				
G.	Total Recipients of Notable Awards	98	99	00	01	Total
		1	1	1	1	4

H. Other Notable Student Achievements

A local chapter of the Alpha Phi Sigma National Criminal Justice Honorary Society was created in 2000. It had 16 members in 2000 and increased to 21 in 2001.

VII. Faculty/Staff Productivity

A. Teaching

1. Total New Course Developments	98	99	00	01	Total
	2	3	3	4	1
2. Total Faculty Teaching Honors Courses	98	99	00	01	Total
	1	1	1	1	4
3. Percent of Faculty Involved in Academic Advisement	98	99	00	01	Total
	100%	75%	100%	75%	88%

A. Research/Productivity

1. Total Books and Monographs	98	99	00	01	Total
	1	2	3	2	8
2. Total Book Chapters	98	99	00	01	Total
	2	2	8	2	14
3. Total Peer Review Articles	98	99	00	01	Total
	1	4	0	1	6
4. Total Other Shorter Works	98	99	00	01	Total
	1	4	4	11	20
5. Total Paper Presentations	98	99	00	01	Total
	6	13	15	10	34
6. Total Other Presentations	98	99	00	01	Total
	1	3	2	5	10
7. Total In-House Publications	98	99	00	01	Total
	1	0	0	1	2
8. Total Juried Exhibits/Performances		N/A			

9. Total Other (Public Speeches)	98	99	00	01	Total
	0	2	1	2	5
10. Total Positions Held in Journal Editing	98	99	00	01	Total
	1	3	3	4	11
Journal Reviews	98	99	00	01	Total
	5	10	10	12	37
11. Total Faculty involved in Notable Continuing Education Efforts	98	99	01	Total	
	1	1	1	4	

A. Public Service

1. Total Participants in Honors Organizations	98	99	00	01	Total
	2	2	2	2	8
2. Total Offices Held in Professional Organizations	98	99	00	01	Total
	0	2	2	5	9
3. Total Advisors of Student Organizations	98	99	00	01	Total
	2	3	3	4	12
4. Total Participants in Cooperative Consulting Efforts	98	99	00	01	Total
	3	3	4	4	14
5. Total System-Wide/UWG Committee Appointments	98	99	00	01	Total
	5	6	8	8	27
6. Total Participants in Public Service Activities	98	99	00	01	Total
	6	8	9	11	34

D. Other notable faculty achievements

2000 Academy of Criminal Justice Sciences Outstanding Crime Prevention Educator

2001 UWG Honors Professor of the Year

VIII. Grants/Awards

A. Total Proposals Submitted	98	99	00	01	Total
	5	3	4	1	13
B. Total Proposals Funded	98	99	00	01	Total
	4	1	1	0	6

C. Total Amount Funded	98	99	00	01	Total
	\$100,250	\$3,000	\$46,715	0	\$149,968

D. Total Gifts Generated by Department N/A

E. Total Contracts Awarded N/A

F. Total Fellowships Awarded N/A

IX. New Degree Programs of Deletions

N/A

X. New Departments or Other New Unit

N/A

XI. Accreditation or Similar Distinction or Renewal

N/A

XII. Other Awards, Distinctions, and Achievements

All faculty in the criminology program are WAC certified. All faculty in the criminology program hold Ph.D.s. All faculty have been criminal justice practitioners. And, all faculty have established reputations within the discipline as researchers and scholars.

XIII. Cost Efficiency

The costs per credit hour for undergraduate criminology courses were calculated in the following manner:

The salaries of criminology faculty plus 30% for fringe benefits were prorated based upon the number of undergraduate criminology courses taught by that faculty member each semester. For example if a faculty member taught one criminology course, one sociology course and one graduate course, she would have half her yearly salary divided by 3 to determine the appropriate salary and fringe costs for teaching that criminology course. That cost would then be added to proportionate operating costs, travel allowances, and secretarial salary for each semester. Those costs would be determined based upon the number of criminology faculty in relation to the other faculty within the department (i.e. 4 of 14 or 5 of 15). The total costs would then be divided by the number of undergraduate criminology credit hours generated during that semester (data provided by Institutional Research and Planning).

Costs for summer teaching were determined by using 10% of faculty salary plus 17% for fringe benefits. Summer teaching was only calculated if a criminology course was taught. In the case of summer internships, the costs were calculated based upon 1/4 of faculty salary. This was due to 1) the internship coordinator being paid in alternate years and 2) having about an equal mix of criminology and sociology interns to supervise.

This formula provided the following costs per credit hour for each semester since Fall 1998:

F 98 \$115.08
Sp 99 \$160.66
Su 99 \$ 95,97

F 99 \$123.85
Sp 00 \$219,50
Su 00 \$169,81

F 00 \$109.19
Sp 01 \$179.27
Su 01 \$104.32

F 01 \$138.32
Sp 02 \$147.88
Su 02 \$109.75

Average cost per regular semester hour \$149.21

Average cost per summer hour \$119.96

Average cost per hour for all courses \$139.47

XIV. Action Plan

The Criminology Program's Action Plan is as follows:

- X Continue to achieve the 5 Goals and 31 Objectives described within Section II., utilizing the means identified within the Assessment Procedures.
- X Continue to promote the 11 Learning Outcomes identified within Section III., utilizing the means identified within the Assessment Procedures.
- X Continue to meet UWG "Bread and Butter Goals" as discussed within Section II.
- X Continue to promote the UWG "Vision ary Goals" as discussed within Section II.
- X Seek to enhance current program strengths by increasing faculty effectiveness and program efficiency.
- X Seek to address and overcome current program weaknesses.

- X Seek to utilize current opportunities to enhance program quality, utility and vitality.
- X Use program strengths and the reduction of program weaknesses to cope with current and future threats.
- X Continue to enhance Departmental Achievements as identified within Section V.
- X Seek to improve Student Achievements as identified within Section VI.
- X Continue to maintain a high level of Faculty Productivity as identified within Section VII.
- X Seek Program Review from the Academy of Criminal Justice Sciences.